School Year: **2026-27**

HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the School Plan for Student Achievement (SPSA), as well as the planning requirements for a school identified for Additional Targeted Support and Improvement or Comprehensive Support and Improvement, may be found in the SPSA Template Instructions.

This school plan, developed by the Workman Elementary School School Site Council, describes the strategies for improving student academic achievement.

For additional information regarding the school's programs and how you may become involved locally, please contact:

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School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Board of Education Approval Date
Workman Elementary School	19734456014419	April 22, 2026	June 25, 2026

Plan Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, and/or Additional Targeted Support and Improvement)

Schoolwide Program

Workman's school plan is designed to close the achievement gap between all student groups. The plan has specific strategies and interventions to close the gap and facilitate learning for all students.The plan was voted on and approved by SSC on April 22, 2026. The plan will be implemented and throughout the year data will analyzed to ensure the school is on track to meet the identified goals.

Briefly describe the school's plan for effectively meeting the Every Student Succeeds Act (ESSA) planning requirements, including for ATSI, CSI or TSI as identified, in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Workman's school plan was developed by the Workman Elementary staff, parents, and teachers. It describes the strategies for improving student academic achievement as well as improving chronic absences of students with disabilities . It was voted on and approved by SSC in April 2026. The purpose of the plan is to reduce or close the achievement gap between student groups. Additionally, we will provide additional targeted support and improvement to address chronic absences of students. Through data analysis the needs of at risk student groups were identified and activities and actions were identified to address student needs. The site and SSC will meet to monitor the progress of the actions. As a site we will monitor the progress and meet annually to evaluate the action plan and strategies to determine the effectiveness.

School Profile

Workman Elementary School serves students in Grades TK through Grade 5 Enrollment as of April 22, 2026 was 300. Student demographics are 86.3% of the students are Hispanic: 22.2% of the students are Limited English Proficient (LEP) predominately Spanish speakers. 82.0% Socially Economically Disadvantaged and 17.0% Students with Disabilities. Further: Free Meal Programs for all students.

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District Adopted Core Curriculum 2026-27

Curricular Area	Publisher	Grade Level
Language Arts/Literacy	McGraw Hill Education, *Wonders*	K-5
	McGraw Hill Education, *Study Sync*	6-12
	ERWC	12
English Language Development	McGraw Hill Education, *Wonders ELD*	K-5
	McGraw Hill Education, *Study Sync with Designated ELD*	6-12
Supplementary	National Geographic, *Inside*	6-8
	National Geographic, *Edge*	9-12
Mathematics	Houghton Mifflin Harcourt, *Go Math!*	K-5
	Amplify, *Desmos Math*	6-8
	Houghton Mifflin Harcourt, *Integrated 1,2,3*	9-12
	McDougal Littell, *Algebra 2*	
	McDougal Littell, *Precalculus with Limits*	
	McDougal Littell, *Calculus*	
History/Social Science	McGraw Hill Education, *IMPACT*	K-8
	Pearson, World History-*The Modern World*	10-12
	Pearson, *US History-The 20th Century*	
	Pearson, *American Government*	
	Pearson, *Economics Principles in Action*	
Science	Twig Education, *Twig Science*	TK-5
	Discovery Education, *Discovery Science*	6-8
	Savvas Learning, *Savvas Science*	9-12

School and Student Performance Data

Student Enrollment
Enrollment By Student Race/Ethnicity

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.32%	0.58%	0.66%	1	2	2
African American	%	0.86%	0.66%		3	2
Asian	0.96%	3.75%	2.99%	3	13	9
Filipino	2.24%	1.15%	1.00%	7	4	3
Hispanic/Latino	92.31%	86.17%	85.71%	288	299	258
Pacific Islander	%	0.29%	%		1	
White	0.96%	2.02%	2.99%	3	7	9
Multiple/No Response	%	0.29%	%		1	
	Total Enrollment			312	347	301

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		25	15
Kindergarten	35	42	37
Grade 1	42	57	41
Grade 2	48	56	53
Grade3	39	54	50
Grade 4	43	55	50
Grade 5	47	58	55
Grade 6	43		
Total Enrollment	312	347	301

Conclusions based on this data:

1. There was an increase in enrollment K-5 from 23-24 to 24-25 due to closure of another local elementary school.
2. TK was added 24-25 which added to overall enrollment.
3. 6th grade was no longer offered 24-25 which resulted in reduction in enrollment.
4. Hispanic subgroup declined, while Asian subgroup increased from 23-24 to 24-25.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

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	60	66	43	22.5%	19.2%	14.3%
Fluent English Proficient (FEP)	22	25	29	6.7%	7.1%	9.6%
Reclassified Fluent English Proficient (RFEP)				5.2%		

Student Enrollment
"At-Risk" and Long Term English Learner (LTEL) Enrollment

2022-23

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
KN	16	0	0	0	16	0	16
01	16	0	0	0	16	1	17
02	15	0	0	0	15	1	16
03	5	3	0	0	8	2	10
04	0	6	0	1	7	4	11
05	0	2	0	3	5	10	15

2023-24

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
TK	4	0	0	0	4	0	4
KN	6	0	0	0	6	0	6
01	8	0	0	0	8	2	10
02	4	0	0	1	5	1	6
03	9	1	0	0	10	2	12
04	0	5	0	3	8	6	14
05	1	8	0	4	13	4	17
06	0	0	2	4	6	4	10

Conclusions based on this data:

1. The percentage ELs has remained fairly consistent over time near 20%.

2. There is a decrease in the number of ELs in TK and 3rd grade, while the number of ELs in grades 1,2,4,and 5 has increased.
3. The number of students at-risk of LTEL has remained consistent.
4. The number of LTELs has decreased.

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
347	**83.3%**	**19%**	**1.4%**
Total Number of Students enrolled in Workman Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	66	19%
Foster Youth	5	1.4%
Homeless	31	8.9%
Socioeconomically Disadvantaged	289	83.3%
Students with Disabilities	64	18.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.9%
American Indian	2	0.6%
Asian	13	3.7%
Filipino	4	1.2%
Hispanic	299	86.2%
Two or More Races	1	0.3%
Pacific Islander	1	0.3%
White	7	2%

Conclusions based on this data:

1. Hispanic student group is the largest student group.

2. Socioeconomically Disadvantaged student group is the second largest student group.

3. Students with Disabilities and English Learners are significant student groups.

School and Student Performance Data

Overall Performance

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. English Learner student group showed favorable progress and performed in the Blue Level.
2. Chronic Absenteeism is in the Red Level showing a need for improvment.
3. ELA and Math showed favorable progress and performed in the Green Level.

4. Suspension Rate is in the Yellow level.

School and Student Performance Data

Academic Performance
English Language Arts

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	1	0

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Yellow	
4.1 points below standard	41.3 points below standard	
Increased 17.7 points	Increased 25.6 points	
157 Students	48 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	13.3 points below standard	7.2 points below standard
2 Students	Increased 23.7 points	Increased 20.1 points
	18 Students	142 Students

Students with Disabilities	African American	American Indian
Orange 95.3 points below standard Increased 31.2 points 34 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Green 0 points below standard Increased 21.5 points 144 Students

Two or More Races	Pacific Islander	White
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. The overall performance level for All students is in the Green Level. Overall, students are 4.1 points below standard and showed a 17.7 point increase from the previous year. (Green Level)
2. Socioeconomically Disadvantaged students improved by 20.1 points. SED students are 7.2 points below standard. (Yellow Level)
3. English learners improved by 25.6 points. ELs are 41.3 points below standard. (Yellow Level)
4. Students with disabilities improved by 31.2 points. SWD are 95.3 points below standard. (Orange Level)
5. Hispanic student group improved by 21.5 points and are at standard. (Green Level)

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	2	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Yellow	
8.2 points below standard	26.3 points below standard	
Increased 19.8 points	Increased 43.9 points	
157 Students	48 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	16 points below standard	10.9 points below standard
2 Students	Increased 42.8 points	Increased 23 points
	18 Students	142 Students

Students with Disabilities	African American	American Indian
Yellow 77.9 points below standard Increased 24.8 points 34 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Green 9.1 points below standard Increased 19.5 points 144 Students

Two or More Races	Pacific Islander	White
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. The overall performance level for All students is in the Green Level. Overall, students are 8.2 points below standard and showed a 19.8 point increase from the previous year. (Green Level)
2. Socioeconomically Disadvantaged students improved by 23 points. SED students are 10.9 points below standard. (Green Level)
3. English Learners improved by 43.9 points. ELs are 26.3 points below standard. (Yellow Level)
4. Students with Disabilities improved by 24.8 points. SWD are 77.9 points below standard. (Yellow Level)
5. Hispanic student group increased 19.5 points. Hispanic students are 9.1 points below standard. (Green Level)

School and Student Performance Data

Academic Performance
Science

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	No Performance Color	No Performance Color
47.8 science points	39.1 science points	0 Students
Increased 7.5 points	Increased 4.6 points	
54 Students	20 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
0 Students	Fewer than 11 students - No Data for Privacy	47.3 science points
	6 Students	Increased 6.8 points
		50 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
35.9 science points	0 Students	0 Students
15 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	0 Students	48.3 science points
2 Students		Increased 8 points
		52 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

Conclusions based on this data:

1. The overall performance level for All students is in the Green Level. Overall, students earned 47.8 science points, an increase of 7.5 points from the previous year. (Green Level)
2. Socioeconimcally Disadvantaged students earned 47.4 science points, an increase of 6.8 points from the previous year. (Green Level)
3. Hispanic students students earned 48.3 science points, an increase of 8 points from the previous year. (Green Level)
4. Although they do not have an assigned performance color level, English Learners earned 39.1 science points, an increase of 4.6 points from the previous year and Students with Disabilites earned 25.9 science points.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Blue	No Performance Color
60.4 making progress.	making progress.
Number Students: 53 Students	Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
7.5%	32.1%	0%	60.4%

Conclusions based on this data:

1. 60.4% of English Learners are making progress towards English language proficiency and progressed at least one ELPI Level. (Blue Level)
2. 7.5% of ELs decreased by on ELPI level, suggesting a need to monitor and strengthen support systems.
3. 32.1% of EL students maintained ELPI level suggesting a need to strengthen instruction and support systems to ensure forward progress.
4. There were no LTEL students.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Conclusions based on this data:

1. n/a
2. n/a
3. n/a
4. n/a
5. n/a

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

All Students	English Learners	Long-Term English Learners
Red	Yellow	
23.4% Chronically Absent	13.9% Chronically Absent	
Increased 1.2	Declined 5.8	
359 Students	72 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	32.6% Chronically Absent	24% Chronically Absent
5 Students	Declined 4.4	Increased 3.4
	46 Students	317 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
29.6% Chronically Absent	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained -0.4	3 Students	2 Students
71 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
7.1% Chronically Absent	Fewer than 11 students - No Data for Privacy	23.9% Chronically Absent
0	4 Students	Increased 3
14 Students		309 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
15.8% Chronically Absent	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 25.9	1 Student	7 Students
19 Students		

Conclusions based on this data:

1. 23.4% of all students are defined as Chronically Absent (missing 10% or more of instructional days), which is an increase of 1.2% from the previous year. (Red Level). This signals a need to focus on increasing attendance and reducing the number of chronically absent students.
2. The student groups with the highest chronic absenteeism are Students with Disabilites at 29.6%, Socioeconomically Disadvanted students at 24%, and Hispanic at 23.9%. This indicates elevated risk and a need for targeted support, possibly related to access, engagement, or health. (Red Level)
3. English Learners are in the Yellow Level with 13.9% chronically absent, a decrease of 5.8% from the previous year.
4. No student group is in Green or Blue level suggesting systemic attendance challenges, requiring school-wide strategies, family engagement, and communicty support.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Conclusions based on this data:

1. n/a
2. n/a
3. n/a
4. n/a
5. n/a

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	1	0

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	
1.6% suspended at least one day	2.7% suspended at least one day	
Maintained -0.1%	Increased 1.4%	
365 Students	74 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	4.3% suspended at least one day	1.9% suspended at least one day
7 Students	Increased 0.7%	Maintained 0.2%
	47 Students	322 Students

Students with Disabilities	African American	American Indian
Green	No Performance Color	No Performance Color
2.8% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 2.1%	3 Students	2 Students
72 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	1.6% suspended at least one day
14 Students	4 Students	Maintained 0%
		313 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 8.3%	1 Student	7 Students
21 Students		

Conclusions based on this data:

1. Only 1.6% of all students were suspended at least once during the year. (Yellow Level) This rate decreased 0.1% and maintained from the previous year. This suggests positive campus climate and behavior management practices.
2. Hispanic student group and Socioeconomically Disadvantaged student groups maintained. (Yellow Level)
3. Students with Disabilities student group declined 2.1% placing them in the Green Level. Although, there were 2.8% suspended at least one day suggesting this student group is still an area of focus for continued improvement. (Green Level)
4. English Learners student group increased 1.4%, with 2.7% suspended at least one day suggesting a need to improve targeted behavioral supports. (Orange Level)
5. Although there is no performance color level for Homeless students, 4.3% were suspended at least one day. This signals a need for targeted behavorial supports and/or restorative practices.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	46	40	53	45	38	51	45	38	51	97.8	95	96.2
Grade 4	49	41	56	49	40	55	49	40	55	100.0	97.6	98.2
Grade 5	46	47	56	46	47	54	46	47	54	100.0	100	96.4
Grade 6	33	47		33	44		33	44		100.0	93.6	
All Grades	174	175	165	173	169	160	173	169	160	99.4	96.6	97

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2437.	2444.	2438.	26.67	39.47	33.33	28.89	21.05	19.61	24.44	15.79	25.49	20.00	23.68	21.57
Grade 4	2384.	2440.	2457.	4.08	20.00	23.64	22.45	20.00	20.00	10.20	25.00	23.64	63.27	35.00	32.73
Grade 5	2518.	2442.	2496.	21.74	8.51	11.11	34.78	21.28	40.74	23.91	12.77	27.78	19.57	57.45	20.37
Grade 6	2495.	2534.		9.09	18.18		33.33	34.09		24.24	29.55		33.33	18.18	
All Grades	N/A	N/A	N/A	15.61	20.71	22.50	29.48	24.26	26.88	20.23	20.71	25.63	34.68	34.32	25.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.33	15.79	15.69	62.22	76.32	54.90	24.44	7.89	29.41
Grade 4	4.08	12.50	10.91	53.06	70.00	70.91	42.86	17.50	18.18
Grade 5	17.39	8.51	9.26	63.04	51.06	66.67	19.57	40.43	24.07
Grade 6	9.09	13.64		54.55	56.82		36.36	29.55	
All Grades	10.98	12.43	11.88	58.38	62.72	64.38	30.64	24.85	23.75

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	37.78	42.11	39.22	42.22	34.21	49.02	20.00	23.68	11.76
Grade 4	2.04	17.50	10.91	32.65	55.00	63.64	65.31	27.50	25.45
Grade 5	30.43	6.38	22.22	54.35	53.19	62.96	15.22	40.43	14.81
Grade 6	21.21	15.91		48.48	70.45		30.30	13.64	
All Grades	22.54	19.53	23.75	43.93	53.85	58.75	33.53	26.63	17.50

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.56	18.42	11.76	66.67	65.79	74.51	17.78	15.79	13.73
Grade 4	8.16	10.00	14.55	63.27	80.00	67.27	28.57	10.00	18.18
Grade 5	21.74	4.26	12.96	73.91	76.60	74.07	4.35	19.15	12.96
Grade 6	9.09	13.64		72.73	75.00		18.18	11.36	
All Grades	13.87	11.24	13.13	68.79	74.56	71.88	17.34	14.20	15.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.11	21.05	27.45	71.11	60.53	60.78	17.78	18.42	11.76
Grade 4	10.20	15.00	16.36	55.10	60.00	60.00	34.69	25.00	23.64
Grade 5	17.39	4.26	7.41	69.57	59.57	83.33	13.04	36.17	9.26
Grade 6	6.06	15.91		72.73	75.00		21.21	9.09	
All Grades	11.56	13.61	16.88	66.47	63.91	68.13	21.97	22.49	15.00

Conclusions based on this data:

1. Overall ELA performance showed positive growth. The percentage of students who met or exceeded standard increased from 44.97% to 49.38% showing positive progress. This indicates supports and strategies in place have been effective and should continue.

2. Writing, Listening, and Research and Inquiry are strenghts. 82.5% are at/near or above standard in Writing. 85.01% are at/near or above standard in Listening. 85.01% are at/near of above standard in Research and Inquiry. This indicates effective engagement and communication stategies in classrooms as well as effective writing instruction.

3. Reading showed lower levels of achievement. While 76.25% were at/near or above standard, 23.75% are below standard indicating a need for targeted support in reading and comprehension. 3rd grade showed the largest increase in students below standard from 7.89% in 23-24 to 24.91% below standard in 24-25 suggesting a need for more data analysis and specific supports in 3rd grade.

4. In all areas of ELA, the percentage of students at/near or above standard is encouraging. However, the largest percentage is in the at/near category for all sections. There is a need to improve targeted instruction in ELA with students achieving near or below standard to ensure progress to meeting or exceeding standards.

School and Student Performance Data

CAASPP Results
Mathematics

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	46	40	53	45	38	51	45	38	51	97.8	95	96.2
Grade 4	49	41	56	49	40	55	49	40	55	100.0	97.6	98.2
Grade 5	46	47	56	46	47	55	46	47	55	100.0	100	98.2
Grade 6	33	47		33	47		33	47		100.0	100	
All Grades	174	175	165	173	172	161	173	172	161	99.4	98.3	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2452.	2460.	2458.	33.33	36.84	33.33	28.89	26.32	27.45	20.00	18.42	19.61	17.78	18.42	19.61
Grade 4	2425.	2437.	2477.	10.20	5.00	16.36	8.16	27.50	36.36	32.65	27.50	27.27	48.98	40.00	20.00
Grade 5	2516.	2443.	2490.	19.57	8.51	9.09	21.74	6.38	25.45	39.13	25.53	32.73	19.57	59.57	32.73
Grade 6	2541.	2545.		24.24	34.04		24.24	25.53		30.30	10.64		21.21	29.79	
Grade 11															
All Grades	N/A	N/A	N/A	21.39	20.93	19.25	20.23	20.93	29.81	30.64	20.35	26.71	27.75	37.79	24.22

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 3	35.56	52.63	47.06	55.56	31.58	39.22	8.89	15.79	13.73
Grade 4	10.20	12.50	21.82	36.73	40.00	58.18	53.06	47.50	20.00
Grade 5	23.91	12.77	9.09	58.70	42.55	74.55	17.39	44.68	16.36
Grade 6	24.24	36.17		51.52	36.17		24.24	27.66	
Grade 11									
All Grades	23.12	27.91	25.47	50.29	37.79	57.76	26.59	34.30	16.77

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	17.78	34.21	25.49	64.44	47.37	52.94	17.78	18.42	21.57
Grade 4	4.08	7.50	16.36	42.86	57.50	52.73	53.06	35.00	30.91
Grade 5	10.87	4.26	7.27	63.04	42.55	58.18	26.09	53.19	34.55
Grade 6	27.27	25.53		48.48	53.19		24.24	21.28	
All Grades	13.87	17.44	16.15	54.91	50.00	54.66	31.21	32.56	29.19

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	31.11	31.58	29.41	51.11	52.63	60.78	17.78	15.79	9.80
Grade 4	10.20	5.00	20.00	48.98	60.00	61.82	40.82	35.00	18.18
Grade 5	15.22	6.38	5.45	63.04	44.68	76.36	21.74	48.94	18.18
Grade 6	15.15	21.28		69.70	61.70		15.15	17.02	
All Grades	17.92	15.70	18.01	57.23	54.65	66.46	24.86	29.65	15.53

Conclusions based on this data:

1. Overall math scores show positive growth. Students meeting or exceeding standard improved from 41.86% in 23-24 to 49.06% in 24-25. The percentage of students not meeting standard dropped from 37.79% to 24.22% not meeting standard. While this is growth in a positive direction, the percentages signal gaps in mathematical proficiency indicating a need for deeper support in concepts and problem-solving instruction and strategies.
2. Grade 3 has shown consistent performance year over year. Grades 4 and 5 have shown the most growth. 4th grade improved from 32.50% meeting/exceeding standard in 23-24 to 52.72% meet/exceeding standard in 24-25. 5th grade showed an even larger improvement increasing from 14.89% meeting/exceeding standard to 34.54% meeting/exceeding standard.
3. Concepts and Procedures are a relative strength with 83.23% at/near or above standard in this area for all students. This indicates instructional strategies are effective in supporting most students in foundational mathematics skills. The data shows a need for targeted supports for the lowest achieving students in this area.
4. Problem Solving 7 Modeling/Data Analysis is an area of need. Nearly 30% of students are below standard in this area. This percentage has remained consistent over the past three year. (31.21% in 22-23, 32.56% in 23-24, and 29.19% in 24-25). This indicates a need for deeper support in problem solving to close the achievement gap.

5. Communicating Reasoning is a strength. 84.47% of students were at/near or above standard. Engagement and communication strategies in classrooms are proving effective across curricular areas.

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1438.8	1425.5	*	1431.3	1426.1	*	1456.4	1423.8	*	13	11	9
1	*	*	*	*	*	*	*	*	*	5	8	10
2	1478.6	*	*	1488.5	*	*	1467.9	*	*	13	5	9
3	*	*	*	*	*	*	*	*	*	10	9	7
4	1470.5	*	1528.3	1453.9	*	1543.5	1486.5	*	1512.5	13	8	15
5	*	1527.9	1519.4	*	1540.2	1526.8	*	1515.2	1511.5	6	13	15
6	*	*		*	*		*	*		7	7	
All Grades										67	61	65

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	23.08	18.18	*	15.38	18.18	*	46.15	36.36	*	15.38	27.27	*	13	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	15.38	*	*	46.15	*	*	23.08	*	*	15.38	*	*	13	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	0.00	*	46.67	15.38	*	13.33	61.54	*	33.33	23.08	*	6.67	13	*	15
5	*	7.69	20.00	*	61.54	33.33	*	23.08	26.67	*	7.69	20.00	*	13	15
6	*	*		*	*		*	*		*	*		*	*	
All Grades	17.91	9.84	26.15	28.36	36.07	30.77	37.31	26.23	29.23	16.42	27.87	13.85	67	61	65

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	23.08	9.09	*	30.77	45.45	*	30.77	18.18	*	15.38	27.27	*	13	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	38.46	*	*	30.77	*	*	23.08	*	*	7.69	*	*	13	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	7.69	*	60.00	30.77	*	26.67	46.15	*	13.33	15.38	*	0.00	13	*	15
5	*	61.54	46.67	*	30.77	40.00	*	7.69	0.00	*	0.00	13.33	*	13	15
6	*	*		*	*		*	*		*	*		*	*	
All Grades	34.33	29.51	44.62	29.85	32.79	29.23	25.37	19.67	15.38	10.45	18.03	10.77	67	61	65

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		18.18	*		9.09	*		54.55	*		18.18	*		11	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	6.67		*	33.33		*	26.67		*	33.33		*	15
5		0.00	6.67		23.08	13.33		53.85	53.33		23.08	26.67		13	15
6	*	*		*	*		*	*		*	*		*	*	
All Grades	7.46	3.28	12.31	22.39	24.59	26.15	38.81	31.15	33.85	31.34	40.98	27.69	67	61	65

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	15.38	9.09	*	76.92	81.82	*	7.69	9.09	*	13	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	23.08	*	*	69.23	*	*	7.69	*	*	13	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	15.38	*	40.00	61.54	*	46.67	23.08	*	13.33	13	*	15
5	*	15.38	6.67	*	84.62	86.67	*	0.00	6.67	*	13	15
6	*	*		*	*		*	*		*	*	
All Grades	20.90	14.75	26.15	68.66	70.49	61.54	10.45	14.75	12.31	67	61	65

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	23.08	27.27	*	53.85	45.45	*	23.08	27.27	*	13	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	46.15	*	*	46.15	*	*	7.69	*	*	13	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	0.00	*	73.33	69.23	*	26.67	30.77	*	0.00	13	*	15
5	*	69.23	80.00	*	30.77	6.67	*	0.00	13.33	*	13	15
6	*	*		*	*		*	*		*	*	
All Grades	37.31	41.67	61.54	46.27	40.00	26.15	16.42	18.33	12.31	67	60	65

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	23.08	18.18	*	53.85	54.55	*	23.08	27.27	*	13	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	7.69	*	*	53.85	*	*	38.46	*	*	13	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	0.00	*	13.33	38.46	*	46.67	61.54	*	40.00	13	*	15
5	*	0.00	6.67	*	69.23	53.33	*	30.77	40.00	*	13	15
6	*	*		*	*		*	*		*	*	
All Grades	7.46	3.28	12.31	46.27	52.46	56.92	46.27	44.26	30.77	67	61	65

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	53.85	18.18	*	30.77	63.64	*	15.38	18.18	*	13	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	30.77	*	*	30.77	*	*	38.46	*	*	13	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	15.38	*	6.67	69.23	*	73.33	15.38	*	20.00	13	*	15
5	*	7.69	0.00	*	76.92	80.00	*	15.38	20.00	*	13	15
6	*	*		*	*		*	*		*	*	
All Grades	25.37	13.11	13.85	53.73	59.02	66.15	20.90	27.87	20.00	67	61	65

Conclusions based on this data:

1. Overall language proficiency shows positive growth. 56.92% scored at 3 or 4 in 24-25 an improvement from 45.91% in 23-24. A deeper look revelas that gains vary by grade level and domain.

