2026-2027

School Plans for Student Acheivement

Redlands Unified School District

School Board Submission: July 21, 2026

School Year: **2026-27**



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Arroyo Verde Elementary School	36-67843-6108179	May 28, 2026	July 21, 2026

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Arroyo Verde Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page 1
Table of Contents 3
Plan Description 4
Educational Partner Involvement 4
Comprehensive Needs Assessment Components 4
    California School Dashboard (Dashboard) Indicators 5
    Other Needs 5
School and Student Performance Data 6
    Student Enrollment 6
    CAASPP Results 9
    ELPAC Results 13
    Student Population 17
    Overall Performance 19
    Academic Performance 21
    Academic Engagement 28
    Conditions & Climate 30
Goals, Strategies, & Proposed Expenditures 32
    Goal 1 32
    Goal 2 37
Budget Summary 43
    Budget Summary 43
    Other Federal, State, and Local Funds 43
Budgeted Funds and Expenditures in this Plan 44
    Funds Budgeted to the School by Funding Source 44
    Expenditures by Funding Source 44
    Expenditures by Budget Reference 44
    Expenditures by Budget Reference and Funding Source 44
    Expenditures by Goal 44
School Site Council Membership 46
Recommendations and Assurances 47

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Arroyo Verde Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☑ Schoolwide Program

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidate application (ConApp), pursuant to the California Education Code Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication effort with the ultimate goal of increasing student achievement. The School Site Council is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853 (b) and 52855. California ESSA State Plan significantly shifts the state's approach to utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation fo ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align the with the priority of goals of the school and the LEA that are being realized under the stat's Local Control Funding Formula (LCFF). LCFF provides schools and LEA's 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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council meets regularly though out the year. The committee consists of an administrator, three teachers, one non-teaching staff member, and five parent/community members. The intent of the committee is to ensure that education provided at our site is determined by a joint effort of parents, teachers, administrators, and other school personnel whose common goal is the success of all students. Within the five scheduled meetings, committee members participated in discussion and made decisions on the required topics: Uniform Complaint Procedures, Program Evaluations, Parent Involvement Activities, Data Analysis, School Safety Plan, Elections, Budget Reviews and Approvals, Program Monitoring Needs Assessments, Training on State Accountability and Site-Based needs, as well as SPSA development and monitoring, which is aligned to the LEA LCAP.

The committee actively participates in the evaluation of the current goals and assist with the creation of the new goals based upon data shared. The committee also provides input for the Program Evaluation and Parent Involvement Evaluation. Data team meetings and presentations by staff assist the committee in determining what to include in the upcoming plan. The committee also conducts budget meetings in which funding is allocated to the goals within the plan. The spending is reviewed at each meeting. Committee members discuss areas of need and ask for updates on technology, professional development, safety/security, and parent involvement. Committee members consistently review student achievement data, intervention data, SEL data, AVID data, technology implementation, suspension data as well as Chronic Absenteeism.
All members participate in the decision making and a record of the meeting is retained in the minutes of each meeting.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

On the CAASPP test, overall ELA scores declined, keeping the school in the Orange performance band. The Hispanic, White, and Socioeconomically Disadvantaged student groups were also in Orange. While the Socioeconomically Disadvantaged group maintained its performance, both the Hispanic and White groups declined, with White students entering the Orange band for the first time. The Students with Disabilities group held steady but moved into the Red band due to performance thresholds.

To address these trends, the school will implement targeted small group instruction, expand tutoring opportunities, and provide professional development on differentiated and culturally responsive instruction.

In Math, overall performance dropped from Green to Yellow. The Students with Disabilities group showed growth but remained in Orange, while the Hispanic group also entered Orange. To improve outcomes, math intervention blocks, data-driven instruction, and adaptive practice tools will be used to support these students.

For Academic Engagement, the school improved from Red to Yellow in Chronic Absenteeism. However, English Learners, Students with Disabilities, and students identifying as Two or More Races remained in Orange, while Asian and Homeless student groups were in Red. In response, the school will expand attendance supports, including increased outreach, incentives, and partnerships with community agencies.

Suspension Rates improved overall into the Green band, with no groups in Red. The Yellow band included White students and Students with Disabilities, and the Orange band included African American and English Learner groups. The school will continue restorative practices, cultural competency training, and targeted behavior supports to sustain and build on these gains.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

In Chronic Absenteeism, the overall student group was in the Yellow band, while the Asian and Homeless student groups were two levels below in the Red band. For Suspension Rate, the overall student group was in the Green band, with African American and English Learner student groups two levels below in the Orange band.

Other Needs

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

The district does use surveys for school climate twice a year, however, each survey has a different item they are measuring making them challenging to compare from survey to survey.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Arroyo Verde Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	0.19%	0.41%		1	2
African American	7.76%	7.14%	6.34%	42	37	31
Asian	6.47%	5.21%	5.32%	35	27	26
Filipino	2.40%	1.93%	1.84%	13	10	9
Hispanic/Latino	54.90%	59.46%	58.90%	297	308	288
Pacific Islander	0.18%	0.19%	0.20%	1	1	1
White	20.15%	16.99%	18.20%	109	88	89
Two or More Races	6.84%	6.95%	4.91%	37	36	24
Not Reported	1.29%	1.93%	3.89%		10	19
			Total Enrollment	541	518	489

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten	35	37	44
Kindergarten	93		61
Grade 1	86		61
Grade 2	73		88
Grade3	75		75
Grade 4	99		73
Grade 5	80		87
Total Enrollment	541		489

Conclusions based on this data:

1. Arroyo Verde's enrollment has continued to decline over the past three years, decreasing from 541 students in 2023-24 to 489 students in 2025-26, while student demographics have remained relatively stable overall.
2. Hispanic/Latino students continue to make up the largest student group at Arroyo Verde, representing nearly 59% of the total enrollment, emphasizing the importance of maintaining culturally responsive practices and supports for multilingual learners and families.

3. Enrollment trends between kindergarten and first grade indicate notable fluctuations, suggesting a need to further examine student transfers and mobility patterns to better understand factors impacting enrollment stability.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	41	32	33	7.6%	6.2%	6.7%
Fluent English Proficient (FEP)	21	16	20	3.9%	3.1%	4.1%
Reclassified Fluent English Proficient (RFEP)	9			1.7%		

Conclusions based on this data:

1. The percentage of English Learners at Arroyo Verde has remained relatively stable over the past three years, with English Learners representing 6.7% of the student population in 2025-26.
2. Arroyo Verde has seen a slight increase in the number of Reclassified Fluent English Proficient (RFEP) students, reflecting progress in supporting English Learners toward language proficiency and reclassification.
3. Continued professional development in designated and integrated English Language Development (ELD) instruction remains important to ensure English Learners receive targeted academic and language supports aligned to their instructional needs.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	101	77	69	100	76	66	100	76	66	99.0	98.7	95.7
Grade 4	81	101	84	79	101	83	79	101	83	97.5	100	98.8
Grade 5	101	81	100	100	80	99	100	80	99	99.0	98.8	99
All Grades	283	259	253	279	257	248	279	257	248	98.6	99.2	98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2417.	2407.	2417.	28.00	17.11	25.76	18.00	26.32	15.15	22.00	28.95	31.82	32.00	27.63	27.27
Grade 4	2455.	2454.	2465.	20.25	21.78	22.89	29.11	23.76	26.51	16.46	20.79	22.89	34.18	33.66	27.71
Grade 5	2500.	2497.	2521.	23.00	26.25	33.33	27.00	27.50	24.24	22.00	21.25	19.19	28.00	25.00	23.23
All Grades	N/A	N/A	N/A	24.01	21.79	27.82	24.37	25.68	22.58	20.43	23.35	23.79	31.18	29.18	25.81

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	22.00	14.47	21.21	58.00	67.11	56.06	20.00	18.42	22.73
Grade 4	18.99	17.82	19.28	54.43	65.35	62.65	26.58	16.83	18.07
Grade 5	18.00	15.00	22.22	58.00	65.00	57.58	24.00	20.00	20.20
All Grades	19.71	15.95	20.97	56.99	65.76	58.87	23.30	18.29	20.16

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	17.00	11.84	15.38	52.00	53.95	60.00	31.00	34.21	24.62
Grade 4	11.39	15.84	4.82	56.96	56.44	72.29	31.65	27.72	22.89
Grade 5	23.00	17.50	26.53	59.00	52.50	57.14	18.00	30.00	16.33
All Grades	17.56	15.18	16.26	55.91	54.47	63.01	26.52	30.35	20.73

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	13.00	6.58	16.67	71.00	76.32	68.18	16.00	17.11	15.15
Grade 4	12.66	11.88	18.07	70.89	65.35	66.27	16.46	22.77	15.66
Grade 5	9.00	15.00	13.13	73.00	72.50	76.77	18.00	12.50	10.10
All Grades	11.47	11.28	15.73	71.68	70.82	70.97	16.85	17.90	13.31

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	15.00	11.84	13.64	64.00	64.47	69.70	21.00	23.68	16.67
Grade 4	10.13	14.85	16.87	70.89	61.39	65.06	18.99	23.76	18.07
Grade 5	16.00	23.75	27.27	69.00	57.50	62.63	15.00	18.75	10.10
All Grades	13.98	16.73	20.16	67.74	61.09	65.32	18.28	22.18	14.52

Conclusions based on this data:

1. Fifth grade students demonstrated the strongest growth in ELA performance, with an increase in students exceeding standards from 26.25% to 33.33% and a decrease in students not meeting standards from 25% to 23.23%.
2. Across all grade levels, Reading, Listening, and Research/Inquiry performance showed improvement in the percentage of students performing above standard, indicating growth in comprehension, communication, and analytical thinking skills.
3. While overall ELA achievement showed areas of growth, a significant percentage of students across grades 3-5 continue to perform in the nearly met or not met categories, highlighting the continued need for targeted literacy intervention and differentiated instruction.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	101	77	69	100	76	68	100	76	68	99.0	98.7	98.6
Grade 4	81	101	84	79	101	83	79	101	83	97.5	100	98.8
Grade 5	101	81	100	100	80	97	100	80	97	99.0	98.8	97
All Grades	283	259	253	279	257	248	279	257	248	98.6	99.2	98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2437.	2425.	2410.	21.00	18.42	19.12	30.00	43.42	22.06	23.00	10.53	23.53	26.00	27.63	35.29
Grade 4	2458.	2463.	2452.	8.86	17.82	13.25	30.38	26.73	28.92	37.97	30.69	32.53	22.78	24.75	25.30
Grade 5	2474.	2479.	2490.	12.00	12.50	21.65	15.00	28.75	10.31	34.00	21.25	32.99	39.00	37.50	35.05
Grade 11															
All Grades	N/A	N/A	N/A	14.34	16.34	18.15	24.73	32.30	19.76	31.18	21.79	30.24	29.75	29.57	31.85

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	29.00	25.00	25.00	48.00	52.63	47.06	23.00	22.37	27.94
Grade 4	16.46	24.75	19.28	58.23	43.56	50.60	25.32	31.68	30.12
Grade 5	12.00	21.25	23.71	53.00	40.00	40.21	35.00	38.75	36.08
Grade 11									
All Grades	19.35	23.74	22.58	52.69	45.14	45.56	27.96	31.13	31.85

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.00	27.63	19.12	51.00	44.74	48.53	24.00	27.63	32.35
Grade 4	8.86	16.83	13.25	62.03	48.51	51.81	29.11	34.65	34.94
Grade 5	10.00	5.00	14.43	51.00	63.75	56.70	39.00	31.25	28.87
All Grades	15.05	16.34	15.32	54.12	52.14	52.82	30.82	31.52	31.85

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	19.00	14.47	16.18	63.00	68.42	58.82	18.00	17.11	25.00
Grade 4	11.39	17.82	18.07	63.29	60.40	59.04	25.32	21.78	22.89
Grade 5	12.00	10.00	9.28	57.00	65.00	62.89	31.00	25.00	27.84
All Grades	14.34	14.40	14.11	60.93	64.20	60.48	24.73	21.40	25.40

Conclusions based on this data:

1. Fifth grade students showed notable growth in mathematics achievement, with the percentage of students exceeding standards increasing from 12.5% to 21.65% and overall mean scale scores increasing from 2479.6 to 2490.8.
2. Across all grade levels, approximately one-third of students continued to perform below standard in key areas such as Concepts & Procedures and Problem Solving/Data Analysis, demonstrating a continued need for targeted intervention and mathematical reasoning support.
3. Mathematics performance trends varied by grade level, with grade 3 experiencing declines in overall achievement while grade 5 demonstrated improvement, indicating the importance of consistent instructional practices and ongoing data analysis across all grade spans.

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	*	1400.0	*	*	1424.1	*	*	1343.4	*	8	16	7
1	*	*	*	*	*	*	*	*	*	*	4	6
2	*	*	*	*	*	*	*	*	*	7	5	4
3	*	*	*	*	*	*	*	*	*	5	7	*
4	*	*	*	*	*	*	*	*	*	*	6	9
5	*	*	*	*	*	*	*	*	*	*	5	5
All Grades										29	43	34

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	*	12.50	*	*	37.50	*	*	31.25	*	*	18.75	*	*	16	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.69	9.30	14.71	41.38	51.16	35.29	31.03	25.58	26.47	6.90	13.95	23.53	29	43	34

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	*	31.25	*	*	25.00	*	*	31.25	*	*	12.50	*	*	16	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.59	37.21	23.53	37.93	37.21	38.24	31.03	16.28	11.76	3.45	9.30	26.47	29	43	34

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	0.00	0.00	*	0.00	12.50	*	81.82	31.25	*	18.18	56.25	*	11	16	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.79	0.00	5.88	24.14	18.60	23.53	48.28	41.86	41.18	13.79	39.53	29.41	29	43	34

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	*	12.50	*	*	68.75	*	*	18.75	*	*	16	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.03	13.95	20.59	62.07	72.09	47.06	6.90	13.95	32.35	29	43	34

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	*	31.25	*	*	56.25	*	*	12.50	*	*	16	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.03	51.16	38.24	51.72	39.53	38.24	17.24	9.30	23.53	29	43	34

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	*	6.25	*	*	37.50	*	*	56.25	*	*	16	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.24	4.65	8.82	55.17	48.84	55.88	27.59	46.51	35.29	29	43	34

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	*	6.25	*	*	43.75	*	*	50.00	*	*	16	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.24	4.65	11.76	68.97	69.77	61.76	13.79	25.58	26.47	29	43	34

Conclusions based on this data:

1. ELPAC results indicate strengths in Oral Language development, with 61.77% of students performing at Levels 3 or 4 overall and growth shown in the Speaking domain over the past three years.
2. Reading and Writing domains continue to be areas of need for English Learners, as a significant percentage of students performed at the Beginning level in both domains, highlighting the importance of targeted literacy and language development support.

3. The percentage of students achieving Overall Level 4 proficiency remains limited, indicating a continued need for designated and integrated ELD instruction to support students in progressing toward English language proficiency and reclassification.

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**
518	**59.5%**	**6.2%**	**1.4%**
Total Number of Students enrolled in Arroyo Verde Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	32	6.2%
Foster Youth	7	1.4%
Homeless	17	3.3%
Socioeconomically Disadvantaged	308	59.5%
Students with Disabilities	104	20.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	37	7.1%
American Indian	1	0.2%
Asian	27	5.2%
Filipino	10	1.9%
Hispanic	308	59.5%
Two or More Races	36	6.9%
Pacific Islander	1	0.2%
White	88	17%

Conclusions based on this data:

1. Arroyo Verde serves a diverse student population, with 59.5% of students identified as Socioeconomically Disadvantaged and 20.1% identified as Students with Disabilities, emphasizing the importance of maintaining targeted academic, behavioral, and social-emotional supports.
2. Hispanic students continue to represent the largest student group at Arroyo Verde, comprising 59.5% of the school population, reinforcing the need for culturally responsive instruction and strong family engagement practices.
3. Student population data highlights the need for continued equitable access to resources and interventions for underserved student groups, including English Learners, students experiencing homelessness, Foster Youth, and Students with Disabilities.

School and Student Performance Data

Overall Performance

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Orange	**Suspension Rate** Blue
Mathematics Orange		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Arroyo Verde demonstrated strengths in school climate and student behavior, earning a Blue performance level in Suspension Rate, reflecting continued success in maintaining positive behavioral supports and restorative practices.
2. Chronic absenteeism remains an area of concern, with the school identified in the Orange performance band, indicating the continued need for targeted attendance interventions and family outreach efforts.

3. Overall academic performance data shows mixed outcomes, with English Language Arts performing in the Green band while Mathematics remained in the Orange band, highlighting the need for continued focus on strengthening math instruction and intervention systems.

School and Student Performance Data

Academic Performance
English Language Arts

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

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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

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

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

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	
1.5 points above standard	48.4 points below standard	
Increased 14.7 points	Declined 5.4 points	
241 Students	20 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	10.4 points below standard
2 Students	8 Students	Increased 10 points
		155 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
83.9 points below standard	22.8 points above standard	0 Students
Increased 10.4 points	Increased 9.6 points	
56 Students	18 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
88.5 points above standard	Fewer than 11 students - No Data for Privacy	17.3 points below standard
Increased 71.9 points	5 Students	Increased 14.2 points
13 Students		142 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
30.6 points above standard	Fewer than 11 students - No Data for Privacy	5.1 points above standard
Increased 11.4 points	1 Student	Increased 19.5 points
20 Students		36 Students

Conclusions based on this data:

1. Overall English Language Arts performance improved, with Arroyo Verde earning a Green performance level and increasing 14.7 points above standard for All Students on the 2025 California Dashboard.
2. Several student groups, including Hispanic students, White students, Socioeconomically Disadvantaged students, and Students with Disabilities, demonstrated growth in ELA performance, reflecting positive impact from instructional supports and interventions.
3. Despite overall growth, English Learners and Students with Disabilities continue to perform significantly below standard in ELA, highlighting the need for continued targeted intervention, differentiated instruction, and language development support.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	1	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	 No Performance Color	
31 points below standard	67.6 points below standard	
Declined 7.8 points	Declined 5.4 points	
241 Students	20 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	41.2 points below standard
2 Students	8 Students	Declined 11.1 points
		155 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
106.9 points below standard	29.6 points below standard	0 Students
Declined 10.8 points	Declined 20.8 points	
57 Students	18 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
48 points above standard	Fewer than 11 students - No Data for Privacy	45.6 points below standard
Increased 24.4 points	5 Students	Declined 4.6 points
13 Students		144 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
43.4 points below standard	Fewer than 11 students - No Data for Privacy	20.9 points below standard
Declined 34.5 points	1 Student	Declined 3 points
19 Students		36 Students

Conclusions based on this data:

1. Mathematics performance remains an area of need at Arroyo Verde, with All Students performing 31 points below standard and the school earning an Orange performance level on the 2025 California Dashboard.
2. Students with Disabilities demonstrated the greatest area of concern in mathematics, performing in the Red performance band and scoring 106.9 points below standard, indicating a continued need for intensive intervention and instructional support.
3. While several student groups, including Socioeconomically Disadvantaged, Hispanic, and White students, remained below standard in mathematics, Asian students demonstrated strong performance growth, increasing 24.4 points above prior performance levels.

School and Student Performance Data

Academic Performance
Science

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	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
 Yellow	 No Performance Color	 No Performance Color
53.3 science points	Fewer than 11 students - No Data for Privacy	0 Students
Maintained 1.7 points	6 Students	
97 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	49 science points
	3 Students	Maintained -1.8 points
		68 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
40.6 science points	Fewer than 11 students - No Data for Privacy	0 Students
Increased 9.2 points	9 Students	
17 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	50 science points
4 Students	2 Students	Maintained -0.2 points
		60 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
44.3 science points	0 Students	Fewer than 11 students - No Data for Privacy
11 Students		8 Students

Conclusions based on this data:

1. Arroyo Verde maintained overall Science performance in the Yellow performance band, with All Students earning 53.3 science points and maintaining growth from the previous year.
2. Hispanic students and Socioeconomically Disadvantaged students also maintained performance in the Yellow band, demonstrating stable achievement levels in science across these significant student groups.
3. Students with Disabilities demonstrated positive growth in science performance, increasing 9.2 points from the previous year, indicating that targeted supports and access to instruction may be contributing to improved outcomes.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
No Performance Color	No Performance Color
33.3 making progress.	making progress.
Number Students: 24 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
25%	41.7%	0%	33.3%

Conclusions based on this data:

1. Approximately one-third of English Learners progressed at least one ELPI level, indicating that some students are making measurable growth toward English language proficiency.
2. A significant percentage of English Learners maintained lower ELPI levels rather than progressing, highlighting the need for continued targeted language instruction and opportunities for academic language development.
3. Twenty-five percent of English Learners decreased at least one ELPI level, demonstrating the importance of strengthening designated and integrated ELD practices, progress monitoring, and intervention supports to ensure continued student growth.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Green	
18% Chronically Absent	8.1% Chronically Absent	
Increased 2.9	Declined 13.2	
545 Students	37 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	25% Chronically Absent	23.3% Chronically Absent
7 Students	Declined 7.4	Increased 4.7
	20 Students	356 Students

Students with Disabilities	African American	American Indian
 Red	 Orange	 No Performance Color
25.2% Chronically Absent	15.4% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 4.1	Increased 8.7	1 Student
139 Students	39 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Red
3.4% Chronically Absent	Fewer than 11 students - No Data for Privacy	20.4% Chronically Absent
Declined 18.8	10 Students	Increased 3.1
29 Students		328 Students

Two or More Races	Pacific Islander	White
 Red	 No Performance Color	 Orange
24.5% Chronically Absent	Fewer than 11 students - No Data for Privacy	12.5% Chronically Absent
Increased 7.5	1 Student	Increased 2.7
49 Students		88 Students

Conclusions based on this data:

1. Chronic absenteeism increased to 18% for All Students, placing Arroyo Verde in the Orange performance band and indicating a continued need for schoolwide attendance supports and intervention systems.
2. Several student groups, including Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic students, and students identifying as Two or More Races, performed in the Red band for chronic absenteeism, demonstrating significant attendance challenges among high-needs populations.
3. English Learners and Asian students demonstrated improvement in attendance rates, with both groups showing declines in chronic absenteeism percentages from the previous year, suggesting that targeted attendance supports may be positively impacting these student groups.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	3	3

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
 Blue	 Blue	
0.5% suspended at least one day	0% suspended at least one day	
Declined 0.3%	Declined 2%	
550 Students	37 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	0% suspended at least one day	0.8% suspended at least one day
7 Students	Maintained 0%	Maintained -0.2%
	21 Students	361 Students

Students with Disabilities	African American	American Indian
 Green	 Blue	 No Performance Color
0.7% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 1.1%	Declined 2.2%	1 Student
140 Students	40 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0.6% suspended at least one day
Maintained 0%	10 Students	Declined 0.3%
29 Students		331 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Blue
2% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Increased 2%	1 Student	Declined 0.9%
50 Students		88 Students

Conclusions based on this data:

1. Arroyo Verde maintained strong overall school climate outcomes, with suspension rates remaining low and several student groups, including African American and White students, performing in the Blue performance band.
2. Students with Disabilities and Hispanic students demonstrated improvement in suspension rates, both performing in the Green band with declines in suspensions from the previous year.
3. Students identifying as Two or More Races experienced an increase in suspension rates and performed in the Orange band, indicating a need for continued monitoring, relationship-building practices, and behavioral supports for this student group.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Positive School Climate
Arroyo Verde Elementary will cultivate a safe, inclusive, and highly engaging school culture that prioritizes student well-being and connectedness. By leveraging a robust PBIS framework, restorative practices, and targeted social-emotional learning, we will systematically address barriers to attendance, aiming to significantly reduce chronic absenteeism with a specific focus on our Socioeconomically Disadvantaged, students with Disabilities and Hispanic subgroups, while providing targeted behavioral supports to maintain low suspension rates across all demographics.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to school programs, activities, and tiered social-emotional and behavioral supports. These supports will foster a sense of connectedness, especially for English Learners (EL), Foster Youth (FY), African American Students, student experiencing homelessness, Low Income students (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

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.

