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 Nelson Elementary 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
Nelson Elementary	19 73445 6014302	4/23/26	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

Schoolwide Program
The purpose of the 2026-2027 SPSA plan is to explain our Schoolwide Program for English Language Arts, Math, English Learners and Chronic Attendance. Nelson Elementary in La Puente, California will be a TK -5 school during the 2026-2027 School Year. It is a place that sets the tone for life-long learners. When students have a wonderful experience through engaging instruction, they are more prepared to take on the challenges of middle school, high school, and college. We analyzed the results of the federal, state, and local assessments to develop our school plan. While creating a plan to close educational gaps we will focus on our New Pedagogies for Deep Learning to help our students become critical thinkers that solve problems in their communities. Our students will become caring and productive citizens in their community. Our school follows the School Wide Plan Requirement Process as required by state and federal government for determining our school needs. The School Plan for Student Achievement assists the school in effectively meeting Every Student Succeed Act (ESSA) requirements and Local Control and Accountability Plan (LCAP) for budgetary expenditures to meet all priorities.

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.

Nelson Elementary effectively meets and aligns the ESSA requirements with the Local Control and Accountability Plan and other federal, state, and local programs by integrating funds to provide access to well-rounded, good first instruction (Tier 1) in the form of high quality core instruction, using research-based strategies and adopted core curriculum. Progress monitoring in classrooms occurs at minimum three times a year in ELA/ELD and Mathematics using district and core curriculum assessments, CAASPP, ELPAC, Accelerated Reader supplemental assessments and multiple other sources.
Students who are identified as not meeting grade level standards in ELA and Math are provided additional resources in the classroom and Tier 2 interventions with an Academic Intervention Teacher funded by Title I and LCFF- S&C C to remediate their gaps in learning. Teachers use collaboration time two Thursdays per month (early release days) and are afforded additional collaboration days in the school year with substitutes to develop curriculum alignment and analyze student assessment data to guide instruction and lesson design.

School Profile

SARC report 2024-2025
DEMOGRAPHICS
Enrollment: 291
Certificated Teaching Staff: 18
Classified Support Staff: 17
RACE/ETHNICITY
Hispanic 91.8%
Asian 4.1%
African American 0%
Two or More Races 0.7%
STUDENT GROUP
Socioeconomically Disadvantaged: 77%
English-Learners: 23%

Homeless: 8.9%
Foster Youth: 0.3%
SWD: 24.4%
English Learner: 23%

Located in the northwestern section of La Puente, California. The surrounding community holds rich historical and cultural values.

Nelson Elementary School is committed to providing a strong instructional program for all students to ensure excellence in education. The school houses 13 general education; 5 of which are Dual Immersion Spanish, and 4 special education classrooms. Students are presented with common core standards-based curriculum, which includes English language arts/English language development, written expression, mathematics, social science, science, physical education, arts, technology and health. In addition to a wide range of materials and technology within the classrooms, students are also availed to a library, one computer lab, and laptops in each classroom for every student. The school provides technological resources including, LCD monitors and document cameras for each classroom and laptops for each teacher. A total of 62 staff members including regular education classroom teachers, special education teachers, a speech and language specialist, a reading resource specialist and a school psychologist; joined by part-time staff, all working closely to provide an educational program rich in the acquisition of academic skills as well as strong character development. The part-time staff include a speech and language assistant, cafeteria staff and site supervision aides. Sixth grade students take part in elementary band in cooperation with Sparks Middle School. We also provide an afterschool program through the Boys & Girls Club for the convenience of our families. This program offers homework assistance, sports and enrichment activities in a safe environment during the after school hours until 6 pm.

Nelson Elementary is well-known for providing a nurturing environment and high quality education to all students. An established Parent Teacher Organization Board continues to recruit and grow in its membership and continues to provide foundational support to our school. The parent group is an integral part of the success of our Nelson Store, which is used as an incentive strategy of our MTSS/PBIS plan. Students experience rigorous academic curriculum through hands-on activities, use of technology and support through early interventions in order to ensure academic success. All TK-5 students are given benchmark assessments in the area of reading at minimum three times per year as part of the MTSS tiered system of support. Our intensive intervention plan not only ensures that struggling students are identified and receive early intervention, but also that students needing enrichment are accelerated.

Supplemental online programs such as Accelerated Reader, Dreambox, and Lexia support our students with instruction and intervention. Our highly qualified, experienced and innovative teachers work in collegial professional learning communities weekly to provide students with a balanced and comprehensive educational program. All staff willingly participates in on-going professional development and deliver the most current and relevant curriculum and instruction to students. TK-5 general education teachers have participated in DNA math, Fetzer reading and writing as well as Kagan Cooperative Learning workshops and trainings over the past number of years.

Programs and/or opportunities offered at Nelson Elementary include:
100% Free Breakfast and Lunch
Intervention/Extended Learning Opportunities K-6th
C-STEM classes
Supplemental instruction support with Lexia, Dream Box, Accelerated Reader, SORA
NPDL Instructional Framework-6 C's

Student Achievement TOSA of Academics
Social Emotional Lessons Program
Map NWEA Data to Monitor Academic Growth
Summer School Enrichment
Boys and Girls Afterschool Program

Table of Contents

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
African American	%	%	1.34%			4
Asian	3.27%	4.12%	5.02%	10	12	15
Filipino	0.65%	0.69%	0.67%	2	2	2
Hispanic/Latino	93.14%	91.75%	87.63%	285	267	262
White	%	%	0.33%			1
Multiple/No Response	0.98%	0.69%	1.00%	3	2	3
			Total Enrollment	306	291	299

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		27	34
Kindergarten	29	45	49
Grade 1	52	35	49
Grade 2	39	61	38
Grade3	39	44	56
Grade 4	48	35	39
Grade 5	39	44	34
Grade 6	40		
Total Enrollment	306	291	299

Conclusions based on this data:

1. The Kinder enrollment number increased significantly from 23-24 to 24-25
2. The enrollment numbers increased from 23-24 to 24-25 (not including TK or 6th)
3. Hispanic/Latino continues to be the highest student group

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	77	67	60	28.3%	25.2%	20.1%
Fluent English Proficient (FEP)	33	23	22	7.6%	10.8%	7.4%

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	13	0	0	0	13	0	13
01	11	0	0	0	11	0	11
02	13	0	0	0	13	0	13
03	7	4	0	2	13	2	15
04	1	6	0	4	11	2	13
05	0	3	0	10	13	2	15
06	1	1	7	6	15	7	22

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	5	0	0	0	5	0	5
KN	5	0	0	0	5	0	5
01	13	0	0	0	13	0	13
02	11	0	0	0	11	2	13
03	11	2	0	0	13	0	13
04	3	8	0	0	11	6	17
05	2	5	0	5	12	4	16
06	1	0	4	3	8	7	15

Conclusions based on this data:

1. Our English Learner student group decreased

2. Our at risk numbers decreased in upper grade levels
3. The highest number of 4+ years at risk grade level was 5th

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**
291	**77%**	**23%**	**0.3%**
Total Number of Students enrolled in Nelson Elementary.	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	67	23%
Foster Youth	1	0.3%
Homeless	26	8.9%
Socioeconomically Disadvantaged	224	77%
Students with Disabilities	71	24.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	0	0.0%
American Indian	0	0.0%
Asian	12	4.1%
Filipino	2	0.7%
Hispanic	267	91.8%
Two or More Races	2	0.7%
Pacific Islander	0	0.0%
White	0	0.0%

Conclusions based on this data:

1. Majority of students are Hispanic

2. Students with Disabilities are our highest student group and make up 24.4%
3. Foster Youth is our lowest student group and make up .3%

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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. ELA is the same as Math
2. Chronic absenteeism is in the red category
3. Suspension rate is in the green performance range

School and Student Performance Data

Academic Performance
English Language Arts

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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 English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
3	0	0	0	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
Orange 66.4 points below standard Maintained 1.4 points 118 Students	Red 94.8 points below standard Maintained -1.4 points 41 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 114.8 points below standard Declined 47.4 points 12 Students	Red 71.1 points below standard Declined 3 points 91 Students

Students with Disabilities	African American	American Indian
No Performance Color 172.8 points below standard Increased 3.5 points 28 Students	No Performance Color 0 Students	No Performance Color 0 Students

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 2 Students	Red 71.9 points below standard Maintained -0.4 points 108 Students

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

Conclusions based on this data:

1. All students are in the Orange performance range
2. English learners, students with disabilities, SED and Hispanic are all in the red performance range
3. SWD are performing the lowest

School and Student Performance Data

Academic Performance
Mathematics

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	0	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**
Orange	Orange	
76.7 points below standard	91.8 points below standard	
Declined 4.9 points	Maintained 0.5 points	
118 Students	41 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	87.2 points below standard	78.4 points below standard
	Increased 3.3 points	Maintained -2.2 points
1 Student	12 Students	91 Students

Students with Disabilities	African American	American Indian
No Performance Color 182.9 points below standard Declined 8.3 points 28 Students	No Performance Color 0 Students	No Performance Color 0 Students

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 2 Students	Orange 84.6 points below standard Declined 9.4 points 108 Students

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

Conclusions based on this data:

1. Hispanic are in the orange performance range
2. English learners are in the orange performance range
3. All students and SED are in the orange performance range

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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	0	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	No Performance Color	No Performance Color
43.4 science points	40.4 science points	0 Students
Maintained 1.2 points	Maintained -1.1 points	
44 Students	14 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	Fewer than 11 students - No Data for Privacy	43.5 science points
	2 Students	Increased 2.7 points
		31 Students

Students with Disabilities

No Performance Color

23.2 science points

Declined 4.3 points

11 Students

African American

No Performance Color

0 Students

American Indian

No Performance Color

0 Students

Asian

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Hispanic

Orange

42.6 science points

Maintained 1.3 points

41 Students

Two or More Races

No Performance Color

0 Students

Pacific Islander

No Performance Color

0 Students

White

No Performance Color

0 Students

Conclusions based on this data:

1. All students and Hispanic scored in the orange performance band
2. Socioeconomically Disadvantaged scored in the yellow performance band
3. No performance color for EL

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
Green	No Performance Color
48.1 making progress.	making progress.
Number Students: 52 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
15.7%	35.3%	0%	49%

Conclusions based on this data:

1. 48.1% of students are making progress
2. 15.7% of students decreased one ELPI level
3. 35.5% of students maintained ELPI levels 1-3

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 Lowest Performance	Low	Medium	High	Very High 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.

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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Red	Orange	Yellow	Green	Blue
Lowest Performance				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	
24% Chronically Absent	14.7% Chronically Absent	
Maintained -0.4	Declined 2.5	
308 Students	75 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Orange	Yellow
Fewer than 11 students - No Data for Privacy	25% Chronically Absent	22.9% Chronically Absent
4 Students	Declined 3.2	Declined 3.2
	32 Students	249 Students

Students with Disabilities	African American	American Indian
Red 37% Chronically Absent Increased 5.2 81 Students	No Performance Color 0 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color 15.4% Chronically Absent Increased 15.4 13 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Orange 24.4% Chronically Absent Declined 0.9 283 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	No Performance Color 0 Students	No Performance Color 0 Students

Conclusions based on this data:

1. All students and Students with disabilities are in the red performance range
2. English learners and Socioeconomically Disadvantaged were in the orange performance range
3. All student maintained their performance

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.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				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	1	1	2

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
Green 0.6% suspended at least one day Maintained 0% 320 Students	Orange 1.3% suspended at least one day Increased 1.3% 79 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Blue 0% suspended at least one day Maintained 0% 35 Students	Yellow 0.8% suspended at least one day Increased 0.4% 261 Students

Students with Disabilities

Blue

0% suspended at least one day

Declined 1.5%

84 Students

African American

No Performance Color

0 Students

American Indian

No Performance Color

0 Students

Asian

No Performance Color

0% suspended at least one day

Maintained 0%

14 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Hispanic

Green

0.7% suspended at least one day

Maintained 0%

294 Students

Two or More Races

No Performance Color

Fewer than 11 students - No Data for Privacy

10 Students

Pacific Islander

No Performance Color

0 Students

White

No Performance Color

0 Students

Conclusions based on this data:

1. Homeless and Students with Disabilities scored in the blue performance range
2. Hispanic scored in the green performance range
3. Socioeconomically Disadvantaged scored in the yellow performance range

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	43	38	46	42	37	42	42	37	42	97.7	97.4	91.3
Grade 4	34	46	38	32	45	37	32	45	37	94.1	97.8	97.4
Grade 5	44	41	45	44	40	45	44	40	45	100.0	97.6	100
Grade 6	49	43		49	43		49	43		100.0	100	
All Grades	170	168	129	167	165	124	167	165	124	98.2	98.2	96.1

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

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	22-23	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**
Grade 3	2362.	2320.	2372.	16.67	8.11	16.67	9.52	2.70	11.90	21.43	13.51	19.05	52.38	75.68	52.38
Grade 4	2382.	2401.	2382.	9.38	11.11	8.11	9.38	17.78	10.81	12.50	15.56	16.22	68.75	55.56	64.86
Grade 5	2458.	2425.	2445.	9.09	7.50	11.11	20.45	22.50	20.00	36.36	12.50	24.44	34.09	57.50	44.44
Grade 6	2504.	2516.		16.33	11.63		20.41	34.88		36.73	32.56		26.53	20.93	
All Grades	N/A	N/A	N/A	13.17	9.70	12.10	15.57	20.00	14.52	28.14	18.79	20.16	43.11	51.52	53.23

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.90	8.11	14.29	47.62	43.24	45.24	40.48	48.65	40.48
Grade 4	9.38	13.33	2.70	53.13	51.11	54.05	37.50	35.56	43.24
Grade 5	13.64	7.50	8.89	61.36	57.50	48.89	25.00	35.00	42.22
Grade 6	14.29	16.28		57.14	62.79		28.57	20.93	
All Grades	12.57	11.52	8.87	55.09	53.94	49.19	32.34	34.55	41.94

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	11.90	8.11	11.90	35.71	16.22	45.24	52.38	75.68	42.86
Grade 4	0.00	4.44	8.11	50.00	37.78	35.14	50.00	57.78	56.76
Grade 5	6.82	10.00	8.89	59.09	40.00	44.44	34.09	50.00	46.67
Grade 6	18.37	6.98		46.94	69.77		34.69	23.26	
All Grades	10.18	7.27	9.68	47.90	41.82	41.94	41.92	50.91	48.39

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	4.76	0.00	9.52	71.43	62.16	66.67	23.81	37.84	23.81
Grade 4	3.13	4.44	2.70	68.75	64.44	72.97	28.13	31.11	24.32
Grade 5	15.91	5.00	0.00	59.09	72.50	82.22	25.00	22.50	17.78
Grade 6	8.16	16.28		77.55	76.74		14.29	6.98	
All Grades	8.38	6.67	4.03	69.46	69.09	74.19	22.16	24.24	21.77

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	7.14	2.70	4.76	47.62	54.05	61.90	45.24	43.24	33.33
Grade 4	6.25	4.44	2.70	46.88	71.11	56.76	46.88	24.44	40.54
Grade 5	6.82	7.50	11.11	72.73	55.00	57.78	20.45	37.50	31.11
Grade 6	8.16	16.28		71.43	62.79		20.41	20.93	
All Grades	7.19	7.88	6.45	61.08	61.21	58.87	31.74	30.91	34.68

Conclusions based on this data:

1. In reviewing the overall achievement area, grades 3 and 5 increased their mean scores
2. Writing is an overall area of need

3. Writing has the highest combined percent above standard in all grade levels

School and Student Performance Data

CAASPP Results
Mathematics

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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	43	38	47	43	37	44	43	37	44	100.0	97.4	93.6
Grade 4	34	46	37	32	45	37	32	45	37	94.1	97.8	100
Grade 5	44	41	45	44	40	45	44	40	45	100.0	97.6	100
Grade 6	49	43		49	43		49	43		100.0	100	
All Grades	170	168	129	168	165	126	168	165	126	98.8	98.2	97.7