2. Oral language (including speaking and listening) is an area of strength. 44.62% of students scored 4, an increase of 15.11% from the previous year. Speaking opportunities and oral expression practice during ELD and with bilingual aide may be contributing to the positive growth.

3. Written language (including reading and writing) remains a challenge. Though there was growth from the previous year, just 12.31% of students scored 4, and 26.13% scored 3 in this area. This suggests the need for a stronger literacy support including practice with academic vocabulary and comprehension strategies.

4. There is a large number of 4th and 5th graders in the somewhat/moderately developed level for writing 80%. This suggests a need for targeted writing supports in the upper grade to assist them in achieving proficiency.

School and Student Performance Data

Reclassification Rate

2023-24

2023-24 HLPUSD Reclassification Rate by School

(from Aeries 7/1/2023 - 6/30/2024)

School	# of new RFEP	# of EL	Reclassification Rate (# new RFEP/# new RFEP + Total # ELs x 100)
Workman El	8	62	11.43%
HLPUSD	513	2802	15.48%

2024-25

2024-25 HLPUSD Reclassification Rate by School

(from Aeries 7/1/2024 - 6/30/2025)

School	# of new RFEP	# of EL	Reclassification Rate (# new RFEP/# new RFEP + Total # ELs x 100)
Workman El	11	55	16.67%
HLPUSD	489	2488	16.43%

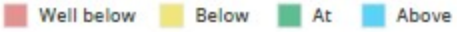
Conclusions based on this data:

1. Workman's reclassification rate increased 5.24% from the previous year.
2. Workman's reclassification rate is higher than HLPUSD district average.
3. Supports in place should maintain reclassification rates.

Kindergarten DIBELS Results for 2025-26

ASSESSMENT	REPORTING PERIOD	POPULATION
DIBELS 8th Edition	25-26: BOY, MOY	Hacienda La Puente USD, Workman Elementary, Grade K

Benchmark performance

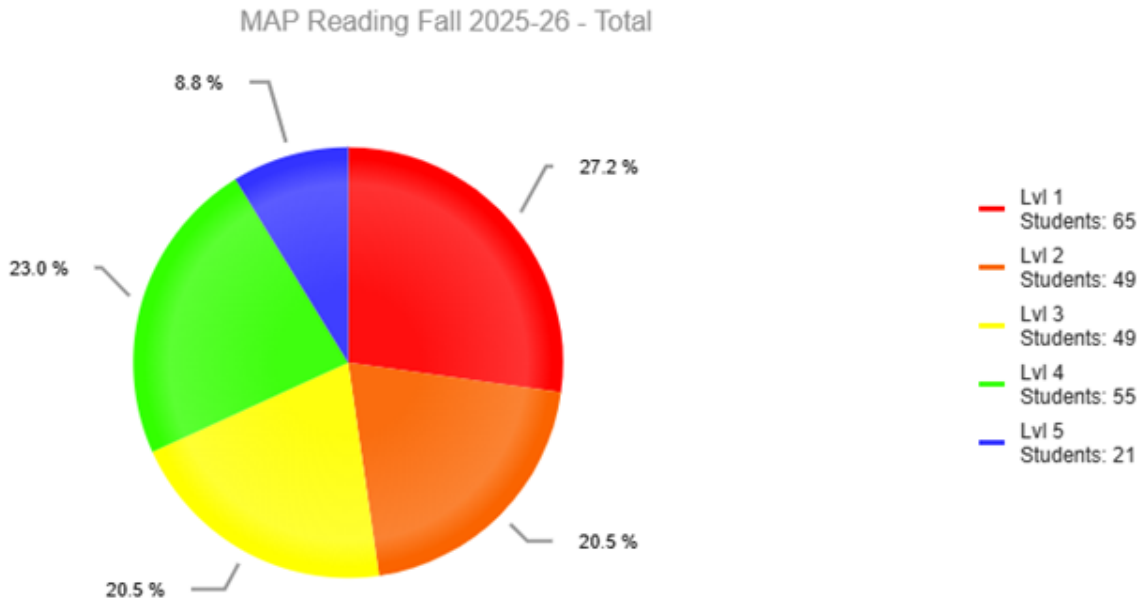


Population	Measure		Levels	Students
Population selected	Composite Score	BOY	44% (17) 15% 10% 31% (12)	39
		MOY	40% (14) 17% (6) 20% (7) 23% (8)	35
	Letter Names (LNF)	BOY	41% (16) 15% 44% (17)	39
		MOY	34% (12) 14% 52% (18)	35
	Phonemic Awareness (PSF)	BOY	64% (25) 15% 16% (6) 5%	39
		MOY	59% (21) 6% 29% (10) 6%	35

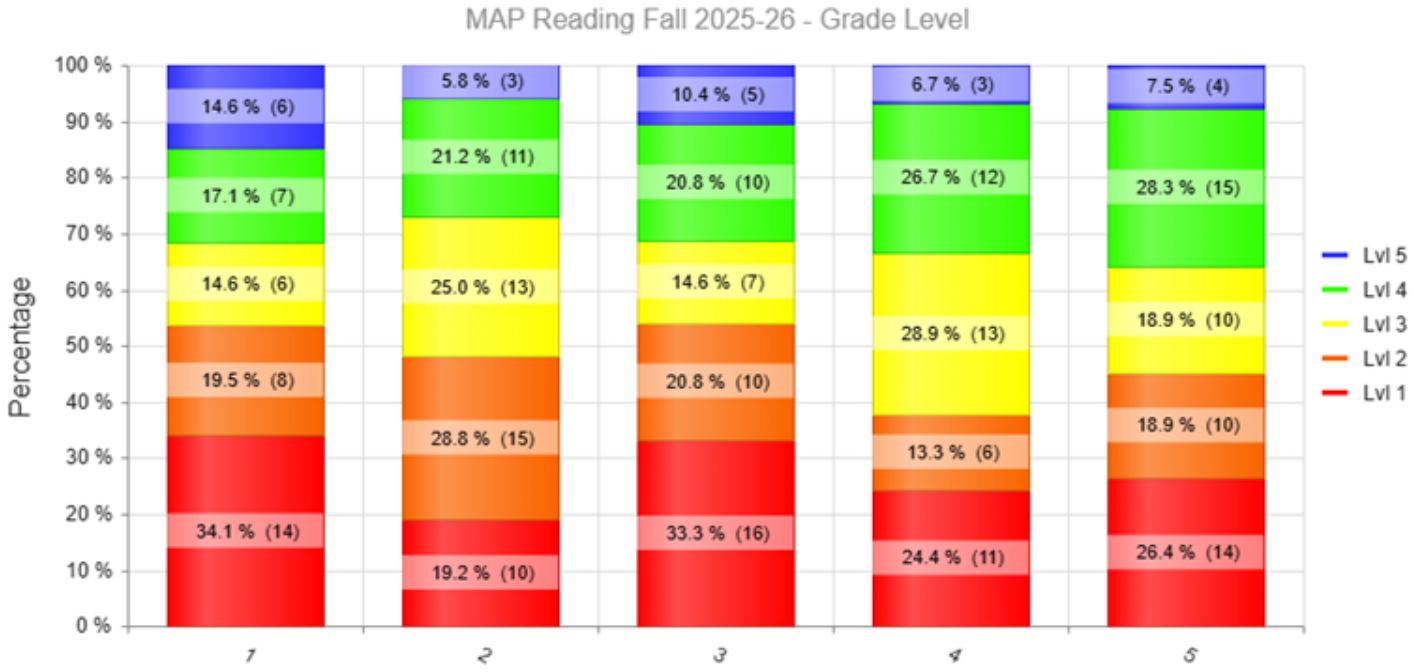
Conclusions based on this data:

1. Kindergarten students Composite Scores increased from 41% At or Above benchmark at the beginning of the year to 43% At or Above benchmark in the middle of the year. However, fewer students were above benchmark at the middle of the year signaling slow rates of growth and a need to provide consistent, focused instruction in foundational reading skills.
2. 48% of Kindergarten students performed Below or Well Below benchmark in the area of letter names during middle of the year assessment. Consistent, focused, targeted support is needed in this area.
3. Kindergarten students increased from 21% At orAbove benchmark for Phonemic Awareness at the begining of the year to 35% At or Above benchmark during middle of the year assessment. This is the area of largest growth for K students. Instruction and interventions in place are yielding positive results in this area. There is a need to increase the number of students At benchmark in this area.

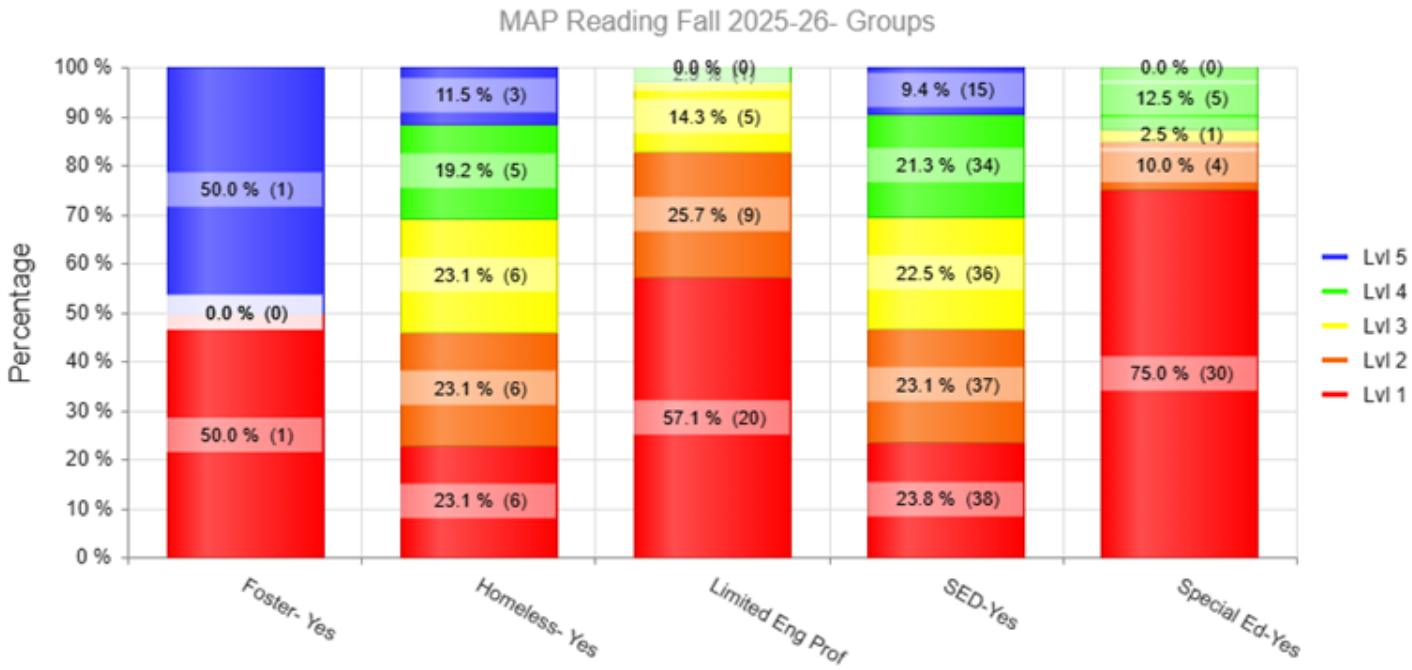
Grades 1-12 MAP Reading Results for 2025-26



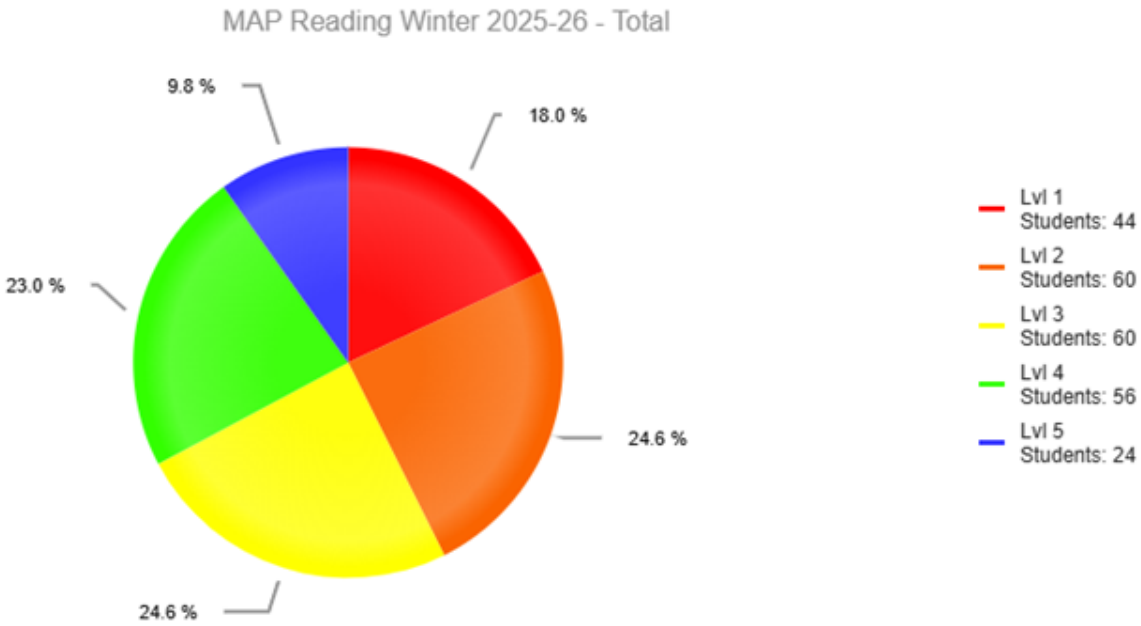
Schools: Workman Elem
Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12



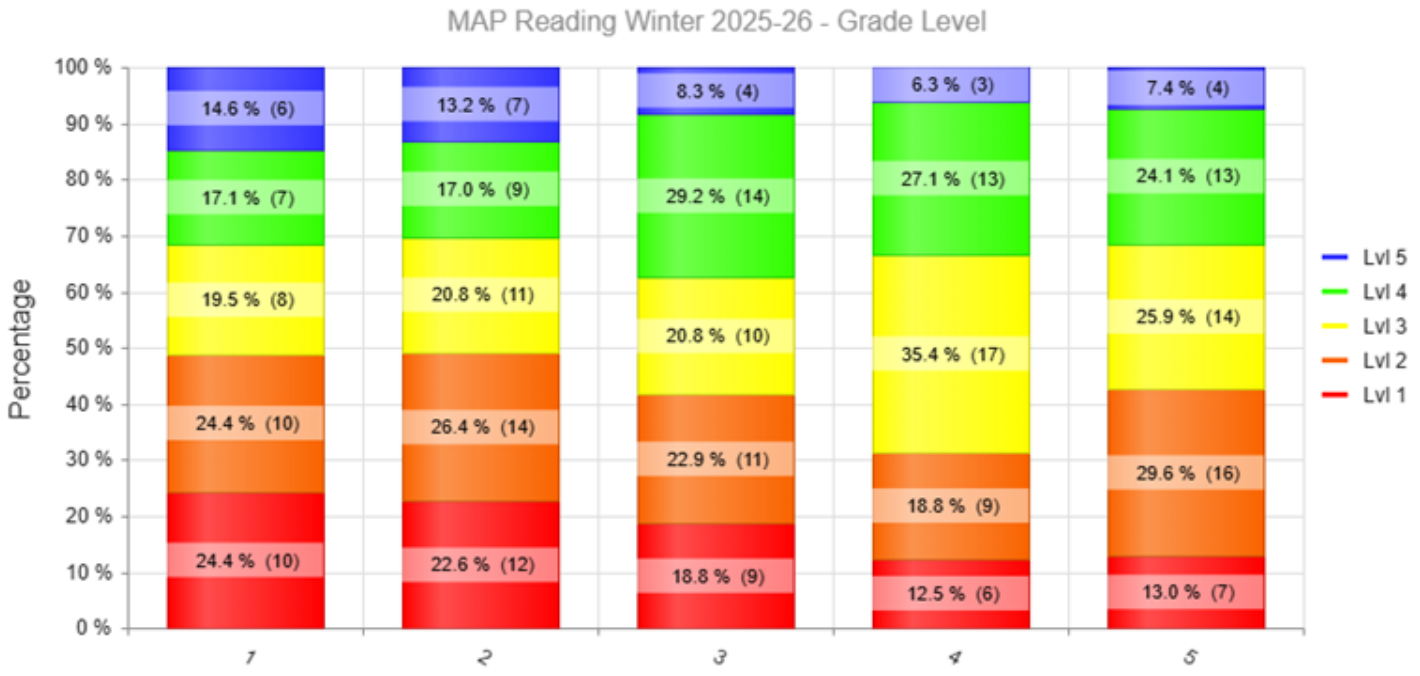
Schools: Workman Elem



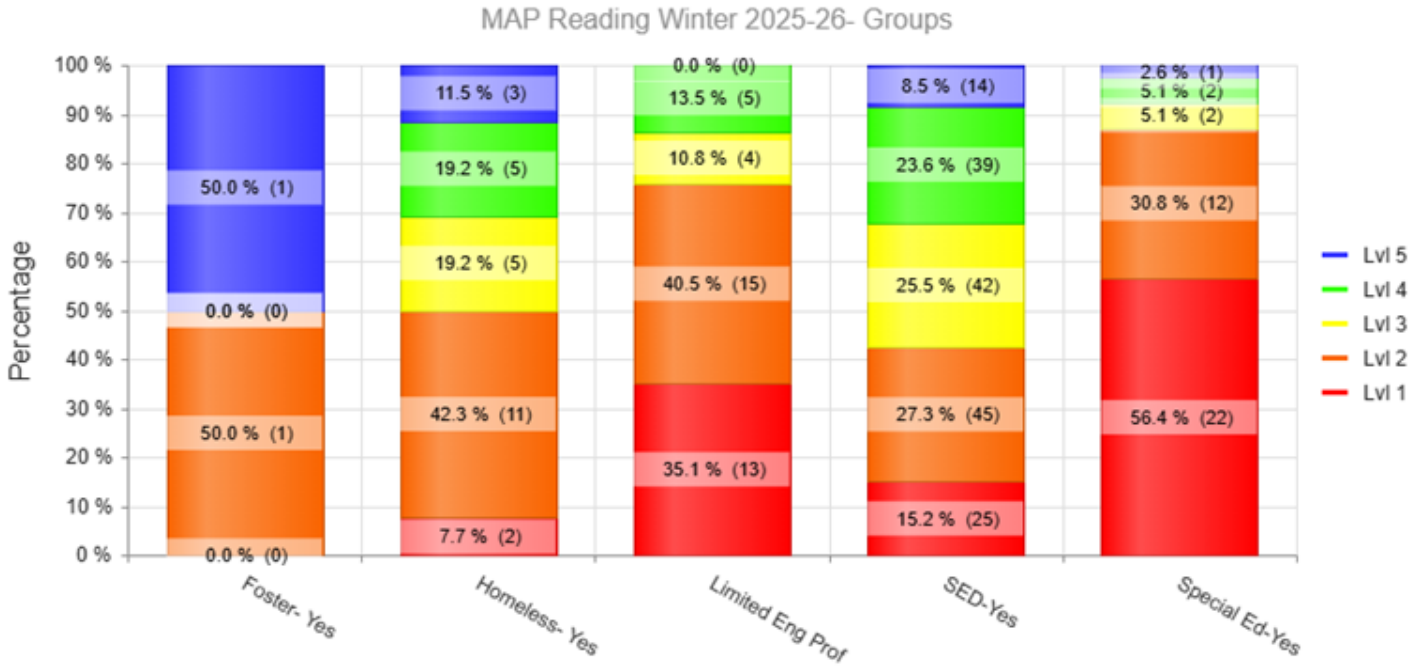
Schools: Workman Elem
Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12