While Arroyo Verde Elementary continues to maintain a positive and supportive school environment, chronic absenteeism remains a significant area of concern impacting overall school culture and student connectedness. According to the 2025 California Dashboard, the school performed in the Orange band for Chronic Absenteeism, with 18% of all students identified as chronically absent. Student groups including Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic students, and students identifying as Two or More Races performed in the Red band, demonstrating substantial attendance challenges and performance gaps among student groups. Additionally, African American and White student groups performed in the Orange band for chronic absenteeism. These attendance trends directly impact student engagement, academic achievement, and students' sense of belonging at school.

Although suspension rates remained low overall and Arroyo Verde earned a Blue performance level in Suspension Rate, data indicates a continued need to strengthen proactive behavioral supports, relationship-building systems, and social-emotional learning opportunities for all students. Students identifying as Two or More Races performed in the Orange band for suspensions, indicating the importance of continued monitoring and targeted behavioral supports for specific student groups.

To address these areas of need, Arroyo Verde will continue implementing PBIS, restorative practices, social-emotional learning strategies, and counseling supports to strengthen school connectedness and positive student behavior. The school will also continue targeted attendance interventions, family outreach, student recognition systems, and collaboration with community agencies to improve attendance and reduce chronic absenteeism among high-needs student groups. Additionally, staff will continue utilizing MTSS and Student Support Team (SST) processes to identify barriers to student success and provide appropriate behavioral, emotional, and attendance supports for students demonstrating the greatest needs.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A - Attendance Rate Percentage of students who were present by student group. Source: District Analysis	Spring 2025 All -- 93.3% African American -- 94.4% American Indian or Alaskan Native -- 94.7% Asian -- 96.1% Filipino -- 96.6% Hispanic -- 92.6% Pacific Islander -- 98.3% White -- 94.4% Two or More Races -- 92.9% Low Income -- 94.0% English Learner -- 94.8% Foster Youth -- 96.6% Students with Disabilities -- 92.0%	Spring 2026 All -- 95.0% African American -- 95.0% American Indian or Alaskan Native -- 95.0% Asian -- 96.5% Filipino -- 97.0% Hispanic -- 95.0% Pacific Islander -- 98.5% White -- 95.0% Two or More Races -- 95.0% Low Income -- 95.0% English Learner -- 95.0% Foster Youth -- 97.0% Students with Disabilities -- 95.0%
1B Chronic Absenteeism Rate: Percentage of students in grades K-5 who were absent for 10% or more of the total instructional days, by student groups. Source: California School Dashboard	2024 CA Dashboard ALL | 15.0% Black/African American | 6.7% Asian | 22.2% Hispanic | 17.3% Multiple Races/Two or More | 17.0% White | 9.8% English Learner | 21.3% Homeless Youth | 32.4% Socioeconomically Disadvantaged | 18.7% Students with Disabilities | 21.1%	2025 CA Dashboard ALL | 13.0% Black/African American | 4.7% Asian | 20.2% Hispanic | 15.3% Multiple Races/Two or More | 15.0% White | 7.8% English Learner | 19.3% Homeless Youth | 25.0% Socioeconomically Disadvantaged | 16.7% Students with Disabilities | 19.1%
1C Suspension Rate: Percentage of students suspended 1 or more times during the school year by student group. Source: California School Dashboard	2024 CA Dashboard ALL | 0.9% Black/African American | 2.2% Asian | 0% Hispanic | 0.9% Multiple Races/Two or More | 0% White | 0.9% English Learner | 2.0% Homeless Youth | 0% Socioeconomically Disadvantaged | 1.0% Students with Disabilities | 1.8%	2025 CA Dashboard ALL | 0.7% Black/African American | 1.8% Asian | 0% Hispanic | 0.7% Multiple Races/Two or More | 0% White | 0.7% English Learner | 1.5% Homeless Youth | 0% Socioeconomically Disadvantaged | 0.8% Students with Disabilities | 1.4%
1D School Climate Survey: Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management. Source: Local Climate Survey	March 2024 Overall Percent Favorable No Data	March 2025 Overall Percent Favorable No Data
1E SEL/Positive Behavior Systems (TFI/Self Survey)/SWIS: (describe measure used) Source: Local Survey	SEL/PBIS 2025 Formal Referrals to PBIS Rewards - Minor - 80 Major - 1	SEL/PBIS 2026 Formal Referrals to PBIS Rewards - Minor - 60 Major - 0
1F School Connectedness/Visual and Performing Arts Enrollment:	2024-2025 84.2%	2025-2026 90%

Percentage of students participating in Visual and Performing Arts. Source: District Analysis		

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Activity 1 (Learning in Safe and Secure Environments) (What) Arroyo Verde will support the Social and Emotional Behaviors (SEB) of all students and staff. All community partners will build competency in self-management, self-awareness, responsibility decision making, relationship skills, social awareness to help in learning communities that are safe, positive, inclusive, and welcoming. Our school counselor, administration and P.B.I.S. team will collaborate in the development and coordination of tiered supports including, but not limited to, access to mental health support for students, staff and the community. Arroyo Verde will promote a positive school climate that fosters a culture of open-mindness, self-awareness, compassion and inclusiveness in the classroom and on the playground through a tiered behavior framework. (How & what's needed) Arroyo Verde will provide materials, supplies and curriculum to support SEB, P.B.I.S., social skills/conflict resolution and small group counseling opportunities; professional development opportunities for the implementation of SEB programs within every classroom setting as well as tiered supports (i.e. Second Step and other supplemental resources) as a means to continuously review, analyze and enhance school protocols. The school will also provide Social Emotional Learning for staff and students, PD for staff, personnel support, materials, supplies, Corel Draw program for one admin and one teacher computer for incentives, individual and group incentives, recognition, school-wide assemblies, field trips, transportation, reprographics, postage, murals and signage for common school expectations, equipment and gear in order to build a positive school climate, support common school expectations, culture and a sense of community. In addition, hourly compensation for tiered support team (i.e. Leadership, P.B.I.S.) meetings in support of campus climate, culture, P.B.I.S., and SEL, safety, staff participating/offering additional activities to support students during lunch and after school will be available. Franklin will support positive learning environments, provide behavior/school-wide expectation incentives,	All Students.	18,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) 20,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	principal rewards/incentives, and attendance incentives. (How will it be measured) This activity will be directly related to and measured through comprehensive school counseling implementation, Tiered Fidelity Inventory (TFI) and P.B.I.S. Self Assessment Survey, suspensions, expulsions, attendance, chronic absenteeism and stakeholder feedback. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance while decreasing discipline infractions.		
1.2	Activity 2 (Collaborative Community and Parent Partnerships) (What) Arroyo Verde administration and staff will build a welcoming environment with increased collaborative parent and community partnerships. Opportunities for families to participate in various school events will be available including student recognition, PTA, SSC, ELAC, Coffee with the Counselors, Pastries with the Principal and Kindergarten Orientation. (How & what's needed) Arroyo Verde will have provide light refreshments for parent & Community Partner meetings with agendas and signed attendance, materials, books, reprographics, supplies, guest speakers, outside vendors, workshops, event costs, translation services, child care, parent communication tools, including postage, calendars and subscriptions (i.e. Smore and Canva). (How will it be measured) This activity will be directly related to and measured through Parent Involvement, participation and engagement in parent/family workshops, parent input in decision making, attendance, and chronic absenteeism. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance.	All Students	2,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 2,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) 300 Title I Parent Involvement Personnel (1000-3999) 954 Title I Parent Involvement Non-Personnel (4000-7439)

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Tiered Academic Support
Arroyo Verde will ensure all students meet or exceed state standards in English Language Arts, Mathematics, and Science through rigorous Tier 1 instruction and data-driven interventions. We will deploy targeted academic supports designed to close significant performance gaps, with an intensive focus on accelerating mathematics achievement for Students with Disabilities and Socioeconomically Disadvantaged students and improving literacy outcomes for Multilingual Learners.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will progress towards meeting standards in academics through tiered supports and services.

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.

Dashboard and local data indicate that continued improvement is needed in English Language Arts, Mathematics, and Science achievement at Arroyo Verde Elementary. In English Language Arts, overall performance improved into the Green performance band with All Students performing above standard; however, achievement gaps remain for English Learners and Students with Disabilities, who continue to perform below standard. Additionally, a significant percentage of students across grades 3-5 continue to perform in the nearly met or not met categories, demonstrating the need for ongoing targeted literacy intervention, differentiated instruction, and academic language support.

Mathematics remains a significant area of need, with All Students performing in the Orange performance band at 31 points below standard. Students with Disabilities demonstrated the largest performance gap, performing in the Red band at 106.9 points below standard, while Hispanic students and Socioeconomically Disadvantaged students also remained below standard. Although fifth grade students demonstrated improvement in mathematics achievement, performance trends varied across grade levels, highlighting the need for consistent instructional practices, intervention supports, and data-driven instructional planning.

Science performance remained in the Yellow performance band overall, with Hispanic students and Socioeconomically Disadvantaged students maintaining stable achievement levels. While Students with Disabilities demonstrated positive growth in science performance, continued focus is needed to strengthen science instruction, academic discourse, and hands-on learning opportunities aligned to the California Next Generation Science Standards (NGSS).

To address these identified areas of need, Arroyo Verde will continue implementing MTSS structures, differentiated instruction, targeted intervention groups, and data-driven instructional practices in all core academic areas. Staff will utilize benchmark and formative assessment data to identify students in need of additional support and provide interventions focused on literacy, mathematical reasoning, problem-solving, academic vocabulary, and science inquiry skills. Additional emphasis will be placed on strengthening instructional strategies for English Learners, Students with Disabilities, and other student groups performing below grade-level standards to improve overall academic achievement and close performance gaps.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	2024 CA School Dashboard (points from standard) ALL | -13.2 Hispanic | -31.5 White | -14.1 Socioeconomically Disadvantaged | -20.4 Students with Disabilities | -94.4	2025 CA School Dashboard (points from standard) ALL | -6.6 Hispanic | -15.3 White | -7.1 Socioeconomically Disadvantaged | -10.2 Students with Disabilities | -80.0
2B Mathematics State Assessment Average Distance from 'Standard Met' on Mathematics Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	2024 CA School Dashboard (points from standard) ALL | -23.3 Hispanic | -41.0 White | -17.9 Socioeconomically Disadvantaged | -30.2 Students with Disabilities | -96.1	2025 CA School Dashboard (points from standard) ALL | -11.7 Hispanic | -20.5 White | -9.0 Socioeconomically Disadvantaged | -15.1 Students with Disabilities | -80.0
2C California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST Grade 5 student group. Source: CDE Dataquest Reporting	Spring 2024 CAST ALL - 33.75% EL - NA Foster Youth - NA Homeless - NA Economically Disadvantaged - 38.98% SWD - 5% African American- NA Asian - NA Hispanic - 33.33% White - 31.58%	Spring 2024 CAST ALL - 40% EL - NA Foster Youth - NA Homeless - NA Economically Disadvantaged - 40% SWD - 10% African American- NA Asian - NA Hispanic - 40% White - 40%
2D English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC). Source: California School Dashboard	2023 CA School Dashboard NO DATA	2024 CA School Dashboard NO DATA
2E STAR Assessment (English/Reading) Source: Internal District Reporting	STAR Reading Winter 2024 Overall – 54.06% African American – 77.78% American Indian – NA Asian – 85.71% Hispanic – 46.29% Pacific Islander – 100% Two or More Races – 48.57% White – 63.93% EL – 30.43 % SWD – 23.17% 1st Grade – 63.41% 2nd Grade – 66.20% 3rd Grade – 36.76% 4th Grade - 53.95% 5th Grade - 49.48%	STAR Reading Winter 2025 Overall – 58% African American – 80% American Indian – NA Asian – 88% Hispanic – 50% Pacific Islander – 100% Two or More Races – 50% White – 65% EL – 32% SWD – 25% 1st Grade –65% 2nd Grade – 68% 3rd Grade –39% 4th Grade - 56% 5th Grade - 52%
2F STAR Assessment (Mathematics) Source: Internal District Reporting	STAR Math Winter 2024	STAR Math Winter 2025

	OVERALL – 42.39% African American – 52.00% American Indian – NA Asian – 80.95% Hispanic – 38.40% Pacific Islander – 100% Two or More Races – 37.14% White – 46.03% EL – 26.92% SWD – 15.73% 1st Grade – 61.8% 2nd Grade – 53.33% 3rd Grade – 37.88% 4th Grade – 31.58% 5th Grade - 27.37%	OVERALL – 48% African American – 55% American Indian – NA Asian – 84% Hispanic – 42% Pacific Islander – 100% Two or More Races – 42% White – 51% EL – 30% SWD – 20% 1st Grade – 64% 2nd Grade – 58% 3rd Grade – 41% 4th Grade – 35% 5th Grade - 31%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Activity 1 (Excellence in Academics) (What) All students will progress towards meeting standards in the core curriculum (English Language Arts, Mathematics, Next Generation Science Standards, Social Studies). Staff will provide the best first instruction with a focus on instructional strategies, materials and AVID resources and materials that support all students. All students identified for academic intervention will receive a strategic system of support. Additionally, students will have access to enrichment opportunities including visual and performing arts. Staff will provide the best first instruction with a focus on instructional strategies and materials that support all students. To improve student achievement in English Language Arts and Mathematics, Franklin will implement small group instruction school-wide. The groups will be formed based on student performance data and will focus on targeted skill developments to address gaps in understanding. By targeting specific skill gaps, students receive the support they need to improve their understanding and performance in mathematics. All students identified for academic intervention will receive a strategic system of support. Additionally, students will have access to enrichment opportunities including visual and performing arts. Intervention/enrichment opportunities offered during, before, and/or after school and intersession, including push-in and/or pull-out support that focuses on the academic development of at-promise students through supplemental programs, resources, and staff. (How & what's needed) This will be accomplished by purchasing supplemental Math, English Language Arts (ELA), Science and Social Studies instructional materials,	All Students	23504 Title I Personnel (1000-3999) 47,996 Title I Non-Personnel (4000-7439) 21,900 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 5,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	AVID student agendas and organizational materials, STEAM activities, resources, licenses, subscriptions, manipulatives, books, reprographics, ink, outside printing, supplies, professional development, conferences, workshops, consultants, technology, equipment, transportation, on and off-site field trips, PD books for teachers, subscription for site admin to the International Literacy Association and other professional associations and flexible seating or furniture for small groups as they access and interact with grade-level standards and 21st century learning expectations as well as seating options like chairs and stools that encourage interaction between students and teachers. Arroyo Verde will provide personnel or compensation for release time, data analysis, planning, observations, substitute teachers, curriculum dialogue, student work analysis, stipends and hourly pay for site coordinators (i.e. GATE & EL, AVID) tiered supports, AVID Club Lead Teacher, and any other identified academic need. (How will it be measured) As a result of the implementation of the goal, students will demonstrate increased student achievement in Math and English Language Arts as measured by local and state assessments and student grades. Student completion of district benchmark exams and STAR assessments will be used throughout the school year to determine progress, provide a comparison, and track movement within ELA and Math standards. State testing data will be used to monitor progress on a yearly basis. This action will be reviewed annually to assess its effectiveness in improving student achievement in mathematics and to make any necessary adjustments.		
2.2	Activity 2 (Enhanced Learning Through Innovation) (What) Arroyo Verde administration and staff will enhance learning through the use of cutting-edge technology, providing opportunities in classrooms, the library or other innovation spaces that promote student engagement while practicing digital citizenship. The Franklin community will also provide professional development and training opportunities to support 21st century learning through innovation. (How & what's needed) Students and staff will have opportunities to engage in professional development, on and off-site field trips, guest speakers as well as have access to STEAM activities, resources, materials, subscriptions, equipment, duplicator/copy machine, devices, machines, flexible seating, furniture and supplies.	Students at risk	1,000 Title I Personnel (1000-3999) 2,000 Title I Non-Personnel (4000-7439)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	(How will it be measured) The activity will be directly related to and measured through Instructional technology professional development. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance.		
2.3	Activity 3 (Equality Through Equity) (What) Arroyo Verde will increase educational opportunities and support for Multilingual Learners (ML), at-promise students, and their families. Priority will be provided to unduplicated student groups. (How & what's needed) This will be accomplished by the purchase of materials, supplies, resources, conferences for staff and parents, professional development, collaboration opportunities, and the ELLevation Data Software. Our school site will provide personnel for students K-5 who are identified as ML, at-promise and/or unduplicated students. Arroyo Verde will provide hourly support for intervention/enrichment and hourly compensation for being the identified ML representative or the intervention support team lead. (How will it be measured) Effectiveness of this strategy will be measured by English Learning Progress Indicator (ELPI), reclassification rates, and Long Term English Learners. The outcome is to have increased academic performance, focused on individual student growth on assessment and grades.	Multilingual Learners	2,000 Title I Non-Personnel (4000-7439)

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$146,654.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$76,500.00
Title I Parent Involvement	$1,254.00

Subtotal of additional federal funds included for this school: $77,754.00

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

State or Local Programs	Allocation ($)
LCAP - Supplemental & Concentration Grant (LCAP)	$68,900.00

Subtotal of state or local funds included for this school: $68,900.00

Total of federal, state, and/or local funds for this school: $146,654.00

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
Title I	76500	0.00
LCAP - Supplemental & Concentration Grant (LCAP)	68900	0.00
District Funded – Title III		

Expenditures by Funding Source

Funding Source	Amount
LCAP - Supplemental & Concentration Grant (LCAP)	68,900.00
Title I	76,500.00
Title I Parent Involvement	1,254.00

Expenditures by Budget Reference

Budget Reference	Amount
Non-Personnel (4000-7439)	96,850.00
Personnel (1000-3999)	49,804.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Non-Personnel (4000-7439)	LCAP - Supplemental & Concentration Grant (LCAP)	43,900.00
Personnel (1000-3999)	LCAP - Supplemental & Concentration Grant (LCAP)	25,000.00
Non-Personnel (4000-7439)	Title I	51,996.00
Personnel (1000-3999)	Title I	24,504.00
Non-Personnel (4000-7439)	Title I Parent Involvement	954.00
Personnel (1000-3999)	Title I Parent Involvement	300.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	43,254.00

Goal 2	103,400.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

Name of Members	Role
Rebecca Acosta	Principal
Taylor Ivicevic	Classroom Teacher
Michelle Romo	Classroom Teacher
Cassidy Henderson	Classroom Teacher
Jennifer Budnik	Other School Staff
Marisol Rodriquez	Parent or Community Member
Kim Elgin	Parent or Community Member
Jenna Jinks	Parent or Community Member
Erin Mendez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

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 5/28/2026.

Attested:



Principal, Rebecca Acosta on 5/28/26



SSC Chairperson, Michelle Romo on 5/28/26

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bryn Mawr Elementary School	36-67843-6111132	May 14, 2026	July 21, 2026

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Bryn Mawr Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Bryn Mawr has one student group that is identified for Additional Targeted Support and Improvement (ATSI). According to the California state school dashboard, that includes students identified as Two Or More Races in the area of chronic absenteeism.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page 1
Table of Contents 3
Plan Description 4
Educational Partner Involvement 4
Comprehensive Needs Assessment Components 4
- California School Dashboard (Dashboard) Indicators 4
- Other Needs 5

School and Student Performance Data 6
- Student Enrollment 6
- CAASPP Results 9
- ELPAC Results 13
- Student Population 17
- Overall Performance 19
- Academic Performance 21
- Academic Engagement 28
- Conditions & Climate 30

Goals, Strategies, & Proposed Expenditures 32
- Goal 1 32
- Goal 2 40

Budget Summary 47
- Budget Summary 47
- Other Federal, State, and Local Funds 47

Budgeted Funds and Expenditures in this Plan 48
- Funds Budgeted to the School by Funding Source 48
- Expenditures by Funding Source 48
- Expenditures by Budget Reference 48
- Expenditures by Budget Reference and Funding Source 48
- Expenditures by Goal 48

School Site Council Membership 50
Recommendations and Assurances 51

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Bryn Mawr Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Bryn Mawr has one student group that is identified for Additional Targeted Support and Improvement (ATSI). According to the California state school dashboard, that includes students identified as Two Or More Races in the area of chronic absenteeism.

The Bryn Mawr Single Plan for Student Achievement aligns to the Redlands USD Local Control Accountability Plan, which is in alignment with state priorities and ultimately ESSA requirements. Metrics were planned to assess effectiveness of expenditures throughout the year. The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan. The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication effort with the ultimate goal of increasing student achievement. The School Site Council is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students. LCFF provides schools and LEA's 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. Because our school goals are aligned to the District's LCAP goals, they support our unduplicated students including students experiencing homelessness/Foster, English Learners, low Socioeconomically disadvantaged students, and students that need intervention/enrichment achieve academic, behavioral, and socio-emotional success.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The annual School Plan for Student Achievement (SPSA) is developed, reviewed, and monitored throughout the school year by the School Site Council (SSC), which is composed of five parents, three certificated staff members, one classified staff member, and one administrator. The district's Categorical Programs Department is also consulted to support the planning and ongoing monitoring of the SPSA.