* 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	2378.	2359.	2386.	4.65	8.11	6.82	18.60	10.81	22.73	30.23	16.22	22.73	46.51	64.86	47.73
Grade 4	2418.	2421.	2414.	3.13	4.44	5.41	28.13	20.00	10.81	18.75	33.33	35.14	50.00	42.22	48.65
Grade 5	2429.	2407.	2413.	4.55	5.00	2.22	2.27	2.50	8.89	29.55	22.50	24.44	63.64	70.00	64.44
Grade 6	2469.	2525.		12.24	25.58		16.33	9.30		26.53	46.51		44.90	18.60	
Grade 11															
All Grades	N/A	N/A	N/A	6.55	10.91	4.76	15.48	10.91	14.29	26.79	30.30	26.98	51.19	47.88	53.97

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	11.63	10.81	6.82	41.86	37.84	50.00	46.51	51.35	43.18
Grade 4	12.50	11.11	8.11	25.00	51.11	45.95	62.50	37.78	45.95
Grade 5	4.55	2.50	2.22	27.27	25.00	37.78	68.18	72.50	60.00
Grade 6	12.24	20.93		46.94	46.51		40.82	32.56	
Grade 11									
All Grades	10.12	11.52	5.56	36.31	40.61	44.44	53.57	47.88	50.00

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	4.65	5.41	11.36	51.16	32.43	43.18	44.19	62.16	45.45
Grade 4	15.63	11.11	8.11	18.75	40.00	37.84	65.63	48.89	54.05
Grade 5	4.55	2.50	2.22	43.18	45.00	28.89	52.27	52.50	68.89
Grade 6	4.08	13.95		40.82	69.77		55.10	16.28	
All Grades	6.55	8.48	7.14	39.88	47.27	36.51	53.57	44.24	56.35

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	4.65	10.81	11.36	58.14	43.24	63.64	37.21	45.95	25.00
Grade 4	6.25	4.44	2.70	62.50	57.78	54.05	31.25	37.78	43.24
Grade 5	0.00	5.00	6.67	50.00	50.00	42.22	50.00	45.00	51.11
Grade 6	12.24	13.95		51.02	62.79		36.73	23.26	
All Grades	5.95	8.48	7.14	54.76	53.94	53.17	39.29	37.58	39.68

Conclusions based on this data:

1. When looking at all grades for overall achievement, 3 and 5 increased in their mean scale score
2. When looking at all grades for overall achievement, the standard for % below standard increased from previous year
3. Problem solving & Modeling/Data Analysis is an area of focus

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	1407.6	1375.2	1412.3	1412.9	1381.8	1406.8	1395.8	1359.6	1425.1	14	13	13
1	1414.3	1401.7	*	1438.9	1412.2	*	1389.3	1390.8	*	12	16	8
2	1429.3	1428.2	1427.7	1446.8	1445.4	1415.4	1411.2	1410.3	1439.7	13	12	15
3	*	1469.0	1437.1	*	1480.6	1454.3	*	1457.1	1419.5	10	14	15
4	*	*	1501.3	*	*	1512.0	*	*	1490.1	10	9	11
5	1519.0	*	*	1522.5	*	*	1515.2	*	*	11	10	7
6	*	*		*	*		*	*		10	8	
All Grades										80	82	69

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.14	7.69	23.08	28.57	23.08	23.08	35.71	7.69	23.08	28.57	61.54	30.77	14	13	13
1	0.00	6.25	*	16.67	18.75	*	41.67	31.25	*	41.67	43.75	*	12	16	*
2	0.00	8.33	0.00	23.08	25.00	26.67	38.46	25.00	33.33	38.46	41.67	40.00	13	12	15
3	*	7.14	0.00	*	14.29	20.00	*	42.86	46.67	*	35.71	33.33	*	14	15
4	*	*	18.18	*	*	27.27	*	*	45.45	*	*	9.09	*	*	11
5	18.18	*	*	36.36	*	*	18.18	*	*	27.27	*	*	11	*	*
6	*	*		*	*		*	*		*	*		*	*	
All Grades	10.00	13.41	11.59	28.75	24.39	24.64	27.50	21.95	31.88	33.75	40.24	31.88	80	82	69

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	0.00	7.69	15.38	50.00	23.08	23.08	21.43	7.69	23.08	28.57	61.54	38.46	14	13	13
1	16.67	31.25	*	33.33	12.50	*	16.67	18.75	*	33.33	37.50	*	12	16	*
2	0.00	16.67	6.67	61.54	41.67	26.67	15.38	25.00	26.67	23.08	16.67	40.00	13	12	15
3	*	35.71	13.33	*	21.43	40.00	*	7.14	20.00	*	35.71	26.67	*	14	15
4	*	*	36.36	*	*	54.55	*	*	0.00	*	*	9.09	*	*	11
5	36.36	*	*	36.36	*	*	18.18	*	*	9.09	*	*	11	*	*
6	*	*		*	*		*	*		*	*		*	*	
All Grades	21.25	35.37	24.64	40.00	19.51	28.99	12.50	9.76	17.39	26.25	35.37	28.99	80	82	69

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		7.69	30.77		7.69	23.08		46.15	38.46		38.46	7.69		13	13
1		6.25	*		0.00	*		31.25	*		62.50	*		16	*
2		0.00	0.00		25.00	26.67		16.67	33.33		58.33	40.00		12	15
3		7.14	0.00		7.14	0.00		14.29	33.33		71.43	66.67		14	15
4		*	0.00		*	18.18		*	27.27		*	54.55		*	11
5		*	*		*	*		*	*		*	*		*	*
6	*	*		*	*		*	*		*	*		*	*	
All Grades	2.50	4.88	5.80	20.00	10.98	18.84	30.00	31.71	30.43	47.50	52.44	44.93	80	82	69

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	0.00	7.69	0.00	78.57	46.15	61.54	21.43	46.15	38.46	14	13	13
1	33.33	43.75	*	58.33	25.00	*	8.33	31.25	*	12	16	*
2	7.69	41.67	20.00	69.23	41.67	40.00	23.08	16.67	40.00	13	12	15
3	*	21.43	13.33	*	50.00	46.67	*	28.57	40.00	*	14	15
4	*	*	27.27	*	*	54.55	*	*	18.18	*	*	11
5	45.45	*	*	45.45	*	*	9.09	*	*	11	*	*
6	*	*		*	*		*	*		*	*	
All Grades	16.25	26.83	17.39	67.50	46.34	50.72	16.25	26.83	31.88	80	82	69

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	7.14	15.38	15.38	57.14	30.77	38.46	35.71	53.85	46.15	14	13	13
1	16.67	6.25	*	50.00	43.75	*	33.33	50.00	*	12	16	*
2	30.77	25.00	0.00	46.15	41.67	53.33	23.08	33.33	46.67	13	12	15
3	*	46.15	33.33	*	23.08	40.00	*	30.77	26.67	*	13	15
4	*	*	63.64	*	*	27.27	*	*	9.09	*	*	11
5	54.55	*	*	27.27	*	*	18.18	*	*	11	*	*
6	*	*		*	*		*	*		*	*	
All Grades	35.00	35.80	30.43	37.50	25.93	39.13	27.50	38.27	30.43	80	81	69

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.14	7.69	23.08	71.43	61.54	69.23	21.43	30.77	7.69	14	13	13
1	0.00	6.25	*	50.00	6.25	*	50.00	87.50	*	12	16	*
2	0.00	8.33	0.00	23.08	16.67	66.67	76.92	75.00	33.33	13	12	15
3	*	0.00	0.00	*	21.43	26.67	*	78.57	73.33	*	14	15
4	*	*	0.00	*	*	45.45	*	*	54.55	*	*	11
5	27.27	*	*	36.36	*	*	36.36	*	*	11	*	*
6	*	*		*	*		*	*		*	*	
All Grades	6.25	3.66	5.80	45.00	32.93	49.28	48.75	63.41	44.93	80	82	69

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	21.43	7.69	38.46	50.00	46.15	46.15	28.57	46.15	15.38	14	13	13
1	0.00	0.00	*	37.50	43.75	*	62.50	56.25	*	8	16	*
2	0.00	8.33	0.00	46.15	50.00	40.00	53.85	41.67	60.00	13	12	15
3	*	7.14	0.00	*	57.14	46.67	*	35.71	53.33	*	14	15
4	*	*	9.09	*	*	72.73	*	*	18.18	*	*	11
5	18.18	*	*	45.45	*	*	36.36	*	*	11	*	*
6	*	*		*	*		*	*		*	*	
All Grades	15.79	6.10	8.70	42.11	53.66	50.72	42.11	40.24	40.58	76	82	69

Conclusions based on this data:

1. The number of students tested have decreased when compared to the previous year

2. The mean scores have increased in Kinder
3. In oral language, grade 2 had a significant increase in Level 1 scores

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)
Nelson	9	81	10.00%
HLPUSD	513	2802	15.48%

2024-25

2024-25 HLPUSD Reclassification Rate by School

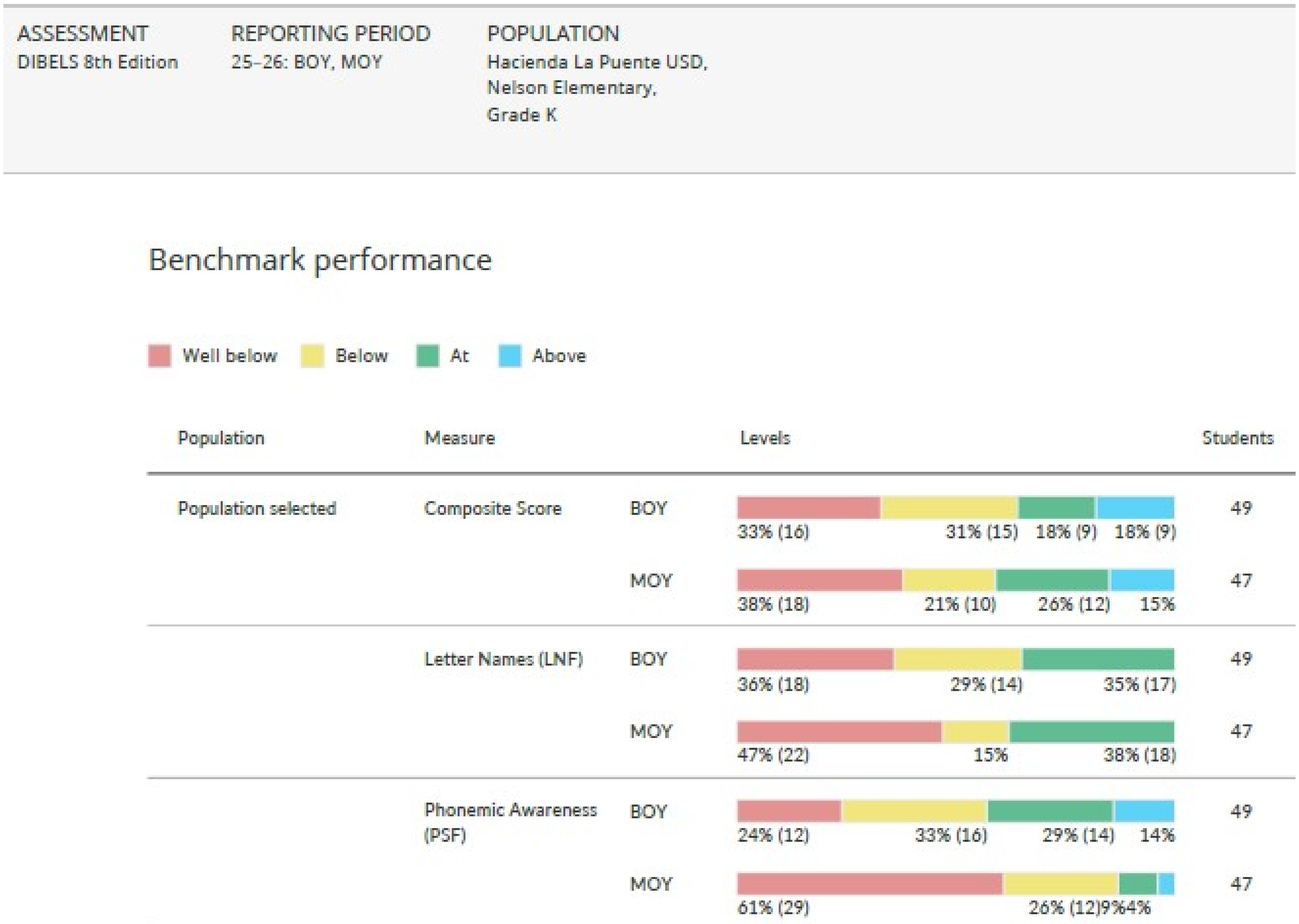
(from Aeries 7/1/2024 - 6/30/2025)

School	# of new RFEP	# of EL	Reclassification Rate (# new RFEP/# new RFEP + Total # ELs x 100)
Nelson	8	66	10.81%
HLPUSD	489	2488	16.43%

Conclusions based on this data:

1. The reclassification rate from 7/1/23-6/30/24 is is lower than the District
2. The reclassification rate from 7/1/24-6/30/25 is is lower than the District
3. Reclassification rate slightly improved from 2024-2025

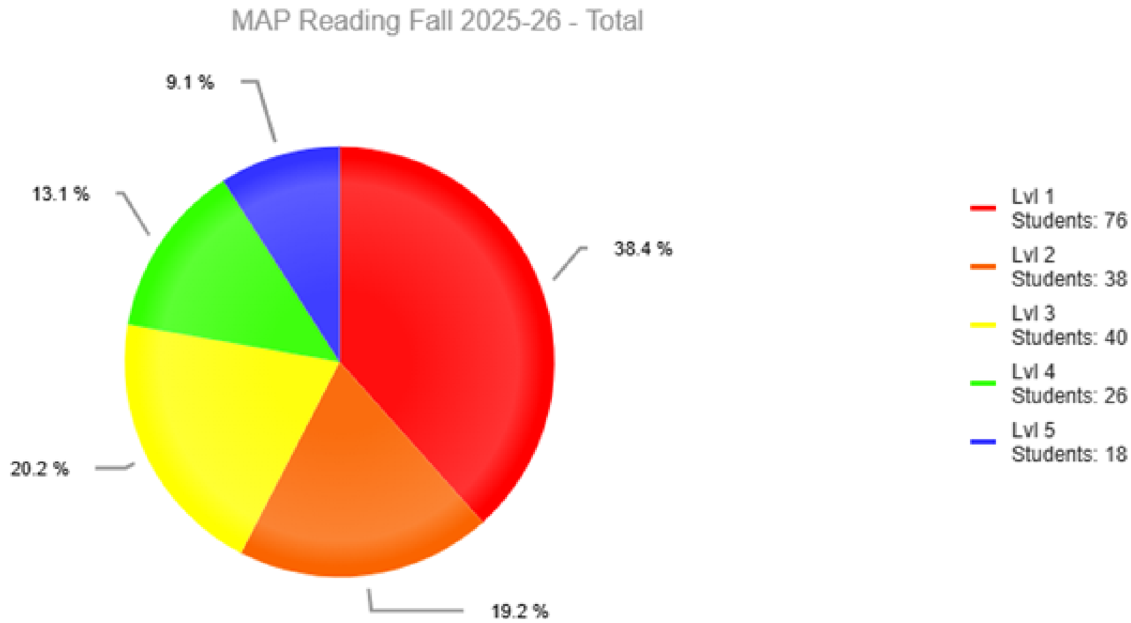
Kindergarten DIBELS Results for 2025-26



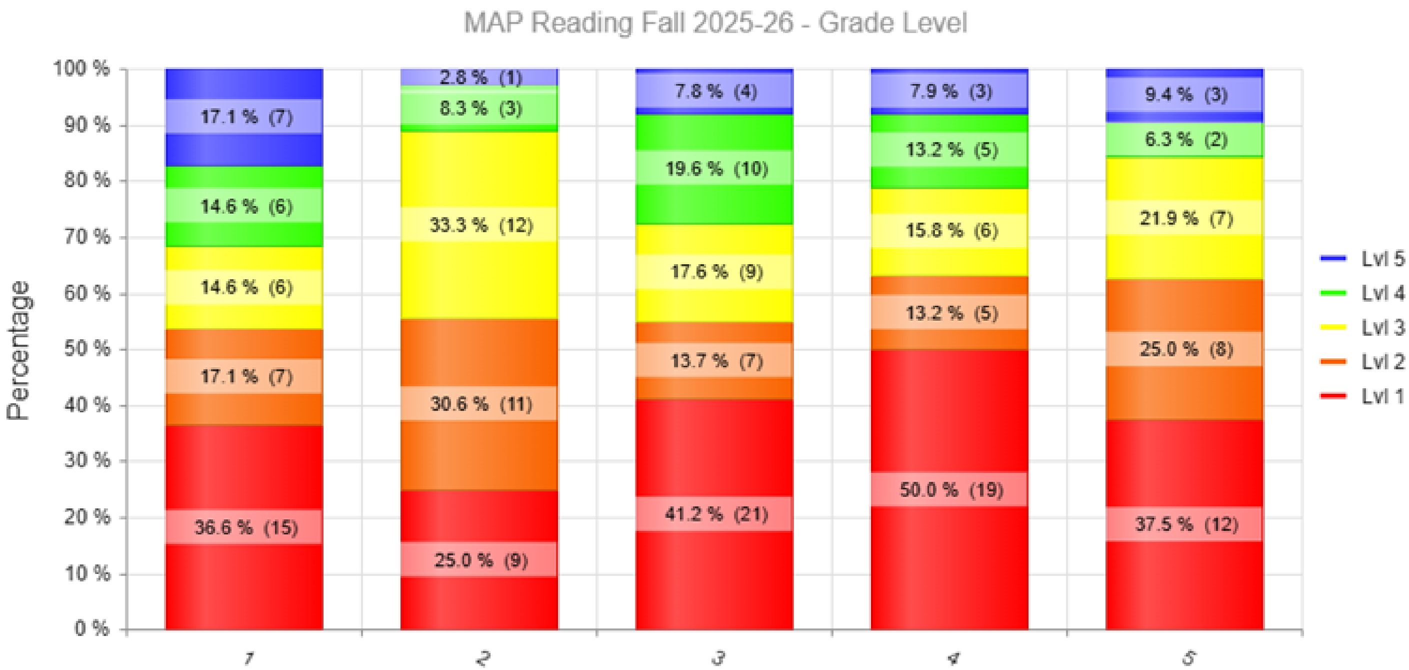
Conclusions based on this data:

1. In reviewing the Composite Score measure, the percentage of students increased in the green band
2. In reviewing the Letter Names measure, the percentage of students increased in the green band
3. In reviewing the Phonemic Awareness measure, the percentage of students increased in the red band

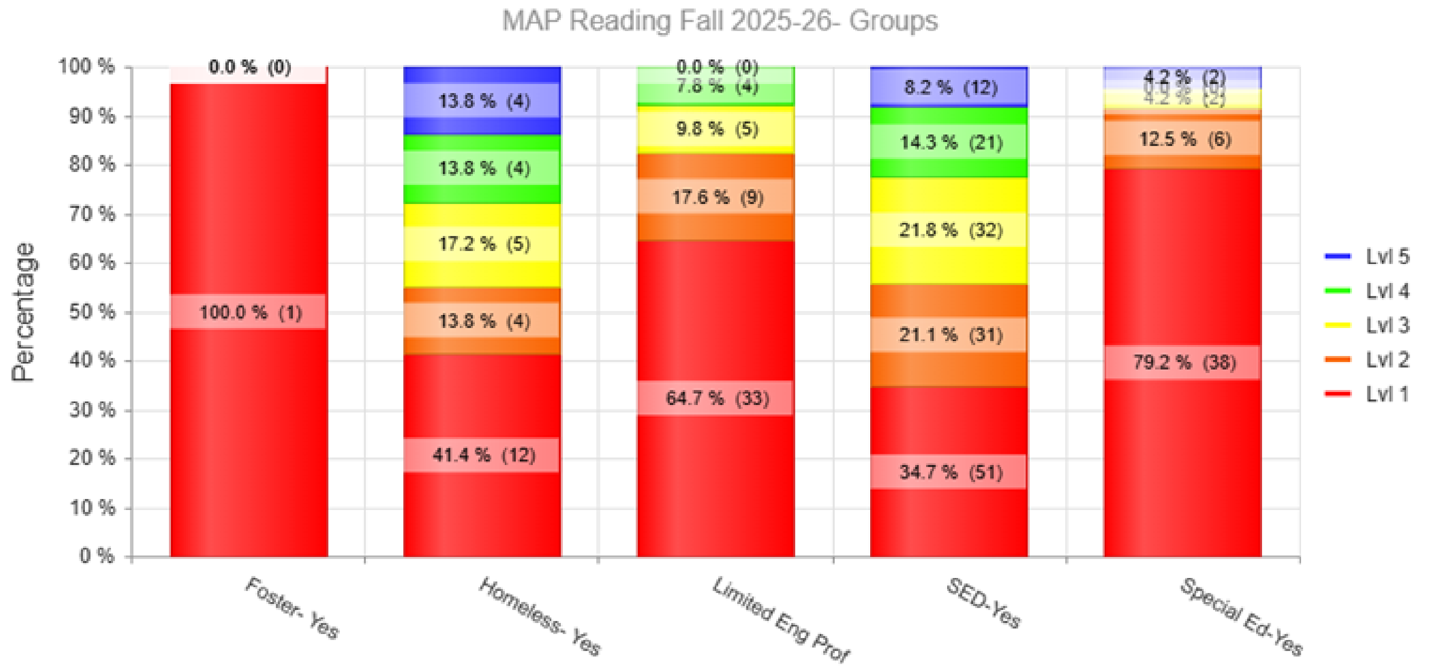
Grades 1-12 MAP Reading Results for 2025-26



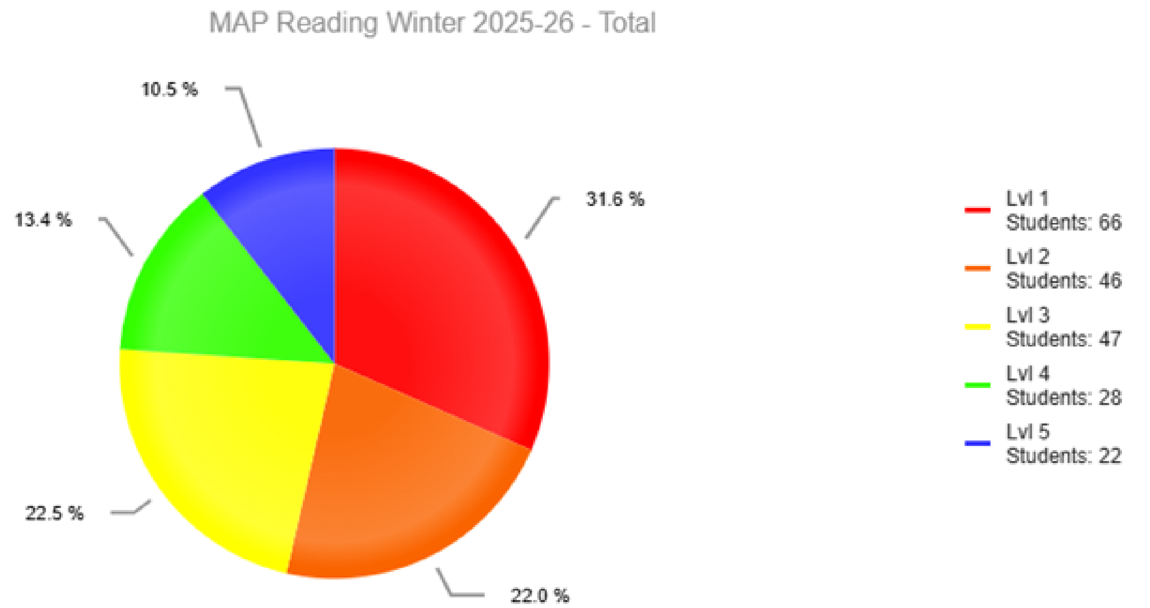
Schools: Nelson Elem
Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12



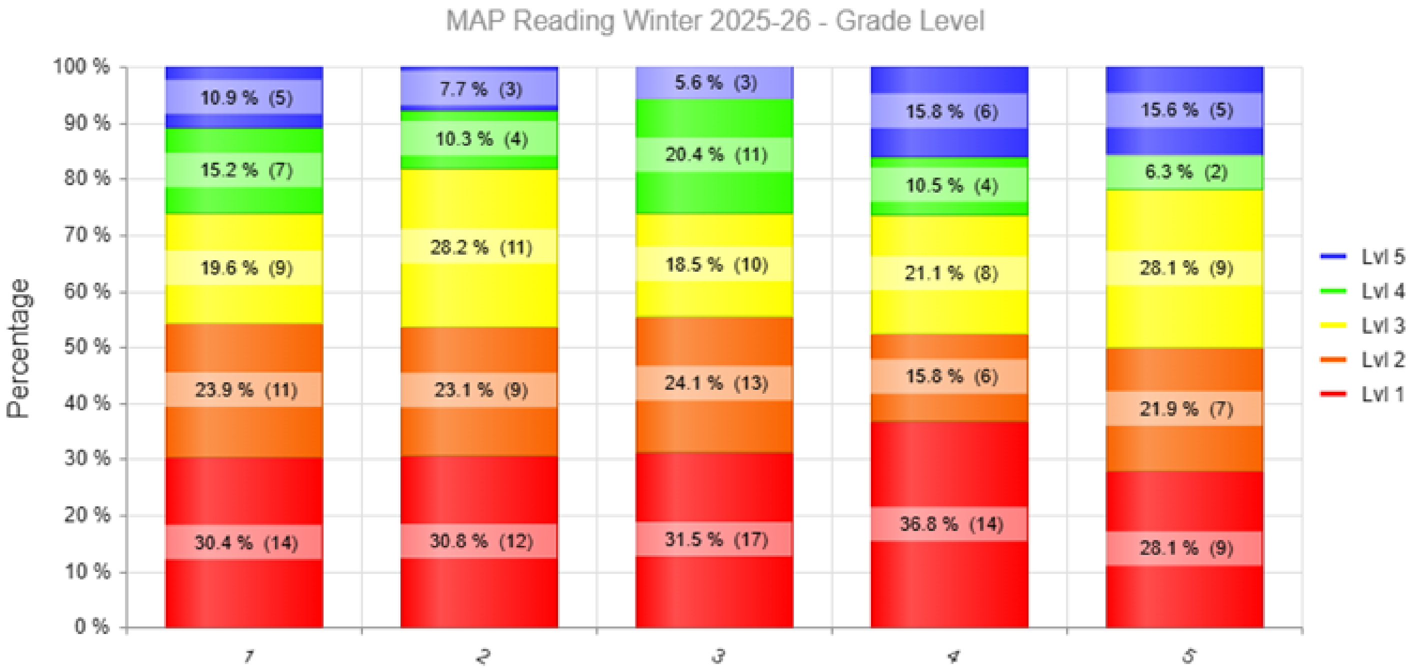
Schools: Nelson Elem



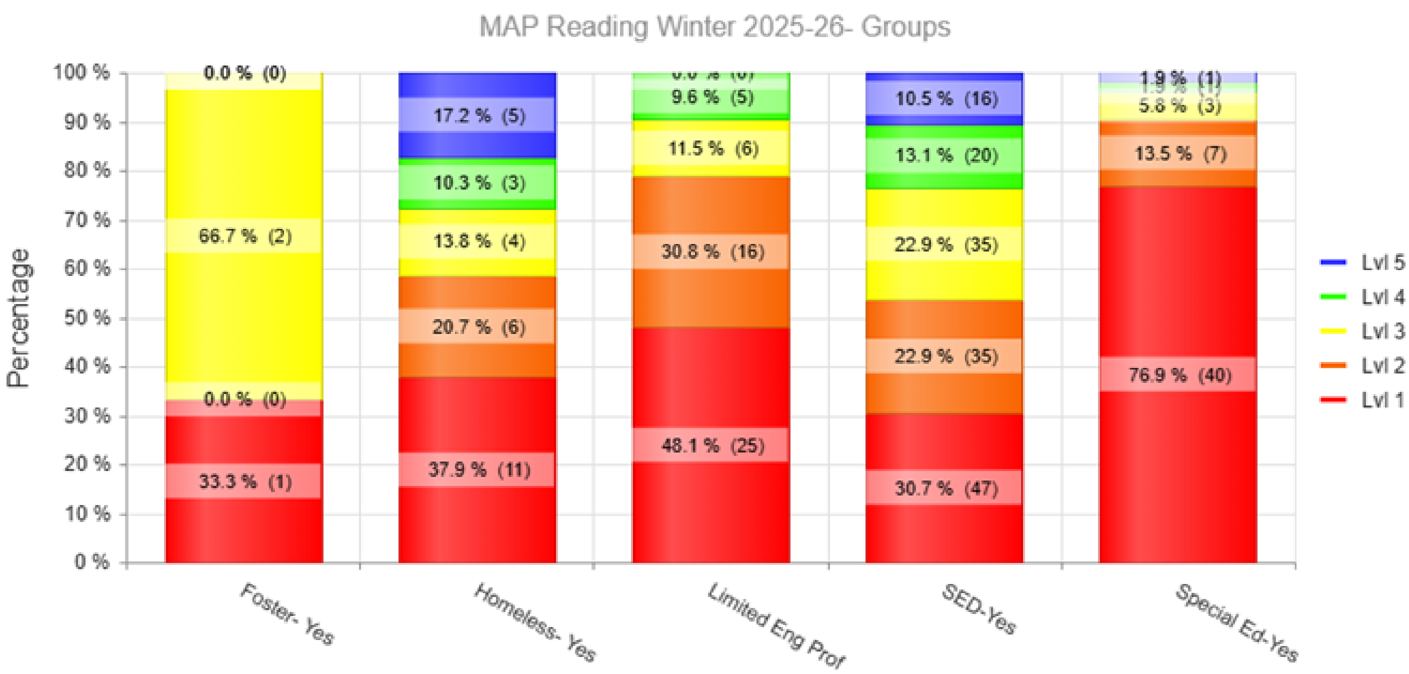
Schools: Nelson Elem
Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12