Schools: Workman Elem
Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12



Schools: Workman Elem

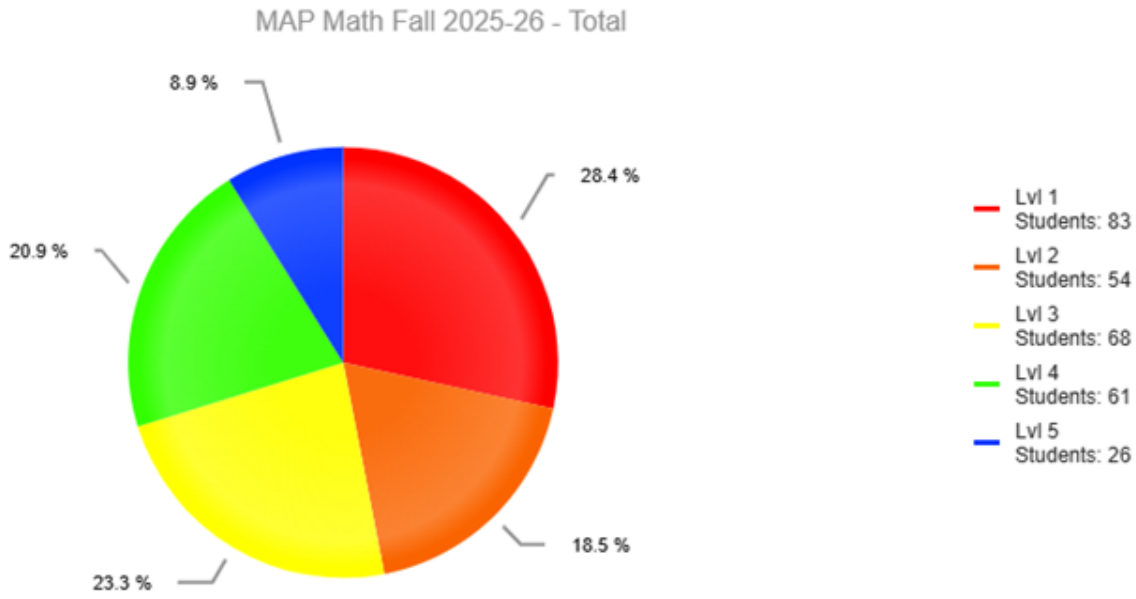


Schools: Workman Elem
Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

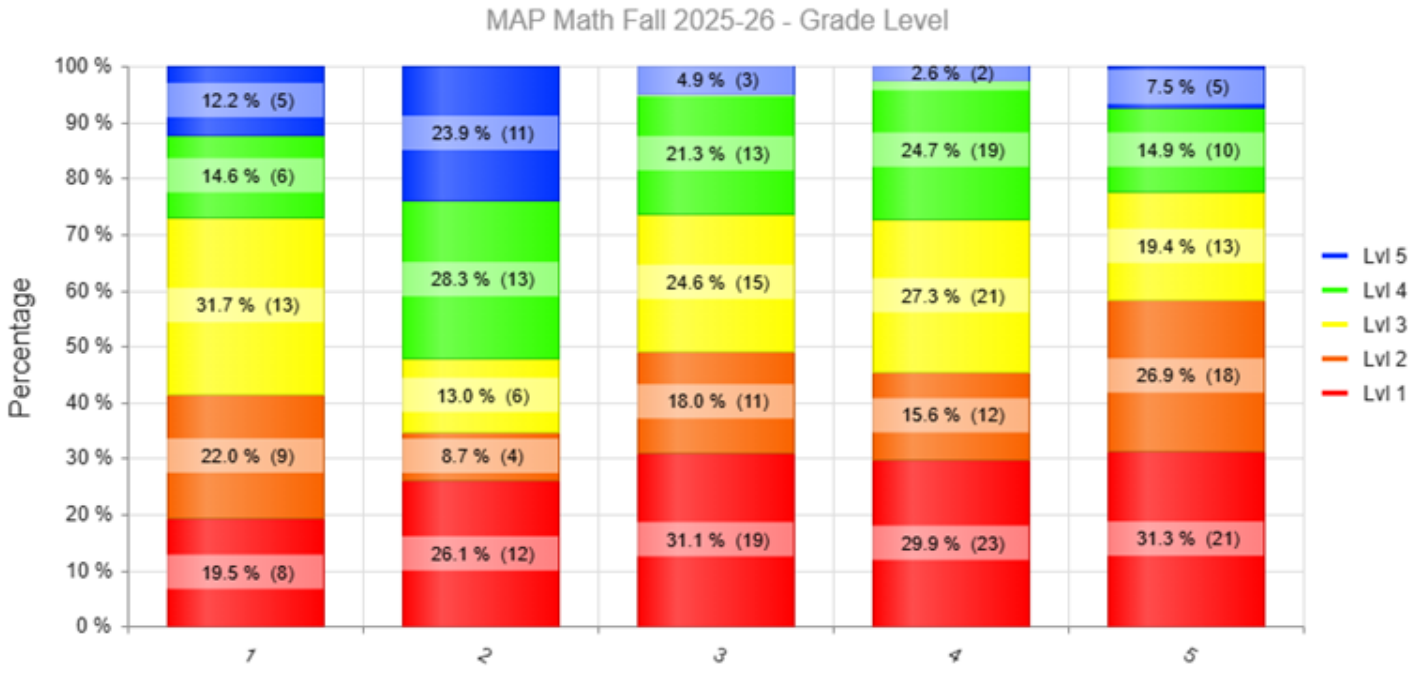
Conclusions based on this data:

1. Overall, 32.8% scored level 4 or 5 in the Fall and 32.8% scored 4 or 5 in the Winter. There was a decrease in the number of student scoring level 1 with 27.2% scoring 1 in the Fall and 18% scoring 1 in the Winter. Growth varied across grade level. Overall, growth was slow or stagnant signaling a need for consistent, focused language arts instruction for all students with targeted interventions for the lowest achieving students.
2. Third grade showed the highest growth with 31.2% scoring 4 or 5 in the Fall and 37.5% scoring 4 or 5 in Winter.
3. Beginning English Learners showed growth with 57.1% scoring level 1 in the Fall and 35.1% scoring level 1 in Winter. Designated and Integrated supports for English Learners including vocabulary and oral language supports may be contributing to this growth.

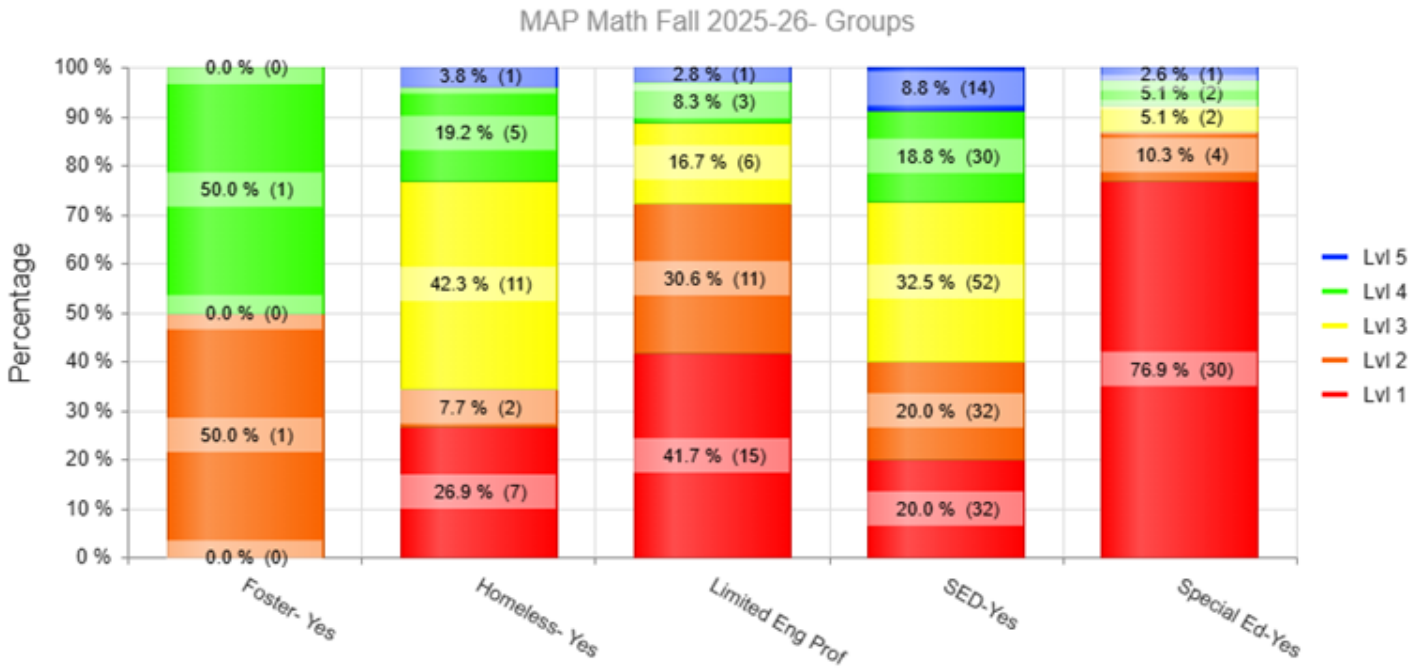
K-12 MAP Math Results for 2025-26



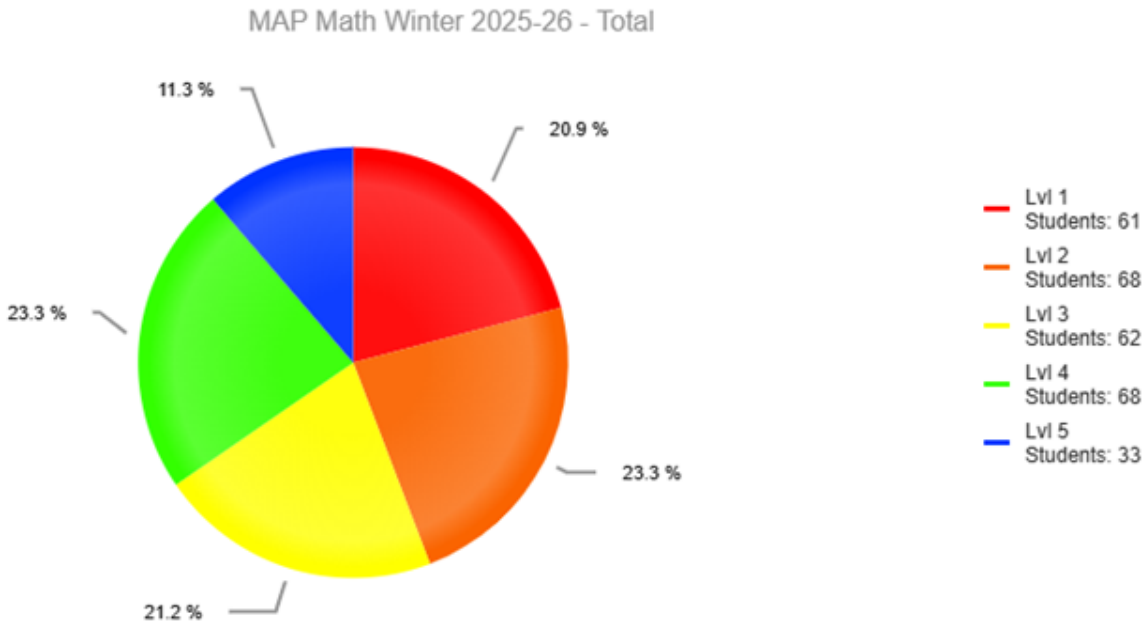
Schools: Workman Elem
Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12



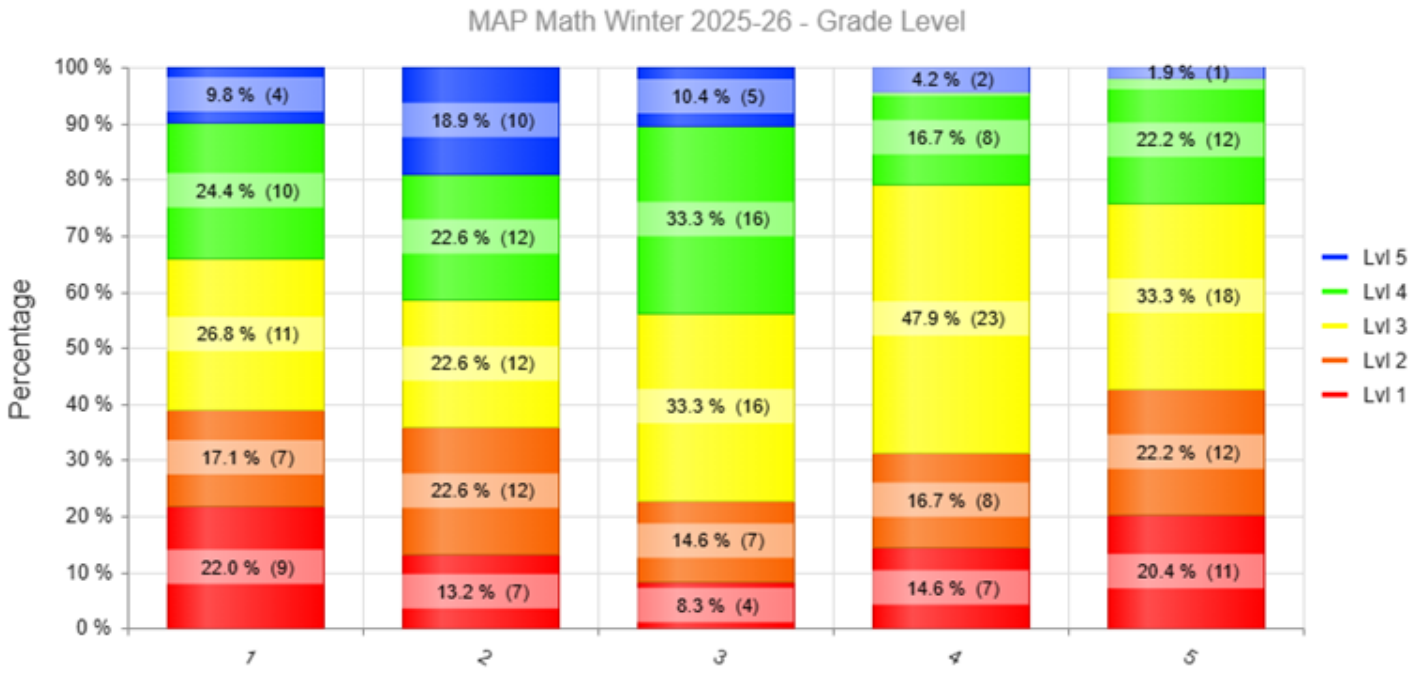
Schools: Workman Elem



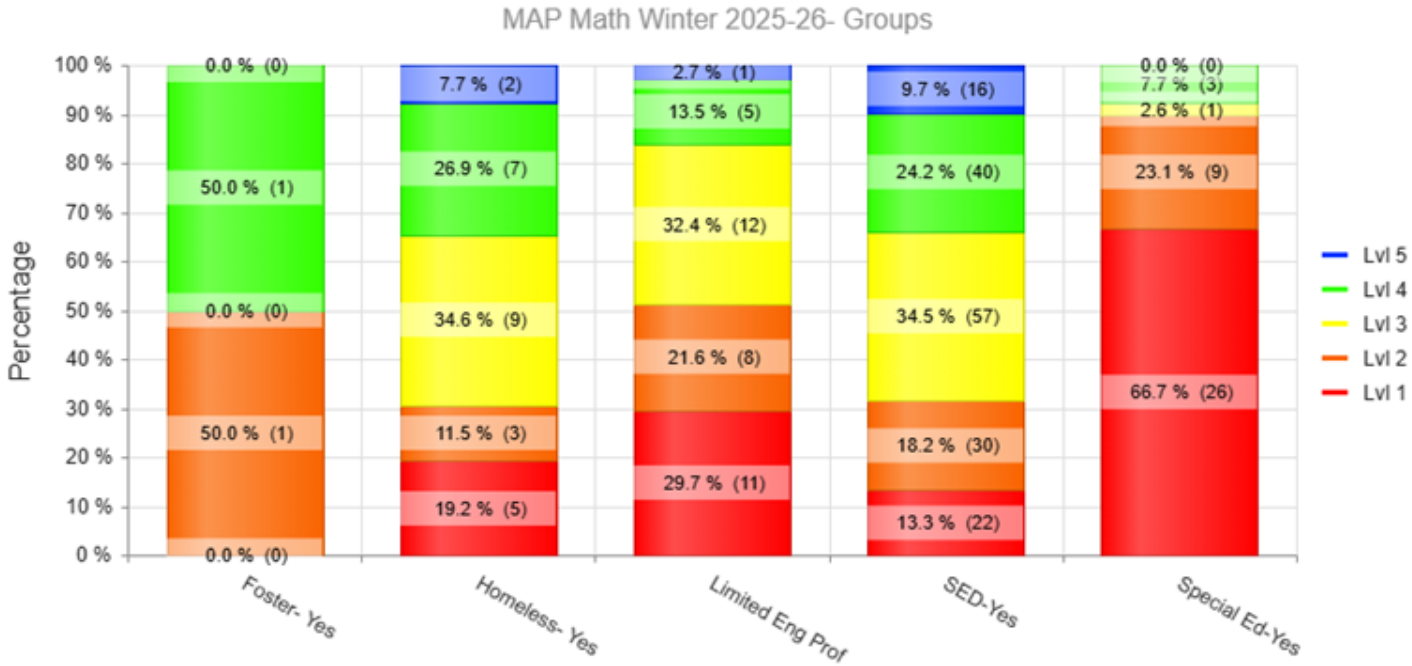
Schools: Workman Elem
Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12



Schools: Workman Elem
Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12



Schools: Workman Elem



Schools: Workman Elem
Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Conclusions based on this data:

1. Overall, students showed improvement in math scores. 29.7% of students scored 4 or 5 in the Fall and 34.6% scored 4 or 5 in the Winter.
2. Third grade showed the largest gains with 26.2% scoring 4 or 5 in the Fall and 43.7% scoring 4 or 5 in the Winter.
3. 2nd and 4th grade scores declined from fall to winter signaling a need for deeper data analysis and strategic planning in math.
4. English Learner and Homeless subgroups showed the largest gains. EL scores increased from 11.1% scoring 4 or 5 in the Fall and 16.2% scoring 4 or 5 in the Winter. Homeless students increased from 23% scoring 4 or 5 in the

Fall and 34.6% scoring 4 or 5 in the Winter. Current supports and interventions are showing success for these populations.

5. Student with Disabilities scores remained the same from Fall to Winter. This signals a need to provide specific, targeted support in math for this subgroup.

At-Risk LTEL/LTEL Monitoring Report

At-Risk LTEL Monitoring Report

School	Grade Level	Years in US School	IEP	Summative ELPAC Level	SBAC ELA Achievement	NWEA MAP Reading	Course Grades English/ELA
Workman Elementary	3	4	No	3 - Moderately Developed |		14 (1/15/2026)	D (2025/2026 - Trimester 1)
Workman Elementary	4	4	No	2 - Somewhat Developed |	1 - Standard Not Met (4/16/2025)	7 (1/12/2026)	C (2025/2026 - Trimester 1)
Workman Elementary	4	4	Yes	1 - Minimally Developed |	1 - Standard Not Met (4/16/2025)	15 (1/12/2026)	C (2025/2026 - Trimester 1)
Workman Elementary	5	5	Yes	2 - Somewhat Developed |	1 - Standard Not Met (4/16/2025)	24 (1/13/2026)	D (2025/2026 - Trimester 1)
Workman Elementary	5	4	No	2 - Somewhat Developed |	1 - Standard Not Met (4/16/2025)	3 (1/14/2026)	D (2025/2026 - Trimester 1)
Workman Elementary	5	5	No	4 - Well Developed | ELPAC	1 - Standard Not Met (4/16/2025)	29 (1/14/2026)	D (2025/2026 - Trimester 1)
Workman Elementary	5	5	No	2 - Somewhat Developed |	1 - Standard Not Met (4/16/2025)	14 (1/13/2026)	C (2025/2026 - Trimester 1)

LTEL Monitoring Report

School	Grade Level	Years in US School	IEP	Summative ELPAC Level	SBAC ELA Achievement Level	NWEA MAP Reading Percentile	Course Grades English/ELA Level Grade
Workman Elementary	5	>5	No	3 - Moderately Developed | ELPAC Summative | 03/26/2025	1 - Standard Not Met (4/16/2025)	33 (1/13/2026)	C (2025/2026 - Trimester 1)

Please provide data conclusions for "all EL students" AND dually identified (SWD and LTEL) .

Conclusions based on this data:

1. 1 student identified as At-Risk LTEL scored a level 1 on ELPAC.
2. All students identified as At-Risk LTEL scored Level 1, standard not met, on the SBAC ELA assessment.
3. At-Risk LTELs are scoring below the 29%ile on ELA NWEA assessment.
4. At-Risk LTELs need more intensive intervention to improve progress in reading, writing, and English language acquisition.

RFEP Monitoring Report

RFEP Monitoring Report

School	Grade Level	RFEP Status	IEP	SBAC ELA Achievement Level	NWEA MAP Reading Percentile	Course Grades English/ELA Level Grade
Workman Elementary	3	Monitored Year 1	No		35 (1/15/2026)	A (2025/2026 - Trimester 1)

Conclusions based on this data:

1. The one student identified for RFEP monitoring is performing in the 35%ile for NWEA reading and is earning an A in ELA. This suggests that redisgnated students are prepared to perform on par with English only peers.

Resource Inequities (Required - CSI, TSI, ATSI)

All Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) schools must conduct a review of Resource Inequities with the school's educational partners as part of the required Comprehensive Needs Assessment. LEA and school-level budgeting may be considered in the review. Resource Inequities shall be addressed through implementation of the SPSA. Schools may use Resource Inequities Suggested Reflection Questions as a resource. Note that responses to questions 1 through 3 must be actionable at the school site.

Identify and describe any resource inequities identified as a result of the required needs assessment using the following prompts.

1. What actionable inequities were identified by the school?

n/a

2. Which inequities are priorities for the school to address?

n/a

3. Summarize how the identified resource inequities are addressed in the SPSA.

n/a

4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write "NA" in the textbox below.

n/a

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.

Please refer to Instructions for additional guidance.

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Surveys questions and results were shared with English Learn Advisory Council (ELAC), School Site Council (SSC), and staff members. All stakeholders had the opportunity to give input for the School Plan through the LCAP process. The information collected from stakeholder groups was utilized to determine priorities for the following year. Surveys showed that there is a need to focus on the following:

- Hire interventionists to address learning gaps in math and especially in English Language Arts, with a focus on English Language Learners.
- Teacher PLC and Professional Development to strengthen Tier 1 instruction in ELA and math, with a focus in support to English Language Learners.
- Provide afterschool intervention opportunities to support lowest achieving students.
- Increase access to grade level appropriate books as well as high interest reading material for all students.
- Celebrate and provide incentives for achievement.

Classroom Observations

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

Classroom observations were conducted by principal on an informal basis throughout the year. Fidelity of program implementation checklists were utlized for UFLI lessons in K-2. Postivie feedback and suggestions for improvement was provided by admin.

Analysis of Current Instructional Program

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.

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 SWP, ATSI, TSI and/or CSI.

Standards, Assessment, and Accountability

Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

CA Dashboard shows increased achievement in all academic areas. There remains a need to continue to improve English Language Arts and Math achievement growth for all students to meet standard with en emphasis on English Language Learners and Students with Disabilities. In ELA and Math, there was improvement from the previous year as students scored in the green level in both areas. English Learners increased to blue level with accelerated growth. Chronic absences continue to be a significant challenge for students. Chronic Absenteeism is in the red level. Additionally, ELs' chronic absenteeism improved two levels from red to yellow.

When available CAASPP, ELPAC, and MAP data is reviewed and staff works to identify strengths and areas of need and also determines how to close existing gaps between students groups. In the fall of the 2025-2026 school year, beginning of the year assessments were given and in the winter middle of the year assessments were given to determine specific learning needs and growth. Data was reviewed in PLC groups and action plans developed to best address the needs of students. Special attention will be given to English Learners (EL), students with disabilities (SWD), socio economically disadvantaged students (SED) as well as foster and homeless students. Evidence based strategies will be utilized to close achievement gaps, and students identified as needing extra help will be assigned to small groups for interventions with the MTSS TOSA and interventionists. If they appear on the universal screener students will be assigned to work with the elementary counselor

Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

MAP assessments were used as common assessments to make necessary instructional adjustments. In the fall of 2024, all teachers completed an MTSS survey to identify students who needed additional help with Social Emotional Behaviors they then meet with school counselor or interventionist for SEL skills. Common assessment are also developed by grade level teams to determine student growth and identify area of need. In the fall of 2024 common assessments will once again be administered and based on the results of the common assessments, evidence based strategies will be utilized to meet the needs of all students. Data will be dis-aggregated into the following groups: SED, SWD, as well as EL in order to determine the learning needs of these groups and match them with the best evidence based strategies. In the fall of 2024 the universal screener will once again be completed and any identified students will be assigned to work the SEL interventionist and/ or counselor.

