



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Silverado Middle School	28662666058796	April 28, 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 Silverado Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Silverado Middle School was exited from Comprehensive Support and Improvement effective 2025. This means that the school is no longer identified as needing significant support and intervention based on specific criteria set by the state and federal government. Exiting CSI indicates that the school has made significant progress in student outcomes and is no longer in the bottom 5% of Title I schools.

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 Silverado Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Silverado Middle School was exited from Comprehensive Support and Improvement effective 2025. This means that the school is no longer identified as needing significant support and intervention based on specific criteria set by the state and federal government. Exiting CSI indicates that the school has made significant progress in student outcomes and is no longer in the bottom 5% of Title I schools.

Silverado Middle School was built in 1958 and serves approximately 575 diverse students between grades 6-8. Our plan is aligned with the NVUSD's LCAP and the NVUSD Strategic Plan. Silverado is a Title 1 school and a proud California Community School as part of the CCSPP grant framework. Our school mission: Act with Purpose, Live with Passion, Strive for Progress.

We meet the needs of our students through strong academic, elective, social and emotional advisory, and athletics programs. We set goals with our teacher teams, parent groups, wellness team, and administrative team focused on standards-aligned curriculum. The plan supports staff engagement in Professional Learning Communities (PLCs) using common assessments and data-driven protocols to review student progress and respond to student needs. With a high percentage of Multilingual Learners (MLLs) and special education students, the plan articulates professional learning that supports language acquisition and strategies that support all learners, including reading and writing to learn, academic language and AVID strategies school-wide.

We believe school should be a place where every student feels a sense of belonging, where nutritious and delicious meals are served, where students have clear behavioral (safe, respectful, responsible, kind) and academic expectations, and where our students thrive. The plan includes professional learning and implementation of high impact instruction, social emotional learning, restorative practices, and trauma-informed care. Additionally, our plan is inclusive of supporting parents with communication in their home language, access to parent learning, and engagement for families of MLLs through a targeted focus on supporting a strong English Learner Advisory Committee (ELAC). The plan provides a whole-child approach to learning and growth at Silverado Middle School.

Educational Partner Involvement

How, when, and with whom did Silverado Middle 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 developed by the principal with input from site leadership team and family groups for input and approval. Updates on actions and progress toward goals are reviewed at each School Site Council (SSC) and Community School Advisory team meeting and the English Language Advisory Committee (ELAC).

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.

UPDATE!!!!!!

ACADEMIC PERFORMANCE

English Language Arts:

Students in all subgroups are underperforming in English Language Arts. However, most subgroups (English Learners, Hispanic students, Socioeconomically Disadvantaged students and Students with Disabilities) showed an increase in performance, with Students with Disabilities showing the greatest increase in growth. White students maintained growth. Other subgroups, including other races and Homeless and Foster Youth, were too small in size to be included in the Dashboard metric. Silverado is leveraging AVID instructional strategies to support students in reading, writing, listening and speaking skills to increase literacy across content areas.

Mathematics:

Students in all subgroups are underperforming in Mathematics, and Students with Disabilities and White students decreased performance. However, other subgroups all showed an increase in growth, with English Learners and Long-Term English Learners showing the greatest gains.

Other subgroups, including Homeless and Foster Youth, were too small in size to be included in the Dashboard metric. Teachers are engaging in ongoing mathematics instructional training and coaching to better address student needs.

English Learner Progress:

Fewer students made progress on the ELPAC than the year prior (60% in 2023 to 42% in 2024). Schoolwide training around language acquisition strategies across content areas and support for MLL students continues, partnered with robust family resource and SEL supports.

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.

Conditions and Climate:

"All Students" are measured at the "red" level for the suspension rate, which increased from the year prior by 5%. Despite this increase, extreme incidents decreased overall, and Silverado was able to implement more consistent consequences and documentation. Silverado is continuing to develop and implement restorative practices to better promote positive behavior and a peaceful school climate.

Other Needs

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

Silverado has experienced ongoing Newcomer student enrollment, and is strategically utilizing funding and partnering with community organizations to fully support the students and their success in school.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Silverado Middle 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	0.78%	0.74%	1.13%	6	5	7
Asian	1.30%	1.49%	0.96%	10	10	6
Filipino	0.78%	1.19%	1.61%	6	8	10
Hispanic/Latino	73.83%	75.19%	76.05%	567	506	473
Pacific Islander	0.26%	0.15%	0.32%	2	1	2
White	20.18%	19.02%	17.52%	155	128	109
Multiple/No Response	2.73%	2.23%	2.41%	21	15	15
Total Enrollment				768	673	622

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	229	183	195
Grade 7	260	234	181
Grade 8	279	256	246
Total Enrollment	768	673	622

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	251	208	206	34.9%	32.7%	33.1%
Fluent English Proficient (FEP)	218	214	197		28.4%	31.7%
Reclassified Fluent English Proficient (RFEP)	196	194		24.1%	25.5%	

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 6	269	226	178	253	214	170	252	214	169	94.1	94.7	95.5
Grade 7	271	260	228	254	251	212	252	251	212	93.7	96.5	93
Grade 8	328	277	253	313	259	244	312	259	244	95.4	93.5	96.4
All Grades	868	763	659	820	724	626	816	724	625	94.5	94.9	95

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 6	2478.	2464.	2480.	8.33	4.67	7.69	20.63	20.56	28.99	34.52	26.17	26.04	36.51	48.60	37.28
Grade 7	2452.	2476.	2482.	3.57	6.77	7.08	12.70	21.12	18.87	23.02	17.53	24.06	60.71	54.58	50.00
Grade 8	2497.	2494.	2532.	5.45	3.86	9.02	23.08	22.01	29.51	26.60	26.25	28.69	44.87	47.88	32.79
All Grades	N/A	N/A	N/A	5.76	5.11	8.00	19.12	21.27	25.76	27.94	23.20	26.40	47.18	50.41	39.84

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 6	11.16	8.41	11.24	51.79	45.33	52.07	37.05	46.26	36.69
Grade 7	4.37	11.16	9.43	48.81	50.20	57.55	46.83	38.65	33.02
Grade 8	7.05	9.65	16.39	46.79	49.42	54.10	46.15	40.93	29.51
All Grades	7.48	9.81	12.64	48.96	48.48	54.72	43.56	41.71	32.64