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



Schools: Nelson Elem

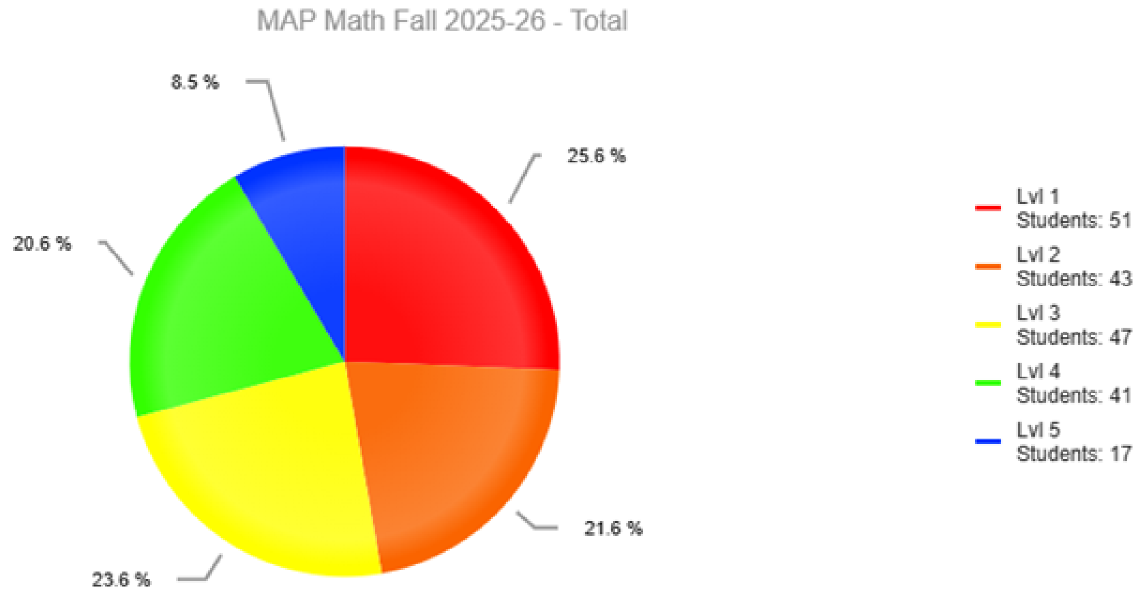


Schools: Nelson Elem
Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

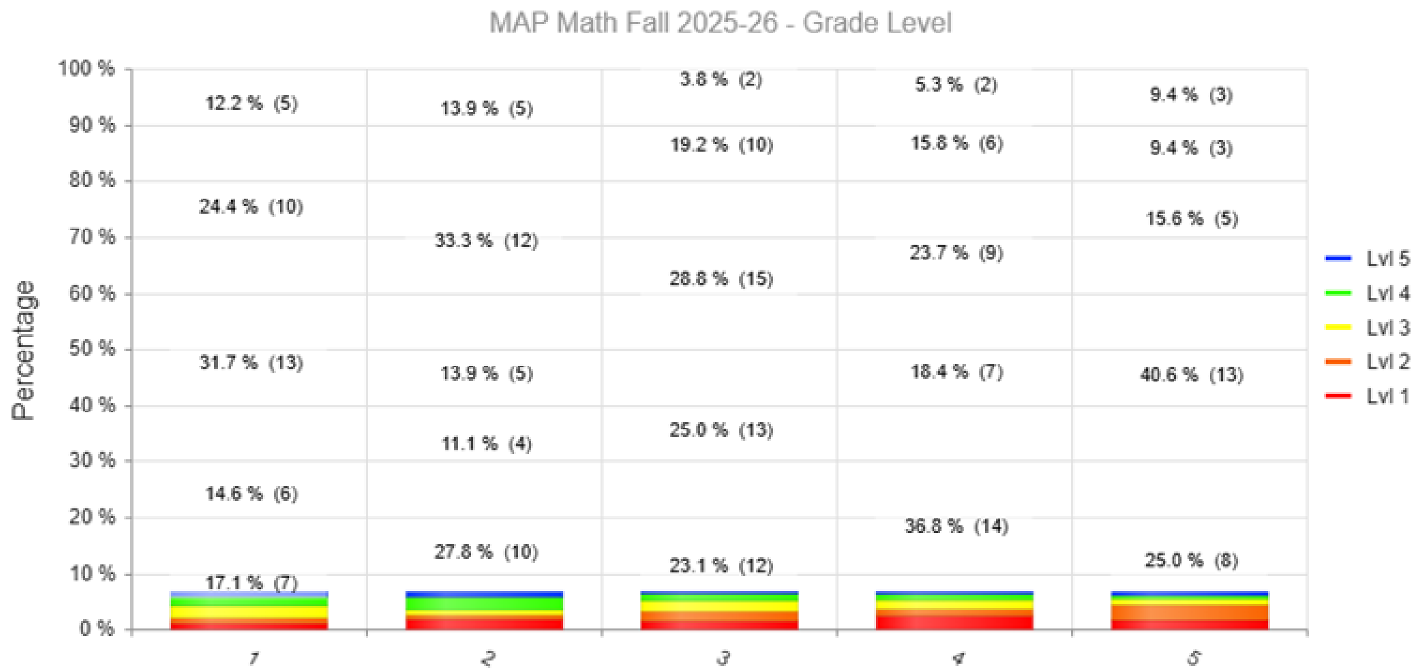
Conclusions based on this data:

1. Many of grade levels improved on their growth MAP winter scores
2. In our Special Ed student group, the percentage of students decreased in the red category
3. Overall the school increased percentages in levels 1, 2, and 3 bands

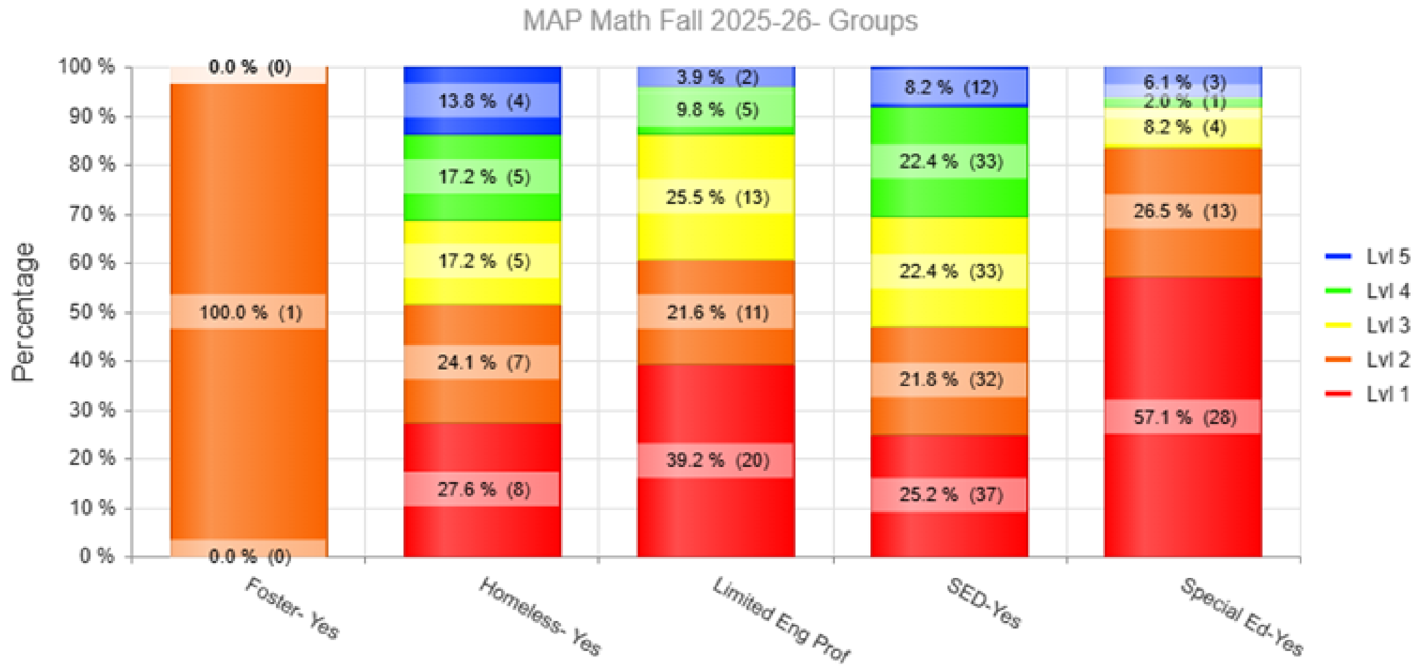
K-12 MAP Math Results for 2025-26



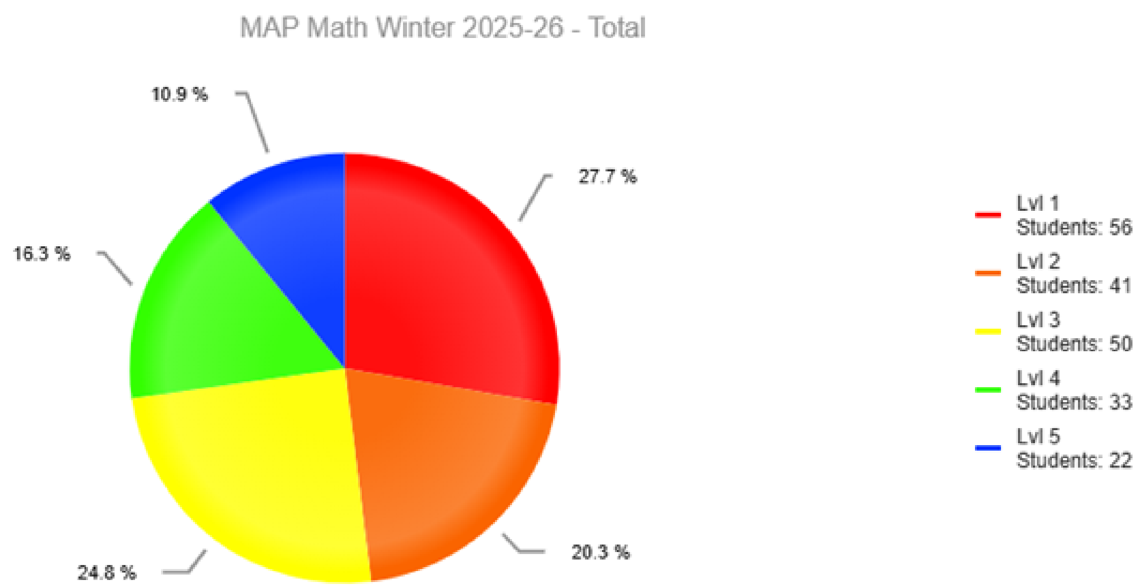
Schools: Nelson Elem
Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12



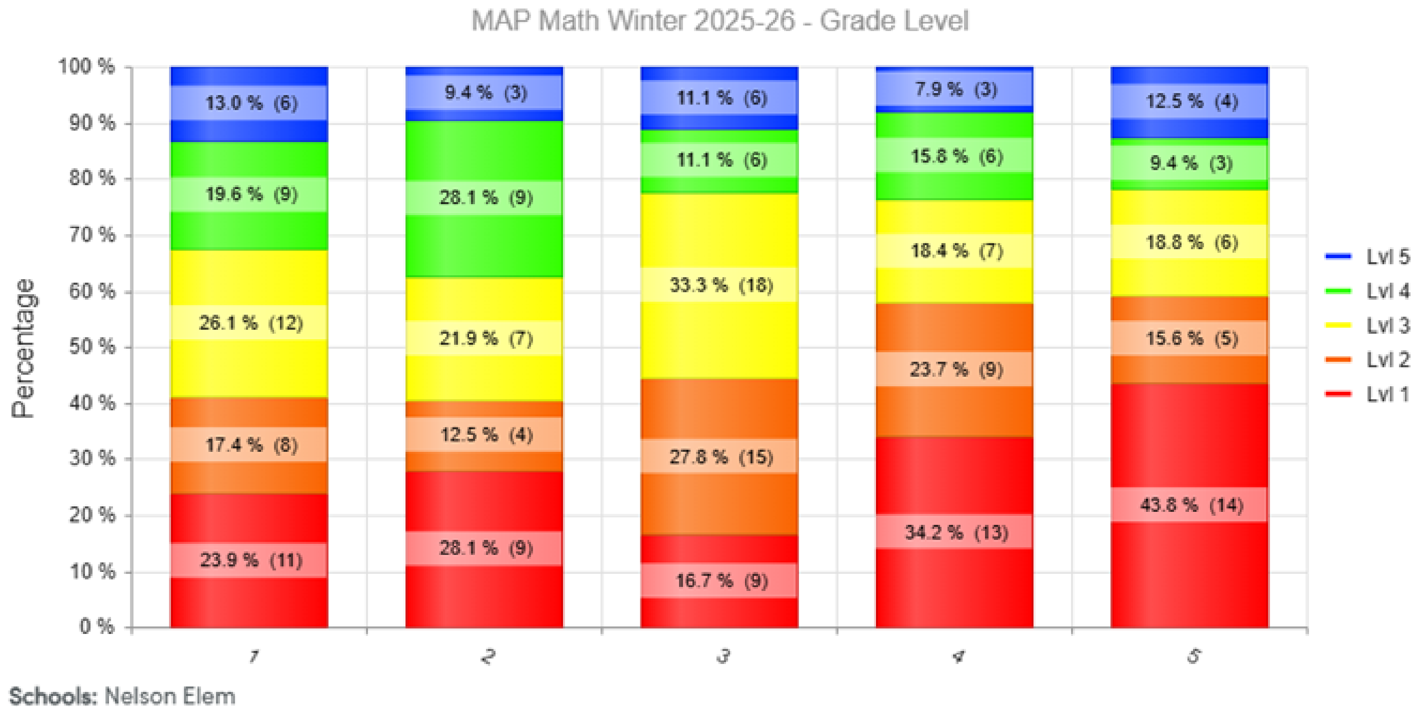
Schools: Nelson Elem

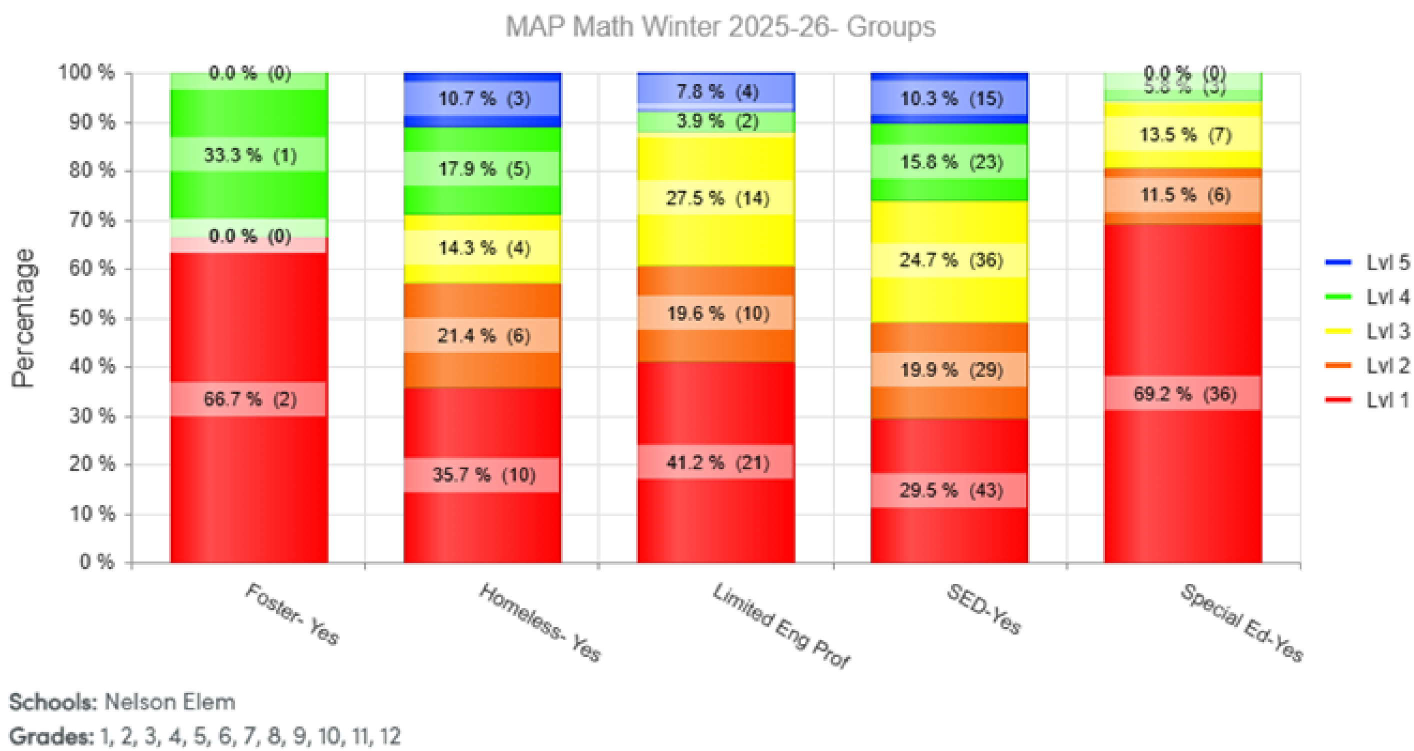


Schools: Nelson Elem
Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12



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





Conclusions based on this data:

1. Most of grade levels improved on their growth MAP winter scores
2. in the SED student group student percentages increased in the green and blue bands
3. For our Special Ed student group there was an increase in the percentage of students in the red band

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
Nelson ES	3	4	Yes	1 - Minimally Developed |		6 (1/12/2026)	C (2025/2026 - Trimester 1)
Nelson ES	3	4	Yes	1 - Minimally Developed |		6 (1/12/2026)	C (2025/2026 - Trimester 1)
Nelson ES	4	5	Yes	1 - Minimally Developed |	1 - Standard Not Met (4/16/2025)	1 (1/20/2026)	D (2025/2026 - Trimester 1)
Nelson ES	4	4	No	3 - Moderately Developed |	1 - Standard Not Met (4/15/2025)	11 (1/14/2026)	D (2025/2026 - Trimester 1)
Nelson ES	4	4	Yes	2 - Somewhat Developed |	1 - Standard Not Met (4/15/2025)	1 (1/20/2026)	D (2025/2026 - Trimester 1)
Nelson ES	4	4	No	2 - Somewhat Developed |	1 - Standard Not Met (4/15/2025)	9 (1/12/2026)	C (2025/2026 - Trimester 1)
Nelson ES	4	4	Yes	2 - Somewhat Developed |	1 - Standard Not Met (4/15/2025)	22 (1/14/2026)	C (2025/2026 - Trimester 1)
Nelson ES	4	4	Yes	2 - Somewhat Developed |	1 - Standard Not Met (4/15/2025)	1 (1/14/2026)	F (2025/2026 - Trimester 1)
Nelson ES	4	4	Yes	1 - Minimally Developed |	1 - Standard Not Met (4/16/2025)	1 (1/20/2026)	D (2025/2026 - Trimester 1)
Nelson ES	4	5	Yes	2 - Somewhat Developed |	1 - Standard Not Met (4/15/2025)	18 (1/13/2026)	C (2025/2026 - Trimester 1)
Nelson ES	4	5	Yes	2 - Somewhat Developed |	1 - Standard Not Met (4/15/2025)	22 (1/12/2026)	C (2025/2026 - Trimester 1)
Nelson ES	4	5	No	2 - Somewhat Developed |	1 - Standard Not Met (4/15/2025)	2 (1/13/2026)	D (2025/2026 - Trimester 1)
Nelson ES	5	5	No	2 - Somewhat Developed |	1 - Standard Not Met (4/15/2025)	40 (1/13/2026)	D (2025/2026 - Trimester 1)
Nelson ES	5	5	Yes	2 - Somewhat Developed |	1 - Standard Not Met (4/15/2025)	10 (1/13/2026)	D (2025/2026 - Trimester 1)
Nelson ES	5	5	Yes	2 - Somewhat Developed |	1 - Standard Not Met (4/15/2025)	20 (1/13/2026)	C (2025/2026 - Trimester 1)
Nelson ES	5	5	No	2 - Somewhat Developed |	1 - Standard Not Met (4/15/2025)	33 (1/13/2026)	D (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
Nelson ES	5	>5	No	2 - Somewhat Developed | ELPAC Summative | 03/03/2025		8 (1/13/2026)	D (2025/2026 - Trimester 1)
Nelson ES	5	>5	No	3 - Moderately Developed | ELPAC Summative | 02/25/2025	1 - Standard Not Met (4/15/2025)	22 (1/14/2026)	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. Most students were in 4th grade
2. There were 2 3rd grade students that were in this category
3. There were 19 students school-wide

RFEP Monitoring Report

Conclusions based on this data:

1. No RFEP students being monitored

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?