In addition, site leadership team members, staff, and community stakeholders provide input on school priorities and funding allocations through the Comprehensive Needs Assessment process. The SPSA goals and associated funding allocations are communicated to staff at the beginning of each school year to ensure alignment and shared understanding.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The state indicator for Chronic Absenteeism and English Learner Progress was RED overall. School will implement a school-attendance incentive system using the PBIS. Funding for Literacy interventionist, as well as EL professional development plan will be developed. Pull-out and push-in intervention will be provided for struggling students.
The state indicator for Suspension Rate and Mathematics was ORANGE overall. School will implement the PLC progress to guide teachers through a data-driven, collaborative process to increase student achievement in Math overall.

The school will create a multi-tiered system of supports for student behavioral needs, including exploring progressive disciplinary measure and alternative to suspension prior to suspending a student.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

The state indicator indicated that students in the following groups were in the ORANGE or RED group: Socio-economically disadvantaged and Students with Disabilities.

Other Needs

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

To support our district’s unduplicated count (Homeless, foster, low-income & EL) population, some schools, including ours, offer after school programming named “Exploration Experience”. This is the merged programs of Expanded Learning Opportunity Program (ELOP) and After School Education and Safety (ASES). This opportunity allows a safe learning environment after school where students can experience an increased sense of belonging as students connect with their peers and additional program staff in positive ways after school. This opportunity also contributes to areas of high academic achievement by offering homework & academic support.

Additional needs include strengthening a positive and inclusive school culture and climate by expanding opportunities for student voice, connection, and belonging. This includes increasing access to clubs, leadership opportunities, field trips, and schoolwide events, as well as developing more structured extracurricular options to engage a wider range . of student interests and build community across the campus.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Bryn Mawr Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.16%	%	%	1		
African American	8.73%	9.16%	9.67%	55	57	59
Asian	13.81%	13.67%	12.30%	87	85	75
Filipino	7.30%	6.75%	6.72%	46	42	41
Hispanic/Latino	46.03%	47.91%	47.87%	290	298	292
Pacific Islander	0.63%	0.16%	%	4	1	
White	10.48%	10.29%	9.02%	66	64	55
Two or More Races	11.43%	9.16%	9.34%	72	57	57
Not Reported	1.43%	2.89%	5.08%		18	31
			Total Enrollment	630	622	610

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		53	48
Kindergarten	88	91	85
Grade 1	99	92	88
Grade 2	81	94	87
Grade3	120	96	95
Grade 4	92	62	92
Grade 5	104	91	115
Total Enrollment	630	641	610

Conclusions based on this data:

1. Bryn Mawr continues to serve a highly diverse student population, with Hispanic/Latino students consistently representing nearly half of the school's enrollment (approximately 47–48%) over the past three years. The school has also maintained stable representation across multiple racial and ethnic groups, reflecting a culturally and linguistically diverse learning community that benefits from inclusive practices and culturally responsive instruction.

2. Overall enrollment has gradually declined from 630 students in 2023–24 to 610 students in 2025–26. While the decline is relatively moderate, the school should continue monitoring enrollment trends, particularly at the primary grade levels, as changes in enrollment may impact staffing, class configurations, budgeting, and resource allocation.

3. Enrollment patterns across grade levels show fluctuations in cohort sizes, particularly in Grades 4 and 5, with the current Grade 5 class representing the largest cohort at 115 students. Additionally, the percentage of students identified as “Not Reported” has increased over the last three years, suggesting a need to strengthen student demographic data collection and verification processes to ensure accurate reporting and subgroup analysis.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
English Learners	72	76	67	11.4%	12.2%	11.0%
Fluent English Proficient (FEP)	42	39	43	6.7%	6.3%	7.0%
Reclassified Fluent English Proficient (RFEP)	33	35		32%	33%	

Conclusions based on this data:

1. Based on the data, Bryn Mawr has maintained a relatively stable number of students identified as English Learners (ELs) over the past three years. While the number of EL students has fluctuated slightly, their percentage of the total student population has continued to increase.

2. Bryn Mawr continues to reclassify students regularly each year, which is indicated by the growing % of RFEP students.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	96	117	97	96	116	90	96	116	90	100.0	99.1	92.8
Grade 4	100	93	116	97	89	114	97	89	114	97.0	95.7	98.3
Grade 5	99	102	90	98	101	90	98	101	90	99.0	99	100
All Grades	295	312	303	291	306	294	291	306	294	98.6	98.1	97

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2435.	2413.	2403.	39.58	31.03	20.00	12.50	25.00	17.78	16.67	9.48	25.56	31.25	34.48	36.67
Grade 4	2484.	2460.	2476.	35.05	37.08	39.47	20.62	12.36	16.67	18.56	11.24	11.40	25.77	39.33	32.46
Grade 5	2487.	2503.	2504.	24.49	30.69	33.33	22.45	19.80	18.89	18.37	17.82	14.44	34.69	31.68	33.33
All Grades	N/A	N/A	N/A	32.99	32.68	31.63	18.56	19.61	17.69	17.87	12.75	16.67	30.58	34.97	34.01

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	29.17	18.97	14.44	54.17	54.31	63.33	16.67	26.72	22.22
Grade 4	25.77	21.35	26.32	56.70	52.81	54.39	17.53	25.84	19.30
Grade 5	16.33	23.76	26.67	57.14	51.49	47.78	26.53	24.75	25.56
All Grades	23.71	21.24	22.79	56.01	52.94	55.10	20.27	25.82	22.11

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	26.04	24.14	13.33	42.71	42.24	54.44	31.25	33.62	32.22
Grade 4	31.96	20.22	26.32	46.39	43.82	45.61	21.65	35.96	28.07
Grade 5	21.43	27.72	23.33	54.08	45.54	47.78	24.49	26.73	28.89
All Grades	26.46	24.18	21.43	47.77	43.79	48.98	25.77	32.03	29.59

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	11.46	11.21	8.89	70.83	61.21	68.89	17.71	27.59	22.22
Grade 4	21.65	11.24	15.79	61.86	70.79	64.91	16.49	17.98	19.30
Grade 5	17.35	12.87	13.33	64.29	63.37	63.33	18.37	23.76	23.33
All Grades	16.84	11.76	12.93	65.64	64.71	65.65	17.53	23.53	21.43

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	26.04	13.79	17.78	53.13	57.76	55.56	20.83	28.45	26.67
Grade 4	20.62	24.72	21.05	60.82	51.69	62.28	18.56	23.60	16.67
Grade 5	18.37	21.78	23.33	53.06	57.43	55.56	28.57	20.79	21.11
All Grades	21.65	19.61	20.75	55.67	55.88	58.16	22.68	24.51	21.09

Conclusions based on this data:

1. Overall ELA achievement remained relatively stable in 2024–25, with 49.32% of students meeting or exceeding standards compared to 52.29% in 2023–24 and 51.55% in 2022–23. While the percentage of students exceeding standards slightly declined overall, Grade 4 and Grade 5 showed steady growth in the “Standard Exceeded” category, indicating stronger performance in upper elementary grades and suggesting that instructional supports are having a positive impact as students progress through grade levels.
2. Grade 3 continues to be an area of concern, with a noticeable decline in mean scale score (2435.6 to 2403.9 over three years) and a drop in students exceeding standards from 39.58% to 20.00%. At the same time, students nearly meeting standards increased significantly, suggesting that many students are approaching proficiency but require targeted early literacy intervention, particularly in foundational reading and writing skills, to prevent long-term achievement gaps.
3. Performance across claim areas shows strengths in Listening and Research/Inquiry, where over 78% of students performed at or near standard, while Writing remains the weakest area with only 21.43% above standard overall. This indicates a need for continued focus on writing instruction across all grade levels, especially in helping students produce clear, purposeful writing and strengthen written responses tied to reading comprehension and evidence-based thinking.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	96	117	97	96	116	94	96	115	94	100.0	99.1	96.9
Grade 4	100	93	116	98	90	114	98	90	114	98.0	96.8	98.3
Grade 5	99	102	90	99	101	90	99	101	90	100.0	99	100
All Grades	295	312	303	293	307	298	293	306	298	99.3	98.4	98.3

* 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	2435.	2415.	2404.	22.92	22.61	13.83	25.00	15.65	25.53	21.88	32.17	24.47	30.21	29.57	36.17
Grade 4	2476.	2461.	2455.	25.51	15.56	22.81	23.47	25.56	19.30	24.49	26.67	25.44	26.53	32.22	32.46
Grade 5	2477.	2490.	2488.	19.19	28.71	25.56	16.16	6.93	13.33	26.26	20.79	25.56	38.38	43.56	35.56
Grade 11															
All Grades	N/A	N/A	N/A	22.53	22.55	20.81	21.50	15.69	19.46	24.23	26.80	25.17	31.74	34.97	34.56

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	28.13	25.22	14.89	47.92	40.87	50.00	23.96	33.91	35.11
Grade 4	29.59	23.33	24.56	42.86	41.11	37.72	27.55	35.56	37.72
Grade 5	19.19	26.73	23.33	46.46	33.66	42.22	34.34	39.60	34.44
Grade 11									
All Grades	25.60	25.16	21.14	45.73	38.56	42.95	28.67	36.27	35.91

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	23.96	23.48	19.15	47.92	41.74	44.68	28.13	34.78	36.17
Grade 4	21.43	15.56	22.81	48.98	47.78	41.23	29.59	36.67	35.96
Grade 5	14.14	19.80	18.89	48.48	42.57	42.22	37.37	37.62	38.89
All Grades	19.80	19.93	20.47	48.46	43.79	42.62	31.74	36.27	36.91

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	27.08	20.87	19.15	57.29	56.52	53.19	15.63	22.61	27.66
Grade 4	24.49	20.00	19.30	52.04	54.44	53.51	23.47	25.56	27.19
Grade 5	7.07	21.78	18.89	61.62	49.50	52.22	31.31	28.71	28.89
All Grades	19.45	20.92	19.13	57.00	53.59	53.02	23.55	25.49	27.85

Conclusions based on this data:

1. Overall mathematics performance remained relatively stable but continues to show a need for stronger achievement growth. In 2024–25, 40.27% of students met or exceeded standards (20.81% exceeded, 19.46% met), which is a slight increase from 2023–24 in the “Met” category, but still below the desired proficiency levels. Additionally, 34.56% of students did not meet standards, showing that over one-third of students still require significant intervention and support.
2. Grade 3 showed the greatest area of concern, with a steady decline in mean scale score over three years (2435.3 to 2415.6 to 2404.5) and an increase in students not meeting standards from 30.21% to 36.17%. This suggests a need for stronger foundational math instruction and early intervention in primary grades to prevent gaps from widening as students progress.
3. Performance across claim areas indicates that Communicating Reasoning and Concepts & Procedures remain key instructional focus areas. In 2024–25, the percentage of students performing below standard increased in Communicating Reasoning to 27.85% and remained high in Concepts & Procedures at 35.91%. While Problem Solving & Modeling showed slight improvement in students above standard (20.47%), students continue to struggle most with explaining mathematical thinking and applying procedural understanding consistently

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	1431.6	1415.5	1421.2	1435.7	1429.7	1430.4	1422.0	1382.4	1399.7	23	20	13
1	1395.5	1431.5	1415.6	1413.6	1435.5	1428.2	1377.0	1427.2	1402.4	11	13	13
2	*	*	1474.3	*	*	1470.8	*	*	1477.5	10	10	12
3	*	*	1453.4	*	*	1447.3	*	*	1459.0	10	9	16
4	*	1501.4	*	*	1496.9	*	*	1505.3	*	7	14	10
5	*	*	*	*	*	*	*	*	*	10	4	10
All Grades										71	70	74

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	30.43	15.00	15.38	26.09	50.00	38.46	26.09	10.00	15.38	17.39	25.00	30.77	23	20	13
1	0.00	7.69	0.00	45.45	38.46	23.08	18.18	30.77	38.46	36.36	23.08	38.46	11	13	13
2	*	*	8.33	*	*	66.67	*	*	8.33	*	*	16.67	*	*	12
3	*	*	0.00	*	*	25.00	*	*	31.25	*	*	43.75	*	*	16
4	*	21.43	*	*	42.86	*	*	7.14	*	*	28.57	*	*	14	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.08	12.86	5.41	29.58	41.43	37.84	33.80	18.57	25.68	22.54	27.14	31.08	71	70	74

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	26.09	15.00	23.08	34.78	50.00	30.77	21.74	10.00	15.38	17.39	25.00	30.77	23	20	13
1	36.36	23.08	15.38	18.18	38.46	15.38	9.09	7.69	46.15	36.36	30.77	23.08	11	13	13
2	*	*	16.67	*	*	66.67	*	*	0.00	*	*	16.67	*	*	12
3	*	*	6.25	*	*	37.50	*	*	18.75	*	*	37.50	*	*	16
4	*	50.00	*	*	14.29	*	*	14.29	*	*	21.43	*	*	14	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.76	31.43	21.62	36.62	28.57	33.78	14.08	14.29	18.92	22.54	25.71	25.68	71	70	74

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	33.33	10.00	7.69	25.00	10.00	23.08	33.33	60.00	38.46	8.33	20.00	30.77	12	20	13
1	26.32	7.69	0.00	42.11	38.46	7.69	21.05	23.08	46.15	10.53	30.77	46.15	19	13	13
2	0.00	*	0.00	64.29	*	58.33	21.43	*	25.00	14.29	*	16.67	14	*	12
3	*	*	0.00	*	*	6.25	*	*	37.50	*	*	56.25	*	*	16
4	*	14.29	*	*	14.29	*	*	50.00	*	*	21.43	*	*	14	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.63	7.14	1.35	23.94	20.00	17.57	26.76	42.86	43.24	43.66	30.00	37.84	71	70	74

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	34.78	25.00	23.08	47.83	55.00	61.54	17.39	20.00	15.38	23	20	13
1	45.45	30.77	30.77	27.27	53.85	46.15	27.27	15.38	23.08	11	13	13
2	*	*	33.33	*	*	50.00	*	*	16.67	*	*	12
3	*	*	12.50	*	*	43.75	*	*	43.75	*	*	16
4	*	21.43	*	*	50.00	*	*	28.57	*	*	14	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.17	28.57	21.62	53.52	45.71	50.00	18.31	25.71	28.38	71	70	74

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	30.43	35.00	23.08	39.13	40.00	38.46	30.43	25.00	38.46	23	20	13
1	20.00	23.08	15.38	40.00	46.15	61.54	40.00	30.77	23.08	10	13	13
2	*	*	8.33	*	*	75.00	*	*	16.67	*	*	12
3	*	*	18.75	*	*	50.00	*	*	31.25	*	*	16
4	*	64.29	*	*	14.29	*	*	21.43	*	*	14	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.71	40.00	25.68	35.71	32.86	48.65	28.57	27.14	25.68	70	70	74

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	17.39	5.00	7.69	65.22	70.00	69.23	17.39	25.00	23.08	23	20	13
1	0.00	23.08	7.69	36.36	38.46	38.46	63.64	38.46	53.85	11	13	13
2	*	*	0.00	*	*	83.33	*	*	16.67	*	*	12
3	*	*	0.00	*	*	18.75	*	*	81.25	*	*	16
4	*	14.29	*	*	50.00	*	*	35.71	*	*	14	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.63	8.57	2.70	49.30	52.86	54.05	45.07	38.57	43.24	71	70	74

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	47.83	15.00	23.08	13.04	60.00	46.15	39.13	25.00	30.77	23	20	13
1	0.00	0.00	0.00	72.73	76.92	46.15	27.27	23.08	53.85	11	13	13
2	*	*	41.67	*	*	41.67	*	*	16.67	*	*	12
3	*	*	0.00	*	*	75.00	*	*	25.00	*	*	16
4	*	7.14	*	*	71.43	*	*	21.43	*	*	14	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.54	7.14	10.81	42.25	64.29	56.76	35.21	28.57	32.43	71	70	74

Conclusions based on this data:

1. Overall ELPAC performance data indicates that a significant percentage of English Learners continue to perform in Levels 1 and 2, particularly in Overall Language performance. In 2024–25, only 5.41% of students achieved Level 4 overall, while over 56% of students remained in Levels 1 and 2 combined, suggesting a continued need for targeted language development supports and differentiated instruction for English Learners.
2. Written Language remains an area of greatest need across grade levels and over time. In 2024–25, only 1.35% of students achieved Level 4 in Written Language, while 81.08% of students performed in Levels 1 or 2 combined.

Reading performance also remains a concern, with 43.24% of students performing at the Beginning level in the Reading domain, indicating a need to strengthen academic vocabulary, foundational literacy, and structured writing opportunities for English Learners.

3. Oral language performance demonstrates relative strengths compared to literacy-based domains. In 2024–25, 59.46% of students performed in Levels 3 or 4 combined in Oral Language, and Speaking data showed stable performance with fewer students in the Beginning range compared to Reading and Writing. This suggests students may benefit from instructional strategies that intentionally leverage oral language development to strengthen reading comprehension and written expression.

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**
622	**68.3%**	**12.2%**	**0.8%**
Total Number of Students enrolled in Bryn Mawr Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	76	12.2%
Foster Youth	5	0.8%
Homeless	10	1.6%
Socioeconomically Disadvantaged	425	68.3%
Students with Disabilities	130	20.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	57	9.2%
American Indian	0	0.0%
Asian	85	13.7%
Filipino	42	6.8%
Hispanic	298	47.9%
Two or More Races	57	9.2%
Pacific Islander	1	0.2%
White	64	10.3%

Conclusions based on this data:

1. Bryn Mawr Elementary serves a highly diverse student population, with Hispanic students representing the largest subgroup at 47.9%, followed by Asian students at 13.7%, White students at 10.3%, and both African American and

Two or More Races at 9.2% each. This diversity highlights the importance of culturally responsive teaching practices and strong family engagement strategies that reflect and honor the backgrounds of the school community.

2. A significant majority of students (68.3%) are identified as socioeconomically disadvantaged, indicating that many families may face barriers related to income, access to resources, and outside-of-school supports. This reinforces the need for strong academic intervention systems, wraparound supports, and intentional school-home partnerships to ensure equitable access to learning opportunities.

3. With 20.9% of students identified as students with disabilities and 12.2% as English learners, Bryn Mawr has a substantial population requiring targeted instructional supports and specialized services. Strengthening inclusive practices, intervention systems, and teacher capacity in both language development and differentiated instruction will be critical to improving outcomes for all learners.

School and Student Performance Data

Overall Performance

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Bryn Mawr’s strongest academic indicator is English Language Arts, which earned a Yellow performance level, while Mathematics remains an area of greater concern at Orange. This suggests that while literacy systems may be showing stronger stability, math achievement requires more targeted instructional focus, intervention, and progress monitoring to close performance gaps.

2. English Learner Progress and Chronic Absenteeism are both identified as Red, signaling the school's most urgent areas for improvement. This indicates a need for stronger systems around attendance, family engagement, and language acquisition support, as both student presence and English learner progress are foundational to long-term academic success.

3. Suspension Rate at Orange reflects an opportunity to continue strengthening school climate, behavior supports, and proactive intervention systems. Aligning PBIS, restorative practices, and student wellness supports can help improve both attendance and engagement while reducing exclusionary discipline and supporting a more positive school culture overall.

School and Student Performance Data

Academic Performance
English Language Arts

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

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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

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
 Yellow	 Yellow	
2.7 points below standard	14.2 points below standard	
Maintained 2.9 points	Increased 19.4 points	
275 Students	45 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	33 points below standard
1 Student	8 Students	Maintained 2.9 points
		189 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
87.6 points below standard	22.5 points below standard	0 Students
Increased 20.5 points	Increased 7.7 points	
77 Students	33 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Yellow
75.2 points above standard	73.1 points above standard	39.6 points below standard
Increased 18.3 points	Increased 19.6 points	Increased 12 points
33 Students	22 Students	135 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
20.1 points above standard	Fewer than 11 students - No Data for Privacy	9.7 points above standard
Declined 9.7 points	1 Student	Declined 5.8 points
20 Students		26 Students

Conclusions based on this data:

1. Overall English Language Arts performance for All Students remained in the Yellow range at 2.7 points below standard, showing stability but limited overall growth. While the school maintained its status, stronger acceleration is needed to move students into Green performance and reduce the number of student groups in Orange and Yellow.
2. English Learners and Students with Disabilities showed strong improvement trends, with English Learners increasing by 19.4 points and Students with Disabilities increasing by 20.5 points. Although both groups remain below standard (Yellow and Orange respectively), the growth indicates that targeted interventions and support systems are producing positive results and should continue to be strengthened.
3. Significant achievement gaps remain for Socioeconomically Disadvantaged students (-33 points), Hispanic students (-39.6 points), and especially Students with Disabilities (-87.6 points below standard), while Asian students performed exceptionally well in Blue at 75.2 points above standard. This highlights the need for focused equity-driven instructional strategies to close persistent subgroup gaps and ensure more consistent achievement across all student populations.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

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

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	 Yellow	
29.9 points below standard	30.6 points below standard	
Declined 5.8 points	Increased 5.5 points	
276 Students	46 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	54.7 points below standard
1 Student	8 Students	Declined 4 points
		190 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
114.5 points below standard	44.8 points below standard	0 Students
Declined 13.6 points	Increased 17.4 points	
77 Students	33 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Orange
52.6 points above standard	24 points above standard	67.9 points below standard
Increased 12.8 points	Maintained 0.8 points	Maintained 0.6 points
34 Students	22 Students	135 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
3.9 points below standard	Fewer than 11 students - No Data for Privacy	10.5 points below standard
Declined 8.2 points	1 Student	Declined 11.8 points
20 Students		26 Students

Conclusions based on this data:

1. Overall Mathematics performance for All Students declined and remains in the Orange range at 29.9 points below standard, signaling mathematics as a significant area of concern. Unlike ELA, math showed a downward trend (-5.8 points), indicating a stronger need for immediate instructional focus, intervention, and progress monitoring schoolwide.
2. Students with Disabilities represent the most urgent area of need, performing in the Red range at 114.5 points below standard and declining by 13.6 points. Socioeconomically Disadvantaged students (-54.7) and Hispanic students (-67.9) also remain significantly below standard in Orange, highlighting persistent equity gaps that require intensified targeted support and differentiated math instruction.
3. English Learners showed positive growth, increasing by 5.5 points and performing in Yellow, while Asian students performed exceptionally well in Blue at 52.6 points above standard. This suggests that some intervention strategies are working for specific groups, but stronger replication of effective practices is needed to improve outcomes across all student populations and close achievement gaps in mathematics.