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 6	6.77	6.64	11.31	52.99	47.39	51.79	40.24	45.97	36.90
Grade 7	4.76	11.95	5.66	38.89	37.05	45.28	56.35	51.00	49.06
Grade 8	9.97	7.72	7.79	47.59	38.61	53.69	42.44	53.67	38.52
All Grades	7.37	8.88	8.01	46.56	40.64	50.32	46.07	50.49	41.67

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 6	6.77	6.07	8.88	72.91	66.36	69.23	20.32	27.57	21.89
Grade 7	5.56	5.98	6.13	64.29	69.32	73.58	30.16	24.70	20.28
Grade 8	8.65	7.72	12.30	63.14	69.11	73.77	28.21	23.17	13.93
All Grades	7.12	6.63	9.28	66.50	68.37	72.48	26.38	25.00	18.24

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 6	9.96	8.41	7.10	64.94	57.94	66.27	25.10	33.64	26.63
Grade 7	7.14	8.37	9.43	49.21	50.20	58.96	43.65	41.43	31.60
Grade 8	11.54	7.72	14.34	63.14	68.34	68.03	25.32	23.94	17.62
All Grades	9.69	8.15	10.72	59.39	58.98	64.48	30.92	32.87	24.80

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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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 6	269	226	178	264	220	174	263	220	173	98.1	97.3	97.8
Grade 7	271	260	228	267	257	224	266	257	224	98.5	98.8	98.2
Grade 8	327	277	253	316	264	248	316	264	248	96.6	95.3	98
All Grades	867	763	659	847	741	646	845	741	645	97.7	97.1	98

* 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 6	2447.	2449.	2451.	6.08	2.27	6.36	9.13	12.73	12.14	28.14	25.91	25.43	56.65	59.09	56.07
Grade 7	2452.	2456.	2454.	4.89	5.84	1.79	11.28	12.45	11.61	21.05	21.79	25.45	62.78	59.92	61.16
Grade 8	2450.	2463.	2481.	6.01	4.55	9.27	10.76	11.36	8.87	14.24	16.67	22.18	68.99	67.42	59.68
Grade 11															
All Grades	N/A	N/A	N/A	5.68	4.32	5.89	10.41	12.15	10.70	20.71	21.19	24.19	63.20	62.35	59.22

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 6	4.94	3.18	5.81	34.98	39.55	36.63	60.08	57.27	57.56
Grade 7	4.51	7.00	2.68	29.70	35.41	36.16	65.79	57.59	61.16
Grade 8	5.70	3.79	9.27	29.43	37.50	40.32	64.87	58.71	50.40
Grade 11									
All Grades	5.09	4.72	6.06	31.24	37.38	37.89	63.67	57.89	56.06

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 6	3.42	2.73	6.36	45.63	40.91	43.35	50.95	56.36	50.29
Grade 7	4.51	6.61	2.68	44.74	41.63	48.66	50.75	51.75	48.66
Grade 8	6.96	4.92	8.47	37.66	44.32	43.55	55.38	50.76	47.98
All Grades	5.09	4.86	5.89	42.37	42.38	45.27	52.54	52.77	48.84

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 6	7.22	3.64	3.47	53.99	63.64	54.34	38.78	32.73	42.20
Grade 7	5.26	5.06	4.46	54.14	59.14	53.57	40.60	35.80	41.96
Grade 8	6.01	5.68	8.47	52.22	52.65	52.42	41.77	41.67	39.11
All Grades	6.15	4.86	5.74	53.37	58.16	53.33	40.47	36.98	40.93

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org 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
6	1517.8	1503.9	1494.1	1520.7	1503.1	1485.1	1514.5	1504.1	1502.7	81	61	61
7	1533.9	1516.8	1507.3	1539.5	1526.1	1501.4	1528.0	1507.1	1512.6	82	72	62
8	1533.7	1535.2	1530.3	1532.0	1547.0	1532.9	1535.0	1522.8	1527.1	111	73	59
All Grades										274	206	182

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
6	19.75	16.39	16.39	35.80	29.51	27.87	25.93	27.87	19.67	18.52	26.23	36.07	81	61	61
7	21.95	22.22	27.42	39.02	23.61	25.81	25.61	30.56	12.90	13.41	23.61	33.87	82	72	62
8	18.02	20.55	27.12	36.04	34.25	25.42	24.32	21.92	22.03	21.62	23.29	25.42	111	73	59
All Grades	19.71	19.90	23.63	36.86	29.13	26.37	25.18	26.70	18.13	18.25	24.27	31.87	274	206	182

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
6	45.68	34.43	39.34	34.57	37.70	22.95	7.41	6.56	3.28	12.35	21.31	34.43	81	61	61
7	43.90	38.89	45.16	39.02	33.33	17.74	8.54	12.50	6.45	8.54	15.28	30.65	82	72	62
8	28.83	38.36	49.15	41.44	30.14	18.64	12.61	16.44	5.08	17.12	15.07	27.12	111	73	59
All Grades	38.32	37.38	44.51	38.69	33.50	19.78	9.85	12.14	4.95	13.14	16.99	30.77	274	206	182

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
6	6.17	3.28	4.92	20.99	16.39	18.03	32.10	32.79	27.87	40.74	47.54	49.18	81	61	61
7	3.66	2.78	1.61	25.61	16.67	25.81	40.24	34.72	29.03	30.49	45.83	43.55	82	72	62
8	7.21	2.74	3.39	29.73	21.92	27.12	27.93	30.14	28.81	35.14	45.21	40.68	111	73	59
All Grades	5.84	2.91	3.30	25.91	18.45	23.63	32.85	32.52	28.57	35.40	46.12	44.51	274	206	182

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	
6	9.88	9.84	9.84	71.60	57.38	50.82	18.52	32.79	39.34	81	61	61	
7	7.32	4.17	8.06	71.95	59.72	53.23	20.73	36.11	38.71	82	72	62	
8	12.61	10.96	18.64	61.26	57.53	57.63	26.13	31.51	23.73	111	73	59	
All Grades	10.22	8.25	12.09	67.52	58.25	53.85	22.26	33.50	34.07	274	206	182	