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

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

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.

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).

Each school year, parents, students, staff, and stakeholders complete the LCAP survey. The data collected from this survey is used to develop the priorities outlined in the SPSA. The results indicate a need for strengthened reading comprehension support for all students, additional assistance for at-risk and struggling students, and enrichment opportunities provided during the school day.

Every year both students and teachers take the California Healthy kids survey. The purpose of the CHKS survey is to gather key data on the school climate and safety, learning supports and barriers, stakeholder engagement and overall student and staff well-being. Our objective is to improve participation rates among 5th grade students and parents next year to ensure the data is more representative and meaningful.

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 are conducted weekly. Students are observed working in person with their teacher. It was evidenced that teachers continue to use the District adopted CANVAS program to organize their lessons. Web-based instructional resource sites such as Lexia, Dreambox, and Accelerated Reader, to be accessed by students for additional intervention and support. Findings also concluded that technology is integrated into all classrooms daily, use of core curriculum, note-taking, and small-group and whole-group instruction. Communication with all teachers is maintained consistently on a daily basis, and the principal fosters accessibility through an open-door policy.

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

There is a need to consistently and regularly analyze and disaggregate state and district assessments to support identified student needs for ELs, SWDs, SED, Hispanic, Chronically Absent students and by grade level for ELA and Math to determine evidence-based interventions to improve student achievement to close the achievement gap. At staff meetings, PLC grade level/department groups, we reviewed and analyzed the available data. At the beginning of the school year, data from the previous school year was reviewed to determine students' needs. Beginning of the year assessments were given to establish a baseline and to guide instruction based on the specific learning needs of the students.

There is a continued need to identify specific standards and analyze data to drive instructional planning, re-teaching, and intervention to increase student achievement and to support growing teacher practice. This need is being met by teachers on a monthly basis. Two times a month teachers meet in their Professional Learning Communities (PLC) to discuss data, analyze data, lesson plan and create next steps for instruction.
Data to be analyzed to determine growth, areas of need, targeted student groups include:

- CAASPP
- MAPs
- Common assessments
- Grade level report cards

Evidence of growth will be measured by data analysis .

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

Common Assessments used at our school were: STAR Reading/AR, Lexia, Dreambox, and Universal Screener. Based on data from these common assessments, evidence-based strategies will inform instruction to support student learning and help close achievement gaps.

There is a need to focus on providing instructional strategies and best practices - specifically collaborative (strategies, cooperative learning, critical thinking) and effective department/grade level planning of lessons and common assessments. This need is being met through our monthly PLCs.

Effectively implement, monitor and evaluate Lexia, Dreambox, STAR Reading/AR, and other common assessments with most at-risk students and also analyze data at grade level PLCs.

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).

The principal led a five-part MTSS professional development series focused on culturally responsive, evidence-based practices, promoting next steps and fostering collaboration within PLCs as well as across multiple grade levels. We will continue using a consistent PLC template across all grade levels so the admin/MTSS TOSA can provide feedback as appropriate. PLCs will measure growth through ongoing analysis of student performance data including evaluating student progress in Literacy standards. Professional Development was provided for teachers throughout the school year. There is a continued need for staff development in Designated and Integrated ELD standards, best practices for student learning, closing the achievement the gaps, and support students' socioemotional needs.

For the 2026-27 school year:
1. Site Leadership Team and Administration will coordinate PD for staff based upon the needs assessment process and school data.
2. Math (orange overall) PD: Continue to work with District TOSA on year long PD targeting EL, Hispanic and SED (orange)
3 ELA (orange overall) PD: Continue to develop PD with site based TOSA, bilingual instructional aide, and multilingual District TOSA's; in particular focusing on EL, SED and Hispanic (red).
4. English Learners Progress Indicator (green overall) - Continue PD focused on Designated and Integrated ELD; ensure Designated ELD being facilitated in all classrooms including Dual Immersion
5. Chronic Absenteeism (red overall) - Continue to strengthen attendance initiative with PD facilitated by our school counselor and Community Schools Site Specialist to reduce all chronic absenteeism categories by 5% focusing on SWD (red), Hispanic and Homeless (orange) and EL and SED (yellow)
6. Suspension (green overall) Provide ongoing MTSS PD facilitated by Principal and Leadership team that includes the 16 proactive classroom management components to increase a positive school climate and decrease suspension rate to under 1% of students suspended at least 1 day for all categories including EL (orange)

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

Principal will continue to guide and support staff on best practices and evidence based strategies and provide written or verbal feedback during informal and formal observations.

The MTSS TOSA will continue to support teachers in data analysis creating an instructional focus including at-promise student groups ELD, ELA, Math, and testing.

District TOSAs will support for technology, ELA, Math, and VAPA. District Math and ELA TOSA will guide PD to target at-promise students.

There is a need for the continued support of teachers as they implement and utilize the new ELA/ELD materials and ELD Unit Assessments. Professional Development to all core content teachers in listening and speaking standards. This need is being met by our site based ELD facilitators and District ELA/ELD TOSAS.

RSP teacher will continue to work more closely with general education teachers to better align our work to meet both the grade-level standards as well as the goals on their IEPs.

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

There is an ongoing need to develop common assessments for each grade level as appropriate between DI and Gen ed classes. All teachers will use structured collaboration emphasizing student conversation and collaboration to improve listening, speaking, and reading. There will be an emphasis on the use of academic language with a specific focus on improving listening. PLCs and will continue 2 times a month to monitor student progress, instructional practices, and to ensure the consistency of instruction. Data analysis protocol will be used with fidelity. Data will be analyzed to determine areas of need and student growth for all students by standard, claim, and subgroups. The Principal, MTSS TOSA, Community Schools Site Specialist, and Counselor will meet during the summer to analyze data from the school year and develop the next steps for the next school year. EL facilitator will have a standing staff agenda item and provide appropriate PD through presentations at staff meetings.

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

There is a need for teacher collaboration in transition planning. This need is met by our bi-monthly PLC's and articulation opportunities between our school site and our feeder middle school.

Teachers will collaborate in PLCs to properly assign students and give their recommendations based on observations and data.

Vertical articulation among our Head Start/Preschool, middle school, and high school programs will continue to strengthen through the use of scheduled, intentional collaboration dates. Principals will continue to meet at least once a month to discuss Quad initiatives and ongoing supports to identify ongoing needs and determine next steps for support.

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

To support English Learners in developing language fluency, explicit instruction is needed in reading, listening, and writing standards, as well as in close reading, text annotation, DOK-leveled questioning, vocabulary development, structured speaking opportunities, and the use of graphic organizers.. Struggling EL students will be provided differentiated support that may include small group instruction. LTEL and at-risk of becoming LTEL students need extra support with reading comprehension, writing, and listening. Provide focused, intensive small-group interventions for English Learners determined to be at-risk for reading problems. Provide high-quality vocabulary instruction throughout the day, using GLAD and SDAIE strategies as needed. Embed into Designated ELD, ELPAC framework tasks across content areas, addressing ELD standards and exposing students to test format. These strategies may be differentiated based on the District DI model per grade level. Monitor students that are close to meeting reclassification criteria. Closely monitor our LTEL and ISPEL students with varied assessments to ensure that they are making progress towards meeting reclassification criteria - use of Weekly Assessments, ELD work samples; ELD Unit Assessments & Data Chats. Progress Monitor our RFEP students to ensure that they are making good progress. Our Bilingual Aide will have a targeted intervention schedule 5 days a week that includes supporting leveled ELPAC students and newcomers as well as focused ELPAC skills and strategies and facilitation of ELPAC testing.

ELD Assessment data indicate a need to increasing significant numbers of students from nearly meeting to benchmark levels
Priorities:
Focus on English Learner and ELA: Continue to develop student intervention supports with teachers, MTSS TOSA, bilingual instructional aide, and multilingual District TOSA's; in particular focusing on EL's (red and orange categories in ELA and Math):

- Analyze ELPAC data - In PLCs and with students (Data Chats)
- Ensure all ELs receive the required designated ELD minutes of instruction - at least 30 min (45-60 is recommended). There is a need to change the DI Kinder model from 90/10 to 80/20.
- Create ELD rotation within each grade using ELD program with fidelity
- Provide release time for PLCs to engage in collaborative conversations that include analyzing ELD data and support from site ELD Facilitator
- Ongoing monitoring of EL progress on MAP Reading and Common Assessments; provide immediate intervention and reassess.
- Identify students At Risk LTELs/ LTELs and closely monitor student progress toward benchmark goals for reclassification
- Provide ELD PD for grades TK-5
- Identify English Learners receiving special education services and provide targeted, additional support.
- Increase explicit instruction in reading & listening comprehension
- Ensure daily, consistent implementation of designated ELD curriculum K-5

Evidence of Student Progress:
On-going progress monitoring in PLC's and analysis of student data (common assessments, ELD district interims, and chapter assessments)

Extended learning activities

There is a need to continue providing struggling students with extra curricular activities through clubs and tutoring to enhance their learning experience and promote the feeling of inclusion for all students through our Community Schools grant. This will include clubs and tutoring building a positive school climate and support through our Community Schools grant, Science Olympiad, Student Council, Boys & Girls Club after school program, and continuing to invest in library books including Spanish to support our DI program. Teachers will also need to provide small group instruction during class time. Staff will continue utilizing the 16 proactive classroom management components to promote positive social and emotional connections.

Priorities:

- Continue Strengthen Attendance initiative through incentives and improve system to monitor attendance on an ongoing basis
- Create a pacing calendar for implementation of our 2nd step lessons
- Provide incentives (Nelson Bucks, fieldtrips, assemblies, dances, student of the month recognitions to encourage students to adhere to school-wide behavior expectations

Update Behavior Intervention Plans (BIPs) for students in SDC class to include additional support systems (i.e., MTSS strategies, referrals to outside agencies, consistent implementation of 16 Proactive Classroom Management System)

Opportunity and Equal Educational Access

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

There is a need for our MTSS TOSA to continue supporting our K-2 lowest achieving students. There is also a need for our Academic Interventionist to support our 3-5 grade students in the Orange/Yellow categories as identified through MAPs data. Provide mentoring, monitor student progress, and motivate learners while offering targeted academic support.

The classroom teachers will work with struggling students in small groups or one-on-one to help close the learning gaps of their students.
Online resources such as Lexia, Dreambox, and AR will continued to used to provide extra practice for all students.

The socioemotional needs of the students must be met in order for learning to occur. There is a need for full time school counselor (currently 2 days a week) to support students and teachers with SEL and mental health crisis calls. This is currently District funded.

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

ELA:
Identified student groups in need of targeted intervention: SED, EL, Hispanic (red)
Lexia is a blended learning program that accelerates the development of fundamental literacy skills for students of all abilities in grades pre-K-5. Core5 provides explicit, systematic instruction through personalized learning paths. Core5 adapts to target skill gaps as they emerge and equips teachers with the data and instructional resources they need to personalize instruction for every student. Embedded assessments generate continuous, actionable data that enables teachers to prioritize and plan instruction effectively. The online student dashboard encourages students to take ownership of their learning, for an experience that's motivating and engaging for students and teachers alike.
District Funded
SPSA English Language Arts 2d

Math:
Identified student groups in need of targeted intervention: EL, Hispanic, SED (orange)
DreamBox Learning is an adaptive, online math program designed to complement classroom instruction. The program is available in grades K-8, but the only qualifying study involved grades K-1. By integrating a motivating, standards-aligned curriculum, it responds to students' choices and progress, continuously adapting to strengthen math concept mastery and promote strategies for fluency and real-world application.
District Funded
SPSA Math 2b

There is a need to have an MTSS TOSA and Academic interventionist to work with targeted students based on Dibels and MAPs data to provide academic assistance in coordination with the classroom teacher. The MTSS TOSA and Academic Interventionist work collaboratively to share data updates and monitor student progress. Identified student groups are provided intervention based on their data and may enter/exit within each cycle based on MAPs results.

There is also a continued need for the site Leadership team and Principal to coordinate professional development for staff based upon needs assessments and school data. This need is being met through monthly leadership meetings.

Evidenced based Tier 1 and Tier 2 strategies will be improved to meet the SEL needs of struggling students. There is a need to strengthen the fidelity of our SEL 2nd Step curriculum and create a pacing calendar to ensure that all lessons are completed.

Parental Engagement

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

Resources include: Parent meetings include: (DI, Community Schools, SSC, ELAC, workshops by Quad, Back to School Night, parent-teacher conferences, and SSTs). Student Study Teams need to continue so that teachers and parents can formally collaborate, with support from the School Counselor and Principal, to address academic challenges, identify at-risk students, and develop appropriate interventions. School counselor and Community Schools Site Specialist will provide community resources to parents.

There is a continued need to expand after school opportunities for homework and tutoring. Our Boys and Girls Club provides supports in these areas each day. There is a need to further develop parent workshops by Quad to increase participation, involvement, and information. Quad Principals will build a parent calendar for next year and collaborate with the District as appropriate.

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

Additional resources and engagement opportunities are needed for parents of students who require targeted interventions.

There is a need to increase opportunities for parents to participate in the learning process of their students in the form of meetings throughout the school year. There is a need to provide opportunities for parents to attend parent conferences to enhance their student's learning experiences with translation if needed. This need is being met through scheduled Back to School Nights, Parent Conferences, Open House, parent meetings, SSC/ELAC and parent education workshops.

There is a need to continue to provide additional support to students, teachers, parents, and the community via in-person assistance, phone communication, enrollment and registration, clerical support, and limited language translation services when needed. There is a need to increase the hours of our office staff from time to time to meet this goal due to the number of students. This need is being met by the hiring of two bilingual support staff, and extra hours provided to the office assistant.

There is an additional need to have parent workshops focusing on improving attendance (Chronic absenteeism)

Funding

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

Current data indicates a need to continue an intervention program for students identified through Dibels and MAPs assessments. This program will provide explicit instruction that includes setting clear learning goals, teaching effective strategies, offering additional homework support, and developing organizational skills such as binder management, study habits, time management, homework procedures, modeling, timely feedback, and scaffolded support. This need is currently being met by our MTSS TOSA (District funded) and Academic Interventionist. There is a need to have After School academic/homework/Intervention support in ELA & Math for all students. There is a continued need to have bilingual support by SOM, bilingual instructional aide to support the school. To support an increase in student reading comprehension in Accelerated Reader and overall, additional leveled books will be purchased (including Spanish) to support students are low achieving.