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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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	1	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
56.4 science points	60.7 science points	0 Students
Maintained 0.2 points	Increased 7 points	
87 Students	23 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	50.9 science points
	5 Students	Maintained 0.7 points
		62 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
35.3 science points	Fewer than 11 students - No Data for Privacy	0 Students
Increased 5.4 points	7 Students	
30 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
70.9 science points	Fewer than 11 students - No Data for Privacy	49.9 science points
Maintained 0.8 points	7 Students	Increased 4.1 points
17 Students		39 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	52.3 science points
3 Students	1 Student	Declined 10.6 points
		12 Students

Conclusions based on this data:

1. Science is currently the school's strongest academic area, with All Students performing in the Green range at 56.4 points and maintaining overall performance. Unlike ELA and Mathematics, Science shows stronger student outcomes and greater consistency, indicating that current instructional practices in science are producing positive results.
2. Hispanic students also performed in the Green range and increased by 4.1 points, while Students with Disabilities and English Learners showed positive growth as well. Although Socioeconomically Disadvantaged students remain in Yellow, the absence of Red or Orange performance levels suggests stronger equity in science achievement and an opportunity to replicate successful science instructional strategies across other subject areas, particularly math.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Red	No Performance Color
30 making progress.	making progress.
Number Students: 50 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
32%	38%	0%	30%

Conclusions based on this data:

1. English Learner progress is a significant area of concern, with the school performing in the Red range and only 30% of English Learners making progress toward English language proficiency. This indicates that a majority of students are not advancing as expected and that current supports may need to be strengthened or refined.
2. A large portion of English Learners are either maintaining lower proficiency levels (38%) or regressing (32% decreased at least one level), meaning that 70% of students are not making forward progress. This suggests a need for more targeted, consistent language development strategies and closer monitoring of EL growth across classrooms.
3. The absence of students maintaining ELPI Level 4 (0%) highlights a gap in students reaching and sustaining full English proficiency, pointing to the need for stronger long-term supports and systems to help students not only progress but also achieve and maintain reclassification readiness.

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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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

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

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

All Students	English Learners	Long-Term English Learners
 Red	 Orange	
22.4% Chronically Absent	19.6% Chronically Absent	
Maintained 0.2	Increased 4.8	
682 Students	92 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	31.3% Chronically Absent	27.5% Chronically Absent
5 Students	Declined 6.8	Maintained -0.1
	16 Students	480 Students

Students with Disabilities	African American	American Indian
 Red	 Orange	 No Performance Color
38.8% Chronically Absent	31.7% Chronically Absent	0 Students
Increased 9.1	Declined 1.1	
160 Students	63 Students	

Asian	Filipino	Hispanic
 Green	 Green	 Red
3.2% Chronically Absent	4.4% Chronically Absent	32.8% Chronically Absent
Declined 2.2	Declined 6.4	Increased 2
94 Students	45 Students	329 Students

Two or More Races	Pacific Islander	White
 Green	 No Performance Color	 Orange
8.8% Chronically Absent	Fewer than 11 students - No Data for Privacy	18.6% Chronically Absent
Declined 2.2	1 Student	Increased 2.6
80 Students		70 Students

Conclusions based on this data:

1. Chronic absenteeism is a critical schoolwide concern, with All Students in the Red range at 22.4% and showing little improvement (maintained). This indicates that nearly 1 in 4 students are missing significant instructional time, which directly impacts academic achievement and engagement.
2. Significant disparities exist among student groups, with Students with Disabilities (38.8%), Hispanic students (32.8%), and Socioeconomically Disadvantaged students (27.5%) all in the Red range. The increase for Students with Disabilities (+9.1) is especially concerning, highlighting an urgent need for targeted, tiered attendance interventions and supports for high-need populations.
3. While some groups (Asian, Filipino, and Two or More Races) are performing in the Green range with low absenteeism and improving trends, other groups such as English Learners and White students showed increases in absenteeism. This mixed performance suggests that while some attendance strategies are effective, they are not yet consistently reaching or impacting all student groups, reinforcing the need for more individualized and proactive attendance supports.

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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	1	4

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
 Orange	 Green	
1.4% suspended at least one day	1% suspended at least one day	
Increased 0.7%	Maintained -0.2%	
710 Students	96 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	5.9% suspended at least one day	1.8% suspended at least one day
9 Students	Increased 5.9%	Increased 0.8%
	17 Students	499 Students

Students with Disabilities	African American	American Indian
 Red	 Orange	 No Performance Color
4.3% suspended at least one day	5.6% suspended at least one day	0 Students
Increased 3%	Increased 2.6%	
163 Students	72 Students	

Asian	Filipino	Hispanic
 Blue	 Blue	 Orange
0% suspended at least one day	0% suspended at least one day	1.8% suspended at least one day
Declined 1.1%	Maintained 0%	Increased 1.5%
95 Students	45 Students	342 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Blue
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Maintained 0%	1 Student	Declined 1.4%
81 Students		74 Students

Conclusions based on this data:

1. Overall suspension rates remain relatively low at 1.4%, but increased by 0.7%, placing the school in the Orange range. This upward trend suggests a need to closely examine behavior systems and ensure consistent implementation of proactive supports to prevent further increases.
2. Significant disparities exist among student groups, particularly for Students with Disabilities (4.3%, Red) and African American students (5.6%, Orange), both of which increased notably. These patterns indicate a need for more targeted, equity-focused behavior interventions, including strengthened Tier 2 and Tier 3 supports and culturally responsive practices.
3. Several student groups (Asian, Filipino, White, and Two or More Races) reported 0% suspension rates (Blue), demonstrating that strong behavioral systems and supports are effective for many students. The contrast across groups highlights an opportunity to replicate successful PBIS and intervention practices more consistently to reduce disproportionality and improve outcomes for all students.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Positive School Culture and Climate
Strengthen a positive, safe, and inclusive school culture and climate by implementing and refining a comprehensive MTSS framework that supports improved student attendance, reduced behavioral incidents, and increased student engagement, as measured by attendance, discipline, and school climate data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to school programs, activities, and tiered social-emotional and behavioral supports. These supports will foster a sense of connectedness, especially for English Learners (EL), Foster Youth (FY), African American Students, student experiencing homelessness, Low Income students (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

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.

A continued need for Bryn Mawr is to foster a positive school culture and climate, particularly for African American students, English Learners, Students with Disabilities (SWD), and Low-Income students. Review of California Dashboard and local site data indicates ongoing needs in attendance, student connectedness, behavior support systems, and equitable access to positive behavior interventions. Chronic absenteeism, behavioral incidents, and disproportionality in discipline practices continue to impact student engagement and academic success for these student groups. Local survey data from students, staff, and families also reflects the need to strengthen relationships, belonging, and consistent schoolwide expectations for behavior and support. To address these areas, the school will continue strengthening its PBIS and MTSS systems through proactive behavior supports, restorative practices, social-emotional learning, family engagement, and targeted interventions that promote a safe, inclusive, and supportive learning environment for 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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A - Attendance Rate Percentage of students who were present by student group. Source: District Analysis	Spring 2025 All -- 93.11% African American -- 32.8% Hispanic -- 65.7% White -- 83.6% Low Income -- 72.8% English Learner -- 77.8% Foster Youth -- 71.4% Homeless Youth -- 100% Students with Disabilities -- 65.1%	By Spring of 2026, increase attendance rate for all students by 2% overall (93% to 95%). All student groups either maintain attendance rate increase rate by 2% overall. All -- 95.11% African American -- 34.8% Hispanic -- 67.7% White -- 85.6% Low Income -- 74.8% English Learner -- 79.8% Foster Youth -- 73.4% Homeless Youth -- 100% Students with Disabilities -- 67.1%
1B Chronic Absenteeism Rate: Percentage of students in grades K-5 who were absent for 10% or more of the total instructional days, by student groups. Source: Dashboard Data & District Analysis	2025 CA Dashboard ALL | 22.4% District Analysis Spring 2025 ALL | 14.9% Black/African American | 17.9% Asian | 3.5% Filipino | 11.4% Hispanic | 21.1% Multiple Races/Two or More | 8.8% White | 5.6% English Learner | 12.7% Homeless Youth | 33.3% Socioeconomically Disadvantaged | 18.8% Students with Disabilities | 0%	Local Indicators by Spring 2027 will indicate at least a 2% decrease in Chronic Absenteeism for all subgroups: Black/African American | 16% Asian | 1.5% Filipino | 9.5% Hispanic | 19% Multiple Races/Two or More | 6% White | 3% English Learner | 10% Homeless Youth | 31% Socioeconomically Disadvantaged | 16% Students with Disabilities | 0%
1C Suspension Rate: Percentage of students suspended 1 or more times during the school year by student group. Source: California School Dashboard	2025 CA Dashboard ALL | 0.7% District Analysis Spring 2025 ALL | 0.8% Black/African American | 3.6% Asian | 0% Filipino | 2.9% Hispanic | 0.7% Multiple Races/Two or More | 0% White | 0% English Learner | 3.2% Homeless Youth | 0% Socioeconomically Disadvantaged | 1.1% Students with Disabilities | 0%	By the spring of 2026, the suspension rate will remain under 1% overall. Black/African American | 2.0% Asian | 0% Filipino | 0.0% Hispanic | 0.3% Multiple Races/Two or More | 0% White | 0% English Learner | 0% Homeless Youth | 0.0% Socioeconomically Disadvantaged | 1.0 Students with Disabilities | 0%
1D SWIS/AERIES behavior data Source: Local Data System	SWIS Data April 2025 # of discipline referrals: 430 YTD # of suspensions YTD: 7	By spring of 2026, decrease the # of discipline referrals and suspension by 10%

1E Implementation of Social-Emotional curriculum, including Second Step and Leader in Me lessons	None	Implementation data will indicate weekly Second Step and Leader in Me lessons during LEAD time in the classroom.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Improve student attendance and reduce rates of chronic absenteeism through the implementation of a comprehensive, tiered system of supports that promotes the importance of daily attendance, identifies and addresses barriers early, and provides targeted interventions for students and families in need. The school will strengthen consistent monitoring of attendance data, implement proactive communication and outreach strategies, and collaborate with families and community partners to ensure all students are present, engaged, and ready to learn.	All students	6000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Implement a schoolwide attendance incentive system to recognize and reward students and classes demonstrating strong attendance patterns, with an emphasis on improving daily attendance and reducing chronic absenteeism. 1000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Establish and implement a proactive, tiered communication system that informs families about attendance expectations and the impact of chronic absenteeism, while providing timely automated notifications, personal outreach, and targeted follow-up to address attendance concerns early and support regular student attendance.
1.2	Implement and continuously refine a schoolwide Positive Behavioral Interventions and Supports (PBIS) system within the Multi-Tiered System of Supports (MTSS) framework by providing instructional supplies, signage, publications, staff training, collaboration time, and student incentives such as the Blue Jay Store. Through proactive, restorative, and equitable practices, behavioral expectations will be explicitly taught, modeled, and reinforced using consistent recognition, feedback, and data-based decision-making, resulting in reduced behavioral incidents, decreased reliance on exclusionary discipline, and a positive, safe, and inclusive school climate inclusive school climate.	All students; At-risk students	6000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Funds will be allocated to support personnel through staff training, dedicated collaboration and planning time, and compensation for extra duty work related to PBIS implementation. These investments build staff capacity to consistently teach, model, and reinforce behavioral expectations and to use data to guide decision-making. 6000

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Funds will be allocated to purchase instructional supplies, PBIS signage, and related publications to support the teaching and reinforcement of behavioral expectations. Additional funds will support student incentives, including materials for the Blue Jay store, to reinforce positive behavior through consistent recognition systems. 2000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Deliver a comprehensive, multi-tiered social-emotional support system by purchasing and implementing SEL curriculum, learning supplies, and intervention materials that support schoolwide instruction (e.g., Second Step and Leader in Me), targeted small-group counseling and interventions, and individualized Tier 2 and Tier 3 behavior supports. These actions will strengthen students' self-awareness, self-management, relationship skills, and responsible decision-making while promoting positive behavior, emotional well-being, and a safe, supportive school climate. 12000 Title I Non-Personnel (4000-7439) Deliver a comprehensive, multi-tiered social-emotional support system by purchasing and implementing SEL curriculum, learning supplies, and intervention materials that support schoolwide instruction (e.g., Second Step and Leader in Me), targeted small-group counseling and interventions, and individualized Tier 2 and Tier

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			3 behavior supports. These actions will strengthen students' self-awareness, self-management, relationship skills, and responsible decision-making while promoting positive behavior, emotional well-being, and a safe, supportive school climate.
1.3	Foster a positive, engaging, and inclusive school culture and climate where all students feel connected, supported, and valued through the intentional implementation of student groups, social-emotional learning (SEL), counseling services, clubs, field trips, extracurricular, and enrichment opportunities. These efforts will promote students' social-emotional well-being and sense of belonging, with targeted supports for underserved and trauma-impacted student populations.	All students	6000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Provide compensation and funding for certificated staff to design and lead enrichment opportunities—such as STEM activities, leadership development, clubs, and structured learning extensions—that expand extracurricular offerings, foster student engagement and belonging, and promote a positive school climate through meaningful leadership and participation opportunities. 18000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Hire additional campus supervision staff (e.g., campus monitor, paraprofessionals, etc.) to support safe, structured recess, transitions, and non-classroom supervision to improve student engagement and safety. 6000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Hire additional campus supervision staff (e.g., campus monitor, paraprofessionals, etc.) to support safe, structured recess, transitions, and non-classroom supervision to improve student engagement and safety. 6000

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Provide funding to ensure equitable access to field trips and grade-level experiential learning opportunities that extend classroom instruction and increase student engagement and connectedness.
1.4	Maintain meaningful partnerships with families and the broader school community to support student success by increasing opportunities for engagement, communication, and collaboration. Through the implementation of a comprehensive family engagement plan, the school will build trust, promote transparency, and empower families as active partners in supporting students' academic achievement, attendance, behavior, and social-emotional well-being.	All parents; parents of at-risk learners	1629 Title I Parent Involvement Non-Personnel (4000-7439) Provide instructional materials, take-home learning resources, and informational supports that equip families to support student learning in literacy, mathematics, attendance routines, behavior expectations, and social-emotional learning at home. This includes family workshop materials, translated resources, printed tools, and communication supports to ensure equitable access and meaningful engagement for all families. 1500 Title I Non-Personnel (4000-7439) Provide instructional materials, take-home learning resources, and informational supports that equip families to support student learning in literacy, mathematics, attendance routines, behavior expectations, and social-emotional learning at home. This includes family workshop materials, translated resources, printed tools, and communication supports to ensure equitable access and meaningful engagement for all families. 1500 Title I Personnel (1000-3999) Provide compensation for certificated and classified staff to plan, coordinate, and facilitate parent workshops, family engagement nights,

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			and ongoing communication events, including translator services when needed. 1000 Title I Non-Personnel (4000-7439) Provide light refreshments, meals, and/or beverages to increase family participation and support attendance at schoolwide engagement events, workshops, and meetings.

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

During the 2025–2026 school year, Bryn Mawr continued strengthening school culture and climate through the intentional implementation of PBIS within our MTSS framework, aligned with both Leader in Me and Second Step. Clear schoolwide behavior expectations were explicitly taught, modeled, and reinforced across all settings, including classrooms, common areas, and the playground. Staff used a consistent behavior matrix, direct behavior lessons, and restorative conversations to support student success.

This was our second full year of PBIS implementation. In Year 1, Bryn Mawr earned Gold recognition, and in Year 2, the school was recommended for Platinum status through the PBIS Tiered Fidelity Inventory (TFI) process, demonstrating strong schoolwide systems and consistent implementation. Staff utilized SWIS to track behavioral data, allowing the team to identify trends, respond proactively, and provide targeted interventions for students needing additional support. As a result, behavior incidents decreased throughout the year, and staff were able to provide more timely and strategic support.

Additional actions included strengthening safe recess and playground systems, increasing positive incentives both inside and outside the classroom through recognition systems and the Blue Jay Store, and providing direct instruction on expected behaviors. The school also hired additional support staff to assist with student supervision, intervention, and social-emotional support. Second Step lessons and Leader in Me habits were embedded into daily instruction to build students' self-management, leadership, and relationship skills. These combined efforts contributed to a safer, more inclusive, and more positive school environment for students and staff.

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

There were no major differences between the intended implementation and the actual implementation of strategies or budgeted expenditures for this goal. Most allocated funding was used to support PBIS systems, student incentives, behavior supports, staff collaboration, and additional supervision and intervention resources. As needs emerged throughout the year, some adjustments were made to prioritize student support staffing and behavior intervention materials, but these remained aligned with the overall goal of improving school culture and climate.

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

For the 2026–2027 school year, Bryn Mawr will continue strengthening its PBIS, Leader in Me, and Second Step implementation to sustain and deepen a positive school culture and climate. The school will place an increased focus on Tier 2 and Tier 3 social-emotional and behavioral supports through expanded counseling services, targeted student

interventions, and stronger systems for student voice and leadership opportunities, including student leadership and student body development.

Additional emphasis will be placed on reducing chronic absenteeism, strengthening family partnerships around attendance and behavior expectations, and maintaining consistent restorative practices across all grade levels. Continued use of behavior data, student perception surveys, and attendance monitoring will guide decision-making and support ongoing improvement. These refinements are reflected in Goal 1 of the 2026–2027 SPSA under Culture and Climate, with expanded actions related to SEL, family engagement, attendance, and student leadership.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Tiered Academic Support
Staff will set high academic expectations for ALL students and provide high quality, research-based learning opportunities and tiered supports and services to support student success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will progress towards meeting standards in academics through tiered supports and services.

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.

Analysis of the California Dashboard and local assessment data identifies a continued need for strengthened Tiered Academic Support in both English Language Arts and Mathematics. There has been a decline in the percentage of students meeting or exceeding standards in ELA, while Mathematics continues to show a larger distance from standard and persistent performance gaps. Student groups with the most significant achievement gaps in both ELA and Math include English Learners (ELs), African American students, Students with Disabilities (SWD), and Socioeconomically Disadvantaged students.

Local data, classroom assessments, intervention progress monitoring, and teacher team analysis, also indicate the need for stronger Tier 1 instruction, more consistent intervention systems, and better alignment between core instruction and targeted supports. In particular, students require additional support in foundational reading skills, reading comprehension, mathematical reasoning, and academic language development.

To address these needs, Bryn Mawr will continue strengthening its MTSS framework by improving Tier 1 instruction, expanding targeted intervention supports, and ensuring coordination between classroom teachers, intervention staff, special education services, and English Learner supports. Actions include strategic use of intervention teachers, instructional aides, and specialized staff; ongoing professional learning and collaboration for teachers; progress monitoring through data cycles; and family engagement efforts to support learning at home. These efforts are intended to close achievement gaps and improve outcomes for all students, with particular focus on historically underserved student groups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	2025 CA School Dashboard ALL | -6.6 Asian | 68.5 Hispanic | -42.6 White | 8.8 African-American | -23.6 English Learner | -60.1 Socioeconomically Disadvantaged | -39.5 Students with Disabilities | -100.3 Homeless | -39.5	Improve the Distance from "Standard Met" for students overall, and for every subgroup as well. 2026 CA School Dashboard (points from standard) Overall growth will improve by 7 points from -6.6 to 0.4 Each subgroup will have a minimum of 5 points growth Asian | 73.5 Hispanic | -38.6 White | 11.8 African-American | -18.6 English Learner | -55.1 Socioeconomically Disadvantaged | -34.5 Students with Disabilities | -95.3 Homeless | -34.5
2B Mathematics State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	2025 CA School Dashboard ALL | -33.2 Asian | 47.2 Hispanic | -70.5 White | 10.4 African-American | -45.8 English Learner | -78 Socioeconomically Disadvantaged | -57.6 Students with Disabilities | -127.8 Homeless | -86.7	Improve the Distance from "Standard Met" for students overall, and for every subgroup as well. 2025 CA School Dashboard (points from standard) Overall growth will improve by 5 points: ALL | -28.2 Asian | 42.2 Hispanic | -65.5 White | 15.4 African-American | -40.8 English Learner | -73 Socioeconomically Disadvantaged | -52.6 Students with Disabilities | -122.8 Homeless | -81.7
2C California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST Grade 5 student group. Source: California School Dashboard	Spring 2025 CAST ALL | -8.5 EL | -25% Homeless | -5.3 Socioeconomically Disadvantaged | -14.2% African-American | -45.8 English Learner | -78 Socioeconomically Disadvantaged | -57.6 Students with Disabilities | - 33.8% African American | -21.7% Asian| 6.9% Hispanic | - 15.1% White | - 12.6%	Increase the percentage of students Meeting or Exceeding Standards on CAST Grade 5 student group nu at least 5 points. Spring 2026 CAST ALL | -3.5 EL | -20% Homeless | 0 Socioeconomically Disadvantaged | -9.2% African-American | -40.8 English Learner | -73 Socioeconomically Disadvantaged | -52.6 Students with Disabilities | - 27.8% African American | -16.7% Asian| 12% Hispanic | -10% White | - 8.6%
2D English Learner Progress Indicator (ELPI)	2025 CA School Dashboard 30.6%	Increase the percentage of English Learners making progress towards proficiency on the English Language

Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC). Source: California School Dashboard		Proficiency Assessments for California (ELPAC) to 50%
2E STAR Assessment (English/Reading) Source: Internal District Reporting	STAR Reading March 2026 OVERALL – 66.7% African American – 68% Asian – 80% Hispanic – 42% White – 50% EL – 35% SWD – N/A 1st Grade – 50% 2nd Grade – 69% 3rd Grade – 70% 4th Grade - 62% 5th Grade - 68%	Increase the percentage of students scoring at/above standard on the Spring 2027 STAR Reading OVERALL will increase to 71%. Each subgroup and grade level will increase proficiency level by 5 points. African American – 73% Asian – 85% Hispanic – 47% White – 55% EL – 56% SWD – 40% 1st Grade – 55% 2nd Grade – 74% 3rd Grade – 75% 4th Grade - 67% 5th Grade - 73%
2F STAR Assessment (Mathematics) Source: Internal District Reporting	STAR Math March 2026 ALL – 61% African American – 74% Asian – 81% Hispanic – 44% White – 64% EL – 46% SWD – 0% 1st Grade – 52% 2nd Grade – 67% 3rd Grade – 58% 4th Grade – 63% 5th Grade - 64%	Increase the percentage of students scoring at/above standard on the Spring 2027 STAR Math OVERALL will increase to 66%. Each subgroup and grade level will increase proficiency level by 5 points. African American – 79% Asian – 86% Hispanic – 49% White – 69% EL – 51% SWD – 40% 1st Grade – 57% 2nd Grade – 72% 3rd Grade – 63% 4th Grade – 68% 5th Grade - 69%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Strengthen schoolwide literacy outcomes across all grade levels through a coherent, standards-aligned instructional framework supported by professional learning, collaboration, and instructional resources, with prioritized support for English Learners (ELs), Students with Disabilities (SWD), and students performing below grade-level standards as identified through universal screening and local assessment data	All students; SWD and ELs	7000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Utilize research-based literacy software programs to support student skill development, provide differentiated practice, and enhance access to grade-level reading and writing standards across all grade

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			levels (e.g. Accelerated Reader, Freckle, etc.) 12000 Title I Non-Personnel (4000-7439) Utilize research-based literacy software programs to support student skill development, provide differentiated practice, and enhance access to grade-level reading and writing standards across all grade levels (e.g. Accelerated Reader, Freckle, etc.) 17800 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Purchase and implement grade-level instructional materials and resources that support a coherent, standards-aligned literacy framework, ensuring consistent access to rigorous reading, writing, speaking, and listening instruction. 6000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Provide regular PLC collaboration time for teachers to engage in data analysis, review student work, develop common formative assessments, and refine Tier 1 literacy instruction to ensure alignment and consistency across grade levels. 30000 Title I Non-Personnel (4000-7439) Provide sustained professional learning, including training and coaching days, focused on evidence-based literacy instruction, including explicit instruction, comprehension strategies, writing instruction, and differentiation. Professional development will include coaching support and

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			alignment to PLC practices to strengthen instructional effectiveness across classrooms.
2.2	Strengthen targeted academic support systems for Students with Disabilities and English Learners through a data-driven Multi-Tiered System of Supports (MTSS), providing differentiated Tier 2 and intensive Tier 3 interventions to accelerate student progress toward grade-level standards.	Students who are below grade-level proficiency; Subgroups: EL and SWD	0 Provide structured academic support through push-in and pull-out models to address individual learning needs and support acceleration toward grade-level proficiency in ELA and Mathematics (ELOP STAFF) 14000 Title I Non-Personnel (4000-7439) Purchase and implement research-based intervention curriculum, instructional materials, and supplemental software to support targeted skill development in literacy and math. 5000 Title I Personnel (1000-3999) Provide structured collaboration time for teachers, specialists, and intervention staff to analyze data, plan instruction, and vertically align supports across grade levels. Additional compensation (e.g., stipends or extra duty pay) may be provided to support implementation and sustainability.
2.3	Strengthen schoolwide literacy and language outcomes by strategically leveraging specialized instructional staff to support Tier 1 instruction and targeted interventions, while ensuring coordination across core instruction, intervention services, and language development within a coherent, MTSS-aligned system.	At-risk students; Subgroups: EL	37000 Title I Personnel (1000-3999) Hire a part-time Literacy Program Coordinator to support the development, implementation, and monitoring of the schoolwide literacy framework, including coaching teachers and supporting PLCs. 11196 District Funded – Title III Personnel (1000-3999) Hire a part-time English Learner (EL) Interventionist to

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			deliver targeted Tier 2 and Tier 3 instructional support, including push-in and pull-out services, to accelerate English language development and increase access to grade-level academic content for English Learners.
2.10			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

During the 2025–2026 school year, Bryn Mawr implemented a coordinated and data-informed approach to strengthening Tiered Academic Support in both Mathematics and Literacy. Professional Learning Communities (PLCs) were consistently utilized to support teacher collaboration, analyze student data, calibrate instructional practices, and plan targeted Tier 1 instruction and interventions aligned to student needs.

In addition, structured PLC time was prioritized to ensure ongoing collaboration around formative and benchmark assessment data, allowing teachers to identify skill gaps and adjust instruction in real time. Intervention materials for both mathematics and literacy were purchased and implemented to strengthen targeted supports across grade levels, ensuring students had access to high-quality resources aligned to instructional priorities.

ELOP staff played a key role in expanding academic support systems by collaborating with classroom teachers to provide embedded small-group intervention during core instruction, as well as delivering pull-out intensive intervention for students needing more targeted, individualized support. This dual model of push-in and pull-out services allowed for more flexible, responsive instruction and increased access to academic support throughout the school day.

Overall, these combined strategies resulted in improved coordination between core instruction and intervention services, strengthened instructional consistency, and increased student access to timely academic support.

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

There were a few notable differences between the intended implementation and actual expenditures for this goal. District-funded PLC training was provided for teachers, which reduced the need for the school to use its originally allocated site funds for professional development. As a result, not all of the anticipated funding for training was expended.

Additionally, not all allocated funds for a literacy interventionist position were utilized due to staffing and scheduling considerations. These funds were partially redirected to support other instructional priorities and materials aligned to literacy and math intervention needs.

The school also invested in Kagan Cooperative Learning training for staff to strengthen engagement strategies and collaborative learning structures within classrooms. This training supported Tier 1 instructional practices and aligned with the school’s broader focus on improving instructional quality and student engagement across content areas.

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

For the 2026–2027 school year, Bryn Mawr's primary academic focus will continue to be Literacy while continuing to maintain strong math intervention systems. Based on California Dashboard results and local assessment data, increased attention will be placed on improving reading achievement and closing performance gaps for English Learners (ELs), Students with Disabilities (SWD), African American students, and other at-risk learners.

Budget allocations have been adjusted to provide more intentional and targeted literacy intervention through specialized instructional staff, intervention curriculum, professional development, and stronger coordination between Tier 1 instruction, intervention services, and language development supports. Additional emphasis will be placed on strengthening foundational reading skills, academic language development, and family engagement in literacy. These changes are reflected in Goal 2 of the 2026–2027 SPSA under Tiered Academic Support.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$214,625.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$114,000.00
Title I Parent Involvement	$1,629.00

Subtotal of additional federal funds included for this school: $115,629.00

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

State or Local Programs	Allocation ($)
	$0.00
District Funded – Title III	$11,196.00
LCAP - Supplemental & Concentration Grant (LCAP)	$87,800.00

Subtotal of state or local funds included for this school: $98,996.00

Total of federal, state, and/or local funds for this school: $214,625.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded – Title III	11,196.00
LCAP - Supplemental & Concentration Grant (LCAP)	87,800.00
Title I	114,000.00
Title I Parent Involvement	1,629.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
Non-Personnel (4000-7439)	123,929.00
Personnel (1000-3999)	90,696.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
Personnel (1000-3999)	District Funded – Title III	11,196.00
Non-Personnel (4000-7439)	LCAP - Supplemental & Concentration Grant (LCAP)	51,800.00
Personnel (1000-3999)	LCAP - Supplemental & Concentration Grant (LCAP)	36,000.00
Non-Personnel (4000-7439)	Title I	70,500.00
Personnel (1000-3999)	Title I	43,500.00
Non-Personnel (4000-7439)	Title I Parent Involvement	1,629.00

Expenditures by Goal

Goal Number	Total Expenditures

Goal 1	74,629.00
Goal 2	139,996.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Esther Tamanaha	Principal
Angelica McGuire	Classroom Teacher
Cordelia Cullen	Classroom Teacher
Shawna Dangelo	Classroom Teacher
Keila Ventura	Other School Staff
Theodore Odabe	Parent or Community Member
Sean Yeung	Parent or Community Member
Yesenia Villegas	Parent or Community Member
Michelle Kim	Parent or Community Member
Sarah Lascano	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 14, 2026.

Attested:

	Principal, Esther Tamanaha on May 14, 2026
	SSC Chairperson, Angelica McGuire on May 14, 2026

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Crafton Elementary	36-67843-6036479	May 26, 2026	July 21, 2026

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Crafton Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page 1
Table of Contents 3
Plan Description 4
Educational Partner Involvement 4
Comprehensive Needs Assessment Components 4
    California School Dashboard (Dashboard) Indicators 4
    Other Needs 5
School and Student Performance Data 7
    Student Enrollment 7
    CAASPP Results 10
    ELPAC Results 14
    Student Population 18
    Overall Performance 20
    Academic Performance 22
    Academic Engagement 30
    Conditions & Climate 32
Goals, Strategies, & Proposed Expenditures 34
    Goal 1 34
    Goal 2 40
Budget Summary 47
    Budget Summary 47
    Other Federal, State, and Local Funds 47
Budgeted Funds and Expenditures in this Plan 48
    Funds Budgeted to the School by Funding Source 48
    Expenditures by Funding Source 48
    Expenditures by Budget Reference 48
    Expenditures by Budget Reference and Funding Source 48
    Expenditures by Goal 48
School Site Council Membership 50
Recommendations and Assurances 51

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Crafton Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☑ Schoolwide Program

Crafton's school goals are aligned with our district's LCAP goals, designed thought collaborative input from stakeholders and in response to academic data, social-emotional surveys and input from staff and parent groups, to help all students, including our unduplicated students including students experiencing homelessness/Foster, English Learners, socioeconomically disadvantaged students, and students that need intervention/enrichment achieve academic, behavioral, and socio-emotional success. The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan. The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication effort with the ultimate goal of increasing student achievement. The School Site Council is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students. LCFF provides schools and LEA's 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. Because our school goals are aligned to the District's LCAP goals, they support our unduplicated students including students experiencing homelessness/Foster, English Learners, low Socioeconomically disadvantaged students, and students that need intervention/enrichment achieve academic, behavioral, and socio-emotional success.

Educational Partner Involvement

How, when, and with whom did Crafton Elementary consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council met a minimum of 5 times throughout the year. The council consists of the administrator, 3 Certificated staff members, 1 Classified staff member, and 5 parents. The intent of the School Site Council (SSC) is to ensure that the educational opportunities provided at Crafton is decided through a collaborative effort. During the SSC meetings, the council discussed and made decisions on the required topics: Uniform Complaint Procedures, Program Evaluation, Parent Involvement Activities, Program Monitoring, Needs Assessment, Training on new state accountability, and site-based needs.

Crafton's SSC conducts progress monitoring reviews of the SPSA on an on-going basis. The development of the School Plan for the 26/27 year included input and review by parents (Site Council, PTA, parent surveys and Pastry with the Principal) and staff (in leadership and whole-staff meetings). Then, Crafton's School Site Council (SSC) used this input from school stakeholders to develop the site's SPSA.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Crafton Elementary has no state indicators for which overall performance was in the "Red" performance category on the current dashboard, but we do have state indicators for which overall performance was in the "orange" category: Chronic Absenteeism, Suspension Rate, English Language Arts and Math.

Crafton's 2025 overall chronic absenteeism rate of 17.5% is below state and district averages, but, after declining for the previous 3 years, the rate rose 0.6% in 2025, dropping us into the "orange" category. To date, the 25-26 rate we are tracking in under 14%, indicating more progress is being made, but this remains an important area of focus. Our suspension rate rose to 3% in 2025, still below state and district averages, but a big jump for us from 0.7% in 2024. This was due to multiple factors, but expanding our Other Means of Correction for students in significant need is a priority. So far this year, we remain well under 1%. Instructional response to ELA and Math scores are the major focus of this plan, esp. in Goal 2: our PLC structure is hard at work better clarifying which standards are in need of relentless reteaching until all students reach mastery, as well as adjusting systems of intervention to align with these priorities.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

There are no student groups in any state indicator who are two or more performance levels below the "all student" performance.

Other Needs

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

As we have analyzed our dashboard data as a staff and with parents and community stakeholders (SSC, Pastry with the Principal), we have selected a few key areas of focus for 26-27, focusing on Mathematics and English Language Arts... including improving PLC structures to support team-based data analysis that leads DIRECTLY to specific student supports in relation to identified essential standards, collaborative lesson planning, AND continued emphasis on small group instruction (in both ELA and Math) along with deepening Costa's level on thinking (DOK levels) via increasing AVID instructional strategies.

In our most recent Kelvin student climate survey, 77% of students who responded positively to the statement "My school is a place where I feel I 'belong" and 'included' in activities." While this is an 8% improvement over the prior year's survey, it still means that 23% of our students do NOT feel they belong or included at school! 100 years of educational research shows that kids learn most effectively when they feel "part of something," and our goal is that EVERY student at our school feels connected and "seen." Additionally, nearly 1 in 4 students (24%) responded they do not feel they are "recognized when I make good choices" and just under 1 in 4 (26%) do not feel "My school rewards students for good behavior." While we have made significant progress in reducing chronic absenteeism over the past 3 years, we still had 17.5% of our students chronically absent (missing more than 10% of the school year) on 2025 dashboard, and this was a 0.6% increase over 2024. Continued focus on targeted supports for students chronically absent or in danger of becoming chronically absent remain a priority.

Parent surveys reveal a high level of satisfaction with the schools (89%) both socially and academically. Staff survey reveals a 77% satisfaction rate, with the low areas indicating a desire for more support with student behaviors. The 26/27 plan includes a shift in funding priorities in order to address this need via additional classroom and behavior support.

While student participation in mathematics assessments remains consistently high across all grade levels, overall achievement data indicate that fewer than half of students are meeting or exceeding grade-level standards, with an increasing percentage of students not meeting standards from 2022–23 through 2024–25. This trend underscores the need to strengthen Tier I mathematics instruction with greater emphasis on grade-level rigor, coherence, and aligned instructional practices.

Student achievement trends in ELA assessments indicate a gradual decline in the percentage of students meeting or exceeding standards, with a corresponding increase in students not meeting standards from 2022–23 through 2024–25. This suggests a need to strengthen Tier I core literacy instruction and ensure instructional practices are closely aligned to the rigor and expectations of the CAASPP ELA standards.

Taken together, a review of ELA and Math practices indicate an urgent need to identify essential standards and work to align interventions in Tier I, II and III with those priorities.

To support our district’s unduplicated count (Homeless, foster, low-income & EL) population, some schools, including ours, offer after school programming named “Exploration Experience”. This is the merged programs of Expanded Learning Opportunity Program (ELOP) and After School Education and Safety (ASES). This opportunity allows a safe learning environment after school where students can experience an increased sense of belonging as students connect with their peers and additional program staff in positive ways after school. This opportunity also contributes to areas of high academic achievement by offering homework & academic support.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Crafton Elementary. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	3.98%	3.17%	3.12%	27	22	21
Asian	3.24%	3.46%	3.71%	22	24	25
Filipino	0.15%	0.43%	0.74%	1	3	5
Hispanic/Latino	57.14%	59.08%	56.76%	388	410	382
Pacific Islander	0.88%	1.15%	1.34%	6	8	9
White	28.72%	27.09%	25.26%	195	188	170
Two or More Races	5.15%	3.75%	4.61%	35	26	31
Not Reported	0.74%	1.87%	4.46%		13	30
			Total Enrollment	679	694	673

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		51	53
Kindergarten	96		93
Grade 1	84		108
Grade 2	109		101
Grade3	99		97
Grade 4	126		113
Grade 5	117		108
Total Enrollment	679		673

Conclusions based on this data:

1. Overall enrollment is steadily increasing year over year: Total student enrollment rose from 664 (2022–23) to 679 (2023–24) and then to 694 (2024–25). This consistent growth suggests increasing demand for the school, likely due to neighborhood growth, school reputation, or improved retention patterns.

2. The student population is becoming increasingly Hispanic/Latino while the White student population is declining proportionally: Hispanic/Latino enrollment increased both in percentage (53.61% ? 57.14% ? 59.08%) and count (356 ? 388 ? 410) over the three years. In contrast, White student enrollment decreased in percentage (31.48% ?

28.72% ? 27.09%) and count (209 ? 195 ? 188). This indicates a demographic shift toward a more predominantly Hispanic/Latino student body, with important implications for instructional programming, family engagement, and language supports.

3. Most smaller student subgroups remain stable or show modest growth, while African American enrollment is declining Asian, Filipino, Pacific Islander, and Two or More Races groups remain relatively small and fairly stable, with minor fluctuations.
African American enrollment declined consistently in both percentage (4.52% ? 3.98% ? 3.17%) and number of students (30 ? 27 ? 22). This trend may warrant monitoring to understand broader district patterns and ensure equitable outreach and support.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	46	45	40	6.8%	6.5%	5.9%
Fluent English Proficient (FEP)	21	18	23	3.1%	2.6%	3.4%

Conclusions based on this data:

1. Crafton's EL population has held steady in 24-25 after increasing 1.5% between 21-22 and 23-24. Our staff focuses on specific supports for our EL students based on their ELPAC and classroom performance data.
2. The increase in EL students has caused our team to request and receive updated training on EL supports in the classroom, as well and reclassification criteria and fomat of the ELPAC assessment.
3. Our 2025 dashboard, the first year for which we have had enough students to be reported on the dashboard, is in the BLUE level, the highest possible.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	122	101	111	122	99	109	122	99	109	100.0	98	98.2
Grade 4	112	130	103	110	129	102	110	129	102	98.2	99.2	99
Grade 5	113	115	132	112	115	132	112	115	132	99.1	100	100
All Grades	347	346	346	344	343	343	344	343	343	99.1	99.1	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2423.	2394.	2415.	26.23	16.16	28.44	22.13	18.18	17.43	25.41	26.26	20.18	26.23	39.39	33.94
Grade 4	2470.	2470.	2449.	30.00	27.13	19.61	21.82	21.71	22.55	20.00	27.13	21.57	28.18	24.03	36.27
Grade 5	2504.	2503.	2502.	26.79	21.74	21.97	27.68	33.91	28.03	18.75	14.78	20.45	26.79	29.57	29.55
All Grades	N/A	N/A	N/A	27.62	22.16	23.32	23.84	24.78	23.03	21.51	22.74	20.70	27.03	30.32	32.94

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	24.59	14.14	19.27	54.10	58.59	56.88	21.31	27.27	23.85
Grade 4	19.09	17.05	15.69	63.64	66.67	54.90	17.27	16.28	29.41
Grade 5	18.75	19.13	18.18	66.07	59.13	56.82	15.18	21.74	25.00
All Grades	20.93	16.91	17.78	61.05	61.81	56.27	18.02	21.28	25.95

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	15.57	10.10	20.18	58.20	50.51	51.38	26.23	39.39	28.44
Grade 4	22.73	20.16	14.71	57.27	58.91	57.84	20.00	20.93	27.45
Grade 5	25.00	26.96	16.67	52.68	52.17	65.91	22.32	20.87	17.42
All Grades	20.93	19.53	17.20	56.10	54.23	58.89	22.97	26.24	23.91

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	14.75	12.12	11.93	71.31	69.70	65.14	13.93	18.18	22.94
Grade 4	11.82	14.73	7.84	70.91	73.64	74.51	17.27	11.63	17.65
Grade 5	12.50	10.43	14.39	68.75	73.91	72.73	18.75	15.65	12.88
All Grades	13.08	12.54	11.66	70.35	72.59	70.85	16.57	14.87	17.49

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	16.39	8.08	11.01	61.48	65.66	62.39	22.13	26.26	26.61
Grade 4	13.64	17.05	11.76	67.27	63.57	62.75	19.09	19.38	25.49
Grade 5	16.07	13.04	20.45	60.71	69.57	60.61	23.21	17.39	18.94
All Grades	15.41	13.12	14.87	63.08	66.18	61.81	21.51	20.70	23.32

Conclusions based on this data:

1. While overall participation in ELA assessments remains consistently high across all grade levels, student achievement trends indicate a gradual decline in the percentage of students meeting or exceeding standards, with a corresponding increase in students not meeting standards from 2022–23 through 2024–25.

   This suggests a need to strengthen Tier I core literacy instruction and ensure instructional practices are closely aligned to the rigor and expectations of the CAASPP ELA standards.

2. Analysis of grade-level and strand-specific data reveals particular areas of need in Reading comprehension, Writing, and Research/Inquiry skills, as evidenced by increasing percentages of students performing below standard and relatively low percentages performing above standard.

   These patterns indicate the importance of targeted professional development, consistent instructional strategies, and increased opportunities for students to engage in complex texts, evidence-based writing, and inquiry-based learning across grade levels.

3. Although a majority of students remain at or near standard across ELA domains, the limited growth in the percentage of students exceeding standards highlights a need for intentional differentiation and enrichment, alongside timely intervention supports.

   Strengthening data-driven instruction, progress monitoring, and vertical articulation will be critical to improving outcomes and closing achievement gaps by the 2026–27 school year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	122	101	111	121	98	111	121	98	111	99.2	97	100
Grade 4	112	130	103	111	128	102	111	128	102	99.1	98.5	99
Grade 5	113	115	132	112	115	132	112	115	132	99.1	100	100
All Grades	347	346	346	344	341	345	344	341	345	99.1	98.6	99.7

* 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	2424.	2405.	2418.	20.66	17.35	21.62	25.62	17.35	27.93	24.79	22.45	20.72	28.93	42.86	29.73
Grade 4	2470.	2478.	2448.	19.82	24.22	13.73	25.23	25.00	19.61	28.83	29.69	32.35	26.13	21.09	34.31
Grade 5	2480.	2476.	2487.	16.07	11.30	18.18	17.86	13.91	16.67	30.36	33.91	24.24	35.71	40.87	40.91
Grade 11															
All Grades	N/A	N/A	N/A	18.90	17.89	17.97	22.97	19.06	21.16	27.91	29.03	25.51	30.23	34.02	35.36

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	25.62	17.35	23.42	47.11	45.92	49.55	27.27	36.73	27.03
Grade 4	24.32	28.91	20.59	47.75	42.97	44.12	27.93	28.13	35.29
Grade 5	12.50	13.91	22.73	53.57	48.70	43.94	33.93	37.39	33.33
Grade 11									
All Grades	20.93	20.53	22.32	49.42	45.75	45.80	29.65	33.72	31.88

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	20.66	20.41	18.02	52.89	39.80	54.05	26.45	39.80	27.93
Grade 4	15.32	23.44	15.69	58.56	50.00	46.08	26.13	26.56	38.24
Grade 5	12.50	10.43	15.15	56.25	53.91	50.76	31.25	35.65	34.09
All Grades	16.28	18.18	16.23	55.81	48.39	50.43	27.91	33.43	33.33

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	19.01	16.33	25.23	57.85	56.12	53.15	23.14	27.55	21.62
Grade 4	18.92	23.44	12.75	54.95	51.56	57.84	26.13	25.00	29.41
Grade 5	8.04	13.04	11.36	61.61	54.78	53.03	30.36	32.17	35.61
All Grades	15.41	17.89	16.23	58.14	53.96	54.49	26.45	28.15	29.28

Conclusions based on this data:

1. While student participation in mathematics assessments remains consistently high across all grade levels, overall achievement data indicate that fewer than half of students are meeting or exceeding grade-level standards, with an increasing percentage of students not meeting standards from 2022–23 through 2024–25.