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	
6	72.84	63.93	60.66	14.81	16.39	6.56	12.35	19.67	32.79	81	61	61	
7	79.27	76.39	64.52	10.98	9.72	4.84	9.76	13.89	30.65	82	72	62	
8	61.26	70.83	67.80	26.13	18.06	6.78	12.61	11.11	25.42	111	72	59	
All Grades	70.07	70.73	64.29	18.25	14.63	6.04	11.68	14.63	29.67	274	205	182	

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	
6	4.94	4.92	1.64	33.33	29.51	22.95	61.73	65.57	75.41	81	61	61	
7	9.76	2.78	3.23	42.68	36.11	37.10	47.56	61.11	59.68	82	72	62	
8	15.32	8.22	10.17	37.84	35.62	37.29	46.85	56.16	52.54	111	73	59	
All Grades	10.58	5.34	4.95	37.96	33.98	32.42	51.46	60.68	62.64	274	206	182	

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
6	18.52	11.48	14.75	56.79	62.30	52.46	24.69	26.23	32.79	81	61	61
7	17.07	5.56	9.68	60.98	65.28	62.90	21.95	29.17	27.42	82	72	62
8	6.31	6.85	0.00	74.77	71.23	79.66	18.92	21.92	20.34	111	73	59
All Grades	13.14	7.77	8.24	65.33	66.50	64.84	21.53	25.73	26.92	274	206	182

School and Student Performance Data

Student Population

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

2024-25 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
673	80.1%	30.9%	0.1%

Total Number of Students enrolled in Silverado Middle 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	208	30.9%
Foster Youth	1	0.1%
Homeless	55	8.2%
Socioeconomically Disadvantaged	539	80.1%
Students with Disabilities	90	13.4%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	5	0.7%
American Indian	0	0.0%
Asian	10	1.5%
Filipino	8	1.2%
Hispanic	506	75.2%
Two or More Races	15	2.2%
Pacific Islander	1	0.1%
White	128	19%

School and Student Performance Data

Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Academic Engagement

Chronic Absenteeism



Red

Conditions & Climate

Suspension Rate



Red

Mathematics



Orange

English Learner Progress



Blue

School and Student Performance Data

Academic Performance English Language Arts

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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>50 points below standard</p> <p>Increased 19.5 points</p> <p>611 Students</p>	<p>English Learners</p> <p>Orange</p> <p>96.6 points below standard</p> <p>Increased 20.6 points</p> <p>300 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>105.2 points below standard</p> <p>Increased 40 points</p> <p>98 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>115.6 points below standard</p> <p>Declined 17 points</p> <p>41 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>67 points below standard</p> <p>Increased 20.4 points</p> <p>493 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>117.6 points below standard</p> <p>Increased 17.9 points</p> <p>89 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>68.8 points below standard</p> <p>Increased 22.1 points</p> <p>462 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>19.2 points above standard</p> <p>Maintained -2.9 points</p> <p>15 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>7 points above standard</p> <p>Increased 21.9 points</p> <p>113 Students</p>

School and Student Performance Data

Academic Performance Mathematics

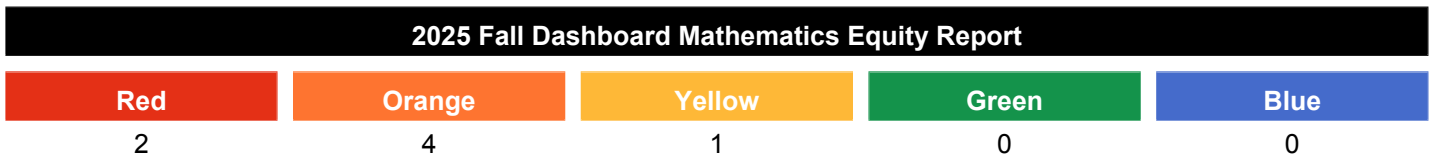
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This section provides number of student groups in each level.



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		
<p>All Students</p>  <p>Orange</p> <p>103.9 points below standard</p> <p>Increased 6.2 points</p> <p>625 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>149.2 points below standard</p> <p>Increased 4.8 points</p> <p>313 Students</p>	<p>Long-Term English Learners</p>  <p>Red</p> <p>186.1 points below standard</p> <p>Maintained -0.5 points</p> <p>98 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p>  <p>Orange</p> <p>144.4 points below standard</p> <p>Increased 10.3 points</p> <p>51 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>121.7 points below standard</p> <p>Increased 7 points</p> <p>506 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>186.1 points below standard</p> <p>Maintained -2.3 points</p> <p>87 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>125.2 points below standard</p> <p>Increased 7.5 points</p> <p>473 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>3.3 points below standard</p> <p>Increased 14.8 points</p> <p>15 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Yellow</p> <p>40.8 points below standard</p> <p>Increased 9.3 points</p> <p>115 Students</p>

School and Student Performance Data

Academic Performance Science

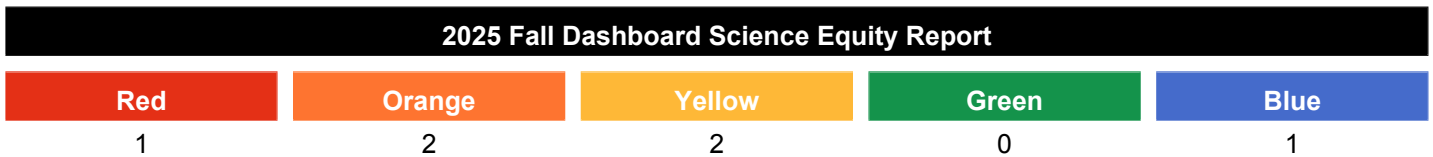
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>43.6 science points</p> <p>Increased 5.3 points</p> <p>237 Students</p>	<p>English Learners</p> <p>Orange</p> <p>34.6 science points</p> <p>Increased 4.4 points</p> <p>109 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>30.3 science points</p> <p>Increased 4.3 points</p> <p>52 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>39.6 science points</p> <p>19 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>40.3 science points</p> <p>Increased 5.2 points</p> <p>188 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>26.5 science points</p> <p>Declined 7.6 points</p> <p>30 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>39.6 science points</p> <p>Increased 5 points</p> <p>182 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>56.9 science points</p> <p>Increased 8.5 points</p> <p>43 Students</p>