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
9/11, 10/23, 1/22, 3/12, 4/23	SSC meetings	SSC #1-3 Review SPSA actions and expenditures, review and analyze data, review/adjust/approve Title 1 expenditures SSC #4 LCAP PowerPont shared; needs assessment. Input given by team. SPSA data shared. SSC #5 Review SPSA actions and expenditures, review and analyze data, review/adjust/approve Title 1 expenditures SPSA approved on 4/24/25
9/4, 10/16, 1/15, 3/5, 4/23	ELAC meetings	ELAC #1-3 Review SPSA actions and expenditures, review and analyze data, review and make recommendations for Title 1 expenditures ELAC #4 LCAP PowerPont shared; needs assessment. Input given by team.SPSA data shared. ELAC #5 Review SPSA actions and expenditures, review and analyze data, review and make recommendations for Title 1 expenditures
8/21 8:30, 8/21 5:00	Annual Title I meetings	Parent informational meeting covering Title I requirements
9/4	Annual EL meetings	Parent informational meeting covering ELL requirements, LCAP goals, and budget overview
2/2	Stakeholders	LCAP information letter sent through Parent Square
2/3, 2/24	Stakeholders	2/3 Sent out LCAP survey google form to teachers, classified staff, and parents 2/24 Staff meeting LCAP priorities activity
3/2-3/6	Stakeholders	Sent out LCAP paper survey asking parents to complete and return during parent conference week
3/20	Uploaded all LCAP documents	Uploaded stakeholder documents, input, and priorities to Multilingual drive

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, EL, SWD, SED, homeless, Hispanic will increase their student achievement in English Language Arts as measured by the Dashboard, CAASP, MAP, and Lexia.

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.

There is a need to support at-promise students with meeting grade level standards, in particular for ELA:
ELA: EL, Hispanic, SED (red category)

There is a need to consistently and regularly analyze and disaggregate state and district assessments to support identified student needs for ELs, SWDs, and grade levels, for ELA to determine evidence-based interventions to improve student achievement.

There is a need to continue implementing a uniform PLC agenda, data analysis protocol and archive minutes within the shared drive so the Principal can provide feedback as needed.

Provide during the regular school day small group intervention by an Interventionist.

There is a need to continue to provide students with extracurricular activities to enhance their learning experience and promote the feeling of inclusion for all students with programs like Science Olympiad, after school homework/tutorial support, 5th grade music program, VAPA, and access to library books including DI.

There is a need to continue providing additional instructional materials to enhance the learning experience of all students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal. 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	Metric/Indicator (2025 CA Dashboard) 1a ELA- All Students -66.4 Distance From Standard	Metric/Indicator (2026 CA Dashboard) 1a ELA- All Students -63.4 DFS

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1c ELA- English Learner 1d ELA- Long Term EL 1e ELA- Foster Youth 1f ELA- SWD	1b ELA- Low Income -71.1 DFS 1c ELA- English Learner -94.8 DFS 1d ELA- Long Term EL 1e ELA- Foster Youth 1f ELA- SWD -172.8 DFS	1b ELA- Low Income -68.1 DFS 1c ELA- English Learner -91.8 DFS 1d ELA- Long Term EL 1e ELA- Foster Youth 1f ELA- SWD -169.8 DFS
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	Metric/Indicator (2024-25 CAASPP) 2a SBAC ELA- All Students 2025 26.62% met/exceeded the standard 2b SBAC ELA- Low Income 2025 24.74% met/exceeded the standard 2c SBAC ELA- English Learner 2025 34.48% met/exceeded the standard 2d SBAC ELA- LTEL 2025 met/exceeded the standard N/A 2e SBAC ELA- Foster Youth 2025 met/exceeded the standard N/A 2f SBAC ELA- SWD 2025 0% met/exceeded the standard	Metric/Indicator (2025-26 CAASPP) 2a SBAC ELA- All Students: Increase to 29.62% 2b SBAC ELA- Low Income: Increase to 27.74% 2c SBAC ELA- English Learner: Increase to 37.48% 2d SBAC ELA- LTEL: N/A 2e SBAC ELA- Foster Youth: N/A 2f SBAC ELA- SWD: Increase to 3%
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 4a Gr. 1-12 MAP Reading- All Students 23.6 4b Gr. 1-12 MAP Reading- Low Income 22.7 4c Gr. 1-12 MAP Reading- EL 9.6 4d Gr. 1-12 MAP Reading- LTEL N/A 4e Gr. 1-12 MAP Reading- Foster Youth 0 4f Gr. 1-12 MAP Reading- SWD 3.8	Metric/Indicator (Winter 2027 NWEA MAP) % scored = 61 percentile of peers in national norm reference test 4a Gr. 1-12 MAP Reading- All Students Increase to 26.6 4b Gr. 1-12 MAP Reading- Low Income Increase to 25.7 4c Gr. 1-12 MAP Reading- EL Increase to 12.6 4d Gr. 1-12 MAP Reading- LTEL N/A 4e Gr. 1-12 MAP Reading- Foster Youth Increase to 3 4f Gr. 1-12 MAP Reading- SWD Increase to 6.8

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, EL, SWD, SED, homeless, Hispanic

Activity

1a Use data to modify instruction and monitor student progress to support. Hire an academic Interventionist to increase student achievement with at-risk students in order to close the achievement gap: targeting student groups and individual students that are identified by red and orange CA Dashboard Indicators. (including benefits)
1b State and District tests will be administered
1c Professional development, subs for IEPs, and ELPAC testing support with substitute support during the school day
1d PLC planning to support data analysis to identify specific low achieving student groups and individual students not meeting academic standards with substitute support during the school day. Based on identified student needs, plan differentiated, evidence-based lessons to support increasing student achievement.
1e Provide Instructional Aide additional hours to support specific lowing achieving student groups and students to increase their achievement and meet grade level academic standards (including benefits)

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)
31300	Title I, Part A Certificated Staff (Including benefits) 1A Academic Interventionist
0	District Funded Certificated Staff (Including benefits) 1B Teachers and TOSA administering the State and District assessment during the regular school day
3400	LCFF S&C Teacher Release Time-Subs (Including benefits)

	1c Teacher Substitutes
3200	Title I, Part A Teacher Release Time-Subs (Including benefits) 1d Teacher Substitutes
5015	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 1e

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, EL, SWD, SED, homeless, Hispanic

Activity

2a. Support teachers with classroom supplies and materials needed to enhance the curriculum, support the lowest achieving students and promote high achievement for all students to meet academic content standards. Items will enhance the classroom environment and include Ziploc bags, protector sheets, easel pads, pens, pencils, color pencils, crayons, erasers, white board markers, white board cleaner, correction tape, card stock, laminator film, poster papers, sleeves, students bins, in toner (support printers purchased with Title I funds), and professional readings for teachers. Increase organizational skills by providing a HW folder. 2b Support teachers with classroom supplies and materials needed to enhance the curriculum and support all students. S&C funds will enhance the classroom environment and include classroom staplers, staple remover, masking tape, index cards, scissors, batteries, folders, construction paper, card stock, 1 to 1 student headphones, and calculators. 2c Utilization of District purchased program Lexia: to address ALL students and and increase student achievement: Students with Disabilities for English Language Arts

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)
12033	Title I, Part A Supplemental Instructional Materials (Including technology devices <$500 per item) 2A- Purchase materials and supplies
10925	LCFF S&C

	Supplemental Instructional Materials (Including technology devices <$500 per item) 2b Purchase materials and supplies
0	District Funded Supplemental Supplies 2c- Lexia

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, EL, SWD, SED, homeless, Hispanic

Activity

3.a Invite District TOSAS for push in PD to target students
3.b Provide professional development in teacher identified areas of need such as UFLI and Kagan
3.c Teachers in grade level PLC's will analyze and monitor student performance data, establish SMART goals, analyze MAPs data, identify targeted standards and focus students to determine appropriate interventions or next steps targeting students
3.d Teachers will participate in district provided professional development in VAPA, Math, ELA/ELD & Technology and summer PD
3.e. CABE & CALSA conference for principal: Focuses on strategies for at-promise students to have highly quality leadership and instruction.
3.f CABE & CALSA conference for teacher leaders: Focuses on strategies for at-promise students to have highly quality leadership and 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	District Funded Certificated Staff (Including benefits) 3a no cost - district TOSA
0	District Funded Certificated Staff (Including benefits) 3b no cost
0	District Funded Certificated Staff (Including benefits) 3c no cost

0	LCFF S&C Certificated Staff (Including benefits) 3d no cost
1200	LCFF S&C Professional Development (Conferences & Workshops) 3e CABE, CALSA
2200	LCFF S&C Professional Development (Conferences & Workshops) 3f CABE, CALSA

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, EL, SWD, SED, homeless, Hispanic

Activity

5a Early Release PLC Thursdays-Teachers create and analyze common assessments, review student work, plan instruction accordingly (minimum 2 days per month)
5b Teacher hours will be given to analyze data and disaggregate by student groups including EL and SWD to identify target areas that include (about 18 hours per teacher):
-Analyzing student groups and determining areas of focus
-Further developing needs assessment
-Further developing skills and strategies that support the ELA/ELD framework and increase student achievement for the lowest performing students
-Analyze data and disaggregate by student groups including EL and SWD

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 Certificated Staff (Including benefits) 5a no cost
2880	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) 5b

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, EL, SWD, SED, homeless, Hispanic

Activity

6.a Early Release PLC Thursday- quarterly PLC with Headstart/State Preschool to plan activities to support Little's in transitioning to Kinder
6.b Schedule school-visit activities with middle school to support 5th grade transitioning to middle

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 Certificated Staff (Including benefits) 6a no cost to site
0	District Funded Certificated Staff (Including benefits) 6b no cost to site

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).

All students, EL, SWD, SED, homeless, Hispanic

Activity

7a Participate in Science Olympiad district competition two site coaches to select and prepare students for districtwide participation
7b Purchase of Accelerated Reader to improve reading comprehension
7c Purchase varied Lexile levels and high interest library books to support increasing reading comprehension among the lowest performing students.
7d A field trip will be selected for each grade level (curriculum or college) for every students to attend. All field trips will receive prior approval. The cost will cover student transportation.

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 Certificated Staff (Including benefits) 7.a Science Olympiad
3392	Title I, Part A Contracted Services 7b Accelerated Reader
1000	Title I, Part A Books (Excluding core textbooks) 7c Varied Lexile levels, high interest library books
2500	LCFF S&C Contracted Services 7d field trips

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, EL, SWD, SED, homeless, Hispanic

Activity

8a Provide enrichment and visual arts VAPA program for all students including underperforming to use variety of modalities for 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	District Funded Certificated Staff (Including benefits) 7.a VAPA teachers

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).

Identify effective, evidence-based practices to raise achievement of all students including: EL, LTEL, SWD, SED student groups

Activity

9a Ongoing implementation of District approved mathematics instructional strategies to support students at risk and in need of extra support
9b Continue providing professional development with a focus on MTSS Tier 1 Culturally Responsive Evidence-Based Practices the include:
-Authentic Relationship Building
-Activating Prior Knowledge
-Cooperative Learning Strategies
-Close Reading and Annotating the Text
-Timely and Effective Feedback based on Clear Expectations and Goals
9c Provide support for direct instruction, targeted support and/or intervention to support student groups including ISPELs and RFEP monitoring.
9d Amira evidence based reading program to provide targeted support and intervention for lowest performing student groups and individual 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	District Funded Certificated Staff (Including benefits) 9a, no cost
0	District Funded Certificated Staff (Including benefits) 9b, no cost
0	District Funded Certificated Staff (Including benefits) 9c
3900	Title I, Part A Contracted Services 9d Amira

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).

All students, EL, SWD, SED, homeless, Hispanic

Activity

10.a Provide resources available from family, school, district, and community to support low achieving students that include: afterschool program support student homework completion, physical activity and other activities after 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	District Funded Contracted Services 10a Boys & Girls Club staff

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, EL, SWD, SED, homeless, Hispanic

Activity

11a ELA/SSC, School Calendar, Dual Immersion Meetings

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 Supplemental Supplies 11 A, 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).

All students, EL, SWD, SED, homeless, Hispanic

Activity

12 a Site based Counselor

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 Certificated Staff (Including benefits) 12A Site based Counselor

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 SED & SWD (orange category) , will increase their student achievement in Math as measured by the Dashboard, CAASP, MAP and Dreambox.

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.

There is a need to support at-promise students with meeting grade level standards, in particular for Math:
Math: SED & SWD (orange category)

There is a need to consistently and regularly analyze and disaggregate state and district assessments to support identified student needs for ELs, SWDs, and grade levels, for ELA to determine evidence-based interventions to improve student achievement.

There is a need to continue having a uniform Grade Level Monitoring PLC agenda, data analysis protocol and require teachers to turn in their meeting minutes after each PLC so the Principal can provide feedback as needed.

Provide during the regular school day small group intervention by a Teacher on Special Assignment.

Additional after-school support for all students including our EL, SWD, and Foster-Youth students.

There is a need to continue to provide students with extracurricular activities to enhance their learning experience and promote the feeling of inclusion for all students with programs like Science Olympiad, after school homework/tutorial support, 5th grade music program, VAPA, and access to library books including DI.

There is a need to continue providing additional instructional materials to enhance the learning experience of all students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal. 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	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	Metric/Indicator (2025 CA Dashboard) 1a Math- All Students -76.7 Distance From Standard 1b Math- Low Income -78.4 DFS 1c Math- English Learner -91.8 DFS 1d Math- Long Term EL 1e Math- Foster Youth 1f Math- SWD --182.9 DFS	Metric/Indicator (2026 CA Dashboard) 1a Math- All Students -73.7 DFS 1b Math- Low Income -75.4 DFS 1c Math- English Learner -89.8 DFS 1d Math- Long Term EL 1e Math- Foster Youth 1f Math- SWD -179.9 DFS
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	Metric/Indicator (2024-25 CAASPP) 2a SBAC Math- All Students 2025 19.05% met/exceeded the standard 2b SBAC Math- Low Income 2025 17.17% met/exceeded the standard 2c SBAC Math- English Learner 2025 23.40% met/exceeded the standard 2d SBAC Math- LTEL 2025 met/exceeded the standard N/A 2e SBAC Math- Foster Youth 2025 met/exceeded the standard N/A 2f SBAC Math- SWD 2025 0% met/exceeded the standard	Metric/Indicator (2025-26 CAASPP) 2a SBAC Math- All Students: Increase to 22.05% 2b SBAC Math- Low Income: Increase to 20.17% 2c SBAC Math- English Learner: Increase to 26.4% 2d SBAC Math- LTEL: N/A 2e SBAC Math- Foster Youth: N/A 2f SBAC Math- SWD: Increase to 3%
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	Metric/Indicator (Winter 2026 NWEA MAP) % scored = 61 percentile of peers in national norm reference test 3a MAP Math- All Students 33.8 3b MAP Math- Low Income 30.9 3c MAP Math- English Learner 27 3d MAP Math- LTEL N/A 3e MAP Math- Foster Youth 50 3f MAP Math- SWD 12.9	Metric/Indicator (Winter 2027 NWEA MAP) % scored = 61 percentile of peers in national norm reference test 4a Gr. 1-12 MAP Reading- All Students Increase to 36.8 4b Gr. 1-12 MAP Reading- Low Income Increase to 33.9 4c Gr. 1-12 MAP Reading- EL Increase to 30 4d Gr. 1-12 MAP Reading- LTEL N/A 4e Gr. 1-12 MAP Reading- Foster Youth Increase to 53 4f Gr. 1-12 MAP Reading- SWD Increase to 15.9

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, EL, SWD, SED, homeless, Hispanic

Activity

1a Use data to modify instruction and monitor student progress to support. Teachers in PLC's will analyze and monitor student performance, establish SMART goals, identify target standards, focus students and determine appropriate interventions for at promise students
1b Teachers will administer the State and District assessments

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 Certificated Staff (Including benefits) 1a, No cost
0	District Funded Certificated Staff (Including benefits) 1b 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, EL, SWD, SED, homeless, Hispanic

Activity

2a Use data to modify instruction and monitor student progress to support. Utilization of District purchased program Dreambox: to address SED & SWD (orange category) 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	District Funded Contracted Services 2a - Dreambox

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, EL, SWD, SED, homeless, Hispanic

Activity

3a Teachers will participate in district provided professional development in VAPA, Math, ELA/ELD & Technology as 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 Professional Development (Conferences & Workshops) 3A - Teachers will participate in district provided professional development

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, EL, SWD, SED, homeless, Hispanic

Activity

4a Ongoing SST support for teachers in planning meetings and seeking additional assistance 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	None Specified Certificated Staff (Including benefits) 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, EL, SWD, SED, homeless, Hispanic

Activity

5a:Release times for teacher to plan lesson in ELA & Math, look at data (district interims, CAASPP, common assessment goals, etc.)
5b:Principal one on one teacher talks to discuss data, areas of need, and areas of support targeting at promise 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	District Funded Certificated Staff (Including benefits) 5a, no cost
0	District Funded Certificated Staff (Including benefits) 5b, 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, EL, SWD, SED, homeless, Hispanic

Activity

6a:Collaborate with school state preschool for parent nights, reading to students, involvement is Nelson activities etc.
6b: Partner with Sparks MS, LPHS for collaboration with transitions. Grade level planning towards the end of school year for ongoing cross grade level collaboration.