Professional Development, Teaching and Learning

Alignment of professional development to content standards and ELD standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff. Include specific professional development needs related to English learners (including LTEL and Dually Identified).

Professional Development will continue in the area of ELA and math. However there will be a focus in English Language Arts and students with disabilities since students demonstrate a need for additional support in this subject area. There is a need to strengthen TIER 1 instruction in ELA. Additionally, there will be Professional Development for effective teaching of English Learners and Students with Disabilities. District Professional Development in ELA and Math is provided and teachers encouraged to attend and follow up with lesson studies. We will look at data for weaknesses and strengths to develop action plans. EL facilitator will coordinate with Multilingual Department and share strategies to support students who are ELs and there will also be collaboration from the SPED department to support SWD.

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

MTSS TOSA assisted in the area of English Language Arts. Elementary counselor and Community School Site Specialist asssited in supporting Social Emotional Learning. MTSS TOSA and interventionist will provide intervention to at risk students based on beginning of the year diagnostics, district assessments, and common assessments results in small group. The principal will guide staff in implementing effective research based strategies and provide verbal and or written feedback. For 2026-2027 ongoing instructional assistance and support for teachers will need to continue. District Teachers on Special Assignment will support staff with technology needs and Professional Development in the area of math and writing, with a focus on English Learners, and students with disabilities. We will look at data for weaknesses and strengths to develop action plans. EL facilitator will coordinate with Multilingual Department to support staff in working with students who are ELs and there will also be collaboration from the SPED department to support SWD.

Teacher collaboration by grade level (K–8) and department (grades 9-12)

For the 2026-2027 school year teachers will work in grade level PLC teams, to ensure articulation of needs and consistency of instruction across grade levels. Teachers will meet monthly in Grade Level PLC to review assessment data by school and dis-aggregated by subgroups and plan for intervention. Every 6-8 weeks the data will be reviewed and a new instructional focus will be developed if the plan has been met. Teachers will also meet in cross grade level PLC meetings and vertical team meetings to articulate students needs. As a site common core standards that need to be mastered will not only be identified but a plan will also be identified. In addition evidence based best practices will be developed and implemented across all grade levels. TK teachers will meet with Kinder teachers, 5th grade teachers will meet with Middle school teachers to ensure smooth transitions at the end of the school year.

Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Teachers work with their grade level teams for planning, professional development and for PLC work during early release days. The Principal will also meet with the Middle School Principal at least twice a year to ensure a smooth transition to 6th grade. The RSP teacher and the 5th grade teachers meet with Middle School teachers to ensure a smooth transition to 6th grade. The RSP teacher will attend transition meetings to ensure consistent coordination of services to special needs students within the general education settings. Transitional K, Kindergarten teachers and the K-SDC teacher will collaborate 2 times per year with Head Start/State Pre-School to ensure a smooth transition to Kindergarten. In addition the Leadership team will meet monthly and then share with staff the identified goals and decisions agreed upon in leadership. Articulation between grade levels will ensure smooth transitions.

Implementation of Designated and Integrated ELD for all English Learners based Learners (specifically EL, LTEL and Dually Identified) on their language proficiency until reclassified.

For the 2026-2027 school year EL students will need not only the daily Designated and Integrated ELD instruction but also to continue to develop vocabulary, comprehension, and writing skills. Struggling English Learners will need to receive extra time with the teacher in small group instruction. The interventionist designated for extra instruction in language arts will also provide extra support to ELs to help move them towards meeting reclassification criteria. Teachers will continue to front load students with vocabulary and provide extra support as needed. EL data will be analyzed and specific strategies will be selected to target this population. When ELPAC data becomes available it will be reviewed and teachers will develop plans in their grade level PLC on how to best meet the needs of their EL's. As a site we will need to continue to use Kagan, Fetzer, GLAD, and SDAIE strategies to help English learners continue to make progress. Additional professional developement will be planned in this area.

Extended learning activities

For the 2026-2027 school year the site will need to continue to support struggling students by providing more opportunities for learning in small group and with MTSS TOSA or interventionists. Struggling students will be given extra time with TOSA, interventionist and/or elementary counselor as needed. There will be a focus on English Learners and students with disabilities. Teachers will also provide instruction in small groups. Several clubs will also be available to help students stay connected to school. Afterschool tutoring, Project LEAD, Student Council, Speech & Debate, and Science Olympiad club will be utilized to provide students with extended learning opportunities. ASES will provide after school learning opportunities for anyone who would like to enroll.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet grade level standards

During the 2026-2027 school year, our school site will continue to provide struggling students with extra support through the established systems of intervention. MTSS TOSA and academic interventionists and elementary counselor will support under performing students in small groups. The school will need to continue to work with small groups and significant subgroups, such as EL's and students with disabilities. The small group instruction will be tailored to close the learning gaps of each individual group. The classroom teachers will also work with with small groups based on students' learning needs. Dreambox, Lexia, Lexia English, and AR will continue to be used to provide extra practice for all students.

Evidence-based educational practices to raise student achievement of identified student groups

During the 2026-2027 school year the evidence based practices and strategies that will be utilized include guided reading strategies such as close reading, G.L.A.D. for EL's, and Graphic organizers in all subject areas. The MTSS team will help establish TIER 1 strategies to meet the needs of all students and Tier 2 strategies for specific students. We will focus on best first instruction in ELA and Math for all students as well as student groups such as ELs, SWD, socioeconomically disadvantaged, and Hispanic subgroup. Attendance Improvement incentives, Trimester Academic Achievement Awards, Dreambox, Lexia, Accelerated Reader and other awards will be utilized to encourage students to continue to improve climate, attendance and chronic absences, especially for students with disabilities, ELs, socioeconomically disadvantaged, and Hispanic subgroup. There will also be awards assemblies for EL Reclassification, grades, and improved attendance to motivate students. Donations will be utilized to purchase incentives and rewards to continue to motivate students and celebrate achievements. There will be a need to continue to build incentive systems in order to provide additional motivation for all students.

Parental Engagement

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

Resources for parents of struggling students will include parent teacher conferences, workshops on specific topics, digital resources, district lead training as well as Student Focused Team (SFT) meetings when more support is needed. Site will also have parent workshops and provide access to resources when needed as well as referrals to outside resources. The school and district information will be sent out in several languages and be shared on school, district social media platforms as well as through Parent Square. For the 2026-2027 continued training in technology and supporting students with academics and SEL needs will be provided for parents and families.

Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students, in the planning, implementation, and evaluation of categorical programs

School site council will meet regularly throughout the year. ELAC will also meet regularly throughout the year. Staff meetings, Leadership meetings and PLC meetings will be scheduled regularly. Additionally, Coffee With the Principal and Community School Advisory Committee meetings will be held throughout the year.

Funding

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

For the 2026-2027 school year additional books will be purchased as well as the addition of MyOn digital library with Accelerated Reader. Supplemental materials and supplies will be purchased to support under performing students to meet standards. Interventionists will also be hired to support under performing students incoordinated with MTSS TOSA.

Educational Partners' Involvement

Comprehensive Needs Assessment Process

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update? Please include:

1. Date that the activity occurred
2. Group(s) involved *(e.g., SSC, ELAC, Leadership Team, teachers, grade-level teams, parents, vertical teams, departments, etc.)*
3. Activities related to the collection and analysis of data *(e.g., SBAC results, student group results, discussing grade-level assessment reports, charting areas of strength and areas for growth on MAP or common assessments, using an analysis protocol to analyze academic performance data, collecting department data, reviewing trend data, conducting focus groups or interviews, tallying surveys, filling out a self-assessment survey, conducting classroom observations, etc.)*

1. Date	2. Group(s)	3. Description of Activities Related to Data Collection and Analysis
3/10/26	ELAC 3	Principal and ELAC group worked to monitor and implement the school plan and improve attendance procedures/protocols and consequences were discussed and reviewed (school climate).
3/17/26	SSC 3	Reviewed Title 1 expenditures and actions.
3/19/26	Staff Meeting	Alignment of SPSA and LCAP priorities via educational partner engagement process.
3/31/26	ELAC 4	Alignment of SPSA and LCAP priorities via educational partner engagement process Align the 2026-2027 Title 1 and LCFF S&C to goals and actions, LCAP activity.
4/2/26	SSC 4	Conducted needs assessment, shared preliminary budget, and engaged educational partner in conversations about 2026-2027 LCAP, identified achievement gaps, develop goals.
4/14/26	ELAC 5	Continue to write/update 2026-2027 SPSA to ELPAC data, EL data to ensure educational partner engagement and legal SSC approval advice for EL goal section of SPSA.
4/22/26	SSC 5	Alignment of SPSA and LCAP priorities via educational partner engagement process. Align the 2026-2027 Title 1 and LCFF S&C to goals and actions. Discussion of SPSA 2026-2027 budget allocations, educational partner engagement, legal SSC approval, and review of expenditures. 2026-2027 SPSA was approved during SSC 5 meeting.
4/23/26	Staff Meeting	Review SPSA Action Plans

Description of Plan Development Process and Educational Partner Involvement

1. SPSA Life Cycle Timeline:

Timeline	SPSA Life Cycle
January/ February 2026	• Review current status of 2025-26 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services • Conduct **2026-27 Needs Assessment** & summarize conclusions for all students & student groups • Based on needs, develop priorities and goals, aligned to Title I, LCFF/LCAP, & WASC for HS • Engage educational partners in the process – SSC, ELAC, staff, Leadership Team, PLCs, students, community
March	• Continue to review 2025-26 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services • Alignment of 2026-27 SPSA and LCAP priorities via educational partner engagement process to inform SPSA and LCAP development • **Budget development** for 2026-27 SPSA (preliminary budget estimates) • Align 2026-27 Title I and LCFF S&C fiscal resources to address priorities, goals and actions • Develop **2026-27 SPSA Planned Improvements/Goals** to address identified needs with evidence-based actions/strategies • ELAC advisement to SSC regarding needs of English learners
April	• Continue to review 2025-26 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services • ELAC advisement to SSC regarding development of the EL Plan in 2026-27 SPSA • Continue activities to **write/update 2026-27 SPSA** to ensure educational partners' engagement and legal SSC approval • **SSC to approve 2026-27 SPSA** • **2026-27 SPSA completed** in DTS and **SPSA Synopsis** emailed to Shawn Harrington by **Friday, April 24, 2026**
May	• MESBP feedback on SPSAs - LEA reviews & monitors SPSAs to ensure FPM compliance
June	• Recommend 2026-27 SPSAs for Board of Education approval – **June 25, 2026**
August/ September	• Conduct Title I Annual Meetings (2) and SSC elections prior to 1st SSC Meeting • Implement and monitor 2026-27 SPSA
October	• Conduct 2025-26 Annual Evaluation with SSC and review assessment of student learning using multiple measures, including, but not limited to 2026 CAASPP, Summative ELPAC and MAP results • Complete 2025-26 Annual Evaluation in DTS with SSC • Based on 2025-26 Annual Evaluation, revise 2026-27 SPSA actions/expenditures in DTS as needed to reach goals for student achievement, using Fall revised Title I funding allocation (as applicable) • Revise 2026-27 SPSA Title I allocation in DTS (as applicable) • Email MESBP when DTS revision is completed – by **October 23, 2026**
November/ December	• Continue 2026-27 SPSA implementation – Title I program & LCFF/LCAP aligned actions & strategies • Use formative and interim assessments & performance tasks to monitor all students & student groups' progress

Annual Evaluation

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal.

ANALYSIS

Please add a new row for each Metric Indicator and Expected Outcome.

English Language Arts

School Goal

Metric Indicator	Expected Outcome	Data Results & Analysis

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

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

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

Math

School Goal

Metric Indicator	Expected Outcome	Data Results & Analysis

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

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

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

English Learner

School Goal

Metric Indicator	Expected Outcome	Data Results & Analysis

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

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

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

School Climate

School Goal

Metric Indicator	Expected Outcome	Data Results & Analysis

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

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

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

GOALS FOR IMPROVING STUDENT ACHIEVEMENT
HLPUSD PLAN ALIGNMENT MATRIX

LCAP Priorities	LCAP Performance Indicators	Types of Actions & Strategies	SPSA Strategies	Board of Education Goals
Conditions of Learning: Basic Services	-Rate of Teacher Misassignment -Access to Standards Aligned Textbooks -Facilities in Good Repair	-High Quality, Credentialed & Assigned Teachers -Standards Aligned Curriculum and Textbooks -Facilities in Good Repair -Safe, Secure, Positive Schools -Core Program & Services, Material, Supplies, Equipment	Strategy 3, 4, 8	Goal 2, 3, 5
Conditions of Learning: Implementation of CA Academic Standards	-Implementation of the CA Standards for All and EL Students	-Implementation of CA Standards for All & Student Groups -Professional Development – Implementation of Standards -PLC Implementation -Technology Integration	Strategy 2, 3, 4, 5, 6, 7, 8, 9, 11, 12	Goal 1
Conditions of Learning: Course Access	-Extent of Access to Broad Course of Study	-Extent of Access to Broad Course of Study, Including Target Student Groups (EL, SWD, Foster…) -A-G Courses, College & Career, Electives, Signature Programs, AP, IB, CTE, VAPA, STEAM, GATE	Strategy 2, 6, 8, 10, 12	Goal 2
Pupil Outcomes: Student Achievement	-Performance on State Tests (CAASPP/SBAC) -College & Career/UC/CSU Requirements -EL Language Proficiency (ELPAC) -EL Reclassification Rates -AP Pass Rates -Early Assessment Program -District Interim Assessments	- Address the Academic Needs of All Students, Student Groups, Most At-Risk -Use & Analysis of State and Local Assessment Data -Academic Instructional Program Implementation & Supports -Academic MTSS and Tiered Intervention -College and Career Readiness -English Learner Program, Designated & Integrated ELD -A-G and Graduation Requirements, Credit Recovery -Implementation of SMAPs, Local Assessments, and Progress Monitoring -Implementation of PLCs, Teacher Collaboration -Professional Development Implementation – Teachers & Administrators -Technology Integration -Monitoring Effectiveness of the Instructional Program -Use of Evidence-Based & Effective Strategies	Strategy 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12	Goal 1
Pupil Outcomes: Other Student Outcomes	-Other Indicators in Other Subject Areas	-Electives, NGSS, HSS, PE, AP, IB, CTE, VAPA, STEAM -Science Olympiad -Speech and Debate -Physical Fitness Test	Strategy 2, 3, 5, 7, 8, 9, 12	Goal 2
Engagement: Parent Involvement	-Seek Parent Input in Decisions -Promotion of Parent Involvement	-SSC & ELAC -DAC & DELAC -Parent & Family Engagement Programs, Activities and Trainings, Adult Education Classes	Strategy 11	Goal 6
Engagement: Student Engagement	-Attendance Rates -Chronic Absenteeism Rates	-Attendance Supports/Address Absenteeism/SART & SARB -Academic & Behavioral RtI & MTSS - Tiered Interventions	Strategy 2, 4, 5, 6,	Goal 2

	-MS/HS Dropout Rates -HS Graduation Rates	-Transition Programs & Supports -Counseling and/or Engagement Programs -Collaborative Learning Structures -Extra-Curricular & Enrichment Activities -Credit Recovery	7, 8, 9, 10, 12	
Engagement: School Climate	-Suspension Rates -Expulsion Rates -Other Local Measures	-Behavioral MTSS - Tiered Interventions -Social Emotional Learning, Counseling Supports -Behavioral RtI/Reduce Behavior Referrals/Increase Positive Behavior/PBIS -Drug, Alcohol, Tobacco Prevention -School Safety and Positive Learning Environment -California Healthy Kids Survey	Strategy 3, 5, 8, 9, 10, 11	Goal 5

SPSA Strategies:

Strategy 1: Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Strategy 2: Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Strategy 3: Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Strategy 4: Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Strategy 5: Teacher collaboration by grade level (K-8) and department (grades 9-12).

Strategy 6: Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Strategy 7: Extended learning activities

Strategy 8: Services provided by the regular/core program that enable underperforming students to meet grade level standards.

Strategy 9: Evidence-based educational practices to raise achievement of identified student groups

Strategy 10: Resources available from family, school, district, and community to assist under-achieving students

Strategy 11: Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs

Strategy 12: Services provided by categorical funds that enable under-performing student to meet standards

ACTION PLAN: ENGLISH LANGUAGE ARTS

GOAL FOR STUDENT ACHIEVEMENT - ENGLISH LANGUAGE ARTS: All students, TK to 12, including low income, English Learners, and foster youth, will achieve at high levels on English Language Arts (ELA) performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

Annual Measurable Outcomes

Metric/Indicator (2025 Dashboard)	Baseline Distance from Standard (DFS)	Expected Outcome
School Dashboard ELA- All Students	1.1 DFS	4.1 DFS
School Dashboard ELA- Low Income	-15.7 DFS	-12.4 DFS
School Dashboard ELA- English Learner	-37.7 DFS	-30.4 DFS
School Dashboard ELA- Long Term EL	-88.4 DFS	-80.4 DFS
School Dashboard ELA- Foster Youth	-71.8 DFS	-60.1 DFS
School Dashboard ELA- SWD	-90.6 DFS	-87.1 DFS

Metric/Indicator (2024-25)	Baseline	Expected Outcome
CAASPP SBAC ELA- All Students	50.39% Met/Exceeded	Increase by 3% or more
CAASPP SBAC ELA- Low Income	44.95% Met/Exceeded	Increase by 3% or more
CAASPP SBAC ELA- English Learner	11.3% Met/Exceeded	Increase by 4% or more
CAASPP SBAC ELA- Long Term English Learner	6.2% Met/Exceeded	Increase by 4% or more
CAASPP SBAC ELA- Foster Youth	18.18% Met/Exceeded	Increase by 3% or more
CAASPP SBAC ELA- SWD	17.68% Met/Exceeded	Increase by 3% or more

Metric/Indicator (2025-26 Winter)	Baseline	Expected Outcome
Gr. 1-12 MAP Reading- All Students	45% scored ≥ 61 percentile of peers in national norm reference test	Increase by 3% or more
Gr. 1-12 MAP Reading- Low Income	40% scored ≥ 61 percentile of peers in national norm reference test	Increase by 3% or more
Gr. 1-12 MAP Reading- English Learner	15% scored ≥ 61 percentile of peers in national norm reference test	Increase by 4% or more
Gr. 1-12 MAP Reading- LTEL	8% scored ≥ 61 percentile of peers in national norm reference test	Increase by 4% or more
Gr. 1-12 MAP Reading- Foster Youth	28% scored ≥ 61 percentile of peers in national norm reference test	Increase by 4% or more

Gr. 1-12 MAP Reading- SWD	15% scored ≥ 61 percentile of peers in national norm reference test	Increase by 4% or more

GOAL FOR STUDENT ACHIEVEMENT – Baseline Year 25-26 DIBELS – AMOs will be included in 2027-28 SPSAs

Kinder - Metric/Indicator (2025-26 DIBELS Baseline)	BOY % Scoring Green (At Benchmark) or Blue (Above Benchmark)	MOY % Scoring Green (At Benchmark) or Blue (Above Benchmark)	EOY % Scoring Green (At Benchmark) or Blue (Above Benchmark)
DIBELS Composite Score- All Students	40%	48%	
DIBELS Letter Names (LNF)- All Students	41%	51%	
DIBELS Phonemic Awareness (PSF)- All Students	35%	34%	

ACTION PLAN: MATHEMATICS

GOAL FOR STUDENT ACHIEVEMENT - MATHEMATICS: All students, TK to 12, including low income, English Learners, and foster youth, will achieve at high levels on Mathematics performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

Annual Measurable Outcomes

Metric/Indicator (2025 Dashboard)	Baseline Distance from Standard	Expected Outcome
School Dashboard Math- All Students	-30.1 DFS	Increase by 3 pts or more
School Dashboard Math- Low Income	-45.1 DFS	Increase by 3 pts or more
School Dashboard Math- English Learner	-49.3 DFS	Increase by 3 pts or more
School Dashboard Math- Long Term EL	-132.1 DFS	Increase by 4 pts or more
School Dashboard Math- Foster Youth	-121.5 DFS	Increase by 4 pts or more
School Dashboard Math- SWD	-124.9 DFS	Increase by 4 pts or more

Metric/Indicator (2024-25)	Baseline	Expected Outcome
CAASPP SBAC Math- All Students	40.12% Met/Exceeded	Increase by 3% or more
CAASPP SBAC Math- Low Income	34.4% Met/Exceeded	Increase by 3% or more
CAASPP SBAC Math- English Learner	17.36% Met/Exceeded	Increase by 4% or more
CAASPP SBAC Math- Long Term EL	4.56% Met/Exceeded	Increase by 4% or more
CAASPP SBAC Math- Foster Youth	12.12% Met/Exceeded	Increase by 4% or more
CAASPP SBAC Math- SWD	12.04% Met/Exceeded	Increase by 4% or more

Metric/Indicator (2025-26 Winter)	Baseline	Expected Outcome
Gr. K-12 MAP Math- All Students	43% scored ≥ 61 percentile of peers in national norm reference test	Increase by 3% or more
Gr. K-12 MAP Math- Low Income	39% scored ≥ 61 percentile of peers in national norm reference test	Increase by 3% or more

Gr. K-12 MAP Math- English Learner	27% scored ≥ 61 percentile of peers in national norm reference test	Increase by 4% or more
Gr. K-12 MAP Math- LTEL	10% scored ≥ 61 percentile of peers in national norm reference test	Increase by 4% or more
Gr. K-12 MAP Math- Foster Youth	28% scored ≥ 61 percentile of peers in national norm reference test	Increase by 4% or more
Gr. K-12 MAP Math- SWD	14% scored ≥ 61 percentile of peers in national norm reference test	Increase by 4% or more

ACTION PLAN: ENGLISH LEARNERS

GOAL FOR STUDENT ACHIEVEMENT - ENGLISH LEARNERS: All English Learners will achieve at high levels on performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

Metric/Indicator (2025 Dashboard)	Baseline	Expected Outcome
English Learner Progress Indicator	44.7%	Increase by 5% or more
Long Term EL Progress Indicator	42.9%	Increase by 6% or more

Metric/Indicator (2024-25)	Baseline	Expected Outcome
Summative ELPAC Level 4-EL	17%	Increase by 3% or more
Summative ELPAC Level 4-LTEL	18.78%	Increase by 3% or more

Metric/Indicator (2024-25)	Baseline	Expected Outcome
English Learner Reclassification Rate	16.43%	Increase by 2% or more

ACTION PLAN: SCHOOL CLIMATE & ENGAGEMENT

GOAL FOR SCHOOL CLIMATE: All students, TK to 12, including low income, English Learners, and foster youth, will be provided with safe, positive learning environments that result in decreased student suspension and expulsion rates, increased school safety rates, and a greater sense of school connectedness for all staff, students, parents, and community.