School and Student Performance Data



Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Blue 60.6 making progress. Number Students: 155 Students	Long-Term English Learner Progress  Blue 79.2 making progress. Number Students: 72 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
4.5%	34.8%	1.9%	58.7%

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  Red <p>31.8% Chronically Absent</p> <p>Increased 2.4</p> <p>704 Students</p>	<p>English Learners</p>  Red <p>38.3% Chronically Absent</p> <p>Increased 7.7</p> <p>235 Students</p>	<p>Long-Term English Learners</p>  Red <p>42.7% Chronically Absent</p> <p>Increased 11.6</p> <p>103 Students</p>
<p>Foster Youth</p>  No Performance Color <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Homeless</p>  Red <p>40.6% Chronically Absent</p> <p>Increased 3.1</p> <p>69 Students</p>	<p>Socioeconomically Disadvantaged</p>  Red <p>33.1% Chronically Absent</p> <p>Increased 2</p> <p>574 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>38.9% Chronically Absent</p> <p>Increased 1.1</p> <p>108 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>32% Chronically Absent</p> <p>Increased 1.5</p> <p>528 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>33.3% Chronically Absent</p> <p>Increased 1.5</p> <p>15 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Red</p> <p>33.6% Chronically Absent</p> <p>Increased 7.3</p> <p>137 Students</p>

School and Student Performance Data

Academic Engagement Graduation Rate

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

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

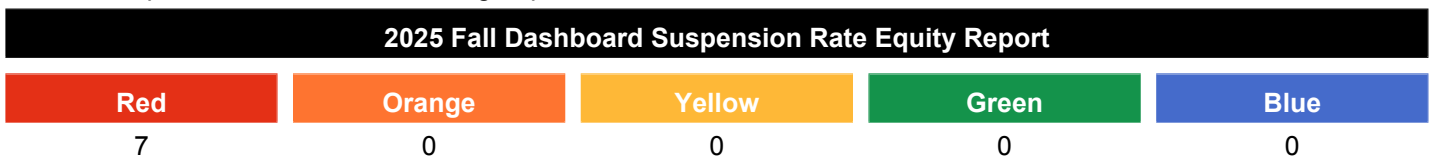
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>15.4% suspended at least one day</p> <p>Increased 5.3%</p> <p>722 Students</p>	<p>English Learners</p>  <p>Red</p> <p>19.9% suspended at least one day</p> <p>Increased 5.4%</p> <p>241 Students</p>	<p>Long-Term English Learners</p>  <p>Red</p> <p>17.5% suspended at least one day</p> <p>Increased 6.7%</p> <p>103 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Homeless</p>  <p>Red</p> <p>20% suspended at least one day</p> <p>Increased 8.5%</p> <p>75 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>16.4% suspended at least one day</p> <p>Increased 5%</p> <p>586 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>16.5% suspended at least one day</p> <p>Increased 2.5%</p> <p>109 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>27.3% suspended at least one day</p> <p>11 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>16.1% suspended at least one day</p> <p>Increased 4.5%</p> <p>541 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>18.8% suspended at least one day</p> <p>Increased 9.7%</p> <p>16 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Red</p> <p>12.1% suspended at least one day</p> <p>Increased 6.2%</p> <p>140 Students</p>

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

All student groups will increase achievement in ELA and math as measured by Star Renaissance and CAASPP performance.

NVUSD Strategic Plan Indicators:

Increase the number of students who meet or exceed standards in ELA and Math CAASPP

Students receiving interventions make accelerated progress in academics and Star scores

Increase number of work-based or career-exposure experiences

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #1: Students will graduate college and career-ready

Identified Need

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

The following student groups have been identified as performing below standard in Math & ELA based on the CA School Dashboard: English Learners, Low SocioEconomic, Students with Disabilities, Hispanic Students.

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
CAASPP Math	CAASPP Math 2024: 16.47% Met or Exceeded, 21.19% Standard Nearly Met CAASPP Math 2025: 16.59% Met or Exceeded, and 24.19% at Standard Nearly Met	We did not meet our goal of a 5% improvement in Math CAASPP scores from 2024 to 2025. We maintained the % of Standard Met, and increased Standard Nearly Met by 3%. We hope to see a 5% increase in both areas in the coming year. Not Socioeconomically Disadvantaged students scored at or above standard at triple the rate of Socioeconomically Disadvantaged students, with significant disparity in performance rates between EL and IFEP/RFEP and English Only students, and Latino and White students. We hope to see larger increases in these subgroups' performance in Math.
Star Math	Math Grades 6-8 Winter 2025/26 52.7% Below 25.1% Nearly Met 22.2% Met or Exceeded (15.6% one year prior)	We met last year's goal of a 5% improvement in our Star math scores, but at only 22% of all students meeting or exceeding standards, we will continue to focus on this priority.

CAASPP English Language Arts	CAASPP English Language Arts 2024: 26.38% Met or Exceeded CAASPP English Language Arts 2025: 33.76% Met or Exceeded, and 26.4% at Standard Nearly Met	We met our goal of a 5% improvement in ELA CAASPP scores from 2024 to 2025. We expect to see another 5% improvement from 2025 to 2026. Not Socioeconomically Disadvantaged students scored at or above standard at twice the rate of Socioeconomically Disadvantaged students, with significant disparity in performance rates between EL and IFEP/RFEP and English Only students, and Latino and White students. We hope to see larger increases in these subgroups' performance in ELA.
Star Reading	English Language Arts Grades 6-8 Winter 2025/26 43% Below 15.6% Nearly Met 41.4% Met or Exceeded (34.2% one year)	We met last year's goal of a 5% improvement in our Star Reading scores, and we will continue to focus on this priority. We hope to see 50% of all students meeting or exceeding the standard in Star Reading in 1 year's time.