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 Certificated Staff (Including benefits) 6a, no cost
0	District Funded Certificated Staff (Including benefits) 6B, 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).

All students, EL, SWD, SED, homeless, Hispanic

Activity

7a After school tutoring and homework help for SED & SWD (CA Dashboard orange indicators) students (ASES)

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 Certificated Staff (Including benefits) 7a 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).

All students, EL, SWD, SED, homeless, Hispanic

Activity
8a Weekly early release days for PLC's vertical/same grade discussions related to depth of content standards (twice 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	District Funded Certificated Staff (Including benefits) 8a, 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).

Identify effective, evidence-based practices to raise achievement of all students including: EL, LTEL, SWD, SED student groups

Activity
9a Ongoing implementation of District approved mathematics instructional strategies to support students at risk and in need of extra support

9b Continue providing professional development with a focus on MTSS Tier 1 Culturally Responsive Evidence-Based Practices the include:
-Authentic Relationship Building
-Activating Prior Knowledge
-Cooperative Learning Strategies
-Close Reading and Annotating the Text
-Timely and Effective Feedback based on Clear Expectations and Goals
9c Provide support for direct instruction, targeted support and/or intervention to support student groups including ISPELs and RFEP monitoring.

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 Certificated Staff (Including benefits) 9a, no cost
0	District Funded Certificated Staff (Including benefits) 9b, no cost
0	District Funded Certificated Staff (Including benefits) 9c

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).

All students, EL, SWD, SED, homeless, Hispanic

Activity

10a:Monthly PTO Meeting, ELAC meetings, SSC, Dual Immersion to facilitate parent involvement
10b:Monthly calendar of events for parents/community. Use of Instagram, Parent Square, and school website to share school-wide information.
10c:Parent teacher organization; Student council sponsored activities

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	None Specified Supplemental Supplies 10A, no cost
0	None Specified Certificated Staff (Including benefits) 10B, No cost
0	None Specified Supplemental Supplies 10C, 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).

All students, EL, SWD, SED, homeless, Hispanic

Activity

11a:Monthly Parent Ed. Meeting, ELAC meetings, SSC to facilitate parent involvement. SSC develops, approves, monitors and evaluates the SPSA.
11b:Monthly calendar of events for parents/community. Use of Instagram, Parent Square, school website and marquee to share school-wide information.
11c:Parent Teacher Organization, Student council sponsored activities

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	None Specified Supplemental Supplies 11A, no cost
0	None Specified Supplemental Supplies 11B, No cost
0	None Specified Supplemental Supplies 11C. no cost

Goals, Strategies, & Proposed Expenditures

Goal Subject

ENGLISH LEARNER

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

All students, in all student groups (all in orange category), will increase their student achievement in English Language Arts as measured by the Dashboard, English Learner Progress Indicator (ELPI), Summative ELPAC and the 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.

There is a need to support all at-promise EL's to meet grade level standards: All student groups in the orange category.

-We need to continue having explicit instruction in reading, listening standards, writing standards, Close Reading, Text Annotations, DOK leveled questions, vocabulary building, opportunities for practicing speaking, and using graphic organizers
-LTEL and at-risk of becoming LTEL students need extra support with reading comprehension, writing, and listening.
-Provide focused, intensive small-group interventions for English Learners determined to be at-risk for reading problems.
-Embed into Designated ELD, ELPAC-like tasks across content areas, addressing ELD standards and exposing students to test format.
-Monitor students that are close to meeting reclassification criteria. Closely monitor our LTEL and ISPEL students with varied assessments to ensure that they are making progress towards meeting reclassification criteria - use of Weekly Assessments, ELD work samples; At-Risk LTEL and RFEP Progress Monitoring to ensure that they are making good progress.
-Also provide after school support in a form of homework and tutorial support.

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 Progress Indicator -48.1 Distance From Standard	Metric/Indicator (2026 CA Dashboard) ELPI 1a English Learner Progress Indicator -45.1 DFS 1b Long Term EL Progress Indicator

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	1b Long Term EL Progress Indicator	
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-EL 11.59% 2b Summative ELPAC Level 4-LTEL N/A	Metric/Indicator (2025-26 CAASPP-ELPAC) 2a Summative ELPAC Level 4-EL Increase to 14.59% 2b Summative ELPAC Level 4-LTEL N/A
Metric/Indicator (SIS) 3a 2024-25 English Learner Reclassification Rate	Metric/Indicator (SIS) 3a 2024-25 English Learner Reclassification Rate 10.81%	Metric/Indicator (SIS) 3a 2024-25 English Learner Reclassification Rate Increase by 13.81%

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).

Identified English Learners, RFEP students including Foster, Homeless and SED

Activity

1.a Ensure daily, consistent implementation of designated ELD curriculum K-5 by way of schedules and classroom observations & Ensure all agendas contain data review of ELPAC data, ELD benchmark data, monitor progress and shift instruction as needed

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	None Specified Certificated Staff (Including benefits) 1a, 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).

Identified English Learners, RFEP students including Foster, Homeless and SED

Activity

2a Teachers will administer common assessments throughout the course of the school year and review the results weekly in their professional learning communities

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 Certificated Staff (Including benefits) 2a, 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).

Identified English Learners, RFEP students including Foster, Homeless and SED

Activity

3aTeachers will participate in district provided professional development in ELA/ELD

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 Certificated Staff (Including benefits) 3A, 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).

Identified English Learners, RFEP students including Foster, Homeless and SED

Activity

4a Schedule Student Success Teams as needed for students struggling academically

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	None Specified Certificated Staff (Including benefits) 4a 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).

Identified English Learners, RFEP students including Foster, Homeless and SED
Look at data for all students, and monitor closely students that are not meeting standards for additional support and intervention

Activity

5a:District provided professional development to learn best practices and collaborate with team
5b:Principal supports PLC meetings to discuss data, areas of need and areas of 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	District Funded Teacher Workshop/Additional Hrs (Including benefits) 5a, no cost, district paid PD
0	None Specified Certificated Staff (Including benefits) 5B, no cost during instructional day/early release days

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).

Identified English Learners, RFEP students including Foster, Homeless and SED
Look at data for all students, and monitor closely students that are not meeting standards for additional support and intervention

Activity

6a:Collaborate with school state preschool for parent nights, reading to students, inclusion of students in school wide Nelson events
6b: Partner with Sparks MS, LPHS for collaboration with transitions. Grade level planning towards end of school year for ongoing cross grade level collaboration.

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 Certificated Staff (Including benefits) 6A, no cost during instructional day
0	None Specified Certificated Staff (Including benefits) 6B, no cost during instructional day

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).

Identified English Learners, RFEP students including Foster, Homeless and SED
Look at data for all students, and monitor closely students that are not meeting standards for additional support and intervention

Activity

7a Extended Learning Activities via Dreambox, Lexia and after school tutoring (ASES)

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 Certificated Staff (Including benefits) 7A, District provided programs

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).

Identify effective, evidence-based practices to raise achievement of all students including: EL, LTEL, SWD, SED student groups

Activity

9a Work with Multilingual to provide evidence based resources and professional development supporting Scaffolding strategies for Teachers of ELs.
9b Continue providing professional development with a focus on MTSS Tier 1 Culturally Responsive Evidence-Based Practices the include:
-Authentic Relationship Building
-Activating Prior Knowledge
-Cooperative Learning Strategies
-Close Reading and Annotating the Text
-Timely and Effective Feedback based on Clear Expectations and Goals

9c Provide support for direct instruction, targeted support and/or intervention to support student groups including ISPELs and RFEP monitoring.

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 Certificated Staff (Including benefits) 9a, no cost
0	District Funded Certificated Staff (Including benefits) 9b, no cost
0	District Funded Certificated Staff (Including benefits) 9c 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).

Identified English Learners, RFEP students including Foster, Homeless and SED

Activity

10a Sycamore Agency available for EL students in need of additional counseling support 10b Provide additional office support for students, staff, parents and community. Increase phone communication, AERIES entry, monitoring of MTSS data and language translation services.- Office staff extra hours and sub hours.

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 10A, no cost
0	District Funded

	Classified Instructional/Support Staff (Including Benefit) 10 b, no cost

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, particularly Chronic Absenteeism: SWD (red category), EL's (orange category) and Suspensions: SED (Red category), SWD (orange category), will decrease their chronic absenteeism rate, increase their attendance rate and as measured by attendance reports and California Healthy Kids Survey.

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.

There is a need to support all at-promise students to meet grade level standards:
Chronic Absenteeism: SWD (red category) Hispanic (orange category)
Suspensions: All students (red category) English Learners (orange category)

There is a need to consistently and regularly analyze and disaggregate state and district assessments to support identified student needs for ELs, SWDs, and grade levels, for ELA to determine evidence-based interventions to improve student achievement.

There is a need to continue having a uniform Grade Level Monitoring PLC agenda, data analysis protocol and require teachers to turn in their meeting minutes after each PLC so the Principal can provide feedback as needed.

Additional after-school support for all students including our EL, SWD, and Foster-Youth students.

There is a need to continue to provide students with extracurricular activities to enhance their learning experience and promote the feeling of inclusion for all students with programs like Science Olympiad, after school homework/tutorial support, Robotics, 5th grade music program, and having a well-stocked library that is open for students before and after school.

There is a need to continue providing additional instructional materials to enhance the learning experience of all students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal. 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 0.6% 1b Low Income 0.8% 1c English Learner 1.3% 1d LTEL N/A 1e Foster Youth N/A 1f SWD 1.5%	Metric/Indicator (2025 CA Dashboard)-Suspension Rate 1a All Students Decrease to 0 1b Low Income Decrease to 0 1c English Learner Decrease to 0 1d LTEL N/A 1e Foster Youth N/A 1f SWD Decrease to 0
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 90%	Metric/Indicator (2025-26 CHKS-Overall Perception) 2a “Safe or Very Safe” Grade 5 Increase 93%
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 69%	Metric/Indicator (2025-26 CHKS-Overall Connectedness) 3a “Agree/Strongly Agree” Grade 5 Increase 72%
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	Metric/Indicator (SIS)-2024-25 Attendance Rate 4a TK-8 All Students 92.38% 4b TK-8 Low Income 92.36% 4c TK-8 English Learner 93.94% 4d TK-8 Foster Youth 91.25% 4e TK-8 SWD 90.53%	Metric/Indicator (SIS)-2024-25 Attendance Rate 4a TK-8 All Students Increase to 96% or higher 4b TK-8 Low Income Increase to 96% or higher 4c TK-8 English Learner Increase to 96% or higher 4d TK-8 Foster Youth Increase to 96% or higher 4e TK-8 SWD Increase to 96% or higher
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	Metric/Indicator (2025 CA Dashboard)-Chronic Absenteeism Rate 5a K-8 All Students 24% 5b K-8 Low Income 22.9% 5c K-8 English Learner 14.7% 5d K-8 Long Term EL N/A 5e K-8 Foster Youth N/A 5f K-8 SWD 37%	Metric/Indicator (2025 CA Dashboard)-Chronic Absenteeism Rate 5a K-8 All Students Decrease to 21% 5b K-8 Low Income Decrease to 19.9% 5c K-8 English Learner 11.7% 5d K-8 Long Term EL N/A 5e K-8 Foster Youth N/A 5f K-8 SWD 34%

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).

Activity

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.

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, EL, SWD, SED, homeless, Hispanic

Activity

2a Teachers will implement the District approved Social Emotional Learning curriculum and analyze data for effectiveness
2b Work with small groups of identified at-risk students; focus on early intervention using core curriculum, monitor progress and providing intervention- site TOSA and counselor targeting students that are identified in Chronic Absenteeism: SWD (red category), EL's (orange category) and Suspensions: SED (Red category), SWD (orange category)

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 Certificated Staff (Including benefits) 2a SEL Curriculum
0	District Funded Certificated Staff (Including benefits) 2B Small Group Intervention

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, EL, SWD, SED, homeless, Hispanic

Activity

3a Counselor and Interventionist will review attendance procedures, counseling support, MTSS support during monthly staff meetings targeting students: Chronic Absenteeism: SWD (red category), EL's (orange category) and Suspensions: SED (Red category), SWD (orange category)

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 Certificated Staff (Including benefits) 3a Tier 2 support for chronic absenteeism

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, EL, SWD, SED, homeless, Hispanic

Activity

4a Participate in district training for MTSS/PBIS provided by district TOSA

4b Communicate with parents through newsletters, website, calendars, social media, phone messages to encourage daily attendance targeting students: Chronic Absenteeism: SWD (red category), EL's (orange category) and Suspensions: SED (Red category), SWD (orange category)

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 Certificated Staff (Including benefits) 4 A no cost - district TOSA
0	District Funded Supplemental Supplies 4B; Parent 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).

All students, EL, SWD, SED, homeless, Hispanic

Activity
5a Parent-teacher conferences to discuss support and 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)
0	District Funded Certificated Staff (Including benefits) 5a, No cost as part of teacher contract

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, EL, SWD, SED, homeless, Hispanic

Activity

6a:Collaborate with school state preschool, for parent nights, reading to students, etc.
6b: Partner with Sparks MS, LPHS for collaboration with transitions. Grade level planning towards end of school year for ongoing cross grade level collaboration.

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 Certificated Staff (Including benefits) 6A, no cost during instructional time
0	District Funded Certificated Staff (Including benefits) 6B, no cost during instructional time

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).

All students, EL, SWD, SED, homeless, Hispanic

Activity

7a: Positive Behavior Intervention Support materials for foster social-emotional 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	District Funded Supplemental Supplies PBIS materials

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, EL, SWD, SED, homeless, Hispanic

Activity

8a Continue to shore up Tier I intervention strategies in support of positive interventions including 16 proactive strategies: Behavior Matrix

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 Certificated Staff (Including benefits) 8a, no cost during instructional time

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).

Identify effective, evidence-based practices to raise achievement of all students including: EL, LTEL, SWD, SED student groups

Activity

9a Enhance the 16 Proactive Classroom Management Strategies
9b Student store to incentivize students for good behavior

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 Certificated Staff (Including benefits) 9a, no cost during instructional time
0	None Specified Supplemental Supplies 9B

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).

All students, EL, SWD, SED, homeless, Hispanic

Activity

10a Parent Refreshments for meetings (light refreshments for Title I, SSC)
10b fingerprinting for low income families to expand parent volunteer opportunities
10c Additional non-cap equipment may support technology as needed (teacher microphone battery replacements)
10d Postcards will support instructional SEL areas of focus and promote a positive climate and culture

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)
554	Title I Parent Involvement Supplemental Supplies 10B - Light Refreshments for Title I meetings
790	Title I Parent Involvement Contracted Services 10 B Finger Printing for low income families
1000	LCFF S&C Non-Capitalized Equipment ($500-$4,999 per item) 10c
500	LCFF S&C Contracted Services 10d

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, EL, SWD, SED, homeless, Hispanic

Activity

11a: Parent Teacher Organization
11b: Utilize a site based cell phone for constant communication with stakeholders
11c Copy lease/repair & maintenance to support instruction and administration

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	LCFF S&C Supplemental Instructional Materials (Including technology devices <$500 per item) 11A Plan meetings, increase communication, update website and social media
650	LCFF S&C Supplemental Supplies 11B, Principal cell phone
10000	LCFF S&C Supplemental Supplies 11c

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).