   This trend underscores the need to strengthen Tier I mathematics instruction with greater emphasis on grade-level rigor, coherence, and aligned instructional practices.

2. Claim-level analysis reveals persistent areas of need in Concepts and Procedures, Problem Solving and Modeling/Data Analysis, and Communicating Mathematical Reasoning, with increasing percentages of students performing below standard in each domain.

   These patterns suggest that students require targeted support to build foundational skills, apply mathematical understanding to complex problems, and clearly explain their mathematical thinking.

3. Although many students continue to perform at or near standard, the limited percentages of students exceeding standards across grade levels highlight the need for intentional differentiation, strategic intervention, and enrichment within the mathematics program.

   Strengthening instructional consistency, progress monitoring, and vertical alignment of mathematics practices will be essential to improving student outcomes and reducing achievement gaps by the 2026–27 school year.

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	*	1423.5	*	*	1442.8	*	*	1378.2	*	9	13	7
1	*	*	*	*	*	*	*	*	*	4	4	7
2	1472.1	*	*	1471.5	*	*	1472.5	*	*	13	7	6
3	*	1489.7	*	*	1485.4	*	*	1493.3	*	*	12	9
4	*	*	*	*	*	*	*	*	*	8	5	9
5	*	*	*	*	*	*	*	*	*	4	7	4
All Grades										41	48	42

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	*	15.38	*	*	38.46	*	*	15.38	*	*	30.77	*	*	13	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	0.00	*	*	53.85	*	*	38.46	*	*	7.69	*	*	13	*	*
3	*	8.33	*	*	41.67	*	*	41.67	*	*	8.33	*	*	12	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.88	16.67	21.43	29.27	33.33	28.57	36.59	27.08	38.10	29.27	22.92	11.90	41	48	42

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	23.08	*	*	46.15	*	*	23.08	*	*	7.69	*	*	13	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	7.69	*	*	61.54	*	*	23.08	*	*	7.69	*	*	13	*	*
3	*	8.33	*	*	75.00	*	*	16.67	*	*	0.00	*	*	12	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.07	25.00	40.48	34.15	39.58	30.95	24.39	20.83	19.05	24.39	14.58	9.52	41	48	42

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	*	15.38	*	*	15.38	*	*	30.77	*	*	38.46	*	*	13	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	8.33	*	*	25.00	*	*	33.33	*	*	33.33	*	*	12	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	2.44	6.25	9.52	21.95	22.92	21.43	34.15	37.50	42.86	41.46	33.33	26.19	41	48	42

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	*	30.77	*	*	53.85	*	*	15.38	*	*	13	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	7.69	*	*	84.62	*	*	7.69	*	*	13	*	*
3	*	58.33	*	*	41.67	*	*	0.00	*	*	12	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.20	33.33	23.81	65.85	56.25	61.90	21.95	10.42	14.29	41	48	42

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	*	30.77	*	*	61.54	*	*	7.69	*	*	13	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	30.77	*	*	61.54	*	*	7.69	*	*	13	*	*
3	*	0.00	*	*	83.33	*	*	16.67	*	*	12	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.39	27.08	50.00	41.46	52.08	40.48	34.15	20.83	9.52	41	48	42

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	*	7.69	*	*	53.85	*	*	38.46	*	*	13	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	15.38	*	*	46.15	*	*	38.46	*	*	13	*	*
3	*	8.33	*	*	58.33	*	*	33.33	*	*	12	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.88	10.42	11.90	51.22	52.08	45.24	43.90	37.50	42.86	41	48	42

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	*	23.08	*	*	30.77	*	*	46.15	*	*	13	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	7.69	*	*	76.92	*	*	15.38	*	*	13	*	*
3	*	8.33	*	*	83.33	*	*	8.33	*	*	12	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.07	10.42	19.05	43.90	64.58	59.52	39.02	25.00	21.43	41	48	42

Conclusions based on this data:

1. ELPAC results from 2022–23 through 2024–25 indicate steady overall progress in English language proficiency, as evidenced by a significant decrease in the percentage of students at the Beginning level and a corresponding increase in students reaching the Well Developed level.

   This trend demonstrates that current English Language Development supports are contributing to progress; however, continued emphasis is needed to sustain growth and support students in reaching full proficiency.

2. While gains are evident in Oral Language domains, particularly Listening and Speaking, Written Language and Reading remain relative areas of need, with fewer students demonstrating proficiency at the highest performance levels.

   This pattern highlights the importance of integrating targeted academic language instruction, especially in reading comprehension and writing, within both designated and integrated ELD instructional settings.

3. The concentration of students within the middle proficiency levels (Levels 2 and 3) across years suggests that many English Learners require consistent, targeted instruction and progress monitoring to transition to full English proficiency.

   Strengthening instructional alignment between ELD and core content, along with intentional differentiation and structured language opportunities, will be critical to accelerating progress by the 2026–27 school year.

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**
694	**57.5%**	**6.5%**	**0.6%**
Total Number of Students enrolled in Crafton 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	45	6.5%
Foster Youth	4	0.6%
Homeless	21	3%
Socioeconomically Disadvantaged	399	57.5%
Students with Disabilities	123	17.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	22	3.2%
American Indian	0	0.0%
Asian	24	3.5%
Filipino	3	0.4%
Hispanic	410	59.1%
Two or More Races	26	3.7%
Pacific Islander	8	1.2%
White	188	27.1%

Conclusions based on this data:

1. Crafton Elementary serves a diverse student population with a high percentage of socioeconomically disadvantaged students, indicating a strong need for equitable access to academic supports, intervention services, and family engagement resources.

   Given that over half of the student population experiences economic disadvantage, instructional planning and resource allocation for the 2026–27 school year must prioritize targeted academic support, early intervention, and whole-child approaches to learning.

2. The presence of multiple high-need student groups, including students with disabilities, English learners, homeless students, and foster youth, highlights the importance of coordinated, data-driven systems of support across academic and social-emotional domains.

   Strengthening collaboration among instructional staff, specialists, and support personnel will be essential to meeting the diverse needs of these student populations and ensuring access to grade-level instruction.

3. The school's racially and culturally diverse enrollment emphasizes the need for culturally responsive instructional practices and strong family-school partnerships to support student engagement and achievement.

   Intentional efforts to honor students' backgrounds, languages, and experiences will be critical to fostering an inclusive school climate and improving outcomes across subgroups by the 2026–27 school year.

School and Student Performance Data

Overall Performance

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Although student growth data indicate that the majority of students are making year-to-year progress in English Language Arts and Mathematics, overall achievement remains below standard, particularly in mathematics, signaling a need to strengthen core Tier I instruction and coherence across grade levels.

Average growth in both ELA and math suggests instructional practices are supporting improvement; however, continued below-standard performance indicates that current strategies are not yet sufficient to close proficiency gaps, especially for historically underserved student groups.

2. English Learner Progress reflects a notable strength, as the school achieved a Blue performance level with a significantly higher percentage of English learners making progress compared to the state average; however, academic outcomes in ELA and Math indicate a continued need to better integrate language development with core content instruction.

   This discrepancy highlights the importance of aligning ELD practices with literacy and mathematics instruction to ensure English learners can successfully access and demonstrate mastery of grade-level standards.

3. Indicators related to student engagement and school climate reveal systemic challenges, specifically increased chronic absenteeism and rising suspension rates.

   These trends emphasize the need for a coordinated, schoolwide approach that addresses attendance, behavior supports, family engagement, and equitable access to instruction in order to improve student outcomes and establish conditions for sustained academic success by the 2026–27 school year.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

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

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

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

All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	
10.6 points below standard	74.5 points below standard	
Maintained -1.6 points	Declined 42.8 points	
331 Students	26 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	84.2 points below standard	36.4 points below standard
4 Students	Declined 51.8 points	Declined 4.7 points
	11 Students	203 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
83.4 points below standard	26.5 points below standard	0 Students
Declined 12.4 points	12 Students	
70 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	32.7 points below standard
8 Students	1 Student	Declined 5.2 points
		178 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
78.9 points above standard	Fewer than 11 students - No Data for Privacy	22.3 points above standard
Increased 42.3 points	3 Students	Maintained 0 points
16 Students		105 Students

Conclusions based on this data:

1. English Language Arts performance for All Students remains below standard at the Orange performance level, indicating that while achievement has remained relatively stable, a significant number of students are not yet meeting grade-level literacy expectations.

   This finding highlights the need to strengthen Tier I instructional practices in reading and writing to ensure greater access to grade-level standards and improve overall proficiency by the 2026–27 school year.

2. ELA Dashboard data reveal pronounced achievement gaps among student groups, particularly for students with disabilities, socioeconomically disadvantaged students, and Hispanic students, all of whom perform well below standard and experienced declines in performance.

   These trends indicate a critical need for targeted interventions, instructional scaffolds, and progress monitoring to address equity gaps and improve outcomes for historically underserved populations.

3. While some student groups, including White students and students identifying as Two or More Races, are meeting or exceeding standards, their performance contrasts with the outcomes of other subgroups, underscoring the importance of differentiated instruction and consistent instructional alignment across classrooms.

   Focusing on inclusive, evidence-based literacy strategies and collaborative data use will be essential to reducing disparities and advancing overall ELA achievement.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	1	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	 No Performance Color	
28.6 points below standard	63.3 points below standard	
Declined 3.2 points	Declined 24 points	
332 Students	26 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	86 points below standard	53.1 points below standard
4 Students	Declined 40.5 points	Maintained -1.7 points
	11 Students	204 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
105.6 points below standard	89.4 points below standard	0 Students
Declined 22 points	12 Students	
71 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	44.4 points below standard
8 Students	1 Student	Declined 4.9 points
		178 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
42.2 points above standard	Fewer than 11 students - No Data for Privacy	2 points below standard
Increased 32 points	3 Students	Declined 4.2 points
16 Students		106 Students

Conclusions based on this data:

1. Mathematics performance for All Students is below standard at the Orange performance level and has declined over time, indicating persistent and growing challenges in student achievement across grade levels.

   This decline highlights the need to strengthen Tier I mathematics instruction, ensure consistent implementation of grade-level standards, and increase instructional rigor to improve overall proficiency by the 2026–27 school year. The data indicates this must be our most important area of focus.

2. Mathematics Dashboard data reveal pronounced equity gaps, particularly for students with disabilities, socioeconomically disadvantaged students, and Hispanic students, all of whom perform substantially below standard and experienced declines or stagnation in performance.

   These trends suggest a critical need for targeted intervention, explicit instruction in foundational mathematical concepts, and systematic progress monitoring to address learning gaps and improve outcomes for these student groups.

3. While a small number of student groups demonstrate near-standard or above-standard performance, their results contrast sharply with the majority of student groups, underscoring the importance of differentiated instruction and consistent instructional alignment across classrooms.

   Focusing on evidence-based mathematics practices, data-driven instruction, and collaborative planning will be essential to reducing disparities and increasing student achievement in mathematics.

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.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	1	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
 Yellow	 No Performance Color	 No Performance Color
54.3 science points	Fewer than 11 students - No Data for Privacy	0 Students
Maintained 1.5 points	6 Students	
128 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	49.4 science points
2 Students	5 Students	Maintained 0.6 points
		83 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
40.9 science points	Fewer than 11 students - No Data for Privacy	0 Students
Maintained 1.6 points	3 Students	
27 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	0 Students	50.1 science points
2 Students		Maintained 1.3 points
		78 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	58.6 science points
9 Students	1 Student	Declined 4.5 points
		30 Students

Conclusions based on this data:

1. Science performance for All Students is above standard at the Yellow performance level, and results have remained stable over time, indicating effective instructional practices and consistent student access to grade-level science standards.

   This suggests that existing science curriculum, instructional approaches, and classroom practices are supporting student learning and should be sustained as the school plans for continued improvement.

2. Science Dashboard data show relatively strong and consistent outcomes across key student groups, including socioeconomically disadvantaged and Hispanic students, reflecting more equitable performance patterns than in English Language Arts and Mathematics.

   These results indicate that science instruction may provide effective models of engagement and access that could inform instructional practices in other content areas.

3. While overall science performance is a strength, small declines for some student groups and the absence of performance colors for several populations (which occurs anytime there are fewer than 11 students in any group) highlight the importance of continued monitoring, instructional alignment, and inclusive practices.

   Maintaining a focus on hands-on learning, academic discourse, and integration of literacy and language supports will be essential to sustaining and building upon science achievement by the 2026–27 school year.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Blue	No Performance Color
63.6 making progress.	making progress.
Number Students: 33 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
12.1%	24.2%	0%	63.6%

Conclusions based on this data:

1. English Learner Progress data reflect a significant strength for the school, as the English Learner Progress indicator is rated Blue with a high percentage of English learners making progress toward English language proficiency.

   This performance indicates that English Language Development instruction and supports are effectively promoting growth in student language proficiency and should be sustained as part of the school’s instructional program.

2. The majority of English learners progressed at least one proficiency level, while a smaller percentage maintained or declined in ELPI levels, highlighting the need for continued differentiation and progress monitoring for students at varying stages of language development.

   Targeted instructional supports for students who are maintaining lower proficiency levels or experiencing regression will be essential to ensure continued progress for all English learners.

3. The absence of Long-Term English Learners suggests that early intervention, consistent ELD implementation, and monitoring practices are helping prevent students from remaining in English Learner status for extended periods.

   Maintaining alignment between designated and integrated ELD, along with collaboration between classroom teachers and ELD specialists, will be critical to sustaining positive outcomes through the 2026–27 school year.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

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

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

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

All Students	English Learners	Long-Term English Learners
 Orange	 Yellow	
17.5% Chronically Absent	13.7% Chronically Absent	
Increased 0.6	Declined 0.8	
743 Students	51 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
27.3% Chronically Absent	23.8% Chronically Absent	23.4% Chronically Absent
Declined 22.7	Declined 4.4	Increased 2.1
11 Students	21 Students	453 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
27.8% Chronically Absent	14.3% Chronically Absent	0 Students
Increased 1.7	Declined 20.2	
151 Students	28 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
0% Chronically Absent	Fewer than 11 students - No Data for Privacy	22.8% Chronically Absent
Maintained 0	4 Students	Declined 0.5
24 Students		434 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Red
8.5% Chronically Absent	Fewer than 11 students - No Data for Privacy	11.2% Chronically Absent
Increased 3.5	10 Students	Increased 4.9
47 Students		196 Students

Conclusions based on this data:

1. Chronic Absenteeism for All Students is at the Orange performance level and has increased slightly, indicating that a significant portion of students are missing substantial instructional time.

   This trend underscores the need for schoolwide strategies focused on improving attendance and reinforcing the connection between consistent school attendance and student achievement by the 2026–27 school year.

2. Dashboard data reveal pronounced attendance challenges among socioeconomically disadvantaged students and students with disabilities, both of whom are at the Red performance level with increasing rates of chronic absenteeism.

   These patterns suggest that barriers related to health, access to resources, and family circumstances must be addressed through coordinated, targeted interventions and cross-department collaboration.

3. While some student groups demonstrated improvement or maintained lower levels of chronic absenteeism, equity gaps across subgroups highlight the need for consistent monitoring, family engagement, and tiered attendance supports.

   Implementing proactive attendance practices and strengthening family partnerships will be critical to reducing absenteeism and improving overall student engagement and academic outcomes.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	3	0	0	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
 Orange	 Blue	
2.7% suspended at least one day	0% suspended at least one day	
Increased 2%	Maintained 0%	
752 Students	51 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0% suspended at least one day	0% suspended at least one day	2.2% suspended at least one day
Maintained 0%	Maintained 0%	Increased 1.5%
13 Students	21 Students	459 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
6.5% suspended at least one day	6.7% suspended at least one day	0 Students
Increased 5%	Increased 6.7%	
154 Students	30 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	3% suspended at least one day
Maintained 0%	4 Students	Increased 2.2%
24 Students		439 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Orange
0% suspended at least one day	0% suspended at least one day	2.6% suspended at least one day
Maintained 0%	11 Students	Increased 1.6%
48 Students		196 Students

Conclusions based on this data:

1. Suspension Rate for All Students is at the Orange performance level and increased significantly (0.7% to 3.0%). While 3% is still below state and district averages, the increased number of suspensions--an exclusionary discipline practice that isn't proven to improve student behaviors--is a concern.

   This data suggests a need to strengthen proactive behavior supports, reinforce positive school climate practices, and implement consistent, preventative approaches to student behavior by the 2026–27 school year.

2. Suspension data reveal disproportionate impacts on students with disabilities and African American students, both of whom are at the Red performance level with substantial increases in suspension rates. These disparities highlight the importance of reviewing discipline procedures, increasing staff capacity in inclusive and trauma-informed practices, and ensuring equitable implementation of behavioral interventions. With a student group numbering 30 kids, 6.7% of these = 2 suspensions last year for African American students, a rise from 0 (zero) suspensions the previous year. We reviewed this information this year with our AAPAC (African American Parent Advisory Council) to gain feedback on how to address this rise.

3. While some student groups demonstrated zero suspension rates, the overall increase across multiple subgroups underscores the need for a strengthened schoolwide, tiered behavior support system.

   Strengthening social-emotional learning, restorative practices, and family engagement will be critical to reducing suspensions and fostering a safe, supportive learning environment for all students.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Positive School Climate
Decrease suspension rates and chronic absenteeism while increasing student connectedness and sense of belonging. Through equitable, tiered social-emotional and behavioral supports, Crafton Elementary will foster a safe, inclusive environment, specifically closing engagement and behavioral gaps for African American students, Students with Disabilities, and Socioeconomically Disadvantaged students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to school programs, activities, and tiered social-emotional and behavioral supports. These supports will foster a sense of connectedness, especially for English Learners (EL), Foster Youth (FY), African American Students, student experiencing homelessness, Low Income students (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

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.

In our most recent Kelvin student climate survey, 77% of students who responded positively to the statement "My school is a place where I feel I 'belong" and 'included' in activities." While this is an 8% improvement over the prior year's survey, it still means that 23% of our students do NOT feel they belong or included at school! 100 years of educational research shows that kids learn most effectively when they feel "part of something," and our goal is that EVERY student at our school feels connected and "seen." Additionally, nearly 1 in 4 students (24%) responded they do not feel they are "recognized when I make good choices" and just under 1 in 4 (26%) do not feel "My school rewards students for good behavior." While we have made significant progress in reducing chronic absenteeism over the past 3 years, we still had 17.3% of our students chronically absent (missing more than 10% of the school year) on 2025 dashboard.