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	<p>Professional learning in the following areas:</p> <ol style="list-style-type: none"> Professional Learning Communities in each content area using adopted curriculum, aligned best practices, shared assessments and iterations of student learning, vertical articulation with partner high school and elementary schools, and unit-planning (i.e. 15-day Challenge). AVID strategies to increase opportunities for students to collaborate and engage in academic discourse in the classroom school-wide (including but not limited to electives, design lab, and VAPA). Priority standards and proficiency scales, academic language, critical thinking, and more. <p>Collaboration time and support in the following areas:</p> <ol style="list-style-type: none"> Cross grade level teams will engage in learning walks to strengthen the articulation and alignment. Interdisciplinary teams will begin to utilize online resources (PowerUp, IXL, SummitK12, Boost, and more) and design tier 2 supports. Content teams will identify and utilize online supports to support Tier 1 and Tier 2 instruction in the classroom and during flex time. <p>Responsive teaching and learning:</p> <ol style="list-style-type: none"> Math teachers will engage in professional coaching focused on explicit instruction and the use of small group to support Tier 2 and 3 intervention in the classroom. For advanced learners, staff will engage in professional learning and implement newly adopted 	<p>All Students: Content PLCs will use Star data and common assessments to inform priority areas of focus and reteach opportunities to ensure all students make progress towards proficiency. Math team will collaborate with other content areas on numeracy across the curriculum.</p> <p>Hispanic, English Learners, Students with Disabilities, and Socioeconomically Disadvantaged Students will receive targeted Tier 1 & 2 intervention.</p>	<p>18975 0003 - Supplemental 1000-1999: Certificated Personnel Salaries Release time, conferences, travel expenses, extended work agreements. Extra work hours for intervention, professional development, special projects, events, etc. and substitutes for high-impact instruction.</p> <p>4341 0003 - Supplemental 3000-3999: Employee Benefits Per hours listed above</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>curriculum in Math 1 to support higher level students.</p> <p>3. Embedding arts and career exploration activities in core classes, Directed Studies, and ELD.</p>		
<p>1.2</p>	<p>Professional learning in the following areas:</p> <ol style="list-style-type: none"> 1. Professional Learning Communities in each content area using adopted curriculum, aligned best practices, shared assessments and iterations of student learning, unit planning, and vertical articulation with partner high school and elementary schools. 2. AVID strategies across the curriculum and school-wide. 3. AVID strategies to increase opportunities for students to collaborate and engage in academic discourse in the classroom school-wide. 4. The Writing Revolution and/or similar supports to enhance writing and reading strategies. 5. The ELA Team will increase their knowledge of priority standards and proficiency scales, along with professional development in working with students to use academic language. <p>Collaboration time and support in the following areas:</p> <ol style="list-style-type: none"> 1. General Education Teachers will work collaboratively with Ed Specialists in the 6-8th grade to support the inclusion of Special Education Students in mainstream science and social science classes in the all grades. 2. Interdisciplinary teams will begin to utilize online resources and design Tier 2 supports as the learning occurs. 3. Content Teams will utilize online supports to support Tier 1 and Tier 2 instruction in the classroom and during flex time. <p>The ELA team and other teams will utilize classroom libraries and our school library to increase student reading.</p>	<p>All Students: Content PLCs will use data Star and common assessments to inform priority areas of focus and reteach opportunities to ensure all students make progress towards proficiency. ELA team will collaborate other content areas in reading and writing across the curriculum.</p> <p>EL Students: The EL Team will function as a PLC using data from ELPAC, Star assessments, and common assessments to inform priority areas of focus, specific supports for Newcomers, and implementation of newer ELD curriculum to ensure all students make progress towards proficiency standards.</p> <p>Students with Disabilities: 6-8th grade science and social science teams will implement full inclusion in science and social science.</p>	<p>9999 0003 - Supplemental 4000-4999: Books And Supplies Books and supplies to support high-impact instruction. Materials and supplies for schoolwide AVID implementation for all students.</p>
<p>1.3</p>	<p>Continue part-time interventionist and MLL coach role for targeted Tier 2 and 3 supports for students, reteaching and re-assessment, best-practice instructional strategies (UDL, MLL) and coaching, and co-teaching / collaboration with teachers.</p>	<p>Students in underperforming subgroups: low socioeconomic, Hispanic, English Learners and Students with Disabilities.</p>	<p>2000 3010 – Title 1 4000-4999: Books And Supplies Language acquisition and intervention materials and supports.</p>
<p>1.4</p>	<p>Increase hands-on, career-exposure, college-exploration, and other real-world experiences for students. To include but not limited to creation of a "Design Lab," culinary/garden/agriculture applications of learning, Youth Cinema Project film creation and LALIFF, and partnerships with organizations that can support (i.e. ConnectEd, 4H, etc.).</p>	<p>All students, particularly those in underperforming and socioeconomically disadvantaged subgroups.</p>	<p>2000 3010 – Title 1 4000-4999: Books And Supplies Design Lab materials, hands-on learning, and more.</p>

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Students across subgroups saw gains in Star Reading and Math assessments from Winter 2024/25 to Winter 2025/26, meeting the 5% improvement goal. CAASPP 2026 results are pending.

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

Not Applicable

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

This goal will continue as a priority, with staff participating in a summer guided PD sessions, intensive instructional coaching, AVID trainings, and other strategies listed (Strategy/Activity 1.1, 1.2). Some key shifts include continued schoolwide literacy/numeracy skill-building during Flex time, adding a part-time interventionist/TOSA, and restructured tier 2 and tier 3 interventions.

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.
 NVUSD Strategic Plan Indicators:
 Increase the percentage of students, especially multilingual learners, who meet or exceed standard in ELA and math CAASPP
 Decrease the percentage of students, especially multilingual learners, who score at "standard not met" in ELA and math CAASPP at an accelerated rate
 Students receiving interventions are making accelerated progress as measured by the NVUSD comprehensive assessment framework
 Increase the reclassification rate of our multilingual learners

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #2: Students will experience responsive and engaging learning

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: In spring 2025, 60% of EL students made progress in language proficiency, but still achieved at lower rates than some other subgroups in literacy and mathematics. We will continue a goal of promoting EL progress in language acquisition and other academic achievement.