All students, EL, SWD, SED, homeless, Hispanic

Activity

12a District provided clubs- science Olympiad, speech and debate, cross country, music program

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 Certificated Staff (Including benefits) 12A

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)	$$64,064.00
Total Title I Funds Budgeted for strategies to meet the goals in the SPSA (Title I Part A + Title I Parent Involvement = Total Title I Funds)	$$64,064.00
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	$1,344.00
Title I, Part A	$62,720.00

Subtotal of federal funds included for this school: $64,064.00

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

State or Local Programs	Allocation ($)
District Funded	$0.00
LCFF S&C	$32,375.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $32,375.00

Total of federal, state, and/or local funds for this school: $96,439.00

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
District Funded	0.00
LCFF S&C	32,375.00
None Specified	0.00
Title I Parent Involvement	1,344.00
Title I, Part A	62,720.00

Expenditures by Budget Reference

Budget Reference	Amount
Books (Excluding core textbooks)	1,000.00
Certificated Staff (Including benefits)	31,300.00
Classified Instructional/Support Staff (Including Benefit)	5,015.00
Contracted Services	11,082.00
Non-Capitalized Equipment ($500-$4,999 per item)	1,000.00
Professional Development (Conferences & Workshops)	3,400.00
Supplemental Instructional Materials (Including technology devices <$500 per item)	22,958.00
Supplemental Supplies	11,204.00
Teacher Release Time-Subs (Including benefits)	6,600.00
Teacher Workshop/Additional Hrs (Including benefits)	2,880.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Certificated Staff (Including benefits)	District Funded	0.00
Classified Instructional/Support Staff (Including Benefit)	District Funded	0.00
Contracted Services	District Funded	0.00
Professional Development (Conferences & Workshops)	District Funded	0.00
Supplemental Supplies	District Funded	0.00
Teacher Workshop/Additional Hrs (Including benefits)	District Funded	0.00
Certificated Staff (Including benefits)	LCFF S&C	0.00
Contracted Services	LCFF S&C	3,000.00
Non-Capitalized Equipment ($500-$4,999 per item)	LCFF S&C	1,000.00
Professional Development (Conferences & Workshops)	LCFF S&C	3,400.00
Supplemental Instructional Materials (Including technology devices <$500 per item)	LCFF S&C	10,925.00
Supplemental Supplies	LCFF S&C	10,650.00
Teacher Release Time-Subs (Including benefits)	LCFF S&C	3,400.00
Certificated Staff (Including benefits)	None Specified	0.00
Supplemental Supplies	None Specified	0.00
Contracted Services	Title I Parent Involvement	790.00
Supplemental Supplies	Title I Parent Involvement	554.00
Books (Excluding core textbooks)	Title I, Part A	1,000.00
Certificated Staff (Including benefits)	Title I, Part A	31,300.00
Classified Instructional/Support Staff (Including Benefit)	Title I, Part A	5,015.00
Contracted Services	Title I, Part A	7,292.00
Supplemental Instructional Materials (Including technology devices <$500 per item)	Title I, Part A	12,033.00
Teacher Release Time-Subs (Including benefits)	Title I, Part A	3,200.00
Teacher Workshop/Additional Hrs (Including benefits)	Title I, Part A	2,880.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1 - ELA	82,945.00
Goal 2 - Math	0.00
Goal 3 - English Learner	0.00
Goal 4 - School Climate	13,494.00

Duty Statements - Title I funded positions (FTE only)

<table>
<tr><td colspan="2" align="center">Duty Statement
Job Title:
Employee Name:</td></tr>
<tr><td>Funding Resource: Title I
Percent FTE:</td><td>Funding Resource:
Percent FTE:</td></tr>
</table>

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
Collin Miller	X				
Olivia Cortes		X			
Virginia Manzo		X			
Dalila Menjivar		X			
Narjara Sanchez			X		
Lizbeth Martinez				X	
Marisa Pham				X	
Cindy Vasquez				X	
Diana Perez				X	
Jessica Flores				X	
Numbers of members of each category:	**1**	**3**	**1**	**5**	**1**

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
Collin Miller	X			
Olivia Cortes		X		
Dalila Menjivar		X		
Denise Cruz			X	
Carina Cruz			X	
Jessica Martinez			X	
Blanca Diaz			X	
Edith Gutierrez			X	
Maria Perez			X	
Loi Nguyen			X	
Gema Rendon			X	
Azucena Torres			X	
Numbers of members of each category:				

ELAC Composition Requirements

<u>Requirements for ELAC elections include</u>:

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: 4/23/26

Attested:

Principal, Collin Miller on 4/23/26

SSC Chairperson, Marisa Pham on 4/23/26

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.

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).

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

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"

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")

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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.

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).

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

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"

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.

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

NELSON ELEMENTARY
SCHOOL- PARENT COMPACT

Nelson Elementary School commits to a partnership with students and parents for overall student achievement. We are focused on the State of California's high standards which include all activities, services, and programs funded by Title 1.

This school-parent compact is in effect during the 2026-2027 school year

School Pledge

We, the Staff at Nelson, agree to:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables each student to meet the State's student academic achievement standards
- Provide state adopted curriculum to all students and adapt the curriculum to meet individual needs.
- Hold formal parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Parent Conferences are held after the first and second trimester, and ongoing student progress is discussed as needed or requested.
- Communicate regularly with families and give opportunities for parents to volunteer and participate in their child's classroom and to observe classroom activities. Parents who would like to volunteer must follow district guidelines and meet state requirements. Parents will also be given the opportunity to visit classrooms during: SSC/ELAC scheduled visitations. Families will also be invited to visit classrooms for presentations scheduled by individual classrooms.

Family Pledge

I agree to support my child. I will:

- Make sure my child attends school everyday and is on time..
- Talk with my child about his/her school activities every day.
- Encourage my child to read by reading to him/her and by reading myself.
- Limit my child's technology use and help him/her select age appropriate programs.
- Find out how my child is doing by attending conferences, looking at school work, and calling the school.
- Participate in decisions relating to my child's education.
- Provide a quiet place to study and do homework, encourage good study habits, and assure completion of all homework.
- Reinforce the School-Wide Discipline Plan and District Dress for Success Policy.
- Be aware of and participate whenever possible in school committees, such as SSC (School Site Council), ELAC (English Learner Advisory Committee) CSS (Community Schools Advisory Committee).
- Promote discipline at home by being organized, clean, and punctual.
- Provide an unconditional loving, nurturing, and kind environment.
- Provide nutritious breakfast prior to arriving at school or students may eat breakfast provided by the school.

Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- I will come to school on time and be ready to learn.
- I will complete my homework every day.
- I will follow the school and classroom rules.
- I will follow the District's Uniform Dress for Success Policy.
- I will respect people, places, and things.
- I will discuss with my parents what I am learning in school.
- I will read books daily and limit watching TV and my computer and electronic gaming.
- I will eat lunch prior to playing on the playground.

Parent's Signature	Date	Teacher's Signature	Date
Principal's Signature	Date	Student Signature	Date

White copy/parent *Yellow copy/school* *Approved*

NELSON ELEMENTARY
PACTO ENTRE ESCUELA - PADRE

La Escuela Primaria Nelson se compromete a colaborar con estudiantes y padres para el logro integral del rendimiento estudiantil. Nos centramos en los altos estándares del Estado de California, que incluyen todas las actividades, servicios y programas financiados por el Título 1.

Este pacto entre la escuela y los padres estará vigente durante el año escolar 2026-2027

Compromiso Escolar

Nosotros, el personal de Nelson, aceptamos:

- Proporcionar un plan de estudios e instrucción de alta calidad en un ambiente de aprendizaje de apoyo y eficaz que permita a cada estudiante cumplir con los estándares de rendimiento académico estudiantil del estado.
- Proporcionar un currículo adoptado por el estado a todos los estudiantes y adaptarlo para satisfacer las necesidades individuales.
- Celebrar reuniones formales de padres y maestros en las que se abordará este pacto en relación con el rendimiento académico de cada niño. Las reuniones de padres se realizan después del primer y segundo trimestre, y se analiza el progreso continuo del estudiante según sea necesario o solicitado.
- Comunicarse regularmente con las familias y brindarles oportunidades para que se ofrezcan como voluntarios, participen en el aula de sus hijos y observen las actividades. Los padres que deseen ser voluntarios deben seguir las directrices del distrito y cumplir con los requisitos estatales. También se les brindará la oportunidad de visitar las aulas durante las visitas programadas por el Consejo Escolar (SSC) y el Consejo Asesor para Estudiantes del Inglés (ELAC). También se invitará a las familias a visitar las aulas para asistir a las presentaciones programadas por cada aula.

Compromiso familiar

Acepto apoyar a mi hijo. Haré lo siguiente:

- Asegurarme de que mi hijo asista a la escuela todos los días y que llegue a tiempo.
- Hablar con mi hijo sobre sus actividades escolares todos los días.
- Animar a mi hijo a leer, leerle yo mismo, y mi hijo leerme a mí.
- Limitar el uso de tecnología de mi hijo y ayudarle a seleccionar programas apropiados para su edad.
- Revisar cómo le está yendo a mi hijo al asistir a las conferencias, repasando el trabajo escolar y llamando a la escuela.
- Participar en las decisiones relacionadas con la educación de mi hijo.
- Proporcionar un lugar tranquilo para estudiar y hacer las tareas, fomentar buenos hábitos de estudio y asegurar la completación de todas las tareas.
- Reforzar el Plan de Disciplina de toda la escuela y la Política de Vestimenta para el Éxito del Distrito.
- Estar al tanto y participar siempre que sea posible en los comités escolares, como SSC (School Site Council), ELAC (English Learner Advisory Committee) y CSS (Community Schools Advisory Committee).
- Fomentar la disciplina en el hogar siendo organizado, limpio y puntual.
- Proporcionar un ambiente de amor incondicional, enriquecedor y amable.
- Proporcionar un almuerzo nutritivo antes de llegar a la escuela o los estudiantes pueden comer el almuerzo proporcionado por la escuela.
-

Promesa del Alumno

Acepto llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- Llegaré a la escuela a tiempo y estaré listo para aprender.
- Completaré mi tarea todos los días.
- Seguiré las reglas de la escuela y del aula.
- Seguiré la Política de vestimenta uniforme para el éxito del Distrito.
- Respetaré a las personas, los lugares y las cosas.
- Hablaré con mis padres sobre lo que estoy aprendiendo en la escuela.
- Leeré libros todos los días y limitaré el tiempo que paso mirando televisión, la computadora y los juegos electr
- Comeré el almuerzo antes de jugar en el patio de recreo.

Firma del Padre	Fecha	Firma del Maestro/a	Fecha
Firma del Director	Fecha	Firma del Estudiante	Fecha

White copy/parent *Yellow copy/school* *Approved*

Title I School-Level Parent and Family Engagement Policy
Nelson Elementary
2026-2027

1.0 With approval from the local governing board, Nelson Elementary has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. Nelson Elementary's Parent and Family Engagement Policy was developed with gathered input from members of the School Site Council, as well as members of the English Advisory Committee. Parents read, revised, and gave their feedback on the policy*.* The school has distributed the policy to parents and family members of children served under Title I, Part A.The Parent and Family Involvement Policy is distributed to all parents at the beginning of each school year, in addition, the Policy is available in the main office for parent reviews and input. (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 Nelson 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])
    - An annual Title 1 Meeting will be held in the beginning of the school year in the morning and evening to accommodate parent schedules.
    - Notice will be given announcing the meeting 3 days prior to the meeting via parentsquare. Additional reminders will be visible on the school website, marquee, and posted in the office.
    - A description of the services provided to Nelson Students will be distributed to parents who attend the meeting. Copies will be posted in the office.

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 related to parent involvement. (20 U.S.C. § 6318[c][2])

    - SSC representatives must attend a minimum of five (5) School Site Council Meetings held in the afternoon after school.

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])

- The SPSA and Parent and Family Engagement Policy are made available in the school office. Parents may review and make suggestions starting at the beginning of the new school year. Any parent input is reviewed, discussed, or acted upon at the SSC meeting in the beginning of the school year.
- Every Spring, a school needs assessment is distributed to all parents.

d. The school provides parents of participating children with the following:

1. Timely Information about the Title I program. Nelson Elementary is a school-wide Title 1 funded program.
    - Parents are invited to attend the Nelson School's Annual Title I Meeting and Back to School Night in August.
    - Parents are expected to attend at least the first and second trimester parent conferences. SSC agendas sent to staff and parents through parentsquare, posted on the Nelson website, and posted in the front office for viewing.
    - Parents are always encouraged to give input to the SSC representatives in order for their concerns and ideas to be represented at the SSC meetings.
    - 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])
2. At the beginning of the school year, the principal shares data with parents and families. In addition, 3rd-5th parents are invited to review the summative CAASPP scores with the principal. Methods that are used to inform parents include:
    - Annual Title I and Annual ELL meeting
    - Back to School Night
    - SSC
    - ELAC meetings
    - Parent conferences
    - 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 can request a Student Focus Team (SFT) meeting, a Parent/Teacher meeting, Parent/Principal meeting, or a Parent/ Psychologist meeting at any time regarding their child.
    - All information about school-wide events is sent through parentsquare, flyers sent with students, and posted on the school

website. All of which will be made available in both English and Spanish.
- Dual Immersion Parent Meetings
- Parent Teacher Organization (PTO) Meetings

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])

- Nelson Elementary will keep constant and open communication with parents in the following way: Consistent meetings with School Site Council to discuss parent concerns, English Advisory Committee Meetings for parent input.

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])

a. 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])

- Nelson Elementary provides parents with opportunities to meet and attend workshops that address California Common Core Standards (CCCS). In partnership with Adult Education, we have parent workshops to address a variety of topics. In addition we have Annual Title I and Annual ELL meetings, SSC meetings, ELAC, and other parent training programs.

b. 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])

- The school provides opportunities for parents to understand and monitor their child's progress.
- With the adoption of new curriculum we will have more workshops to acquaint parents with the new programs.
- The school provides opportunities to meet and discuss CAASPP progress with parents.
- Common Core; CAASPP Progress Data is also discussed during SSC and ELAC meetings.

c. 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])

- Nelson Elementary has open and constant communication with stakeholders.
- Parents have multiple opportunities to share their input through the following meetings: School Site Council, English Advisory Committee, Back to School Night, Parent Conferences, Open House, Student Success Team Meetings.

d. 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])

- School wide MTSS; Response to intervention
- The school uses Second Step, to teach social emotional learning and educational success
- Parents involved in SSC receive site training.
- Nelson Elementary wants to encourage parent leaders to participate in district and county conferences and workshops.

e. 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])

- Preschool/Head Start on campus that encourages parent participation.
- Parents are encouraged to participate in DAC and DELAC

f. 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])

- Preschool/Head Start on campus that encourages parent participation.
- Parents are encouraged to participate in DAC and DELAC

2.3 Accessibility

Nelson 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 Learning Advisory Committee)
  - DELAC (District English Advisory Committee)
  - School-wide disability access
  - PAC district meetings (migrant students)
  - School Site Council- Shared Decision Making
  -DI committee
- Special accommodations are addressed on an individual basis and in a timely manner

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 school's responsibility to provide high-quality curriculum and instruction
   - The parents' responsibility to support their children's learning. The importance of ongoing communication between parents and teachers through, at least, annual conferences, reports on student progress, access to staff, and opportunities to volunteer, participate, and observe the educational program.

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])
      - During parent conferences teachers will discuss with parents the school's responsibility, parents' responsibility, as well as the students' responsibility.

- All parties will sign the parent compact form, as a form of accepting their role in the students' educational success.

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])
    - Throughout the school year parents will have access to their child's academic progress through their Parent Portal on Aeries.
    - Teachers will establish and maintain reciprocal communication with their students' parents.
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])
    - Parents are encouraged and welcome to volunteer in their child's classroom.
    - Parents must follow all district protocols for clearance to volunteer. Including completing their fingerprints with the district.
    - Parents and teachers will communicate to arrange dates and times for volunteering.
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])
    - Flyers, calendars, and information that is distributed to Nelson Elementary's parents will be translated into Spanish to maintain meaningful communication with the community of our school site.

**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 <u>periodically</u> 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.*