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY(Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A - Attendance Rate Percentage of students who were present by student group. Source: District Analysis	Spring 2026 All -- 94.7% Hispanic/Latino -- 94.2% White -- 95.3% African American -- 95.4% Asian -- 96.8% Filipino -- 97.3% Pacific Islander -- 93.5% Two or More Races -- 95.7% English Learner -- 95.7% Foster Youth -- 95.7% Homeless - 94.0% Socioeconomically Disadvantaged - 93.9% Free/Reduced - 93.9% Students with Disabilities -- 93.4%	Meet or exceed 96% daily attendance.
1B Chronic Absenteeism Rate: Percentage of students in grades K-5 who were absent for 10% or more of the total instructional days, by student groups. Source: California School Dashboard	2025 CA Dashboard ALL | 17.5% Socioeconomically Disadvantaged | 23.4% Students with Disabilities | 27.8% White | 11.2%	We will reduce our overall Chronic Absenteeism rate to below 16%
1C Suspension Rate: Percentage of students suspended 1 or more times during the school year by student group. Source: California School Dashboard	2025 CA Dashboard ALL | 2.7% Hispanic | 2.2% English Learner | 0% African American | 6.7% Multiple Races/Two or More | 0% White | 2.6% Socioeconomically Disadvantaged | 1.5% Students with Disabilities | 6.5%	We will reduce our suspension rate to 1% or less.
1D School Climate Survey: Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management. Source: Local Climate Survey	March 2025 Overall Percent Favorable: 77% (4% increase over 2024)	We will increase the overall percent favorable rate to 79% or better
1E SEL/Positive Behavior Systems (TFI/Self Survey)/SWIS: (describe measure used)	April 2025	We will maintain Platnium-level status on our next PBIS assessment inventory (TFI)

Source: Local Survey	Crafton school was rated a Platinum level PBIS school site.	
1F School Connectedness/Visual and Performing Arts Enrollment: Percentage of students participating in Visual and Performing Arts. Source: District Analysis	60% of 4th and 5th grade students participate in Band, Orchestra, or Choir. 100% of our students participate in Art and drama. Crafton's VAPA participation goal is supported through districtwide LCAP Action 1.10, which funds VAPA teachers and materials for all elementary sites. Crafton leverages these district resources to ensure 100% participation in art, music, and drama, and supplements them with site-based Innovation Lab and STEAM activities to strengthen student connectedness and engagement.	We will maintain full participation of our students in Visual and Performing Arts.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.1 Crafton will implement a comprehensive SEL framework that strengthens students' self-management, self-awareness, responsible decision-making, relationship skills, and social awareness. Staff, the counselor, and the PBIS team will deliver Tier I SEL instruction in all classrooms and coordinate Tier II and Tier III supports—including small-group counseling, conflict-resolution instruction, and referrals to mental-health partners. SEL materials, curriculum, and professional development will be provided to ensure consistent implementation. Student "Friendly Helpers" will be trained to support peer connection and school climate. Extended learning opportunities will be offered before, during, and after school to support the social-emotional and physical development of at-promise students. Progress will be monitored through counseling data, attendance, chronic absenteeism, and suspension trends, with targeted emphasis on improving outcomes for unduplicated student groups. The school will implement schoolwide positive behavior and social-emotional supports to create a safe, supportive learning environment where all students are able to engage fully in instruction. Practices will include consistent behavioral expectations, explicit teaching of social-emotional skills, and the use of other means of correction prior to suspension. Particular attention will be given to Students with Disabilities and student groups disproportionately represented in discipline data, to reduce barriers to engagement and increase instructional access.	All Students	4000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 1000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Crafton will implement targeted restorative practices and culturally responsive behavior supports specifically for African American students, who experienced a disproportionate suspension increase (6.7%). These supports will include structured check-ins, mentorship opportunities, and restorative circles facilitated by trained staff. Progress will be monitored through disaggregated suspension data, student interviews, and feedback from AAPAC to ensure equitable implementation of behavioral interventions.		
1.2	1.2 Crafton will strengthen its Tier I PBIS framework to promote positive behavior and a safe, predictable learning environment. The school will provide signage, banners, murals, and materials that reinforce common expectations across campus. Staff will receive compensation for participating in PBIS and leadership meetings, supervising additional recess and after-school activities, and supporting schoolwide climate initiatives. Incentives will be provided for positive behavior, attendance, and academic effort. Kindergarten classrooms will receive additional substitute support during the first week of school to ensure smooth transitions. The counselor will facilitate structured recess activities and manage PBIS reward systems such as Paw Place. Implementation will be measured through TFI scores, PBIS self-assessments, suspension data, and chronic absenteeism, with a focus on reducing disciplinary incidents among unduplicated student groups. The school will use a tiered attendance monitoring system to identify students with emerging and chronic absenteeism. Staff will regularly review attendance data and implement targeted supports, with focused attention on Students with Disabilities and Socioeconomically Disadvantaged students, who experience higher rates of absenteeism. Interventions may include family outreach, individualized attendance plans, and coordination with support services to address barriers to regular attendance. To address the 23% of students who report not feeling a sense of belonging, Crafton will conduct student-led focus groups—representing diverse student groups including African American, SWD, EL, and socioeconomically disadvantaged students—to identify barriers to connectedness and refine PBIS recognition systems. Findings will directly inform revisions to Paw Place incentives, recess structures, and classroom recognition practices. Progress will be measured through mid-year Kelvin survey results and PBIS Tiered Fidelity Inventory indicators.	All Students	4500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 4000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999)
1.3	1.3 Crafton will strengthen partnerships with families and the community by hosting family	All Students	1467 Title I Parent Involvement

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	engagement events such as Family Nights, Math Night, Kindergarten Orientation, Coffee with the Principal, PTA/SSC/ELAC/AAPAC meetings, and parent workshops. The school will provide materials, refreshments, translation, and communication tools—including website updates and printed resources—to ensure equitable access for all families. Messaging will be provided in families' primary languages whenever possible. Engagement will be measured through participation rates, parent feedback, and improvements in attendance and chronic absenteeism, with targeted outreach to unduplicated student groups. The school will strengthen partnerships with families to support student engagement, positive behavior, and regular attendance. Efforts will include consistent communication, translated materials, flexible meeting opportunities, and guidance for families on the relationship between attendance, school engagement, and student success. These opportunities will prioritize families of students identified for additional supports. Crafton will partner with families of African American students, SWD, and chronically absent students through targeted outreach, including AAPAC-aligned listening sessions, attendance support meetings, and culturally responsive family workshops. These efforts will strengthen relationships, increase trust, and reduce barriers to attendance and engagement.		Non-Personnel (4000-7439) 0 Title I Parent Involvement Personnel (1000-3999) 2500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 500 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999)
1.4	1.4 Crafton will expand student engagement and connectedness through Innovation Lab experiences, STEAM resources, and classroom technology centers. Materials, equipment, and professional development will be provided to support hands-on learning, creativity, and problem-solving. Staff will receive compensation for leading clubs, enrichment activities, and innovative learning opportunities. These efforts will increase student engagement, support academic learning, and strengthen school connectedness—particularly for unduplicated student groups. To ensure alignment with the School Connectedness/VAPA metric (1F), Crafton will integrate Innovation Lab and STEAM activities with district-funded VAPA programming. Students will participate in cross-disciplinary art-and-innovation projects that reinforce creativity, collaboration, and belonging. The site will document participation rates and ensure equitable access for all student groups, including SWD and English Learners. Counseling and social-emotional supports will be prioritized for students demonstrating barriers to regular attendance, engagement, or behavioral	All Students	6990 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 500 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) 1000 Title I Non-Personnel (4000-7439)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	success, including Students with Disabilities and students experiencing social-emotional challenges.		
1.5	1.5 Crafton will deepen implementation of AVID Elementary by providing agendas, binders, notebooks, and organizational tools that support WICOR strategies schoolwide. Staff will receive training through AVID workshops, conferences, and Summer Institute. The AVID team will be compensated for planning and implementing schoolwide AVID initiatives, including focused note-taking, goal-setting, and classroom walkthroughs. Students will participate in college-themed events, assemblies, and field trips to build early college and career awareness. Progress will be monitored through AVID goal-setting logs, student work samples, and participation in AVID activities, with an emphasis on increasing engagement and work completion among unduplicated student groups. AVID strategies will be intentionally leveraged to support students who report lower levels of belonging by increasing structured collaboration, student voice, and peer-to-peer academic support. AVID binders, goal-setting routines, and WICOR structures will be used to strengthen classroom community and increase engagement for unduplicated student groups.	All Students	5700 Title I Personnel (1000-3999) 5000 Title I Non-Personnel (4000-7439) 5500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 0 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999)

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Overall, our analysis of this goal in our 2025-26 SPSA, as reviewed by teachers, parent advisory group and SSC, find we are substantially meeting our targets this year. Looking forward, we want to press deeper into AVID strategies, (particularly individual weekly student goal-setting) to ensure they are evident school wide, as well as provide additional Tier II behavioral supports both in the classroom and on the playground.

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

The prior plan was mostly implemented as budgeted. Though we under-estimated some non-personnel expenses, we over-estimates some personnel expenses, and these balanced each other out. We have adjusted this in our 26/27 planning.

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Tiered Academic Support
Crafton Elementary administration and staff will support the District's Portrait of a Graduate initiative, specifically addressing the priorities of excellence in academics and equality through equity. We will ensure high expectations for all students through best first instruction, high quality teaching, research-based learning opportunities that support student success, and intervention/enrichment opportunities that support and assist students through tiered supports. These efforts will help increase academic achievement by all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will progress towards meeting standards in academics through tiered supports and services.

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.

In order to support the RUSD vision, it is our goal to provide all students with a high quality instructional program that promotes equality through equity. This will be done through increasing the percentage of students that show growth, meet or exceed their grade level standards as measured by RUSD metrics as well as the California state standards (CAASPP assessment). Our 2024 CASSPP dashboard reported a 9.5 point decline in distance from standard overall in ELA, placing us 9 points below expected standard. Math scores also dropped by 3.5 points to a whopping 25.3 points below standard, with half of our significant student groups in the "orange" level in both ELA and Math and only one group in the the "green" (Two or more races, in both ELA and Math).

While student participation in mathematics assessments remains consistently high across all grade levels, overall achievement data indicate that fewer than half of students are meeting or exceeding grade-level standards, with an increasing percentage of students not meeting standards from 2022–23 through 2024–25. This trend underscores the need to strengthen Tier I mathematics instruction with greater emphasis on grade-level rigor, coherence, and aligned instructional practices. Student achievement trends in ELA assessments indicate a gradual decline in the percentage of students meeting or exceeding standards, with a corresponding increase in students not meeting standards from 2022–23 through 2024–25. This suggests a need to strengthen Tier I core literacy instruction and ensure instructional practices are closely aligned to the rigor and expectations of the CAASPP ELA standards.

Taken together, a review of ELA and Math practices indicate an urgent need to identify essential standards and work to align interventions in Tier I, II and III with those priorities.

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY(Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	2025 CA School Dashboard (points from standard) ALL | -10.6 (maintained) Hispanic | -32.7 (declined 5.2 pts) White | 22.3 (maintained) Socioeconomically Disadvantaged | -36.4 (declined 4.7 pts) Students with Disabilities | -83.4 (declined 12.4 pts.)	We will reverse the dip below expected standard by increasing at least 9 points on meeting or exceeding the standard.
2B Mathematics State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	2025 CA School Dashboard (points from standard) ALL | -28.6 (declined 3.2 pts) Hispanic | -44.4 (declined 4.9 pts) White | - 2 (declined 4.2 pts.) Socioeconomically Disadvantaged | -53.4 (maintained) Students with Disabilities (SWD) | -105.6 (declined 22 pts.)	All students will be at least 10 points closer to standard, with SWD moving at least 20 points closer to standard
2C California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST Grade 5 student group. Source: CDE Dataquest Reporting	Spring 2025 CAST ALL: 54.3 science points (yellow - maintained) Economically Disadvantaged: 49.4 science pts (yellow - maintained) Hispanic: 50.1 points (yellow - maintained) White: 58.6 science points (declined 4.5 pts - Green)	Overall rating will move into the green range (increase by at least 4 pts)
2D English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC). Source: California School Dashboard	2025 CA School Dashboard ALL EL students: 63.6% making progress (Blue - increased 22.5%)	Remain BLUE on the dashboard
2E STAR Assessment (English/Reading) Source: Internal District Reporting	STAR Reading/ELA assessment results - April 2025 OVERALL – 52.42% of students in Level 3 or 4 (2.5% improvement over April 2024) ALL STUDENTS	Our overall STAR reading will increase by 2.6% to at least 55% proficient

	Level 1 - 31% | Level 2 - 17% | Level 3 - 23% | Level 4 - 29% ELL STUDENTS Level 1 - 73% | Level 2 - 7% | Level 3 - 10% | Level 4 - 10% Socioeconomically Disadvantaged STUDENTS Level 1 - 39% | Level 2 - 20% | Level 3 - 22% | Level 4 - 19% STUDENTS with Disabilities Level 1 - 68% | Level 2 - 8% | Level 3 - 16% | Level 4 - 8% Foster Youth STUDENTS Level 1 - 0% | Level 2 - 100% | Level 3 - 0% | Level 4 - 0%	
2F STAR Assessment (Mathematics) Source: Internal District Reporting	STAR MATH assessment results - April 2025 OVERALL – 42.6% of students in Level 3 or 4 (0.3% improvement over April 2024) ALL STUDENTS Level 1 - 27% | Level 2 - 30% | Level 3 - 26% | Level 4 - 17% ELL STUDENTS Level 1 - 45.4% | Level 2 - 33.3% | Level 3 - 18.2% | Level 4 - 3% Socioeconomically Disadvantaged STUDENTS Level 1 - 34% | Level 2 - 34% | Level 3 - 22% | Level 4 - 10% STUDENTS with Disabilities Level 1 - 0% | Level 2 - 100% | Level 3 - 0% | Level 4 - 0% Foster Youth STUDENTS Level 1 - 0% | Level 2 - 100% | Level 3 - 0% | Level 4 - 0%	Our Overall STAR MATH will increase by 4.4% to at least 48% proficent

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.1 Crafton will strengthen Tier I instruction in ELA, Math, and Science by providing supplemental instructional materials, manipulatives, leveled texts, software subscriptions, and writing resources aligned to grade-level standards. Teachers will receive release time for PLC collaboration, peer observations, data analysis, and professional development focused on high-quality instruction and essential standards. Library staffing and	All Students	10000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 20502 LCAP - Supplemental & Concentration Grant (LCAP)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	reprographic support will ensure access to core curriculum resources. Extended learning opportunities will be offered before, during, and after school to support at-promise students. Effectiveness will be measured through STAR, CAASPP, and classroom assessment data. Teachers will use multiple data sources (CAASPP, STAR, formative assessments) during PLCs to identify students in need of Tier II and Tier III academic intervention in ELA and math. Instructional teams will design and deliver targeted small-group instruction focused on specific skill gaps, with particular attention to Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students. Student progress will be monitored regularly, and intervention groups will be adjusted based on data. PLC teams will identify barriers to high-quality math instruction, including inconsistent use of conceptual models, limited time for math discourse, and gaps in foundational numeracy for SWD and Foster Youth. Teams will implement common instructional routines—such as number talks, structured problem-solving, and explicit vocabulary instruction—to increase rigor and coherence. Effectiveness will be monitored through lesson walkthroughs, PLC reflection logs, and student performance on essential-standard assessments.		Personnel (1000-3999) 5888 Title I Non-Personnel (4000-7439)
2.2	Crafton will expand ELA intervention services for students not meeting grade-level standards by providing hourly intervention personnel, small-group instruction, and targeted literacy materials such as books, licenses, and digital tools. Extended learning opportunities will be offered before, during, and after school to support reading development. Priority will be given to unduplicated student groups. Progress will be measured through STAR Reading, classroom assessments, and individual student growth data. Staff will participate in professional learning focused on strengthening instructional practices that improve student access to grade-level ELA and math standards. Training will emphasize differentiation, scaffolding, and strategies that support Students with Disabilities and English Learners, including the use of visual supports, academic language development, and formative assessment to inform instruction. Intervention staff will receive training in evidence-based literacy practices specifically designed for students with disabilities and English Learners, including structured phonics routines, language-rich comprehension strategies, and scaffolded writing supports. Intervention groups will be	Students not meeting grade level ELA standards	6149 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 10009 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) 34162 Title I Personnel (1000-3999)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	adjusted every six weeks based on STAR and formative assessment data.		
2.3	2.3 Crafton will strengthen math achievement by providing intervention/enrichment personnel, small-group instruction, and Innovation Lab support for hands-on math learning. Materials such as manipulatives, books, and digital subscriptions will be provided to support conceptual understanding and problem-solving. Extended learning opportunities will be offered before, during, and after school to support students not meeting grade-level standards. Effectiveness will be measured through STAR Math, CAASPP results, and individual student growth. Teachers will implement designated and integrated ELD strategies to ensure English Learners are able to meaningfully access core ELA and math instruction. Instruction will include explicit language objectives, structured academic discourse, and vocabulary development aligned to grade-level content. English Learner progress will be monitored using ELPAC and local assessments. The Innovation Lab will serve as a structured math intervention and enrichment space, providing hands-on, evidence-based numeracy experiences aligned to essential standards. This includes manipulatives, visual models, and problem-solving tasks designed to support SWD and Foster Youth, who demonstrated 0% proficiency on recent assessments. The primary barriers identified—limited conceptual understanding, difficulty with multi-step reasoning, and inconsistent access to concrete math tools—will be addressed through targeted Innovation Lab sessions. Success will be measured through STAR Math growth, CAASPP claim-level data, and progress monitoring for SWD and Foster Youth.	Students not meeting grade level math standards	1000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 1000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) 46000 Title I Personnel (1000-3999)
2.4	2.4 Crafton will provide additional intervention and enrichment opportunities during, before, and after school, as well as during intersession periods. Supports may include push-in and pull-out services, small-group instruction, and enrichment opportunities for GATE and at-promise students. These activities will expand learning time, accelerate growth, and support mastery of essential standards. Resources and programs will be used strategically to support students demonstrating the greatest academic need, as identified through assessment data. As part of Tier III interventions, Students with Disabilities who are significantly below grade-level standards in mathematics will receive intensive, specialized instruction aligned to their identified learning needs and IEP goals. Instruction will emphasize foundational numeracy, conceptual understanding, and problem-solving through the	EL students not achieving at grade level	300 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Language Line services 3200 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) 684 District Funded – Title III Non-Personnel (4000-7439) 6000 District Funded – Title III Personnel (1000-3999)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	use of evidence-based strategies, visual supports, and hands-on manipulatives to increase access to grade-level math content. Progress for students receiving Tier III math supports will be monitored through diagnostic and formative assessments, and instructional groupings and strategies will be adjusted based on student response.		
2.5	2.5 Intervention/enrichment opportunities offered during, before and/or afterschool and intersession, including push-in and/or pull-out support that focuses on the academic development of at-promise and GATE students through supplemental programs, resources and staff. To strengthen Tier III math instruction for Students with Disabilities, Special Education teachers will participate in targeted professional learning and instructional coaching focused on effective math intervention strategies and instructional scaffolds. This will include release time with substitute coverage for teacher collaboration, lesson planning, and professional learning, as well as job-embedded coaching and support from the district Teacher on Assignment (TOA) for Special Education. Coaching and professional learning will support teachers in implementing evidence-based practices, aligning math instruction to IEP goals, and analyzing student progress to inform instructional adjustments. Coaching cycles will prioritize classrooms serving Students with Disabilities and will focus on explicit instruction, scaffolded problem-solving, and the use of high-leverage math routines. Teachers will analyze student work samples and adjust instruction based on identified misconceptions. Progress will be monitored through IEP goal attainment, STAR Math growth, and classroom observation data.	All Students	0 Title I Non-Personnel (4000-7439) Intervention, enrichment, intercession

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Ongoing STAR and benchmark data indicate positive trends this year in academics, particularly Math (our area of significant focus) and reading, leading us to anticipate 2026 Dashboard data to reflect increases in Math and ELA when compared to 2025.

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

no significant differences

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$187,551.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$97,750.00
Title I Parent Involvement	$1,467.00

Subtotal of additional federal funds included for this school: $99,217.00

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

State or Local Programs	Allocation ($)
District Funded – Title III	$6,684.00
LCAP - Supplemental & Concentration Grant (LCAP)	$81,650.00

Subtotal of state or local funds included for this school: $88,334.00

Total of federal, state, and/or local funds for this school: $187,551.00

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 – Title III	6,684.00
LCAP - Supplemental & Concentration Grant (LCAP)	81,650.00
Title I	97,750.00
Title I Parent Involvement	1,467.00

Expenditures by Budget Reference

Budget Reference	Amount
Non-Personnel (4000-7439)	54,978.00
Personnel (1000-3999)	132,573.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Non-Personnel (4000-7439)	District Funded – Title III	684.00
Personnel (1000-3999)	District Funded – Title III	6,000.00
Non-Personnel (4000-7439)	LCAP - Supplemental & Concentration Grant (LCAP)	40,939.00
Personnel (1000-3999)	LCAP - Supplemental & Concentration Grant (LCAP)	40,711.00
Non-Personnel (4000-7439)	Title I	11,888.00
Personnel (1000-3999)	Title I	85,862.00
Non-Personnel (4000-7439)	Title I Parent Involvement	1,467.00
Personnel (1000-3999)	Title I Parent Involvement	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	42,657.00

Goal 2	144,894.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

6 Parent or Community Members

Name of Members	Role
David Finley	Principal
Brandi Bailes	Parent or Community Member
Erik Andrews	Parent or Community Member
Heather Deneau	Parent or Community Member
Bonni Eldridge	Parent or Community Member
Sean Hillyer	Parent or Community Member
Jeff Doolittle	Classroom Teacher
Halee Hoch	Classroom Teacher
Andrew Redman	Classroom Teacher
Melanie Jump	Other School Staff
Andrea Yokely-Jessup	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Gifted and Talented Education Program Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 05/26/26.

Attested:

	Principal, David Finley on 05/26/26
	SSC Chairperson, Brandi Bailes on 05/26/26

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cram Elementary School	36-67843-6036487	May 28, 2026	July 21, 2026

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in

support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Cram Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page 1
Table of Contents 3
Plan Description 4
Educational Partner Involvement 4
Comprehensive Needs Assessment Components 4
- California School Dashboard (Dashboard) Indicators 5
- Other Needs 5

School and Student Performance Data 6
- Student Enrollment 6
- CAASPP Results 8
- ELPAC Results 12
- Student Population 15
- Overall Performance 17
- Academic Performance 19
- Academic Engagement 26
- Conditions & Climate 28

Goals, Strategies, & Proposed Expenditures 30
- Goal 1 30
- Goal 2 36

Budget Summary 42
- Budget Summary 42
- Other Federal, State, and Local Funds 42

Budgeted Funds and Expenditures in this Plan 43
- Funds Budgeted to the School by Funding Source 43
- Expenditures by Funding Source 43
- Expenditures by Budget Reference 43
- Expenditures by Budget Reference and Funding Source 43
- Expenditures by Goal 43

School Site Council Membership 44
Recommendations and Assurances 45

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Cram Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

The school's plan supports all students in learning by providing students supports and resources that they need. Cram Elementary School supplements reading intervention programs by offering extended day interventions and Tier II Intervention Support in early literacy and foundational skills, as well as mathematics. Title I funds are utilized to support these programs. Our plan also outlines the enrichment opportunities provided to our Cram Cardinals. This includes plans for bi-weekly project based learning opportunities in STEAM through our Cram Innovation Lab, as well as after school clubs. Increased services for English Learners in the classroom is a focus for Cram Elementary School. In order to assist our English Learners to ensure they can access core content areas. English Learners are also provided additional Tier II support to increase vocabulary and writing. Teachers will be trained this year in Small Group Instruction and PLC strategies and will have an opportunity to participate in Instructional Rounds to better access best practices in working with our English Learners, as well as students who need additional support to access the core curriculum. We have increased our support of GATE identified students by providing enrichment opportunities for project-based learning, with plans to expand after school opportunities. Our plan also supports our parents by providing communication and learning opportunities based on their needs and ideas (from Needs Assessment). Outlined in our plan are specific opportunities for professional development and collaboration for teachers.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Cram Elementary School involved a variety of stakeholders through the SPSA Development Team. This team was comprised of teachers, parents, and staff, representing the needs of all students, including our English Learners and Special Education students. The team worked collaboratively to analyze site data, develop goals, plan for activities and strategies to implement in order to increase test scores and standards mastery, as well as align the 2026-2027 school budget to those activities. The goals were developed based on the Reading and Math Benchmark data from Winter of 2026, chronic absenteeism data, Kelvin Survey data, Staff and Parent Surveys, and through review of the 2025-2026 SPSA as completed during the Progress Monitoring. This information was then presented to the Parent-Teacher-Student-Association, Cram Leadership Team, ELAC, and SSC for input, with the SSC working to adjust and reshape some of the goals and action items. The School Site Council will meet five additional times throughout the 2026-2027 school year to review and evaluate the implementation of the SPSA and its overall effectiveness. These meetings are announced, and agendas presented 72 hours in advanced at the school site, as well as the Cram Elementary School website. Reminders of SSC meetings are sent out via Aeries/Parent Square messages. Within these five scheduled meetings, committee members will participate in discussions and make decisions on specific, required topics, such as uniform complaint procedures, program evaluation, parent involvement activities, data analysis, as well as budget review and revision to ensure alignment to the SPSA. During these meetings the Council will also review and monitor the SPSA, ensuring that strategies are effective and money is being spent according to the plan. These meetings will help prepare for the 2025-2026 Annual Review Progress Monitoring and the planning for the 2026-2027 SPSA. All members participated in the discussion and decision-making. This is documented in the School Site Council agendas and minutes.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Cram Elementary has no state indicators for which overall performance was in the "Red" or "Orange" performance category on the current dashboard.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Chronic Absenteeism and English Language Arts: Students With Disabilities subgroup was two or more performance levels below the "all student" performance.