Annual Measurable Outcomes

Metric/Indicator (2025 Dashboard)	Baseline	Expected Outcome
Dashboard Suspension Rate- All Students	2.4%	Decrease by 0.3% or more
Dashboard Suspension Rate- Low Income	2.7%	Decrease by 0.3% or more
Dashboard Suspension Rate- English Learner	2.6%	Decrease by 0.3% or more
Dashboard Suspension Rate- Long Term EL	5.5%	Decrease by 1% or more
Dashboard Suspension Rate- Foster Youth	7.9%	Decrease by 1% or more
Dashboard Suspension Rate- SWD	4.4%	Decrease by 0.5% or more

Metric/Indicator (2025-26)	Baseline	Expected Outcome
CHKS “Safe or Very Safe” Overall Perception- Grade 5	77%	Increase by 1%
CHKS “Safe or Very Safe” Overall Perception- Grade 7	53%	Increase by 1%
CHKS “Safe or Very Safe” Overall Perception- Grade 9	54%	Increase by 1%
CHKS “Safe or Very Safe” Overall Perception- Grade 11	61%	Increase by 1%

Metric/Indicator (2025-26)	Baseline	Expected Outcome
CHKS “Agree/Strongly Agree” Overall Connectedness- Grade 5	70%	Increase by 1%
CHKS “Agree/Strongly Agree” Overall Connectedness- Grade 7	52%	Increase by 1%
CHKS “Agree/Strongly Agree” Overall Connectedness- Grade 9	50%	Increase by 1%
CHKS “Agree/Strongly Agree” Overall Connectedness- Grade 11	51%	Increase by 1%

GOAL FOR STUDENT ENGAGEMENT: All students, TK to 12, including low income, English Learners, and foster youth, will be actively, purposefully, and positively engaged in school and learning, resulting in increased student attendance and graduation rates.

Annual Measurable Outcomes

Metric/Indicator (2025 Dashboard)	Baseline	Expected Outcome
Dashboard Graduation Rate- All Students	92.8%	Increase by 1% or more
Dashboard Graduation Rate- Low Income	93.1%	Increase by 1% or more
Dashboard Graduation Rate- English Learner	85.3%	Increase by 2% or more
Dashboard Graduation Rate- Long Term EL	90.6%	Increase by 1% or more
Dashboard Graduation Rate- Foster Youth	93.3%	Increase by 2% or more
Dashboard Graduation Rate- SWD	83.3%	Increase by 2% or more

Metric/Indicator (2024-25)	Baseline	Expected Outcome
DataQuest 4 yr. Adjusted Cohort Dropout Rate- All Students	1.9%	Decrease by 0.5%
DataQuest 4 yr. Adjusted Cohort Dropout Rate- Low Income	1.8%	Decrease by 0.5%
DataQuest 4 yr. Adjusted Cohort Dropout Rate- English Learner	2.7%	Decrease by 1%
DataQuest 4 yr. Adjusted Cohort Dropout Rate- Foster Youth	0.6%	Decrease by 1%
DataQuest 4 yr. Adjusted Cohort Dropout Rate- SWD	1.8%	Decrease by 0.5%

Metric/Indicator (2024-25)	Baseline	Expected Outcome
SIS TK-8 Attendance Rate- All Students	91.52%	Increase by 2%
SIS TK-8 Attendance Rate- Low Income	91.27%	Increase by 2%
SIS TK-8 Attendance Rate- English Learner	92.6%	Increase by 2%
SIS TK-8 Attendance Rate- Foster Youth	90.2%	Increase by 1%
SIS TK-8 Attendance Rate- SWD	90.91%	Increase by 1%

Metric/Indicator (2024-25)	Baseline	Expected Outcome
SIS 9-12 Attendance Rate- All Students	88.23%	Increase by 2%
SIS 9-12 Attendance Rate- Low Income	89.87%	Increase by 2%
SIS 9-12 Attendance Rate- English Learner	87.95%	Increase by 2%
SIS 9-12 Attendance Rate- Foster Youth	81.52%	Increase by 1%
SIS 9-12 Attendance Rate- SWD	83.62%	Increase by 1%

Metric/Indicator (2025 Dashboard)	Baseline	Expected Outcome
Dashboard K-8 Chronic Absenteeism Rate- All Students	17.7%	Decrease by 4% or more
Dashboard K-8 Chronic Absenteeism Rate- Low Income	20.2%	Decrease by 4% or more
Dashboard K-8 Chronic Absenteeism Rate- English Learner	14.9%	Decrease by 3% or more
Dashboard K-8 Chronic Absenteeism Rate- Long Term EL	24.1%	Decrease by 3% or more
Dashboard K-8 Chronic Absenteeism Rate- Foster Youth	30.6%	Decrease by 4% or more
Dashboard K-8 Chronic Absenteeism Rate- SWD	28.5%	Decrease by 4% or more

Metric/Indicator (2024-25)	Baseline	Expected Outcome
SIS 9-12 Chronic Absenteeism Rate- All Students	19.3%	Decrease by 3% or more
SIS 9-12 Chronic Absenteeism Rate- Low Income	21.5%	Decrease by 3% or more
SIS 9-12 Chronic Absenteeism Rate- English Learner	22.3%	Decrease by 3% or more
SIS 9-12 Chronic Absenteeism Rate- Foster Youth	20.5%	Decrease by 1% or more
SIS 9-12 Chronic Absenteeism Rate- SWD	31.8%	Decrease by 4% or more

Goals, Strategies, & Proposed Expenditures

Goal Subject

English Language Arts

LEA/LCAP Goal

All students, Pre-K to 12, including low income, English Learners, and foster youth, will achieve at high levels on English Language Arts (ELA) performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation

School Goal - ELA

All students, particularly English Learners and Students With Disabilities, will increase their student achievement in English Language Arts as measured by the CA Dashboard, CAASPP, and MAP assessments.

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.

After reviewing the CA dashboard data, CAASPP results, MAPs reports it is clear that there is a need to increase academic achievement for all students in English language Arts (ELA). Additionally data indicated that there is a significant gap between English learners and students with disabilities as compared to all students. Finally the data indicates that all students and all grade levels would benefit from additional practice in reading specifically demonstrating understanding of literary and non-fictional texts.

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. ATSI/CSI/TSI school must include metrics related to the metrics that led to ATSI/CSI/TSI eligibility.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (2025 CA Dashboard) 1a ELA- All Students 1b ELA- Low Income 1c ELA- English Learner 1d ELA- Long Term EL 1e ELA- Foster Youth 1f ELA- SWD 1g ELA - Homeless 1h ELA - Hispanic	Metric/Indicator (2025 CA Dashboard) 1a ELA- All Students -4.1points DFS 1b ELA- Low Income -7.2 points DFS 1c ELA- English Learner -41.3 points DFS 1d ELA- Long Term EL n/a 1e ELA- Foster Youth n/a 1f ELA- SWD -95.3 points DFS 1g ELA - Homeless -13.3 points DFS 1h ELA - Hispanic 0 points DFS	Metric/Indicator (2026 CA Dashboard) 1a ELA- All Students will increase by 3 points or more 1b ELA- Low Income will increase 5 points or more 1c ELA- English Learner will increase 10 points or more 1d ELA- Long Term EL n/a 1e ELA- Foster Youth n/a 1f ELA- SWD will increase 10 points or more 1g ELA - Homeless will increase 5 points or more 1h ELA - Hispanic will increase 3 points or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (2024-25 CAASPP) 2a SBAC ELA- All Students 2b SBAC ELA- Low Income 2c SBAC ELA- English Learner 2d SBAC ELA- LTEL 2e SBAC ELA- Foster Youth 2f SBAC ELA- SWD 2g SBAC ELA - Homeless 2h SBAC ELA - Hispanic	Metric/Indicator (2024-25 CAASPP) 2a SBAC ELA- All Students 49.38% met/exceeded 2b SBAC ELA- Low Income 47.92% met/exceeded 2c SBAC ELA- English Learner 17.14% met/exceeded 2d SBAC ELA- LTEL n/a 2e SBAC ELA- Foster Youth n/a 2f SBAC ELA- SWD 10.35% met/exceeded 2g SBAC ELA - Homeless 35% met/exceeded 2h SBAC ELA - Hispanic 51.02% met/exceeded	Metric/Indicator (2025-26 CAASPP) 2a SBAC ELA- 55% of All Students will score met/exceeded 2b SBAC ELA- 55% of Low Income students will score met/exceeded 2c SBAC ELA- 25% of English Learners will score met/exceeded 2d SBAC ELA- LTEL n/a 2e SBAC ELA- Foster Youth n/a 2f SBAC ELA- 15% of SWD will score met/exceeded 2g SBAC ELA - 40% of Homeless students will score met/exceeded 2h SBAC ELA - 55% of Hispanic students will score met/exceeded
Metric/Indicator (Winter 2026 NWEA MAP) % scored = 61 percentile of peers in national norm reference test 3a Gr. 1-12 MAP Reading- All Students 3b Gr. 1-12 MAP Reading- Low Income 3c Gr. 1-12 MAP Reading- EL 3d Gr. 1-12 MAP Reading- LTEL 3e Gr. 1-12 MAP Reading- Foster Youth 3f Gr. 1-12 MAP Reading- SWD	Metric/Indicator (Winter 2026 NWEA MAP) % scored = 61 percentile of peers in national norm reference test 3a Gr. 1-12 MAP Reading- All Students 32.6% scored in the 61%ile or higher 3b Gr. 1-12 MAP Reading- Low Income 30.2% scored in the 61%ile or higher 3c Gr. 1-12 MAP Reading- EL 13.5% scored in the 61%ile or higher 3d Gr. 1-12 MAP Reading- LTEL n/a 3e Gr. 1-12 MAP Reading- Foster Youth n/a 3f Gr. 1-12 MAP Reading- SWD 7.9% scored in the 61%ile or higher 3g Gr. 1-12 MAP Reading- Homeless 32% scored in the 61%ile or higher 3h Gr. 1-12 MAP Reading- Hispanic n/a	Metric/Indicator (Winter 2027 NWEA MAP) % scored = 61 percentile of peers in national norm reference test 3a Gr. 1-12 MAP Reading- 35% of All Students will score in the 61%ile or higher 3b Gr. 1-12 MAP Reading- 25% of Low Income students will score in the 61%ileor higher 3c Gr. 1-12 MAP Reading- 20% of ELs will score in the 61%ile or higher 3d Gr. 1-12 MAP Reading- LTEL n/a 3e Gr. 1-12 MAP Reading- Foster Youth n/a 3f Gr. 1-12 MAP Reading- 15% of SWD will score in the 61%ile or higher 3g Gr. 1-12 MAP Reading - 35% of Homeless students will score in the 61%ile or higher 3h Gr. 1-12 MAP Reading - 35% of Hispanic students will score in the 61%ile or higher

Strategies/Activities

Complete a Strategy/Activity table for each of the school's strategies/activities. Include evidence-based interventions and align to goals, and actions. Add additional rows, including for Proposed Expenditures, as needed.

Strategy 1 - Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All Students, with a focus on English Learners and socioeconomically disadvantaged students.

Activity

1.1 Teachers will develop Goals in grade level PLC aligned to CA academic standards for specific areas of need and differentiate instruction. Lexia, MAP, Dibbels, CA Dashboard, and CAASPP results will be used to make a plan of action.

1.2 Teachers will analyze data aligned to CA academic standards for specific areas of need and determine next steps for our school (goals, strategies, assessments, instruction, and differentiated instruction to yield high levels of learning).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	1.1 no cost - PLC occurs on early release Thursday
0	1.2 no cost

Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, with a focus on English Learners and Students with Disabilities.

Activity

2.1 Teachers will provide differentiated and individualized instruction that accelerates the acquisition of literacy through sound, matching, phonics, phonemic awareness, vocabulary development, music, songs, chants, choral activities, art, and technology needed to support academic goals. Materials to support learning will need to be purchased. Technology materials include, but are not limited to: art materials, mice, headsets, and keyboards. Hands on materials and equipment for students with special needs that will sooth sensory needs while focusing on their ELA goals as outlined in their IEPs.

2.2 Teachers will use assessment results to determine areas of improvement and develop goals to increase student achievement. Teachers and hired Interventionists will provide intervention to students working below grade level and use assessments to monitor instruction. Interventionists will provide support in the area of English Language Arts, with a focus on the lowest performing students which include ELs, Homeless, and socioeconomically disadvantaged students.

2.3 With the use of assessments, teachers will refer to SST process. As part of MTSS supports, SST will assist in the development of a plan of action to support students below grade level, with a focus on English Learners and students with disabilities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
14,462	LCFF S&C Supplemental Instructional Materials (Including technology devices <$500 per item) 2.1 materials to support instruction
6204	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 2.2 Interventionists to increase student achievement.
0	2.3 No cost

Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, with focus on ELs and SWD

Activity

3.1 Professional Development will be scheduled for teachers to strengthen ELA tier 1 instruction for all students, with a focus on English Learners and SWD. District TOSA will provide ELA trainings, demo lessons, and support in Professional Development meetings. Additionally, UFLI will be a focus to improve foundational reading skills.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	3.1 no cost - District TOSA support

Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, with focus on ELs and Students with Disabilities

Activity

4.1 The Principal will guide staff as the instructional leader in implementing CA academic standards strategies and provide verbal and/or written feedback. Principal to conduct class visits and monitor CA academic standards and strategies that are being implemented at the school site. Allotment for computer and software expenses will be used to facilitate prompt feedback electronically.

4.2 Provide Teachers the opportunity to observe colleagues to improve in their own instructional practices and implementation of CA academic standards. Give Teachers the opportunity to visit colleagues and collaborate on effective strategies and Best Practices.

4.3 District TOSA will provide PD, do demo lessons, and provide coaching to strengthen tier 1 instruction in ELA, with a focus on differentiated instruction for ELs and Students with Disabilities

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	4.1 no cost
0	4.2 no cost
0	4.3 no cost

Strategy 5 - Teacher collaboration by grade level (K-8) and department (grades 9-12)

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, with focus on EL's and Students with Disabilities

Activity
5.1 Teachers will meet monthly in Grade Level PLC meetings to review assessment data, develop goals, and plan for intervention and review instructional focus. In Grade Level PLC’s monthly to review student work samples, summative and formative assessment results, and design/plan lessons for reteaching or planning of instruction. Teachers will be released by substitutes to analyze data and collaborate with grade level teams and principal at least three times a year; teachers will implement what they have learned in scheduled PD and strengthen tier 1 instruction. The planning is to support at risk, with a focus on English Learners and students with disabilities to increase student achievement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as

applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
15,026	Title I, Part A Teacher Release Time-Subs (Including benefits) 5.1 Substitutes for release

Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

6.1 5th grade students

6.2 5th grade, SWD/ RSP students

6.3 TK and Kindergarten

Activity

6.1 Principal will meet with the Middle School Principal at least twice a year to ensure a smooth transition to 6th grade. Meet to discuss transition plans at Quad meetings regarding Orientation and activities.

6.2 RSP Teacher and 5th grade teachers will meet with Sierra Vista Middle School teachers to ensure a smooth transition to 6th grade. The RSP Teacher will attend to ensure consistent coordination of services to special needs students within the general education setting. Meet during PLC 's for smooth transition to MS and discuss student progress and needs.

6.3 Transitional K, Kindergarten teachers and K-SDC teacher will collaborate once 2 times per year with Head Start/State Pre-School to ensure a smooth transition to Kindergarten. Collaborate regarding school activities periodically or 2 x's per year

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	6.1 No cost
0	

	6.2 No cost
0	6.3 No cost

Strategy 7 - Extended learning activities

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

Students enrolled in after-school program

Activity

7.1 Collaborate with the After-school program staff, to ensure students are being provided with extra support, homework assistance, intervention, test preparation and enrichment.
7.2 VAPA teachers will provide art ,dance, and music classes during the school day and infuse grade level standards in ELA to reinforce tier 1 instruction in oral language and provide hands on experiences to all students, with a focus on English Learners and students with disabilites.
7.3 Science Olympiad, Speech and Debate, and Basketball clubs will be offered.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Contracted Services 7.1 no cost - Afterschool program
0	District Funded 7.2 no cost - District VAPA teachers
0	District Funded 7.3 no cost - Extra duty assignments

Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, with a focus on ELs and Students with Disabilities

Activity

8.1 Parent support/classified staff will assist in parent involvement and parent education efforts to support literacy and school climate for underperforming students, with a focus on ELs and students with disabilities.

8.2 Supplemental resources to support the 4 domains of literacy

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
1125	Title I Parent Involvement Classified Instructional/Support Staff (Including Benefit) 8.1 Parent support/ classified staff to support literacy and school climate for underperforming students, with a focus on ELs and students with disabilities.
3744	LCFF Base Supplemental Instructional Materials (Including technology devices <$500 per item) 8.2 Supplemental resources to support the 4 domains of literacy

Strategy 9 - Evidence-based educational practices to raise achievement of identified student groups

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, with focus on ELs and students with disabilities.

Activity

9.1 Purchase RIF membership and provide books to all students with accelerated reading levels, Biographies, Resource and Reference Materials, to promote Reading Fluency, build background knowledge, and provide exposure to various genres to increase Lexile levels, particularly for the lowest achieving students.

9.2 Teachers implement a Home Reading, Buddy Reading, Reading is Fundamental and/or Library Story Time program, including AR for all classrooms, at all grade levels.

9.3 Purchase Accelerated Reader Program with MyOn digital library to motivate students to read and improve their reading fluency and comprehension to supporting increasing achievement to meet grade level ELA academic standards.

9.4 Implement school wide MTSS Tier 1 Culturally Responsive Practices: Authentic Relationship Building, Cooperative Learning Strategies, Timely and Effective Feedback based on Clear Expectations and Goals.

9.5 Purchase Mystery Science & Writing Bundle Subscription for all grade levels to provide non-fiction videos and learning experiences as well as enhance writing skills with evidence based writing lessons to increase academic achievement for the lowest performing student to meet grade level academic content standards.

9.6 Printshop services to provide supplemental evidence based resources and materials to support academic achievement in the core content areas.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
1600	Title I, Part A Books (Excluding core textbooks) 9.1 RIF membership for books
0	9.2 No cost
8106	Title I, Part A Contracted Services 9.3 Accelerated Reader Program
0	9.4 No cost
2699	Title I, Part A Contracted Services 9.5 Mystery Science & Writing Bundle Subscription
1200	LCFF Base Supplemental Instructional Materials (Including technology devices <$500 per item) 9.6 printshop services for supplemetal instructional materials

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

10.1 All Students, focus on ELs and students with disabilities.

10.2 All Students, Parent of ELs

10.3 Students participating in after school program

10.4 At-risk/ underperforming students, focus on ELs and students with disabilties

Activity

10.1 Create a stronger network between home and school, through meaningful events and activities which inform, educate and empower parents. (Coffee with the Principal, ELAC, SSC, Parent Club and Social Media) Flyers and information to be posted on school website, Parent Square, social media, and calls to parents regarding school events.

10.2 Provide SSC and ELAC parents with information re: Language Arts, and Math Standards, CA academic standards, ELPAC, ELD, rubrics, and other key information to promote student achievement and success. Provide information to parents through different forms of media.

10.3 Coordinate After School Homework Support and Enrichment Program. Collaborate with After School Program to provide students opportunities with homework and enrichment activities.

10.4 After school tutoring intervention for underperforming students, with focus on ELs and other low achieving student groups to increase student achievement and meeting grade level academic content standards.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	10.1 no cost
0	10.2 no cost

0	10.3 no cost
14,400	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) 10.4 Teacher after school hours to provide intervention for underperforming students to increase student achievement.

Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

11.1 All Students

11.2 Parents of ELs

11.3 All Students

11.4 ELAC parents, SSC parents, Parens of ELs

11.5 All Students

Activity

11.1 Parents will be offered training on how to read EL Reports, CA academic standards aligned report card and CAASPP results. Additional topics will be presented monthly through Adult Education. Provide Training for Parents at Coffee with the Principal, ELAC and SSC Meetings.

11.2 Provide translation of key information in English and Spanish to ensure timely communication with parents. Assist with translations and communicate information to parents.

11.3 Conduct Parent/Teacher conferences for all students. Review student performance/ progress, and identify students not making adequate progress and refer them to the Academic and MTSS process and/or other assessments for Special Education services, based upon recommendations of the Behavioral/ Academic MTSS Team. Meet with parents to review student progress.

11.4 The School Site Council and ELAC Advisory Councils will meet a minimum of 5 times per year, to provide advice re: the instructional programs for all students and ELs. Annual Title 1 and ELAC Parent meeting presentation once a year. Information to parents on School Instructional Program

11.5 Teachers will provide parents with information regarding academic expectations, classroom expectations, regular attendance at Back-to-School Night, Parent Conferences, Open House, and other school related scheduled events. Promote School Wide Events to Parents.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	11.1 No cost
0	District Funded 11.2 District Translation Stipend
0	11.3 no cost
0	11.4 no cost
0	11.5 no cost

Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

At risk/ underperforming students, ELs, homeless, SWD and socioeconomically disadvantaged students

Activity
12.1 Interventionists will provide intervention support (academic and SEL) within the school day to at risk students and EL students.
12.2 As applicable, ensure that the Special Education Instructional Aides are provided access and opportunities for training which will enhance their knowledge and skills in literacy, writing and language acquisition processes. Instructional Aides to attend district provided trainings.
12.3 As applicable, ensure that bilingual aide is provided access and opportunities for professional development to enhance their knowledge in literacy, writing and language acquisition procesess.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	Title I, Part A 12.1 See ELA 2.2
0	District Funded 12.2 no cost
0	District Funded 12.3 no cost

Goals, Strategies, & Proposed Expenditures

Goal Subject

Mathematics

LEA/LCAP Goal

All students, Pre-K to 12, including low income, English Learners, and foster youth, will achieve at high levels on Mathematics performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

School Goal - Math

All students, particularly English Learners and Students With Disabilities, will increase their student achievement in Mathematics as measured by the CA Dashboard, CAASPP, and MAP assessments.

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.

After reviewing CAASPP results, CA dashboard data, and MAP assessments it is evident that there is a need to continue to explicitly teach math content vocabulary and continue to provide support for English learners, students with disabilities, as well as homeless students. Upper elementary grades need to focus on students who have not met the standard and reduce the number of students not meeting the standard on the CAASPP assessment. ELs also need to continue to learn academic vocabulary, as a whole all students need additional practice in the area of concepts and procedures.