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
California Dashboard Data: English Learner Progress	2026: ELPAC results pending. 2025: 61% of EL students made progress, Nearly 16% scoring proficient on the ELPAC. 2024: 42% of EL students made progress, with nearly 15% scoring proficient on ELPAC.	Just shy of last year's goal of 65% of EL students to make progress toward reclassification, Silverado aims to continue this goal.
Star scores for English Learners	Winter 2025 Star Math results: 15.6% of students met or exceeded standard overall 0.7% of English Learners met or exceeded standard (with 4% nearly meeting) Winter 2025 Star Reading results: 34.2% of students met or exceeded standard overall 2.9% of English Learners met or exceeded standard (with 16.4% nearly meeting)	We will continue to support English Learners in math achievement and close the gap in their achievement versus their Initially Fluent, Redesignated and English-only peers. We aim for an increase in EL Star Math to 5% at or above standard, and EL Star Reading scores to 10% at or above level by Spring 2026.

<p>California Dashboard Data: Comparative Student Growth</p>	<p>All students showed a growth score of 7 points below that of typical growth in English Language Arts. While White and Homeless students showed typical growth, English Learners and Long Term English Learners paced at 12 and 15 points below.</p> <p>All students showed a growth score of 5 points below the typical rate in Mathematics. English Learners and Long Term English Learners showed typical growth along with their White and Disabilities peers.</p>	<p>We hope to see All Students pace at the typical rate of growth, with EL and LTEL students matching that pace for both ELA.</p> <p>We hope to see All students outpace the typical rate of growth in Math by 3 points overall.</p>
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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
<p>2.1</p>	<p>Professional development will focus on the following:</p> <ol style="list-style-type: none"> 1. The ELD Team will focus on instructional practices that improve outcomes for English Learners and monitor progress. 2. All teachers will participate in professional development to understand the four parts of the English Language Proficiency Assessment for California (ELPAC) and how to incorporate listening, reading, writing, and speaking in their classrooms. 3. The ELD Team will understand and incorporate EL priority standards into units that have pre-, mid-, and post-assessments linked to assessment rigor and design seen in ELPAC. <p>Students will receive targeted language intervention through the following:</p> <ol style="list-style-type: none"> 1. Ensure that all English Learners are placed in the appropriate ELD class congruent with their level of proficiency on the ELPAC. 2. Implement the AVID Excel Program grades 7-8. 3. Explore flexible grouping time to accelerate and support student learning through Tier 2 interventions. 4. Provide after school intervention for students taking the ELPAC to target supports (in addition to designated ELD). 5. Continue Multilingual Learner Coach position to support these activities and monitor outcomes. 6. Continue Newcomer Academy teacher to support newcomers in initial language acquisition, targeted English and literacy, and support students in their cultural, scholastic, and overall transition. 7. Hire a Bilingual Instructional Aid to support students in various classroom settings. 8. Embed arts, career-exploration, and other activities into ELD classes (and other settings serving underperforming subgroups like Directed Studies) to enrich language acquisition. 	<p>English Learner Subgroup - provide professional development that will enable teachers to increase opportunities for students to experience responsive, engaging pedagogy tied to reaching and stretching MLL students.</p>	<p>28216.50 3010 – Title 1 2000-2999: Classified Personnel Salaries Bilingual Instructional Aid</p> <p>67442 3010 – Title 1 1000-1999: Certificated Personnel Salaries Newcomer Academy/ELD teacher position</p> <p>5000 3010 – Title 1 4000-4999: Books And Supplies Materials for activities.</p> <p>5000 6770 - Prop 28 4000-4999: Books And Supplies Materials for activities.</p> <p>9997.5 3010 – Title 1 2000-2999: Classified Personnel Salaries Hourly Librarian / Intervention services</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	9. Extend library access and librarian intervention supports hourly (before & after school).		

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.

Students made progress as measured by the 2025 ELPAC. We hope to continue supporting their growth overall with the strategies in place from last year, including staff development, collaboration, ELPAC bootcamp, and schoolwide MLL instructional strategies.

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

Despite overall declining enrollment in the NVUSD, Silverado has seen a pattern of incoming newcomer students, primarily from Central and South America. We will increase targeted support for newcomer students.

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.

To further enhance language acquisition, engagement, and equitable opportunities for MLL and special needs students, arts and career-exploration activities will be embedded in ELD and Directed Studies classes, per strategy 2.1 item 8.

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.

NVUSD Strategic Plan Indicator:

Students, staff, and families report an increased sense of belonging and welcome

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #3: 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 (except for RFEP students). Needs assessment data indicates a need to increase opportunities for the families of MLL students be meaningfully engaged and involved in school activities and decision-making in support of student learning.

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
Parent Square Data - Contactable data	<p>April 2026: 99% of families are contactable via ParentSquare.</p> <p>May 2025: 99% of families are contactable via ParentSquare.</p>	100% verified email and/or phone numbers in Parent Square to ensure contact.
Parent Square Data - overall interaction, weekly newsletter, and Parent Square Application	<p>April 2026: 66% Parents with app 53% Receiving notifications 48% Interaction rate</p> <p>May 2025: 60% Parents with app 49% Receiving notifications 43% Interaction rate</p>	<p>Engagement is slowly and steadily increasing, up by almost 10% in each area from May 2025 to April 2026. By May 2027 we hope to increase by about 5%:</p> <ul style="list-style-type: none"> Increase app use to 75% Increase notifications to 65% Increase interactions to 55%
Translation services & bilingual staff	<p>Provide stakeholder communication in preferred language(s) Encourage/promote staff second language acquisition</p>	<p>We will continue ensure that all home communications are translated and that we have oral interpreters in all public meetings: Parent Club, Site Council, back-to-School Night, Open House, and ELAC.</p> <p>We will explore ways to encourage monolingual staff members to learn</p>

		Spanish to better communicate and connect with families.
Attendance at ELAC Meetings	2025-26: Average attendance in ELAC meetings: 16 attendees 2024-25: Average attendance in ELAC meetings: 14 attendees 2023-24: Average attendance in ELAC meetings: 11 attendees 2022-23: Average attendance in ELAC Meetings: 8 attendees 2021-22: Average attendance in ELAC Meetings: 7 attendees	We will continue average attendance in our ELAC meetings to average of 15.
Community School Advisory & School Site Council	Average 2025-26 SSC/Advisory attendance: 10 attendees Average 2024-25 SSC/Advisory attendance: 8 attendees	We will increase attendance in SSC/CCSPP Advisory to an average of 12.

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	<p>We will implement the following parent engagement and communication strategies:</p> <ol style="list-style-type: none"> 1. Continue to use the data confirmation process to identify families in need of support with Parent Square. Offer workshops that will teach parents how to use this valuable tool. 2. Use the engagement data from Parent Square to ensure that 100% of our parents are able to access and receive information throughout the year. 3. Continue to publish a weekly Parent newsletter and use social media platforms to communicate with families. 4. Continue to train staff and plan for translation services for all public meetings. 5. Partner with families and solicit input on high-interest, high-need topics and communications. <p>For ELAC, we will use the following strategies:</p> <ol style="list-style-type: none"> 1. Actively recruit and increase parent participation in ELAC. 2. Recruit ELAC Board representatives and provide training. 3. Work with Community Parent Liaison and Community School Administrator to support inclusion of ELAC families. <p>For School Site Council and Community School Advisory:</p> <ol style="list-style-type: none"> 1. Continue building SSC and Advisory membership and participation. 2. Recruit varied participation that represents school and community demographics. 3. Onboard new members with training and empower members to support annual Assets and Needs Survey, review data, and share in school decision-making. 	<p>All Students: Increase the connectedness of our community through a simultaneous increase in robust communication, community engagement, and advocacy tied to student and family needs. Clear, consistent, and positive home communications and feedback via Parent Square.</p> <p>English Learners: increase family participation in our ELAC, SSC, and Advisory.</p>	<p>2000 3010 – Title 1 5900: Communications Parent engagement and communication 3676 3010 – Title 1 5800: Professional/Consulting Services And Operating Expenditures Professional learning</p>

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

We are proud of increasing ELAC attendance and engagement and the effectiveness of the Family Liaison role and Community School Administrator role in actively communicating with families. Weekly family bulletins saw engagement, particularly when featuring student celebrations or special event information.

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

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

We're proud that participation in ELAC meetings has doubled since year before last, and participation in School Site Council and Community School Advisory team is steadily growing. We hope to continue engagement and participation in these and other opportunities by continuing strategies listed in 3.1.

Goals, Strategies, & Proposed Expenditures

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

Goal 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

NVUSD Strategic Plan Indicators:

Decrease number of chronically absent students

Students, staff and families report an increased sense of belonging and welcome

Students and staff report an increase in wellness

Decrease in disproportionality of students in exclusionary practices

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #4: Students will 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.

All student groups need additional support in decreasing chronic absenteeism and suspension rates based on the California State dashboard.

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
California Dashboard Data - Chronic Absenteeism	<p>Baseline 2025: 31.8% Chronically Absent (all) 40.6% Homeless 42.7% LTELs 38.3% ELs 32% Hispanic 33.1% Socioeconomically Disadvantaged 38.9% Students with Disabilities 33.6% White</p> <p>Baseline 2024 29.4% Chronically Absent (all) 37.5% Homeless 31.1% LTELs 30.6% ELs 30.5% Hispanic 31.1% Socioeconomically Disadvantaged 37.8% Students with Disabilities 26.3% White</p> <p>Baseline 2023 36.5% Chronically Absent (all) 36.2% ELs 37.6% Hispanic 38.6% Socioeconomically Disadvantaged 42.4% Students with Disabilities 33.2% White</p>	All subgroups saw an increase in chronic absenteeism from 2024 to 2025. In the coming year, our goal is to decrease our chronic absenteeism rate to 25% or below overall for all subgroups.
California Dashboard Data - Suspension	<p>Baseline 2025: 15.4% suspended at least one day (all) 19.9% ELs 16.1% Hispanic 20% Homeless 16.4% Socioeconomically Disadvantaged 17.5% LTELs 16.5% Students with Disabilities 12.1% White</p> <p>Baseline 2024 10.1% suspended at least one day (all) 14.5% ELs 11.6% Hispanic 11.5% Homeless 11.4% Socioeconomically Disadvantaged 10.8% LTELs 14% Students with Disabilities 6% White</p> <p>Baseline 2023 10.6% suspended at least one day (all) 14.6% ELs 11.8% Hispanic 12.1% Socioeconomically Disadvantaged 13.4% Students with Disabilities</p>	2025 saw an increase in all subgroups for suspension, despite an overall decrease in extreme behavior incidents. Goal for 2026: Decrease our suspension rate to 10% overall, with subgroup rates that are proportional to school demographics.

	8.2% White	
California Healthy Kids Survey	<p>CHKS Data 2026:</p> <p>103.8 CA Student Wellness Index (improvement from year prior at 102.3)</p> <p>97% Response Rate (dip from year prior)</p> <p>58% School Connectedness (significant increase over year prior)</p> <p>60% Academic Motivation (maintained)</p> <p>58% Caring adults at school (slight increase)</p> <p>74% High expectations (increase!)</p> <p>26% Meaningful participation (increase)</p> <p>59% Perceived Safety at School Very Safe/Safe (increase)</p> <p>60% No Harassment (decrease)</p> <p>66% No Mean Rumors (slight decrease)</p> <p>80% No Fear of Getting Beaten Up (maintain)</p> <p>56% Promotion of Parental Involvement (increase)</p> <p>99% No Substance Use at School (increase)</p> <p>36% Facilities Upkeep (increase)</p> <p>28% Yes to Chronic Sadness (slight increase)</p> <p>27% Experienced Cyberbullying</p> <p>66% Life satisfaction</p> <p>52% Optimism</p> <p>CHKS Data 2025</p> <p>99% Response Rate (compared with 89% year prior)</p> <p>52% School Connectedness (slight decrease from 2024)</p> <p>61% Academic Motivation (maintained with 2024)</p> <p>57% Caring adults at school (slight decrease from 2024)</p> <p>68% High expectations (slight decrease from 2024)</p> <p>23% Meaningful participation (increase from 2024)</p> <p>55% Perceived Safety at School Very Safe/Safe (increase from 2024)</p> <p>69% No Harassment (increase from 2024)</p> <p>68% No Mean Rumors (increase from 58% from 2024)</p> <p>81% No Fear of Getting Beaten Up (increase from 75% from 2024)</p> <p>49% Promotion of Parental Involvement (slight decrease from 2024)</p> <p>95% No Substance Use at School (maintained with 2024)</p>	<p>Our aim to to see an increase in indicators related to connection, participation, and engagement, and a decrease in indicators related to boredom, sadness, and feeling unsafe. We are particularly proud of the advancement in the areas of student safety related to mean rumors and physical conflict, and increase in meaningful participation.</p>