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. ATSI/CSI/TSI school must include metrics related to the metrics that led to ATSI/CSI/TSI eligibility.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (2025 CA Dashboard) 1a Math- All Students 1b Math- Low Income 1c Math- English Learner 1d Math- Long Term EL 1e Math- Foster Youth 1f Math- SWD 1g Math- Homeless 1h Math- Hispanic	Metric/Indicator (2025 CA Dashboard) 1a Math- All Students -8.2 points from standard 1b Math- Low Income -10.9 points from standard 1c Math- English Learner -26.3 points from standard 1d Math- Long Term EL n/a 1e Math- Foster Youth n/a 1f Math- SWD -77.9 points from standard 1g Math- Homeless -16 points from standard	Metric/Indicator (2026 CA Dashboard) 1a Math- All Students will increase by 5 points or more 1b Math- Low Income will increase by 5 points or more 1c Math- English Learner will increase by 5 points or more 1d Math- Long Term EL n/a 1e Math- Foster Youth n/a 1f Math- SWD will increase by 10 points or more 1g Math- Homeless will increase by 5 points or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	1h Math- Hispanic -9.1 points from standard	1h Math- Hispanic will increase by 5 points or more
Metric/Indicator (2024-25 CAASPP) 2a SBAC Math- All Students 2b SBAC Math- Low Income 2c SBAC Math- English Learner 2d SBAC Math- Long Term EL 2e SBAC Math- Foster Youth 2f SBAC Math- SWD 2g SBAC Math- Homeless 2h SBAC Math- Hispanic	Metric/Indicator (2024-25 CAASPP) 2a SBAC Math- All Students 49.06% met/exceeded 2b SBAC Math- Low Income 47.92% met/exceeded 2c SBAC Math- English Learner 33.33% met/exceeded 2d SBAC Math- Long Term EL n/a 2e SBAC Math- Foster Youth n/a 2f SBAC Math- SWD 27.59% met/exceeded 2g SBAC Math- Homeless 35% met/exceeded 2h SBAC Math- Hispanic 48.30% met/exceeded	Metric/Indicator (2025-26 CAASPP) 2a SBAC Math- 55% of All Students will score met/exceeded 2b SBAC Math- 55% of Low Income students will score met/exceeded 2c SBAC Math- 37% of English Learners will score met/exceeded 2d SBAC Math- Long Term EL n/a 2e SBAC Math- Foster Youth n/a 2f SBAC Math- 35% of SWD will score met/exceeded 2g SBAC Math- 40% of Homeless students will score met/exceeded 2h SBAC Math- 55% of Hispanic students will score met/exceeded
Metric/Indicator (Winter 2026 NWEA MAP) % scored = 61 percentile of peers in national norm reference test 3a MAP Math- All Students 3b MAP Math- Low Income 3c MAP Math- English Learner 3d MAP Math- LTEL 3e MAP Math- Foster Youth 3f MAP Math- SWD 3g MAP Math- Homeless 3h MAP Math- Hispanic	Metric/Indicator (Winter 2026 NWEA MAP) % scored = 61 percentile of peers in national norm reference test 3a MAP Math- All Students 32.7% scored in the 61%ile or higher 3b MAP Math- Low Income 31.7% scored in the 61%ile or higher 3c MAP Math- English Learner 16.2% scored in the 61%ile or higher 3d MAP Math- LTEL n/a 3e MAP Math- Foster Youth n/a 3f MAP Math- SWD 7.9% scored in the 61%ile or higher 3g MAP Math- Homeless 32% scored in the 61%ile or higher 3h MAP Math- Hispanic n/a	Metric/Indicator (Winter 2027 NWEA MAP) % scored = 61 percentile of peers in national norm reference test 3a MAP Math- 35% of All Students will score in the 61%ile or higher 3b MAP Math- 25% of Low Income students will score in the 61%ile or higher 3c MAP Math- 20% of English Learner will score in the 61%ile or higher 3d MAP Math- LTEL n/a 3e MAP Math- Foster Youth n/a 3f MAP Math- 15% of SWD will score in the 61%ile or higher 3g MAP Math- 35% of Homeless students wil score in the 61%ile or higher 3h MAP Math- 35% of Hispanic students will score in the 61%ile or higher

Strategies/Activities

Complete a Strategy/Activity table for each of the school's strategies/activities. Include evidence-based interventions and align to goals, and actions. Add additional rows, including for Proposed Expenditures, as needed.

Strategy 1 - Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

1.1 All Students, including EL and SWD

Activity

1.1 Provide explicit direct instruction that employs strategies that engages all learners, allow for interaction, collaboration and ensures that instruction is rigorous and at grade level. Meet in Grade Level PLCs monthly.

1.2 Teachers will use assessment results to determine areas of improvement and develop goals for in class and pull-out/push in of intervention for students. Academic Interventionists to provide instruction for low performing students.

1.3 Collaborate with RSP and SDC Teachers, to provide classroom support to special needs students and allow modification of instruction to accommodate RSP/EL students. Teachers to collaborate on modifications in instruction for RSP/SDC students based on their IEP.

1.4 In grade level PLCs Teachers will determine areas and identify CA academic standards not yet mastered and will provide intervention during class time. Meet in Grade Level PLCs monthly to discuss standards not yet mastered and plan re-teaching opportunities.

1.5 Principal to meet with teachers at least 3 times per year to analyze data and develop action plans for improvement. Principal to discuss data results, student progress and next steps.

1.6 Teachers will meet in grade level teams to determine instructional needs of target students, using Pre/Post Test, Chapter Test, Unit Tests, common assessments, and MAP scores. Teachers will analyze results, implement strategies learned from PD, modify instruction to improve performance levels of all students. Meet in Grade Level PLCs monthly to review test results and discuss intervention strategies to improve math performance,

1.7 Teachers will administer MAP testing and meet with parents and students to determine individualized next steps for improvement and monitor progress. During Grade Level PLCs bi-monthly teachers will discuss individual plans for struggling students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	1.1 no cost
0	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 1.2 Interventionist Salary. See ELA Strategy 2.2
0	1.3 No cost
0	1.4 No cost
0	Title I, Part A Teacher Release Time-Subs (Including benefits) 1.5 Substitutes See ELA 5.1
0	1.6 No cost
0	1.7 No cost

Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

2.1 All Students, with focus on ELs

2.2 All Students, with focus ELs and SWD

2.3 All Students, with focus ELs and SWD

2.4 All Students, ELs

2.5 All Students

2.6 High achieving students

2.7 At risk, underperforming students, EL, SWD, SED

Activity

2.1 All teachers meet in Grade Level PLCs bi-monthly to collaborate on the results of Common Assessments and share strategies. Teachers will analyze grade level data of District Assessments to improve instruction. Meet in Grade Level PLCs bi-monthly to discuss mastery of standards and strategies for intervention.

2.2 Work to improve daily instructional practices that engage students in using multiple strategies to arrive at various solutions, including strategies from Pictorial Math, District Training, Kagan Strategies, PRICE, Math Talks, STEAM and other resources. Meet in Grade Level PLCs monthly to discuss instructional practices and integration of multiple strategies.

2.3 Teachers will implement effective instruction that accelerates acquisition of academic Math content vocabulary and English Language literacy skills for EL. Meet in Grade Level PLC's monthly.

2.4 Teachers will utilize computer software programs (i.e. Dreambox), applications, and websites to the extent possible, to allow for application, practice and re-teaching of standards. Meet in Grade Level PLC's bi-monthly to discuss plans for integration of programs.

2.5 Teachers will meet with individual students in data chats to discuss progress and chart results frequently using assessment results to set individual and class goals. Students will be awarded with positive incentives, awards at monthly assemblies, Academic Acheivement and Perfect Attendance Assemblies. Meet in Grade Level PLCs monthly to discuss student progress and candidates for awards.

2.6 During grade level PLC meetings, teachers will determine CA academic standards needing re-teaching to individual students, entire class or small groups and will provide intervention instruction during the school day as well as collaborate with interventionists to determine groups and re-teaching opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	2.1 No cost
0	2.2 No cost
0	

	2.3 No cost
0	District Funded Contracted Services 2.4 no cost - Technology (Dreambox) funded by district
0	2.5 No cost - Awards printed at school site
0	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 2.6 Academic Interventionist Salary. See ELA 2.2

Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

3.1 ELs and students with disabilities

Activity

3.1 Participate in staff development and training. Teachers, bilingual aide, and Academic Interventionists will be provided staff development in Math through District Math TOSA.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	3.1 No cost

Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red”

or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students

Activity

4.1 Principal will conduct classroom walkthroughs and provide feedback to teachers in keeping grade level alignment and as well as with CA academic standards. Principal will provide timely feedback to staff to ensure alignment with CA academic standards.

4.2 Teachers will be provided staff development opportunites in Math through District Math TOSA.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	4.1 No cost
0	4.2 No cost

Strategy 5 - Teacher collaboration by grade level (K-8) and department (grades 9-12)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

5.1 All Students

5.2 EL, SWD

5.3 All Students

5.4 All Students with focus on EL, SWD

5.5 All Students

Activity

5.1 Teachers will meet monthly in Grade Level PLC meetings to review assessment data, develop goals, and plan for intervention and review instructional focus. In Grade Level PLC’s monthly to review student work samples, summative and formative assessment results, and design/plan

lessons for reteaching or planning of instruction. Teachers will be released by substitutes to analyze data and collaborate with grade level teams and principal at least three times a year; teachers will implement what they have learned in scheduled PD and strengthen tier 1 instruction. The planning is to support at risk, with a focus on English Learners and students with disabilities to increase student achievement.

5.2 Teachers will share assessment results of sub group performance levels to ensure attainment of school wide target levels of proficiency. Meet in Grade Level PLCs monthly to discuss district benchmark targets and develop goals.

5.3 Principal and Leadership Team will meet in May/August to plan school wide implementation plan and determine goals for the upcoming school year. Principal and Leadership Team will meet to discuss Math focus area and school wide strategies throughout the year.

5.4 Principal will conduct data chats with teachers 3 times a year to discuss student progress, modifications to instruction, goal setting, and targets for all students. Principal to meet with teachers to analyze data, identify target standards, and set/review goals for improvement.

5.5 Teachers will meet as needed to work in cross grade level teams to articulate the needs and consistency of CA academic state standards across grade levels. Meet in Grade Level PLCs monthly based on need for articulation on CA academic state standards across grade levels.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	Title I, Part A Teacher Release Time-Subs (Including benefits) 5.1 Substitutes See ELA 5.1
0	5.2 No cost
0	5.3 No cost
0	Title I, Part A Teacher Release Time-Subs (Including benefits) 5.4 Substitutes See ELA 5.1
0	5.5 No cost

Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students including SWD

Activity

6.1 TK, Kindergarten and Head Start teacher will meet three times a year to discuss Math standards that are essential upon entrance to Kindergarten. Meet with TK, Kinder and Head Start to discuss Math Standards.

6.2 Teachers will collaborate with SDC and RSP Teachers, to ensure consistent coordination of services to special needs students. RSP Teacher to attend appropriate grade level meetings and training. RSP Teacher to attend district CA academic standards training and met with general education teachers to discuss lesson planning, CA academic standards, and appropriate strategies and services for special need students.

6.3 Teachers will attend district training and/or articulation meetings and share information at staff meetings. Meet in Grade Level PLCs monthly.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	6.1 No cost
0	6.2 No cost
0	6.3 No cost

Strategy 7 - Extended learning activities

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

7.1 struggling, at risk students, ELs, homeless, SED

7.2 Students enrolled in after school programs

Activity

7.1 Students will receive Math tutoring assistance provided by the Interventionists during the school day based on assessment results. Academic Interventionists will provide Math assistance to low performing students with a focus on ELs based on Math assessment results and Teacher recommendations.

7.2 Communicate with After School program and address the needs of struggling students who need extra support, homework assistance, test preparation and enrichment opportunities. Collaborate with after-school program regarding students who need extra support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 7.1 Academic Interventionists Salary ELA Strategy 2.2
0	7.2 No cost

Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

8.1 EL, SWD

8.2 Struggling At risk, ELs

8.3 All Students with focus on at risk underperforming students, ELs

8.4 EL

8.5 All students

Activity

8.1 Teachers will ensure pre-teaching of vocabulary to build upon background knowledge of ELs and SWD. Meet in Grade Level PLCs monthly and incorporate Math journals, PRICE strategy, and Math Talks to build vocabulary, problem solving skills, breaking down work problems and writing skills.

8.2 Teachers will provide charts, graphs and other visual tools and instructional strategies and integrate them into daily instruction to provide support to struggling learners and ELs. Meet in Grade Level PLCs monthly to discuss best organizational tools and supports for upcoming lessons.

8.3 Teachers will meet in their grade level teams and plan for math intervention within the school day to assist students with technology web-based practice to meet grade level standards. Meet in Grade Level PLC's monthly to review district pacing schedule and plan accordingly.

8.4 Teachers will utilize SDAIE, GLAD and Vocabulary Development strategies to provide comprehensible input to ELs in collaborative group settings. Meet in Grade Level PLC's monthly to discuss strategies for vocabulary development and word problems.

8.5 Supplemental resources to support Mathematical Practices

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	8.1 No cost
0	8.2 No cost
0	8.3 No cost
0	8.4 No cost
3744	LCFF Base Supplemental Instructional Materials (Including technology devices <$500 per item) 8.5 supplemental resources to support mathematical practices

Strategy 9 - Evidence-based educational practices to raise achievement of identified student groups

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students with a focus on ELs, Hispanic, Homeless and SWD

Activity

9.1 Conduct conferences and/or SST with parents of at risk students to set individual achievement targets to assist students in monitoring their own progress. Teachers meet with parents of students in the bottom 25% of class.

9.2 Utilize computer software programs to provide opportunities to apply and practice reinforcement of grade level standards to students, to the extent possible. Use DreamBox, Go Math On-Line or other free resources.

9.3 Teachers will utilize strategies and plan lessons that include strategies to frequently Check for Understanding, use of DOK questions in preparation for Math Performance Tasks.

9.4 Teachers will utilize a variety of math manipulatives, visuals, Technology, graphics, graphic organizers, DOK questions, PRICE, Math Talks, Pictorial Math strategies, math sleeves, whiteboards, GLAD and SDAIE strategies that engage students and allow for interaction with grade level content throughout the instructional period. Teachers will use a variety of strategies and hands on materials to allow all students to engage and interact with grade level content.

9.5 Teachers will provide instruction based on assessed needs in small groups and flexible groupings during class time, to the extent possible. Teachers will meet in grade level teams to plan for small group instruction and flexible grouping.

9.6 Teachers will provide explicit and direct instruction that engages all levels of student learners and ensure that instruction is rigorous and at grade level and in collaborative group settings. Teachers will meet in their grade level PLCs to discuss strategies that are engaging and incorporate the Gradual Release Model.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	9.1 No cost
0	District Funded Contracted Services 9.2 DreamBox-District
0	

	9.3 no cost
0	9.4 no cost
0	9.5 No cost
0	9.6 no cost

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

10.1 All Students

10.2 Students enrolled in the afterschool program

10.3 Students with SEL needs, SED

Activity

10.1 Create a stronger network between home and school, through meaningful events and activities which inform, educate and empower parents through social media and Coffee with the Principal. Communicate school information to parents via all media.

10.2 After School Program for Hacienda La Puente Unified School District provides an after school program free of charge that includes enrichment, sports, and nutrition to families that apply and are interested.

10.3 Participate in school and community outreach and collaboration to promote access to various community services, training and support (Adult Education, Foothill, Enki, Homeless Liaison and other agencies). Support Staff to collaborate with families and provide resources.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s) Source(s)

0	10.1 no cost
0	10.2 No cost
0	District Funded Certificated Staff (Including benefits) 10.3 No cost - Community School site specialist

Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All Students, including all student groups not meeting academic content standards

Activity

11.1 The School Site Council and ELAC will meet 5 times per year to discuss student achievement and make recommendations for improvement to the instructional program for all students. Calendar Meetings at times convenient to members to provide input.

11.2 All staff will participate regularly in data analysis, lesson planning, standard alignment and articulation regarding results and designing of goals that identify appropriate learning opportunities for all students based on learning needs. Meet in Grade Level PLCs monthly to analyze data, review student work samples, calibration of grades, develop/review goals, planning of lessons aligned to pacing calendar.

11.3 Teachers will meet with parents of identified students who are At Risk of Retention and develop an action plan for improvement of achievement. Teachers will meet with parents to discuss student progress and a plan for intervention.

11.4 Teachers will conduct Parent Conferences for parents of all Grade TK-5 students regarding performance and progress.

11.5 Identify students making insufficient progress and refer them to the MTSS team process and follow protocol for further testing/evaluation when appropriate. Meet in monthly MTSS Team Meetings to discuss student Interventions and progress of low performing students. Schedule parent meetings based on Teacher referrals.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as

applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	11.1 No cost
0	11.2 No cost
0	11.3 No cost
0	11.4 No cost
0	11.5 No cost

Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

12.1 Students who are under performing/ at risk with focus in ELs, SED

12.2 Students who are under performing/ at risk with focus in ELs, SED

Activity

12.1 Students not making adequate math progress will be identified and referred to the MTSS Team and implement SST Process. Meet monthly with MTSS Team to discuss student Interventions and implementation of strategies for individual students.

12.2 Develop student support plans to assist students who are At Risk of Retention and address behavioral, social and/or emotional needs. Meet in monthly MTSS Team Meeting to discuss student Interventions and progress and develop individual plans for students needing academic or behavioral support.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	12.1 No cost
0	12.2 No Cost

Goals, Strategies, & Proposed Expenditures

Goal Subject

English Learners

LEA/LCAP Goal

All English Learners will achieve at high levels on performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

School Goal - English Learners

English Learners will increase their student achievement as measured by the CA Dashboard- ELPI, Summative ELPAC, and Reclassification Rate.

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.

After reviewing the CAASPP data, ELPAC data, District DIA data, LTEL information and reclassification data, it is evident ELs are performing lower than their grade level peers. Overall, the data shows a need to provide increased instruction in the area of language arts and mathematics to help struggling ELs to make gains in both content areas and continuemaking progress towards reclassification. Ongoing progress monitoring will be needed to monitor the intervention of these students, and to help ELs continue to make progress in the areas of Language Arts and Mathematics. There is a need to maintain and/or increase the number of reclassifications.

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. ATSI/CSI/TSI school must include metrics related to the metrics that led to ATSI/CSI/TSI eligibility.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (2025 CA Dashboard) ELPI 1a English Learner Progress Indicator 1b Long Term EL Progress Indicator	Metric/Indicator (2025 CA Dashboard) ELPI 1a English Learner 60.4% increased 1 level or more on summative ELPAC 1b Long Term EL n/a	Metric/Indicator (2026 CA Dashboard) ELPI 1a English Learners will maintain or increase by 3% of students increasing 1 level or more 1b Long Term EL n/a
Metric/Indicator (2024-25 CAASPP-ELPAC) 2a Summative ELPAC Level 4-EL 2b Summative ELPAC Level 4-LTEL	Metric/Indicator (2024-25 CAASPP-ELPAC) 2a Summative ELPAC Level 4-26.15% of ELs scored Level 4 2b Summative ELPAC Level 4-LTEL n/a	Metric/Indicator (2025-26 CAASPP-ELPAC) 2a Summative ELPAC Level 4-ELs will maintain or increase by 3% scoring level 4 2b Summative ELPAC Level 4-LTEL n/a
Metric/Indicator (SIS)	Metric/Indicator (SIS)	Metric/Indicator (SIS)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3a 2024-25 English Learner Reclassification Rate	3a 2024-25 English Learner Reclassification Rate was 16.67%	3a 2025-26 English Learner Reclassification Rate will increase 2%

Strategies/Activities

Complete a Strategy/Activity table for each of the school's strategies/activities. Include evidence-based interventions and align to goals, and actions. Add additional rows, including for Proposed Expenditures, as needed.

English Learner Planned Improvements must include evidence-based activities to address Designated and Integrated ELD for all ELs (including Dually Identified) until reclassified, LTELs, EL and RFEP monitoring and reclassification.

Strategy 1 - Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

1.1 LTELs, ELs

1.2 Parents of EL students

1.3 ELs, LTELs

1.4 ELs

1.5 ELs

1.6 ELs

Activity

1.1 Teachers, academic interventionist, Principal and K-5 ELD Facilitators will collaborate each trimester to discuss instructional goals, assessment results, plan for intervention of students who are LTELs.

1.2 Teachers will meet with parents of ELs not making sufficient progress in ELD and create an intervention plan.

1.3 Teachers will meet in grade level PLC teams to determine instructional needs of target students using both formal and informal assessment results, student work samples, common assessments, determine target standards and plan intervention strategies to improve the performance levels of struggling students.

1.4 Principal to conduct Data chats with teachers 3 times per year to analyze data and develop/review action plans for improvement, with specific emphasis on increasing supports and interventions for the lowest performing students/student groups.

1.5 Teachers will monitor student progress on an ongoing basis in English language Development through regular review and use of Wonders Program for both designated and integrated ELD.

1.6 Designated ELD assessments (ELA/ELD Wonders) will be utilized. Teachers will use Ellevation to track language acquisition progress and share with families.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	1.1 No cost
0	1.2 No cost
0	1.3 No cost
0	Title I, Part A Teacher Release Time-Subs (Including benefits) 1.4 Subs to analyze data/ develop plans for improvement. See ELA 5.1
0	District Funded 1.5 District Funded (Wonders ELA/ELD Program)
0	1.6 No cost

Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

2.1 ELs

2.2 ELs

2.3 Newcomers, LTEL, RFEPS

2.4 ELs

2.5 ELS

2.6 Teachers of ELs

2.7 Teachers of SWD

Activity

2.1 Teachers will work in collaboration with EL Facilitator and Multilingual TOSA to improve instructional practices using PD strategies that engage students.

2.2 Teachers will provide designated ELD and individualized instruction that accelerates the acquisition of English Language literacy skills for ELs in sound matching, rhyming, phonics, phonemic awareness, vocabulary development, writing, music, songs, chants and choral activities as appropriate.

2.3 Interventionists and bilingual aide will assist with monitoring newcomers, RFEPS, LTELs, low performing students and collaborate with teachers for improvement.

2.4 Teachers will use additional materials from Wonders K-5 ELA/ELD program and other resources to increase student proficiency levels.

2.5 Teachers will determine area/standards needing re-teaching and provide extra support instruction during the school day. Teachers meet in monthly PLC to analyze data, identify needs, and design learning opportunities for ELs.

2.6 K-5 ELD Facilitator will share information/strategies provided by the multilingual department to staff.

2.7 Teachers will collaborate with RSP and SDC teachers to provide push in and pull out support to special needs students and modify instruction to accommodate RSP/ELs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	2.1 No cost
0	

	2.2 No cost
0	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 2.3 Interventionists Salary see ELA strategy 2.2
0	2.4 No cost
0	2.5 no cost
0	District Funded Certificated Staff (Including benefits) 2.6 District paid- ELP Facilitator
0	2.7 no cost

Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

ELs

Activity

3.1 Professional Development Training targeting EL students (on site workshops and district training such as GLAD, SDAIE, Integrated and Designated ELD, and on site lesson observations by principal)
3.2 K-5 ELD facilitator and bilingual aide share PD learning from district meetings with the staff at staff meetings or in PLC.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded 3.1 No cost - district PD opportunities

0	District Funded 3.2 no cost - K-5 ELD facilitator and bilingual aide to share PD learning at staff meeting or PLC

Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

4.1 ELs and LTELs

4.2 Teachers

4.3 EL Students

Activity

4.1 Teachers will utilize English Learners monitoring tools in Ellevation and ELPAC scores in order to identify strengths and areas of need to develop effective instructional strategies for ELs and LTELS.

4.2 Principal will provide teachers an opportunity to observe colleagues to improve their own instructional practices.

4.3 The principal will conduct formal and informal observations of Teachers and provide support form District as needed to support EL students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	4.1 No cost
0	Title I, Part A Teacher Release Time-Subs (Including benefits) 4.2 Subs. See ELA strategy 5.1
0	4.3 No cost

Strategy 5 - Teacher collaboration by grade level (K-8) and department (grades 9-12)

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

5.1 ELs, RFEP, Reclassification eligible students

5.2 ELs

5.3 ELs

5.4 LTELS, RFEPS, ELS

Activity

5.1 K-5 ELD facilitator and principal will assist in monitoring school wide assessments results and sub group (long term ELs, RFEP, newcomers) performance level and share information at staff meetings to ensure lessons and strategies are in place to support students progress towards target level of proficiency for reclassification.

5.2 Teachers will meet in grade levels PLC teams to review student work samples and analyze assessment data to refine instructional focus and planning for ELs.