	34% Facilities Upkeep (slight decrease from 2024) 26% Yes to Chronic Sadness (down from 29%)	
Continue elective offerings to students and explore push-in/integrated arts for students in ELD and Directed Studies.	Per ongoing community focus groups, Assets & Needs assessment as part of the Community School framework, ELAC, SSC and empathy interviews with students, there is an access gap for electives for students with ELD and Directed Studies and strong interest in the arts, AVID, and hands-on learning.	Increase student engagement and attendance with high-interest, relevant electives that support language acquisition, positive behavior, and career skills exploration and exposure.

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	<p>We will renew our focus on Positive Behavior Intervention and Support (PBIS) through the following:</p> <ol style="list-style-type: none"> 1. Orientation before the start of school for grade 6-8 on common expectations and supports available. 2. Use Advisory classes throughout the year to implement SEL curriculum, community circles, and explicit teaching of school expectations. 3. PBIS incentives and supplies related to restorative practices, student store, and creation of a detention-alternative and positive change program. <p>Staff will learn and implement the following:</p> <ol style="list-style-type: none"> 1. Develop effective routines and practices on Community Circles in every classroom so it becomes a part of our culture. 2. Create Wellness Center systems for identifying and connecting students to services and create a Tier 1 student-centered space for self- and co-regulation. 3. Integrate SEL teaching into staff meetings and professional learning. 4. Expand new peer tutoring program and create peer counseling program/"buddy" program to build positive connections and supports for students in through all three grade-levels. 5. Launch Safe School Ambassadors program, training students to be upstanders and peer resources. 6. Pilot short-term independent studies approach to increase student return rate on activities. <p>Families will receive support through:</p> <ol style="list-style-type: none"> 1. Orientation before school begins to connect and begin trust building. 2. Communication with families and varied opportunities to connect. 	<p>We will work to ensure that all students feel safe, connected and productive at school, with a targeted focus on the following subgroups: English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.</p>	<p>10,738 3010 – Title 1 4000-4999: Books And Supplies PBIS, restorative justice materials and supplies</p>
4.2	<p>Continue elective VAPA offerings to include percussion, dance, and integrations in addition to music and arts. Continue AVID elective.</p>	All Students	<p>95062 6770 - Prop 28 1000-1999: Certificated Personnel Salaries Certificated VPA teachers</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Explore clubs and after-school partnerships for additional high-interest, real-world enrichment experiences. Create design lab for applications of learning in hands-on/career-aligned setting.		9410 6770 - Prop 28 4000-4999: Books And Supplies Instruments, materials, sheet music, stage improvement
4.3	Counselor outreach to administrators and key staff at feeder elementaries for supportive, successful transition of students and minimal interruption in services.	All incoming students	1000 3010 – Title 1 5000-5999: Services And Other Operating Expenditures Welcome and info mailings to incoming students and families

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 is a key priority for the coming year.

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

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

We will continue to expand strategies that result in increasing attendance, including streamlined / more personal SART meetings, postcard outreach, positive communications, promoting planning around scheduled holidays, and more.

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	\$274,857.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
0003 - Supplemental	\$33,315.00
3010 – Title 1	\$132,070.00
6770 - Prop 28	\$109,472.00

Subtotal of state or local funds included for this school: \$274,857.00

Total of federal, state, and/or local funds for this school: \$274,857.00

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	33,315.00
3010 – Title 1	132,070.00
6770 - Prop 28	109,472.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	181,479.00
2000-2999: Classified Personnel Salaries	38,214.00
3000-3999: Employee Benefits	4,341.00
4000-4999: Books And Supplies	44,147.00
5000-5999: Services And Other Operating Expenditures	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	3,676.00
5900: Communications	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0003 - Supplemental	18,975.00
3000-3999: Employee Benefits	0003 - Supplemental	4,341.00
4000-4999: Books And Supplies	0003 - Supplemental	9,999.00
1000-1999: Certificated Personnel Salaries	3010 – Title 1	67,442.00
2000-2999: Classified Personnel Salaries	3010 – Title 1	38,214.00
4000-4999: Books And Supplies	3010 – Title 1	19,738.00
5000-5999: Services And Other Operating Expenditures	3010 – Title 1	1,000.00

5800: Professional/Consulting Services And Operating Expenditures	3010 – Title 1	3,676.00
5900: Communications	3010 – Title 1	2,000.00
1000-1999: Certificated Personnel Salaries	6770 - Prop 28	95,062.00
4000-4999: Books And Supplies	6770 - Prop 28	14,410.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	37,315.00
Goal 2	115,656.00
Goal 3	5,676.00
Goal 4	116,210.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Anne Vallerga	Principal
Keith Waechtler	Classroom Teacher
Annie Tisher	Classroom Teacher
Open Seat	Classroom Teacher
Angelica Rodrigues	Other School Staff
Asenet Segura	Parent or Community Member
Mariah Garcia	Parent or Community Member
Francesca Solorzano	Parent or Community Member
Benis (Benita) Ocampo	Parent or Community Member
Matteo Clara	Secondary Student

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
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee
	Other: Community School Advisory

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 April 28, 2026.

Attested:

	Principal, Anne Vallergera on May 20, 2026
	SSC Chairperson, Angelica Rodrigues on May 20, 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/>

Updated by the California Department of Education, October 2023