5.3 Teachers will work in grade level and vertical articulation PLC groups and at staff meetings to ensure articulation of needs and consistency of instruction across grade levels.

5.4 Teachers will use grade level PLC meetings to discuss progress of EL students in writing, share work samples, and discuss student progress in all subject areas and collaboratively plan lessons and set goals for EL students including newcomers, LTELS, RFEPS and low performing students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	5.1 No cost
0	5.2 No cost
0	5.3 No Cost
0	

	5.4 No cost

Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

6.1 5th grade students

6.2 RSP ELs

6.3 ELs

6.4 5th grade ELs

Activity

6.1 Fifth grade teachers and RSP teachers will collaborate with Sierra Vista middle school team to plan activities for a smooth transition to middle school.

6.2 Principal and teachers will collaborate with RSP and SDC teachers to ensure the needs of special education English Learner students are met and will allow for a smooth transition.

6.3 Principal and teachers will attend appropriate district provided training and or vertical articulation meetings and share at grade level a staff meetings.

6.4 Principal will meet with Sierra Vista middle school administrator to discuss transition plans to ensure a smooth transition from 5th grade to middle school.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	6.1 No cost
0	6.2 No cost
0	

	6.3 No cost
0	6.4 No cost

Strategy 7 - Extended learning activities

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

7.1 ELs

Activity

7.1 Collaborate with After School Program staff, to address the needs of ELs who need extra support homework assistance, reading comprehension strategies, and enrichment activities.

7.2 Provide after school tutoring for lowest performing students including ELs with focus on academic language and vocabulary as well as written language.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	7.1 No cost
0	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) 7.2 Intervention See ELA 10.4

Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

8.1 ELs

8.2 ELs

8.3 ELs

8.4 SED and ELs

8.5 ELs

Activity

8.1 Teachers will utilize Thinking maps, language frames, graphic organizers, and visuals in the form of charts, graphs, pictures and other tools, as integrated into daily instruction and post such in the classroom to support ELs.

8.2 Teachers will utilize Wonders K-5 ELA/ELD material and other supplemental material for ELD instruction.

8.3 Teachers will ensure pre-teaching of Vocabulary to build background knowledge of SED and ELs.

8.4 Teachers will utilize SDAIE and GLAD Tier 1, 2, 3 vocabulary, sentence frames and strategies to provide comprehension input for ELs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	8.1 no cost
0	8.2 no cost
0	8.3 no cost
0	8.4 no cost

Strategy 9 - Evidence-based educational practices to raise achievement of identified student groups

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red”

or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

9.1 ELs

9.2 ELs

9.3 SED and ELs

9.6 ELs

9.7 All students

9.8: EL students

Activity

9.1 Teachers will use a variety of evidentce-based vocabulary instructional strategies and display academic and content vocabulary with Vizio board and with charts displayed in the classroom to assist students with content vocabulary and utilize resources which can be integrated into their daily instruction

9.2 Teachers will utilize SDAIE and GLAD strategies and extra support material to provide comprehensible input to ELs. Use of Language Frames and Fetzer writing and comprehension strategies. Use Thinking Maps, graphic organizers, manipulatives, realia, visuals, and other instructional materials such as Mystery Writing to assist all students to organize content, develop vocabulary, and strengthen writing.

9.3 Teachers will scaffold content-area learning by using videos, visuals, and sentence/language frames.

9.4 Teachers will check for understanding using multiple ways to demonstrate knowledge such as white boards, choral response, chants, written work and utilize gradual release model by each student throughout the lesson.

9.5 All teachers will full implement all components of the district core curriculum in Wonders ELA/ELD program.

9.6 Teachers will provide explicit direct instruction that employs strategies to fully engage all learners to ensure that instruction is rigorous and at grade level.

9.7 Teachers will ensure implementation of ELD standards to differentiate language fluency support by identified language levels(emerging, expanding, bridging) using designated and integrated ELD instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	9.1 No cost
0	9.2 no cost
0	9.3 No cost
0	9.4 No cost
0	9.5 No cost
0	9.6 No cost
0	9.7 No cost

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

10.1 Students enrolled in after-school program

Activity

10.1 After school program students participate in rotation sessions that include, enrichment, music, sports, and nutrition.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)

0	10.1 No cost

Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

11.1 ELs

11.2 ELs

11.3 All Students

11.4 ELs

11.5 All students: Parents of all students

11.6 All students

Activity

11.1 The ELAC Committee will meet 5 times a year to discuss student achievement and make recommendations for improvement to the instructional program for all students. ELAC committee will provide input to SSC on EL Action plan and monitor progress of ELs.

11.2 Teachers will identify and monitor all performance aspects of EL students not making appropriate progress and refer them to the MTSS Team for academic intervention, SST, and/or refer for assessment for Special Education services based on data, performance, and intervention progress.

11.3 Parent education classes will be provided through Equity & Access to teach parents different strategies to help their own children at home. Community Site Specialist will also organize parent education opportunities on site.

11.4 Teachers will conduct conferences for EL students, review student progress and develop action plans for improvement.

11.5 Translation of key information in English and Spanish to ensure timely communication with parents.

11.6 Teachers will meet in PLC to conduct data analysis, plan and design appropriate learning opportunities for all students based on assessed needs and share results for parents.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
500	LCFF Base 11.1 Light Refreshments for ELAC Parent Meetings
0	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 11.2 ELA strategy 2.2
0	11.3 No cost
0	11.4 No cost
0	11.5 No cost
0	11.6 No cost

Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

12.1 5th grade ELs

12.2 ELs

12.3 All students/lowest performing students

12.4 All students

Activity
12.1 Teachers will implement Wonders ELA/ELD program in preparation for MAP assessments and Wonders unit assessments.

12.2 Teachers will utilize SDAIE and GLAD strategies to provide comprehensible input to ELs.

12.3 Supplemental instructional materials to support 2 interventionists (primary and upper grade) to improve academic achievement in the core content standards for lowest performing students. Materials may include pocket charts, whiteboards & markers, sentence strips, magnetic letters and magnetic boards, etc.

12.4 Schoolwide agendas and resource folders to support increased executive functioning (organization/time management/referring to resources) to support increased academic achievement in the academic standards.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	12.1 No cost
0	12.2 No cost
5965	Title I, Part A Supplemental Instructional Materials (Including technology devices <$500 per item) 12.3 supplemental instuctional materials for two interventionists
4000	Title I, Part A Supplemental Instructional Materials (Including technology devices <$500 per item) 12.4 Schoolwide agendas and resource folders

Goals, Strategies, & Proposed Expenditures

Goal Subject

School Climate and Student Engagement

LEA/LCAP Goal

GOAL FOR SCHOOL CLIMATE: All students, Pre-K through 12, including low income, English Learners, and foster youth, will be provided with safe, positive learning environments that result in decreased student suspension and expulsion rates, increased school safety rates, and a greater sense of school connectedness for all staff, students, parents, and community.

GOAL FOR STUDENT ENGAGEMENT: All students, Pre-K through 12, including low income, English Learners, and foster youth, will be actively, purposefully, and positively engaged in school and learning, resulting in increased student attendance and graduation rates.

School Goal - School Climate

All students, with a special focus on Students With Disabilities, will increase student attendance as measured by the CA Dashboard and school based reports each trimester.

All students will maintain or decrease suspension rate as measured by the CA Dashboard and school based reports each trimester.

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.

Attendance data, Universal screener data, Aeries Analytics, and MTSS team data reports all indicate a need to continue to work with all students on attendance, with a focus on socioeconomically disadvantaged students, students with disabilities, and Hispanic subgroups who are in the red level. School wide attendance campaigns are needed in order to improve school wide attendance. Data will need to be continully reviewed and analyzed to identify students in need of additional support in the area of Social Emotional developement and identify other barriers to good attendance. As a site Tier 1 strategies need to continue and Tier II interventions will also be necessary in the 2026-2027 school year.

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. ATSI/CSI/TSI school must include metrics related to the metrics that led to ATSI/CSI/TSI eligibility.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (2025 CA Dashboard)-Suspension Rate 1a All Students 1b Low Income 1c English Learner 1d LTEL 1e Foster Youth 1f SWD	Metric/Indicator (2025 CA Dashboard)-Suspension Rate 1a All Students 1.6% suspended at least one day 1b Low Income 1.9% suspended at least one day 1c English Learner 2.7% suspended at least one day	Metric/Indicator (2026 CA Dashboard)-Suspension Rate 1a All Students - reduce by 1% 1b Low Income - reduce by 1% 1c English Learner - reduce by 2% 1d LTEL - n/a 1e Foster Youth n/a

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1g Homeless 1h Hispanic	1d LTEL n/a 1e Foster Youth n/a 1f SWD 2.8% suspended at least one day 1g Homeless 4.3% suspended at least one day 1h Hispanic 1.6% suspended at least one day	1f SWD - reduce by 2% 1g Homeless - reduce by 2% 1h Hispanic - reduce by %
Metric/Indicator (2025-26 CHKS-Overall Perception) 2a “Safe or Very Safe” Grade 5	Metric/Indicator (2025-26 CHKS-Overall Perception) 2a “Safe or Very Safe” Grade 5 Overall Perception 90%	Metric/Indicator (2026-27 CHKS-Overall Perception) 2a “Safe or Very Safe” Grade 5 will maintain 90% or higher students reporting overall perception of "safe or very safe"
Metric/Indicator (2025-26 CHKS-Overall Connectedness) 3a “Agree/Strongly Agree” Grade 5	Metric/Indicator (2025-26 CHKS-Overall Connectedness) 3a “Agree/Strongly Agree” Grade 5 Overall Connectedness 78%	Metric/Indicator (2026-27 CHKS-Overall Connectedness) 3a “Agree/Strongly Agree” Grade 5 will increase to 80% reporting overall connectedness
Metric/Indicator (SIS)-2024-25 Attendance Rate 4a TK-8 All Students 4b TK-8 Low Income 4c TK-8 English Learner 4d TK-8 Foster Youth 4e TK-8 SWD 4f TK-8 Homeless 4g TK-8 Hispanic	Metric/Indicator (SIS)-2024-25 Attendance Rate 4a TK-8 All Students 92.4% 4b TK-8 Low Income 92.3% 4c TK-8 English Learner 93.53% 4d TK-8 Foster Youth n/a 4e TK-8 SWD 90.26% 4f TK-8 Homeless 91.77% 4g TK-8 Hispanic n/a	Metric/Indicator (SIS)-2025-26 Attendance Rate 4a TK-8 All Students increase to 95% 4b TK-8 Low Income increase to 95% 4c TK-8 English Learner increase to 95% 4d TK-8 Foster Youth n/a 4e TK-8 SWD increase to 95% 4f TK-8 Homeless increase to 95% 4g TK-8 Hispanic n/a
Metric/Indicator (2025 CA Dashboard)-Chronic Absenteeism Rate 5a K-8 All Students 5b K-8 Low Income 5c K-8 English Learner 5d K-8 Long Term EL 5e K-8 Foster Youth 5f K-8 SWD 5g K-8 Homeless 5h K-8 Hispanic	Metric/Indicator (2025 CA Dashboard)-Chronic Absenteeism Rate 5a K-8 All Students 23.4% Chronically absent 5b K-8 Low Income 24% Chronically absent 5c K-8 English Learner 13.9% Chronically absent 5d K-8 Long Term EL n/a 5e K-8 Foster Youth n/a 5f K-8 SWD 29.6% Chronically absent	Metric/Indicator (2026 CA Dashboard)-Chronic Absenteeism Rate 5a K-8 All Students will reduce by 10% 5b K-8 Low Income will reduce by 10% 5c K-8 English Learners will reduce by 2% 5d K-8 Long Term EL n/a 5e K-8 Foster Youth n/a 5f K-8 SWD will reduce by 10% 5g K-8 Homeless will reduce by 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	5g K-8 Homeless 32.6% Chronically absent 5h K-8 Hispanic 23.9% Chronically absent	5h K-8 Hispanic will reduce by 10%

Strategies/Activities

Complete a Strategy/Activity table for each of the school's strategies/activities. Include evidence-based interventions and align to goals, and actions. Add additional rows, including for Proposed Expenditures, as needed.

Strategy 1 - Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

1.1 All students, with focus on SED, SWD, and Hispanic

1.2 Students with attendance issues, with focus on SED, SWD, and Hispanic

1.3 Students identified on universal screeners, including low performing students, with focus on SED, SWD, and Hispanic

Activity

1.1 Attendance reports for identified individual students will be monitored on a weekly basis by the school office manager and office assistant to identify students with excessive absences.

1.2 Truancy reports will be monitored and follow up on the students with excessive absences.

1.3 Monthly MTSS team will review Universal screening data, other discipline data, including academic data to identify candidates for Tier II intervention and monitor the progress on a monthly basis. Teachers, interventionists, and principal will collaborate with school counselor to support students.

1.4 Promote parent understanding of the relationship between good attendance and academic achievement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded 1.1 no cost
0	District Funded 1.2 no cost
0	1.3 No cost
0	1.4 No cost

Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

2.1 All students, with focus on SED, SWD, and Hispanic

2.2 All students, with focus on SED, SWD, and Hispanic

2.3 All students

2.4 All students

2.5 Students identified as Tier II candidates

Activity

2.1 Workman Elementary will promote the school MTSS Matrix to reinforce a safe environment, good attendance, citizenship, and conflict resolution.

2.2 Principal, MTSS, and Leadership team will review monthly attendance reports, Universal screening results, and office referrals. Implementation of rewards and incentives to motive students to make good choices and behave appropriately. Attendance improvement incentives will also be used. MTSS materials will be purchased.

2.3 Teachers will conduct beginning of the year parent conferences to monitor student progress and attendance. Parents of students with chronic absenteeism will receive a contract and strategies on how to improve attendance. SART process implemented.

2.4 TK-5 grade level teams will meet 2x a month in their PLC to analyze data and plan instruction.

2.5 MTSS parent meetings will be conducted monthly as needed throughout the year to review Tier II student progress data to ensure effectiveness of interventions.

2.6 Materials to include in nurse office and custodial office will be purchased to support healthy and safe school climate.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
	2.1 no cost
4000	LCFF Base Supplemental Supplies 2.2 materials and supplies to implement MTSS and increase positive school climate.
0	2.3 No cost
0	2.4 No cost
0	2.5 No cost
500	LCFF Base Supplemental Supplies 2.6 Materials to include in nurse office and custodial office will be purchased to support healthy and safe school climate.

Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

3.1 All students

3.2 All students

3.3 All students, with focus on SED, SWD, and Hispanic

3.4 All students

Activity

3.1 Principal, interventionist, and teachers will attend District provided trainings.

3.2 Ensure the staff and students are trained in schoolwide MTSS expectations and safety protocols through venue training 2x per year and scheduling MTSS assemblies throughout the year.

3.3 Teachers will attend district professional development opportunities to ensure strong Tier 1 is in place school wide especially those trainings that pertain to student behavior, strategies and interventions.

3.4 Hiring of additional Site Supervision Aide to increase safety, improve school climate, and reduce suspensions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	3.1 no cost
0	3.2 No cost
0	3.3 no cost
16,913	LCFF S&C Classified Instructional/Support Staff (Including Benefit) 3.4 Hiring of additional Site Supervision Aide(s)

Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

4.1 All students

4.2 All students, with focus on SED, SWD, and Hispanic

4.3 All students

4.4 Students needing translation

4.5 All Students

Activity

4.1 Teachers will implement the district SEL Curriculum.

4.2 Distribution of flyers, newsletters, phone calls home, Parent Square, Digital Marquee, MTSS Reviews, and Parent Conferences, to inform and educate parents, address chronic absenteeism and tardiness, and encourage positive attendance.

4.3 Provide opportunities, assemblies and field trips, which promote character development, monitoring of positive behavior management system, including good attendance. Honor Roll and improved Attendance Assemblies, and Trimester Awards Assemblies.

4.4 Provide translation at MTSS Review meetings, IEPs, Parent Conferences and Advisory Meetings, to educate and train parents, foster involvement and understanding.

4.5 Staff will implement Tier I and Tier II Behavior Interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	4.1 no cost
8000	LCFF Base Maintenance Repairs/Agreements 4.2 (printing, copy machine lease/ repair and maintenance)
0	4.3 no cost
0	

	4.4 no cost
0	4.5 no cost
800	LCFF Base 4.2 cell phone costs for home calls and homes school communication

Strategy 5 - Teacher collaboration by grade level (K-8) and department (grades 9-12)

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

5.1 All Students

5.2 Students with attendance issues, as well as Tier II candidates, with focus on SED, SWD, and Hispanic

5.3 All Students, with focus on SED, SWD, and Hispanic

5.4 All Students, with focus on SED, SWD, and Hispanic

Activity

5.1 Teachers and Principal to identify methods of increasing parent support and participation in school related events and activities, during and after school.

5.2 Teachers, Leadership Team, and MTSS Team will consult and collaborate regarding attendance issues and referrals to MTSS Team, SART, and SARB as appropriate.

5.3 Leadership Team, MTSS Team, teachers, and Principal will collaborate to review/refine common student expectations for attendance, behavior and academic achievement.

5.4 Leadership Team Meetings will be held monthly to discuss the importance of monitoring student expectations and school wide improved attendance campaigns.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	

	5.1 No cost
0	5.2 no cost
0	5.3 No cost
0	5.4 No cost

Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

6.1 All Students, with focus on SED, SWD, and Hispanic

6.2 All Students, with focus on SED, SWD, and Hispanic

Activity

6.1 Workman Quad Principals monitor attendance and tardies monthly with collaboration of strategies to improve attendance.

6.2 Collaborate and consult with Pre-School, Special Ed, Middle School and High School constituents, to ensure full articulation regarding attendance, positive student behaviors and expectations.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	6.1 No cost
0	6.2 No cost

Strategy 7 - Extended learning activities

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

7.1 Students in transitional grades, with focus on SED, SWD, and Hispanic

7.2 All students, with focus on SED, SWD, and Hispanic

Activity

7.1 Collaborate and consult with Pre-School, Special Ed, Middle School and High School constituents, to ensure full articulation regarding attendance, positive student behaviors and expectations.

7.2 Involve parents in a variety of school wide academic campaigns, award and recognition programs, service projects and enrichment activities. Parent support/ classified staff to support literacy and school climate for underperforming students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	7.1 No cost
0	Title I Parent Involvement Classified Instructional/Support Staff (Including Benefit) 7.2 See ELA 8.1

Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

8.1 All Students

8.2 All Students

8.3 All Students

Activity

8.1 Workman Elementary staff will be committed to conduct support, intervention and enrichment activities and opportunities for school involvement by under-performing students, such as: Back to School Night,
MTSS Parent Meetings and IEPs. Implementation of MTSS Tier 1 and 2 Foothill Family Services/Spirit Parent Conferences SSC and ELAC Open House, SART and SARB, Strategic Intervention Awards and Recognition, School wide Themed Activities/Assemblies Reading is Fundamental, Basketball, Running Club, After School Program, Parent Education Classes Parent Involvement, Coffee with the Principal, Workman Elementary social media platforms/School Website, Attendance Campaign, School Wide Flag Salute Assemblies, Band, VAPA.

8.2 Principal and Counselor will monitor student absences and follow up on truancy reports and make phone calls to families if necessary.

8.3 Teachers and Counselor will monitor attendance and follow attendance procedures in a timely manner using Aeries.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
2000	LCFF Base Supplemental Supplies 8.1 School Admin poster maker supplies
0	8.2 No cost
0	8.3 No cost

Strategy 9 - Evidence-based educational practices to raise achievement of identified student groups

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

9.1 All students

9.2 Students with chronic attendance, with focus on SED, SWD, and Hispanic

9.3 Tier 2 students

9.4 SART and SARB candidates

9.5 All students

Activity

9.1 MTSS Tier 1 Strategies including: 5:1 positive comments, Proximity, Behavior Incentives.

9.2 Monitoring of students with history of attendance problems and incentive program to improve attendance.

9.3 MTSS Tier 2 Strategies including: Check in/Check out, Case Managers, Mentors, etc;

9.4 MTSS Reviews/SART/SARB processes for targeted students

9.5 Teachers will teach and implement the district SEL Curriculum. Counselor will conduct SEL small groups to reinforce lessons.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	9.1 No cost
0	9.2 No cost
0	9.3 No cost
0	9.4 No cost
0	9.5 No cost

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students

Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

10.1 Students in need of additional services

10.2 All students, with focus on SED, SWD, and Hispanic

10.3 All students

10.4 All students

10.5 All students

10.6 Students enrolled in the after-school program

Activity

10.1 Make referrals for counseling, scholarships, and holiday giveaways for students in need.

10.2 Implementation of Improved Attendance, Citizenship, and Honor roll Assemblies.

10.3 Opportunities for students to receive books and scholarships through Reading is Fundamental Book Distributions Love Joy Scholarship.

10.4 Obtain input and advisement from parents through SSC and ELAC and annual school climate survey.

10.5 Create a stronger network between home and school, through meaningful events and activities which inform, educate and empower parents.

10.6 Provide after school enrichment, to support homework, good attendance, positive attendance, work habits and social skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	10.1 No cost
0	10.2 No cost
0	Title I, Part A Books (Excluding core textbooks) 10.3 Reading is Fundamental Books. See ELA 9.1
0	10.4 No cost

0	10.5 No cost
0	10.6 No cost

Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

11.1 All students

11.2 All students

11.3 All students

Activity

11.1 Teachers will provide parents with information regarding regular attendance at Back to School Night, conference, Open House, and other school wide events.

11.2 SSC/ ELAC groups provide advice to school admin on ways to effectively communicate the importance of daily attendance.

11.3 Create a stronger network between home and school, through meaningful events and activities which inform, educate and empower parents.

11.4 Offer fingerprinting for low income parent volunteers (focus on parents of students Homeless, SED, SWD, and Hispanic) to increase parent engagement and student academic outcomes for low achieving students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	11.1 No cost
0	

	11.2 No cost
0	11.3 No cost
500	Title I Parent Involvement 11.4 fingerprinting to increase parent involvement

Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards

Students to be Served by this Strategy
Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

12.1 All students

12.2 All students

12.3 All students, with focus on SED, SWD, and Hispanic

12.4 All students

12.5 All students

Activity

12.1 Promote progressive, positive discipline and class management techniques.

12.2 Teachers will teach and implement the district and site SEL curriculum.

12.3 Implement student recognition and award events to affirm achievement and accomplishments.

12.4 Implementation of MTSS Tier 1 strategies, 5 to1 positive comments, proximity etc. Implementation of MTSS Tier 2 strategies, check in and check out, case manager mentors, etc.

12.5 Incentive support for Wolverine store (MTSS Tier 1 recognition)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	

	12.1 No cost
0	12.2 No cost
0	12.3 No cost
0	12.4 No cost
2000	LCFF Base Supplemental Supplies 12.5 Incentives to support Wolverine store (MTSS Tier 1)

Budget Summary

Complete the Budget Summary Table below. The Budget Summary is required for schools funded through the Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary Table

Description	Amount
Total Title I Funds Provided to the School Through the ConApp (Title I Part A + Title I Parent Involvement = Total Title I Funds)	$$59,625.00
Total Title I Funds Budgeted for strategies to meet the goals in the SPSA (Title I Part A + Title I Parent Involvement = Total Title I Funds)	$$59,625.00
Total CSI Funds Provided to the School from the LEA	$
Total CSI Funds Budgeted for strategies to meet the goals in the SPSA	$

Federal, State, and Local Funds

Federal programs that the school is including in the schoolwide program.

Federal Programs	Allocation ($)
Title I Parent Involvement	$1,625.00
Title I, Part A	$58,000.00

Subtotal of federal funds included for this school: $59,625.00

State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation ($)
	$0.00
District Funded	$0.00
LCFF Base	$26,488.00
LCFF S&C	$31,375.00

Subtotal of state or local funds included for this school: $57,863.00

Total of federal, state, and/or local funds for this school: $117,488.00

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

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
LCFF Base	26,488.00
LCFF S&C	31,375.00
Title I Parent Involvement	1,625.00
Title I, Part A	58,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	500.00
Books (Excluding core textbooks)	1,600.00
Certificated Staff (Including benefits)	0.00
Classified Instructional/Support Staff (Including Benefit)	24,242.00
Contracted Services	10,805.00
Maintenance Repairs/Agreements	8,000.00
Supplemental Instructional Materials (Including technology devices <$500 per item)	33,115.00
Supplemental Supplies	8,500.00
Teacher Release Time-Subs (Including benefits)	15,026.00
Teacher Workshop/Additional Hrs (Including benefits)	14,400.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	District Funded	0.00
Certificated Staff (Including benefits)	District Funded	0.00
Contracted Services	District Funded	0.00
	LCFF Base	1,300.00
Maintenance Repairs/Agreements	LCFF Base	8,000.00
Supplemental Instructional Materials (Including technology devices <$500 per item)	LCFF Base	8,688.00
Supplemental Supplies	LCFF Base	8,500.00
Classified Instructional/Support Staff (Including Benefit)	LCFF S&C	16,913.00
Supplemental Instructional Materials (Including technology devices <$500 per item)	LCFF S&C	14,462.00
	Title I Parent Involvement	500.00
Classified Instructional/Support Staff (Including Benefit)	Title I Parent Involvement	1,125.00
	Title I, Part A	0.00
Books (Excluding core textbooks)	Title I, Part A	1,600.00
Classified Instructional/Support Staff (Including Benefit)	Title I, Part A	6,204.00
Contracted Services	Title I, Part A	10,805.00
Supplemental Instructional Materials (Including technology devices <$500 per item)	Title I, Part A	9,965.00
Teacher Release Time-Subs (Including benefits)	Title I, Part A	15,026.00
Teacher Workshop/Additional Hrs (Including benefits)	Title I, Part A	14,400.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1 - ELA	68,566.00
Goal 2 - Math	3,744.00
Goal 3 - English Learner	10,465.00

Goal 4 - School Climate	34,713.00

Duty Statements - Title I funded positions (FTE only)

Duty Statement **Job Title:** **Employee Name:**	
Funding Resource: Title I **Percent FTE:**	**Funding Resource:** **Percent FTE:**

2025-2026 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student- first name
Amy Moss	X				
Sylvia Garcia		X			
Gabriela Garibay		X			
Yazmin Montes		X			
Jennifer Asencio			X		
Aura Caal				X	
Sandra Flores				X	
Esperanza Pizano				X	
Alma Robles De Lopez				X	
Maria De Jesus Torres				X	
Numbers of members of each category:	**1**	**3**	**1**	**5**	

Elementary SSC Composition: 10 members. Half the members are the principal, 3 classroom teachers, 1 classified staff. Half the members are 5 parents or other community members.
Secondary SSC Composition: 12 members. Half the members are the principal, 4 classroom teachers, 1 classified staff. Half the members are 3 parents and 3 students.

2025-2026 English Learner Advisory Committee (ELAC)

California Education Code describes the requirement that each California public school, grades kindergarten through 12, with 21 or more English learners must form an English Learner Advisory Committee (ELAC). Parents or guardians of English learners must have an opportunity to elect the parent members to serve on the ELAC or subcommittee, and each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).

Name of Members	Principal/ Admin. Designee	School Staff	Parent of current EL	Other Parent or Community Member
Amy Moss	X			
Gloria Prado		X		
Sandy Reyes Ruiz		X		
Suyun Guan			X	
Almida Crisosto			X	
Karen Hernandez			X	
Cesar Jimenez			X	
Erwhin Lanuza			X	
Yaquelin Martinez			X	
Ingri Lara			X	
Sonia Franco			X	
Numbers of members of each category:	**1**	**2**	**8**	

ELAC Composition Requirements

Requirements for ELAC elections include:

1. Parents of English learners comprise at least the same percentage of the ELAC membership as English learners constitute of the school's total student population. For example, if 25 percent of the students in a school are English learners, then parents/guardians of English learners must comprise 25 percent of the ELAC membership.
2. Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained

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 school plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, and administrators, and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students.

The SSC sought and considered all recommendations from the English Learner Advisory Committee before adopting this plan.

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: 4/22/2026

Attested:

Principal, Leslie Vandagriff on 4/22/2026

SSC Chairperson, Sylvia Garcia on 4/22/2026

Evidence-Based Interventions

Guidance and Instructions: All CSI/ATSI/TSI schools must implement Evidence-Based Interventions as part of their improvement plan. The term "intervention" can include *activities, strategies, or interventions*. For further guidance on 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

Complete questions 1 through 10 for *EACH* evidence-based intervention that will be implemented:

1. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses.

English Language Arts (3-8,11)

Mathematics (3-8,11)

English Learner Progress (1-12)

Chronic Absenteeism (TK-12)

Suspension Rate (TK-12)

College/Career (9-12)

Graduation Rate (9-12)

2. Students Group(s): Indicate the student group(s) that will be the focus of this evidence-based intervention (ATSI must include the student group(s) that are consistently underperforming, for which the school received the ATSI designation.)

All Students
English Learners
Foster Youth
Homeless
Race/Ethnicity – Specify
Socioeconomically Disadvantaged
Students with Disabilities

3. Evidence Rating: Indicate the Evidence Rating for the intervention (see p.7 of USDE's guidance "Using Evidence to Strengthen Education Investments")

Strong

Moderate

Promising

4. Rating Rationale: Indicate the source that was used to determine the rating.

Evidence for ESSA: https://www.evidenceforessa.org/

What Works Clearinghouse https://ies.ed.gov/ncee/wwc/

Social-Emotional Learning Interventions (RAND) - https://www.wallacefoundation.org/knowledge-center/Documents/Social-and-Emotional-Learning-Interventions-Under-ESSA.pdf

Attendance Playbook - https://www.future-ed.org/wp-content/uploads/2019/07/Attendance-Playbook.pdf

Other-Specify and Provide Link to Study:

5. Intervention Status: Indicate if this is a new or continuing Intervention.

New

Continuing

6. Evidence-Based Intervention Name: Indicate the name of the evidence-based intervention.

n/a

7. Describe the evidence-based intervention and funding source. If already addressed in your SPSA, indicate the Planned Improvement section and Strategy/Activity number(s).

n/a

8. Describe how the evidence-based intervention will be evaluated, and note clearly the measurable outcome(s) you will use to evaluate the effectiveness.

n/a

9. If answered, "continuing" to question #4, what data supports the intervention is improving student achievement? If data does not indicate student progress, what will you do differently? If answered "new" to question #4, write "NA"

n/a

10. Federal CSI Funding: Enter the total Federal Funds provided to the School from the LEA for CSI. (CSI only. Federal funds for CSI shall not be used in schools eligible for ATSI. In addition, funds for CSI shall not be used to hire permanent staff.)

$

Evidence-Based Interventions

Guidance and Instructions: All CSI/ATSI/TSI schools must implement Evidence-Based Interventions as part of their improvement plan. The term "intervention" can include *activities, strategies, or interventions*. For further guidance on Evidence-Based Interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at: https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf

Complete questions 1 through 10 for *EACH* evidence-based intervention that will be implemented:

1. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses.

English Language Arts (3-8,11)

Mathematics (3-8,11)

English Learner Progress (1-12)

Chronic Absenteeism (TK-12)

Suspension Rate (TK-12)

College/Career (9-12)

Graduation Rate (9-12)

2. Students Group(s): Indicate the student group(s) that will be the focus of this evidence-based intervention (ATSI must include the student group(s) that are consistently underperforming, for which the school received the ATSI designation.)

All Students
English Learners
Foster Youth
Homeless
Race/Ethnicity – Specify
Socioeconomically Disadvantaged
Students with Disabilities

3. Evidence Rating: Indicate the Evidence Rating for the intervention (see p.7 of USDE's guidance "Using Evidence to Strengthen Education Investments")

Strong

Moderate

Promising

4. Rating Rationale: Indicate the source that was used to determine the rating.

Evidence for ESSA: https://www.evidenceforessa.org/

What Works Clearinghouse https://ies.ed.gov/ncee/wwc/

Social-Emotional Learning Interventions (RAND) - https://www.wallacefoundation.org/knowledge-center/Documents/Social-and-Emotional-Learning-Interventions-Under-ESSA.pdf

Attendance Playbook - https://www.future-ed.org/wp-content/uploads/2019/07/Attendance-Playbook.pdf

Other-Specify and Provide Link to Study:

5. Intervention Status: Indicate if this is a new or continuing Intervention.

New

Continuing

6. Evidence-Based Intervention Name: Indicate the name of the evidence-based intervention.

n/a

7. Describe the evidence-based intervention and funding source. If already addressed in your SPSA, indicate the Planned Improvement section and Strategy/Activity number(s).

n/a

8. Describe how the evidence-based intervention will be evaluated, and note clearly the measurable outcome(s) you will use to evaluate the effectiveness.

n/a

9. If answered, "continuing" to question #4, what data supports the intervention is improving student achievement? If data does not indicate student progress, what will you do differently? If answered "new" to question #4, write "NA"

n/a

10. Federal CSI Funding: Enter the total Federal Funds provided to the School from the LEA for CSI. (CSI only. Federal funds for CSI shall not be used in schools eligible for ATSI. In addition, funds for CSI shall not be used to hire permanent staff.)

$

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs, specifically addressing CSI and ATSI identification as applicable.

School and Student Performance Data

Review the given or requested data with Educational Partners. Document 3-5 conclusions about the data, highlighting schoolwide and student group(s) strengths and area(s) of need. If a school is identified as CSI or ATSI, specifically analyze data that contributed to school's eligibility.

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Comprehensive Needs Assessment

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided. Highlight successes and gaps/needs reflected in the data in the Conclusion of each data section.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school year, and a summary of results from the survey(s). Surveys in this section are defined as an

investigation of the opinions or experiences of a group of people, based on a series of questions. These can be completed in large or small groups (schoolwide, advisory meetings, staff meeting) through a written or oral collection of responses.

Classroom Observations

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

Analysis of Current Instructional Program

The Elementary and Secondary Education Act (ESEA) of 1965 and reauthorized by Every Student Succeeds Act (ESSA), 2015, outlines the Essential Program Components of a Title I Schoolwide Program: comprehensive needs assessment, comprehensive schoolwide plan and annual evaluation of the schoolwide plan. For the comprehensive needs assessment, use the following categories to discuss and develop critical findings that characterize current instructional practice for numerically significant student groups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on an analysis of quantitative data and qualitative data. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made to close identified achievement gaps, particularly among significant student groups. Special consideration should be given to any practices, policies, or procedures found to be ineffective through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups. Describe how data was shared and what groups it was shared with. Describe what strategies are in place to facilitate the use of state and local assessments to modify instruction and improve student achievement.

Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials. Describe how data was used by Leadership, grade levels, PLC's etc. to monitor student progress and modify instructions.

Professional Development, Teaching and Learning

Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff. Based on needs reflected in the analysis of data and the current instructional program, to what level is professional development (LSF, Site PD days, Staff meetings, etc.) aligned to this need. *Not Aligned, Mostly Aligned, Always Aligned.*

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) Description of support and training provided by district personnel (Teacher Specialists in Math, ELA, ELD, etc.) and site personnel (TTL, Literacy Coaches, etc.)

Teacher collaboration by grade level (K-8) and department (grades 9-12) Description of how often teacher collaboration takes place in order to address needs and plan instruction based on ongoing data analysis? *Always, Sometimes, Never*

Teacher collaboration in transition planning (Pre-K – TK – Kindergarten; Elementary – Middle; Middle – High)

Implementation of Designated and Integrated ELD for all English Learners based on their language proficiency until reclassified

Extended learning activities

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet grade level standards. Describe to what level differentiated instruction and small group instruction is evident in classrooms. *Not Evident, Mostly Evident, Always Evident.*

Evidence-based educational practices to raise student achievement of identified student groups. Using the What Works Clearinghouse link, https://ies.ed.gov/ncee/wwc/ describe what evidence based interventions are being implemented to raise student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students. Describe the level of availability of resources (books, technology, tutoring, etc.) from the above groups. *Always Available, Occasionally Available, Never Available*

Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students, in the planning, implementation, and evaluation of Title I programs. Description of the process and procedures followed to ensure SSC member active participation in categorical programs, including number and frequency of meetings and process for receiving and responding to advisory committee recommendations.

Funding

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

Educational Partner's Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Annual Evaluation

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Goals, Strategies, & Proposed 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.

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies and Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy using the “Strategy #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” and/or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Title I Funds Provided to the School Through the Consolidated Application: This amount is the total amount of Title I 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. This amount is manually inputted.

- Total Title I Funds Budgeted for SPSA Actions and Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all Title I 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. This amount is manually inputted.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Duty Statement

School Site Council

ELAC

Assurances

Evidence-Based Interventions

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

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

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B: Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Categorical & Supplemental Funding

Federal Funding Program	Purpose
Title I Part A	**Title I, Part A:** A federal categorical program contained in the Consolidated Application. Its purpose is to ensure that all children have a fair and equal opportunity to obtain a high-quality education and reach, at a minimum, proficiency on the state content standards and assessments. The intent of this funding is to meet the educational needs of low-achieving students enrolled in the highest poverty schools. **Schoolwide (SWP) Program:** To fund a comprehensive school plan to upgrade all the instruction in a high-poverty school. Supplemental funds to help meet the needs of low-achieving students in the highest-poverty schools.
State Funding/ Local Control Funding Formula	**Purpose**
LCFF – Supplemental & Concentration	**LCFF Supplemental & Concentration Funds:** Calculated on the basis of the number and concentration of unduplicated low income, foster youth, and English learner pupils. The purpose is to ensure increased or improved services for the unduplicated pupils, above and beyond the regular program, with the intent to improve outcomes for the unduplicated pupils. Funds must target the unduplicated student groups, but may be used to increase or improve services schoolwide if 40% or more pupils in a school are unduplicated.

Appendix D: School Parent Involvement Requirements

Each school served with Title I, Part A funds shall:

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A, and to explain the requirements of Title I, Part A, and the right of the parents to be involved;
2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provide und this part, transportation, child care, or home visits, as such services relate to parental involvement;
3. Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
4. Provide parents of participating children:
    A. Timely information about programs under Title I, Part A;
    B. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
    C. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to such suggestions as soon as practicably possible;
5. If the schoolwide program plan under ESSA Section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c]).

Appendix E: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT
WORKMAN ELEMENTARY
16000 WORKMAN ST. LA PUENTE, CA 91744
(626) 933-4200 • (626) 855-3790

SCHOOL PARENT COMPACT
2026-2027

As a Student, I pledge to:

- Come to school on time and be prepared to learn.
- Bring materials I need such as paper, pencils, books, and charged devices (laptop/tablet) etc.
- Respect issued learning device(s) and keep student issued passwords private.
- Complete and return class assignments.
- Follow classroom, school, and district rules.
- Abide by and encourage the Workman Elementary P.B.I.S.* Matrix. (Behavioral Expectations)
- Respect myself, my peers, adults, school, and private property.
- Read every night for the required number of minutes designated for my grade level.
- Do my best on class and homework assignments.
- Communicate daily with my parents and teacher about my school experience.
- Follow the guidelines and policies from the school and district handbook.

As a Parent, I pledge to:

- Ensure that my child is punctual and attends school daily.
- Provide necessary materials at home such as paper, pencils, books, etc.
- Ensure all learning devices are fully charged each day.
- Take responsibility for child issued learning device(s).
- Support the school staff in its efforts to maintain proper discipline.
- Establish a time and quiet place for completion of my child's daily homework and review it.
- Provide 8-10 hours of sleep, proper nutrition, and 30 or more minutes of physical activity per day.
- Make certain that the daily required reading is taking place.
- Limit and monitor TV, internet access, video games, and other electronic devices.
- Eliminate access to violent TV programs and movies.
- Keep informed about my child's academic progress and school activities.
- Actively participate as a partner in my child's education in school functions, advisory councils, parent meetings, parent trainings, school campaigns, and activities.
- Respect the school, staff, students, and their families.
- Follow drop off/ pick up procedures, adhere to driving speed limits, avoid double parking, and use cross walks to create a safe school environment.
- Maintain high expectations for my child including academic achievement, good manners, and physical appearance.
- Ensure my child follows the guidelines and policies from the school and district handbook.

As a Teacher, I pledge to:

- Actively participate in professional development activities and in collaborative decision-making processes.
- Implement District Approved Learning materials in all subject areas.
- Provide a high-quality instructional program that engages all students and meets their individual needs.
- Implement MTSS* with fidelity & create an environment where every student has the opportunity to learn.
- Provide appropriate class assignments and homework.
- Set high goals and expectations for all students.
- Communicate regularly with students and their parents regarding student goals and progress.
- Explain classroom rules, school rules, and school policies to students and their parents.
- Monitor and ensure the safety of all students on campus.
- Respect staff, students, and their families.

As an Administrator, I pledge to:

- Create a Professional Learning Community.
- Serve as instructional leader by supporting teachers and staff.
- Provide appropriate services and training for teachers and parents.
- Embrace & promote the district and school mission, vision, priorities, and goals.

By signing below, I understand that I am pledging to work as a partner of Workman Elementary for the benefit of myself and my student.

Principal: _____ Teacher: _____

Parent: _____ Student: _____

Approved on 4/22/26 for the 2026-2027 school year

Title I School-Level Parent and Family Engagement Policy

Workman Elementary

16000 Workman Street

La Puente, California 91744

2026-2027

2.0 With approval from the local governing board, Workman Elementary has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. Workman Elementary recognizes the necessity and value of parent involvement to support student success and academic achievement in a culturally responsive environment. Workman Elementary staff commits to providing parents substantial and meaningful opportunities to participate in the education of their children, to ensure that all students have a fair, equitable, and significant opportunity to obtain a high-quality education. We believe parent involvement is essential to gain an understanding of state and federal programs that supplement the school's general fund. The school has distributed the policy to parents and family members of children served under Title I, Part A. Digital/electronic notice will be sent to parents' via Parent square and social media announcing the meeting before it occurs, with reminders in the form of posters placed around the school, and on the school marquee Workman Elementary will also utilize social media for school announcements. (20 United States Code [U.S.C.] Section [§] 6318[b][1])

2.1 Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

To involve parents and family members in the Title I program at Workman Elementary, the following practices have been established:

a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

•Items to be discussed at the meetings include:

-What it is, how it works and who qualifies.

-services provided, program results, District Guiding Principles, and the Parent Involvement Policy.

-School Responsibilities, Parent Responsibilities, and UCP (Uniform Complaint Procedures).

b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (20 U.S.C. § 6318[c][2])

Individual consultations will be scheduled upon request for parents who cannot attend.

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint

development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

- School level parent committees which allow for input decision making and other Advisory functions as appropriate.
- Parents will be involved in the development of the School Plan for Students Achievement and the Annual Review Process.
- Students and their families will be informed about community resources that provide educational enrichment and support.

d) The school provides parents of participating children with the following:

1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

Specifically, Parents will be informed that:

- Workman Elementary is a school-wide Title 1 funded program.
- Parents will be invited to attend the Workman Elementary School's Back to School in August.
- Parents will be invited and encouraged to attend SSC (School Site Council) and ELAC (English Language Advisory Committee) meeting where they can have input regarding the School Plan and Parent and Family Engagement Policy.

2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. (20 U.S.C. § 6318[c][4][B])

- Methods to inform parent will include:
  - Annual Title 1 Meeting
  - Annual ELL (English Language Learner) Meeting
  - Back to School Night
  - Parent Conferences
  - SSC(School Site Council) Meetings
  - ELAC (English Language Advisory Committee) Meetings

3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C]) • Parents may request an MTSS (Multi-Tiered Systems of Support), a Parent/Teacher meeting, Parent/Principal meeting, or Parent/Psychologist meeting at any time regarding their child.

- Information sent home regarding student progress, support programs, classrooms activities, and school events will be provided in both English and Spanish.

e) If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5])

2.2 Building Capacity for Involvement

(Parent and Family Engagement Policy Continued)

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

- The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve

the achievement of their children. (20 U.S.C. § 6318[e][1])

- Workman Elementary will provide parents with opportunities to meet and attend Workshops which address academic standards.
- Workman Elementary will also conduct the Annual Title 1, the Annual ELL (English Language Learner), the SSC (School Site Council), and the ELAC (English Language Advisory Committee) meetings.

- The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2])
  - Parent and teacher communication through emails and apps (i.e. Parent Square) will be utilized to get parents involved.
- Workshops will be available for family members to attend.
- The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])
  - Workman Elementary will provide training, support, coordination, and technical Assistance for school staff and parents to implement and sustain effective parent and family engagement that will improve student academic achievement and overall school performance form pre-school through grade five.
  - Workman Elementary will implement MTSS (Multi-Tiered Systems of Support).
- The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4]) • Workman Elementary will coordinate and integrate school parent and family Engagement strategies with Child Development, Head Start, and Migrant Education programs. • Parent will be encouraged to participate in the DAC (District Advisory Committee) and DELAC (District English Language Advisory Committee).
- The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])
  - Workman Elementary will translate all written communication in primary Language.
  - Workman Elementary will provide translation at every parent meeting.
  - Translation services will be provided on an as needed basis throughout the year.
- The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])
  - Parent input will be welcomed though the SSC(School Site Council) and ELAC (English Language Advisory Committee).
- Annual School Wide Needs Assessments will be conducted in the Spring.

2.3 Accessibility

Workman Elementary, to the extent practicable, provides opportunities for the informed participation of all parents and family members (including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family

members of migratory children) including providing information and school reports required under 20 U.S.C. § 6311 in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

• Participation opportunities include, but are not limited to:
- ELAC (English Language Advisory Committee).
- DELAC (District English Language Advisory Committee).
- School-wide disability access
- Special accommodations which will be addressed on an individual basis and in a timely manner

• The Parent and Family Engagement Policy will be implemented and evidenced in the following manner:
- Staff meeting agendas
- SSC (School Site Committee) agendas, sign-in sheets, and minutes
- Workshops agendas and sign-in sheets
- Signed school-parent compacts delineating responsibilities by student, teacher, school, and principal.

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

• The Parent and Family Engagement Policy and the School-Parent Compact will be developed annually using State guidelines and the input of Title 1 parents, community members, and staff.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])
   •Review and amend School-Parent Compact Annually as needed
   •Keep School-Parent Compact up to date
2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])
   •Report Cards
   • Aeries Gradebook

•teacher guided reports as needed

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

•Communication through technology

•Digital/electronic handouts to school events

•Easily accessible volunteer application if allowed according to the CDC and District guidelines. 4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

•All handouts will be in family's primary language

•access to interpreters upon request

*It may be helpful to include the parent and family engagement policy review in the annual review of the Single Plan for Student Achievement.

**The policy must be updated periodically to meet changing needs of parents and family members and the school. If the school has a process in place for involving parents and family members in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services.

Reviewed on April 22, 2026, for the 2026-2027 school year