Other Needs

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

According to the dashboard data, we have 4 subgroups in the orange performance group for chronic absenteeism: Socioeconomically Disadvantaged, Two or More Races, Hispanic, and our Asian Population. Addressing chronic absenteeism will be a focus of ours as we enter next year, and we have activities listed to help improve in this area. Additionally, our Students With Disabilities subgroup was in the orange performance group for both English Language Arts and Math. We will be addressing specific interventions and programs for these subgroups in these areas.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Cram Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.19%	0.20%	%	1	1	
African American	3.07%	2.96%	3.77%	16	15	19
Asian	8.45%	8.28%	8.93%	44	42	45
Filipino	1.92%	1.58%	1.39%	10	8	7
Hispanic/Latino	52.78%	49.90%	51.79%	275	253	261
Pacific Islander	0.19%	0.20%	0.20%	1	1	1
White	26.30%	28.60%	23.61%	137	145	119
Two or More Races	5.37%	5.92%	4.96%	28	30	25
Not Reported	1.73%	2.37%	5.36%		12	27
			Total Enrollment	521	507	504

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		41	55
Kindergarten	86	82	67
Grade 1	70	88	86
Grade 2	61	68	87
Grade3	77	66	68
Grade 4	91	76	64
Grade 5	89	86	77
Total Enrollment	521	507	504

Conclusions based on this data:

1. Cram is a tight community school, in which parents are involved and want their children to attend for their elementary career, TK-5th grade. Enrollment is fairly steady at Cram. Enrollment has stayed consistent over the past few years. Cram serves as a leading school in inter-district and intra-district transfer requests. Throughout the school year, we are welcoming new students with open arms into our Cram community.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	38	35	31	7.3%	6.9%	6.2%
Fluent English Proficient (FEP)	25	23	30	4.8%	4.5%	6.0%

Conclusions based on this data:

1. While Cram does not have a high population of English Learners, this subgroup of students has a large effect on our test scores. When looking at our ELPAC scores, Cram has 14% of our EL population scoring at a level 1, 7% at a level 2, 45% at a level 3, and 34% at a level 4. From last year, the trend shows that our ELs are moving up to higher classifications. We currently have 16 students identified as RFEP that are in the monitoring phase of reclassification. Our teachers will continue professional development focused on differentiation and ELD in the 26-27 school year to increase the level of instruction for our English Learners. Additional small group support will be offered in the 26-27 school year with an additional paraprofessional to support small group instruction.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	78	72	61	76	71	58	76	71	58	97.4	98.6	95.1
Grade 4	78	80	74	78	77	73	78	77	73	100.0	96.3	98.6
Grade 5	83	83	81	82	82	77	82	82	77	98.8	98.8	95.1
All Grades	239	235	216	236	230	208	236	230	208	98.7	97.9	96.3

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	2450.	2474.	2462.	27.63	40.85	34.48	36.84	21.13	34.48	17.11	26.76	22.41	18.42	11.27	8.62
Grade 4	2514.	2490.	2510.	41.03	27.27	41.10	33.33	35.06	23.29	16.67	18.18	16.44	8.97	19.48	19.18
Grade 5	2533.	2535.	2519.	29.27	36.59	25.97	32.93	28.05	32.47	21.95	20.73	16.88	15.85	14.63	24.68
All Grades	N/A	N/A	N/A	32.63	34.78	33.65	34.32	28.26	29.81	18.64	21.74	18.27	14.41	15.22	18.27

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	22.37	29.58	17.24	64.47	61.97	72.41	13.16	8.45	10.34
Grade 4	21.79	22.08	27.40	70.51	63.64	64.38	7.69	14.29	8.22
Grade 5	19.51	26.83	25.97	71.95	63.41	59.74	8.54	9.76	14.29
All Grades	21.19	26.09	24.04	69.07	63.04	64.90	9.75	10.87	11.06

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	21.05	26.76	27.59	63.16	63.38	67.24	15.79	9.86	5.17
Grade 4	19.23	15.58	27.40	73.08	67.53	60.27	7.69	16.88	12.33
Grade 5	31.71	32.93	18.18	56.10	53.66	66.23	12.20	13.41	15.58
All Grades	24.15	25.22	24.04	63.98	61.30	64.42	11.86	13.48	11.54

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	10.53	18.31	10.34	78.95	73.24	82.76	10.53	8.45	6.90
Grade 4	17.95	15.58	12.33	74.36	75.32	80.82	7.69	9.09	6.85
Grade 5	21.95	23.17	20.78	70.73	69.51	68.83	7.32	7.32	10.39
All Grades	16.95	19.13	14.90	74.58	72.61	76.92	8.47	8.26	8.17

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	19.74	38.03	24.14	69.74	54.93	58.62	10.53	7.04	17.24
Grade 4	25.64	22.08	27.40	69.23	72.73	64.38	5.13	5.19	8.22
Grade 5	18.29	23.17	18.18	64.63	65.85	63.64	17.07	10.98	18.18
All Grades	21.19	27.39	23.08	67.80	64.78	62.50	11.02	7.83	14.42

Conclusions based on this data:

1. According to our overall ELA performance on the 24-25 SBAC, 63.5% of 3rd-5th grade students met or exceeded standard. This was a 0.5% increase from the previous year. Specific areas in reading were a focus for the 25-26 school year. During the 2025-2026 school year, the school continued to support students through a Tier II intervention and enrichment system to support student learning. Intervention time was embedded into each daily schedule with a focus on Tier II interventions. The Benchmarks and STAR assessment data was analyzed by the grade level teams and supported the group creation and area of focus for small group intervention.

2. Professional development is needed in a variety of research-based strategies that support the common core state English language Arts standards. During the 2025-2026 school year, professional development focused on utilizing critical CORE literacy strategies that incorporate phonics and comprehension concepts with our existing ELA curriculum. During the 2026-2027 school year, we will build on this strategy. Students will participate in a variety of close reading activities during MTSS Time, as well as Tier II Reading Intervention.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	78	72	61	76	71	61	76	71	61	97.4	98.6	100
Grade 4	78	80	74	78	77	73	78	77	73	100.0	96.3	98.6
Grade 5	83	83	81	82	82	77	82	82	77	98.8	98.8	95.1
All Grades	239	235	216	236	230	211	236	230	211	98.7	97.9	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	2443.	2460.	2445.	17.11	36.62	22.95	42.11	21.13	37.70	22.37	28.17	14.75	18.42	14.08	24.59
Grade 4	2508.	2495.	2503.	28.21	22.08	31.51	38.46	29.87	24.66	26.92	37.66	27.40	6.41	10.39	16.44
Grade 5	2518.	2517.	2504.	28.05	18.29	16.88	19.51	31.71	18.18	25.61	30.49	42.86	26.83	19.51	22.08
Grade 11															
All Grades	N/A	N/A	N/A	24.58	25.22	23.70	33.05	27.83	26.07	25.00	32.17	29.38	17.37	14.78	20.85

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	25.00	33.80	32.79	57.89	47.89	47.54	17.11	18.31	19.67
Grade 4	39.74	27.27	41.10	50.00	57.14	38.36	10.26	15.58	20.55
Grade 5	25.61	19.51	16.88	51.22	53.66	58.44	23.17	26.83	24.68
Grade 11									
All Grades	30.08	26.52	29.86	52.97	53.04	48.34	16.95	20.43	21.80

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	22.37	36.62	24.59	60.53	47.89	55.74	17.11	15.49	19.67
Grade 4	32.05	24.68	31.51	52.56	57.14	52.05	15.38	18.18	16.44
Grade 5	20.73	10.98	12.99	53.66	75.61	63.64	25.61	13.41	23.38
All Grades	25.00	23.48	22.75	55.51	60.87	57.35	19.49	15.65	19.91

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	25.00	28.17	31.15	64.47	60.56	47.54	10.53	11.27	21.31
Grade 4	21.79	27.27	24.66	66.67	58.44	53.42	11.54	14.29	21.92
Grade 5	21.95	15.85	7.79	62.20	68.29	70.13	15.85	15.85	22.08
All Grades	22.88	23.48	20.38	64.41	62.61	57.82	12.71	13.91	21.80

Conclusions based on this data:

1. According to our overall SBAC Math performance in the 24-25 school year, 49.8% of 3rd-5th grade students met or exceeded standard, representing a decrease of 3.25% from the previous year. During the 2025-2026 school year, the school continued to support students through a Tier II intervention and enrichment system to support student learning. Intervention time was embedded into each daily schedule with a focus on Tier II interventions utilizing differentiated small group instruction. The Benchmarks and STAR assessment data was analyzed by the grade level teams and supported the group creation and area of focus for small group intervention.
2. Professional development and coaching is needed in a variety of research-based strategies that support the common core state mathematics standards. During the 2025-2026 school year, we will provide professional learning and coaching with CORE strategies on facilitating targeted small group, tier II interventions and extensions for greater student achievement.

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	*	1446.7	*	*	1462.4	*	*	1410.0	*	6	14	6
1	*	*	*	*	*	*	*	*	*	9	*	5
2	*	*	*	*	*	*	*	*	*	4	5	*
3	*	*	*	*	*	*	*	*	*	*	4	6
4	*	*	*	*	*	*	*	*	*	*	*	6
5	*	*	*	*	*	*	*	*	*	4	*	*
All Grades										28	28	28

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	*	21.43	*	*	50.00	*	*	21.43	*	*	7.14	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.86	28.57	21.43	32.14	35.71	46.43	35.71	25.00	17.86	14.29	10.71	14.29	28	28	28

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	*	14.29	*	*	64.29	*	*	14.29	*	*	7.14	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.86	35.71	64.29	46.43	46.43	14.29	21.43	7.14	10.71	14.29	10.71	10.71	28	28	28

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	*	14.29	*	*	28.57	*	*	57.14	*	*	0.00	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.29	14.29	17.86	25.00	25.00	35.71	42.86	46.43	35.71	17.86	14.29	10.71	28	28	28

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	21.43	*	*	71.43	*	*	7.14	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.71	32.14	35.71	50.00	57.14	53.57	14.29	10.71	10.71	28	28	28

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	*	57.14	*	*	35.71	*	*	7.14	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.43	71.43	57.14	60.71	17.86	25.00	17.86	10.71	17.86	28	28	28

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	*	14.29	*	*	78.57	*	*	7.14	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.43	14.29	10.71	60.71	67.86	67.86	17.86	17.86	21.43	28	28	28

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	*	28.57	*	*	71.43	*	*	0.00	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.57	17.86	28.57	53.57	78.57	57.14	17.86	3.57	14.29	28	28	28

Conclusions based on this data:

1. Cram Elementary School has an EL population smaller than the significant student group threshold. However, our English Language Progress Indicator numbers have been increasing over the last two years. In an effort to support our students and the District's LCAP goals Cram will provide targeted interventions for EL students in the areas of reading, writing, listening, and speaking within the classroom, and teachers will have additional opportunities to gain a skillset to support English Language Learners through professional development opportunities in 2026-2027.

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**
507	**42.2%**	**6.9%**	**0.8%**
Total Number of Students enrolled in Cram Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	35	6.9%
Foster Youth	4	0.8%
Homeless	8	1.6%
Socioeconomically Disadvantaged	214	42.2%
Students with Disabilities	102	20.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	15	3%
American Indian	1	0.2%
Asian	42	8.3%
Filipino	8	1.6%
Hispanic	253	49.9%
Two or More Races	30	5.9%
Pacific Islander	1	0.2%
White	145	28.6%

Conclusions based on this data:

1. Our socioeconomically disadvantaged and homeless populations have been mostly consistent the last two years, with a number of families on a declared residency contract. With the help of our Elementary Counselor in the 25-26

school year, we will increase the support for these families including workshops, community resources, as well as home visits.

2. Our socioeconomically disadvantaged and students with disabilities populations are staying steady, however we are seeing an increase in absences among these groups of students. With the support of the counselor and administrator we will continue to work with these families through workshops, community resources, as well as home visits to support student attendance.

School and Student Performance Data

Overall Performance

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Blue
Mathematics  Yellow		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. During the 25-26 school year, Cram focused on improving schoolwide location expectations to ensure that student behavior continues to be positive. This will continue being implemented in the 26-27 school year, where we will continue with targeted Tier II and Tier III Interventions. We have also incorporated a calming center in the school counselor's room to help students who need support in de-escalating behaviors as well as restorative practices.

2. Cram has high performance standards and assessment results. To support student growth in struggling areas, we will focus on implementing data based small group intervention in the classrooms. In the 26-27 school year teachers will receive professional development and coaching to support the implementation of small groups within their daily schedule.

3. Chronic absenteeism has remained stable at Cram in the last two years, but targeted supports will be focused specifically on our Socioeconomically Disadvantaged, Students With Disabilities, Asian, Hispanic, and Two or More Races populations.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	3	0

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

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

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	
26.1 points above standard	7.5 points above standard	
Maintained 0.1 points	Maintained -1.8 points	
215 Students	23 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	9.3 points above standard
1 Student	7 Students	Increased 5.5 points
		96 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
26.1 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained -2.1 points	10 Students	1 Student
57 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
33.4 points above standard	Fewer than 11 students - No Data for Privacy	28.9 points above standard
Declined 34 points	2 Students	Increased 14.7 points
15 Students		109 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
2.4 points below standard	0 Students	30.5 points above standard
Increased 6.9 points		Declined 6.4 points
11 Students		63 Students

Conclusions based on this data:

1. On the 24-25 SBAC assessment, students maintained in English Language Arts, scoring 26.1 points above the standard, as a whole. Our Hispanic population scored 28.9 points above the standard, and our White population scored 30.5 points above the standard. The Students with Disabilities group remained consistent with the previous year, but remains significantly below standard. Our English Learners maintained at 7.5 points above standard. Grade level teams collaborate on use of materials, and how to utilize the protocol for assistance with small group, Tier I and II interventions.

2. For the 2026-2027 school year, Cram will begin to implement a campus wide Professional Learning Community. Grade level teams will have the opportunity to collaborate by focusing on essential ELA standards, develop common assessments to determine mastery and guide instruction for all students, including Tier I and II strategies. Teachers will also have the opportunity to work with CORE professional development and coaching to develop classroom small group literacy and comprehension strategies.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	1	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
 Yellow	 No Performance Color	
1.8 points below standard	12.9 points below standard	
Declined 5.7 points	Increased 13.1 points	
218 Students	25 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	19.8 points below standard
1 Student	7 Students	Declined 6.2 points
		96 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
49.5 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 13.6 points	10 Students	1 Student
57 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
8 points above standard	Fewer than 11 students - No Data for Privacy	9.8 points below standard
Declined 27.1 points	2 Students	Declined 3.3 points
17 Students		110 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
2.5 points below standard	0 Students	9.8 points above standard
Increased 22 points		Declined 7.5 points
11 Students		63 Students

Conclusions based on this data:

1. On the 24-25 SBACs Cram saw an overall decrease of 5.7 points. While below standard, our EL population showed an increase of 13.1 points, and our Two or More Races increased by 22 points. Our Socioeconomically Disadvantaged and Students With Disabilities groups showed declines, and were significantly below standard. For the 2026-2027 school year, Cram will begin to implement a campus wide Professional Learning Community. Grade level teams will have the opportunity to collaborate by focusing on essential Math standards, develop common assessments to determine mastery and guide instruction for all students, including Tier I and II strategies. Teachers will also have the opportunity to work with CORE professional development and coaching to develop classroom small group math strategies for increased student achievement.

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.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	1	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
57.5 science points	Fewer than 11 students - No Data for Privacy	0 Students
Declined 4.2 points	7 Students	
83 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	53.8 science points
	3 Students	Declined 6.9 points
		37 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
47.1 science points	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained -0.6 points	2 Students	1 Student
22 Students		

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	57.5 science points
9 Students	1 Student	Maintained 0.5 points
		39 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	61.2 science points
3 Students		Declined 3.6 points
		27 Students

Conclusions based on this data:

1. On the 24-25 SBACs Cram saw an overall decrease of 4.2 points. 41.0% of students met or exceeded standards, and 51.3% nearly met standards. Our Students With Disabilities group maintained with a slight decrease in points, and Socioeconomically Disadvantaged student group had a decrease of 6.9 points. For 2026-2027, targeted supports and Tier I and II interventions will be implemented through coaching and PLC strategies to increase student achievement.

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
	
No Performance Color	No Performance Color
60.9 making progress.	making progress.
Number Students: 23 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
10.5%	31.6%	0%	57.9%

Conclusions based on this data:

1. Fall 2025 data shows positive increase in English Language Acquisition results, with 57.9% of our EL students progressing at least one level. Through continued dedication ELD classroom instruction and additional student and family supports, Cram looks to continue increasing the percentage in the 2026-2027 school year, in addition to decreasing the percentage of students decreasing a level.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	
9.5% Chronically Absent	11.9% Chronically Absent	
Maintained 0.1	Declined 5.6	
527 Students	42 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	8.3% Chronically Absent	15.9% Chronically Absent
4 Students	Declined 4.2	Increased 2.6
	12 Students	246 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
21.1% Chronically Absent	16.7% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 4.8	Declined 1	1 Student
133 Students	18 Students	

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Orange
13.6% Chronically Absent	Fewer than 11 students - No Data for Privacy	12.4% Chronically Absent
Increased 0.6	8 Students	Maintained 0.2
44 Students		266 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Green
7% Chronically Absent	Fewer than 11 students - No Data for Privacy	2.7% Chronically Absent
Increased 4.3	1 Student	Declined 1.5
43 Students		146 Students

Conclusions based on this data:

1. Our 24-25 chronic absenteeism rates in all areas is an area of concern, although we are just below the green band overall, with a rate of 9.5%, 0.1% higher than the previous year. Our Socioeconomically disadvantaged and Students With Disabilities student population has been identified in the red band. As a school we will increase the parent communication regarding attendance and the importance of attendance to support both academics and SEL. We will increase out incentives to be inclusive for all students by have Attendance Challenges throughout the 24-25 school year. The counselor and office staff will continue to support through phone calls and home visits as needed.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	7

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
 Blue	 Blue	
0% suspended at least one day	0% suspended at least one day	
Maintained -0.2%	Maintained 0%	
536 Students	42 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	0% suspended at least one day	0% suspended at least one day
6 Students	Maintained 0%	Declined 0.4%
	13 Students	249 Students

Students with Disabilities	African American	American Indian
 Blue	 No Performance Color	 No Performance Color
0% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 0.7%	Maintained 0%	1 Student
136 Students	19 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Blue
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Maintained 0%	8 Students	Declined 0.3%
44 Students		273 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Blue
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Maintained 0%	1 Student	Maintained 0%
43 Students		147 Students

Conclusions based on this data:

1. Our suspension rate for 24-25 was at 0%, which is a reduction from previous years. We increased our implementation of our PBIS program at a higher level and saw a decrease in office referrals. The PBIS team and administration will continue to reevaluate the implementation plan for the 2026-2027 school year to support students involved in incidents that lead to suspension.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Positive School Climate
Cram Elementary is committed to offering support to our students by fostering environments that prioritize social and emotional learning while adhering to our behavior standards. We will maintain our focus on implementing PBIS and systems that enhance social-emotional learning, PBIS, and mental health opportunities. This will be accomplished through a tiered support system within a positive school culture. We will provide extended learning opportunities, such as supplemental programs, resources, and dedicated staff, during, before, and/or after school. These opportunities will specifically target the social, emotional, and physical development of students who may require additional support, ensuring their growth and well-being. EOur goal is to establish a safe, inclusive, and engaging school climate that actively reduces chronic absenteeism and sustains our very low suspension rate. By implementing robust, tiered attendance interventions, targeted family connection workshops, and sustained PBIS strategies, the school will specifically dismantle attendance barriers for our Socioeconomically Disadvantaged, African American, and Students with Disabilities subgroups.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to school programs, activities, and tiered social-emotional and behavioral supports. These supports will foster a sense of connectedness, especially for English Learners (EL), Foster Youth (FY), African American Students, student experiencing homelessness, Low Income students (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

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.

School attendance is crucial for the success of all students. Cram, specifically the student groups of Socioeconomically Disadvantaged and Students With Disabilities, have been identified as areas that requires attention. Cram is dedicated to improving overall student attendance by addressing chronic absenteeism. When students attend school, they feel more connected to the school community, which ultimately enhances their academic achievements. In 24-25 Cram had a suspension rate of 0%. Considering the ongoing social and emotional effects of the pandemic and it's continued impact, it remains essential to provide social-emotional supports through daily social skill lessons, school-wide expectations, Tiered support for students, and through positive behavior incentives. These measures aim to prevent a potential increase in suspension rates and support student performance in various areas. Our school-wide Positive Behavior Interventions and Supports (PBIS) expectations will guide students' conduct and actions, ensuring a safe learning environment for everyone. Ultimately, our goal is to achieve academic success through the implementation of these fundamental support systems. Recognizing that chronic absenteeism disproportionately impacts our Students with Disabilities (21.1%), African American (16.9%), and Socioeconomically Disadvantaged (15.9%) subgroups, our elementary counselor, administrator, and support staff will implement highly targeted outreach. This will include individualized home visits, family connection workshops, and identifying community resources to remove specific barriers to attendance for these families. Furthermore, we will establish tiered attendance interventions that utilize our PBIS framework to foster a stronger sense of school connectedness and belonging for our most at-promise students.

Note:
In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low-Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A - Attendance Rate Percentage of students who were present by student group. Source: District Analysis	Spring 2026 All -- 95.4% African American -- 97.3% American Indian or Alaskan Native -- No Data Asian -- 96.9% Filipino -- 98.7% Hispanic -- 94.5% Pacific Islander -- 97.6% White -- 96.8% Two or More Races -- 96.2% Low Income -- 94.1% English Learner -- 95.9% Foster Youth -- 94.5% Homeless Youth -- 96.2% Students with Disabilities -- 92.3%	All -- 95% African American -- 94% American Indian or Alaskan Native -- 95% Asian -- 97% Filipino -- 98% Hispanic -- 95% Pacific Islander -- 96% White -- 96% Two or More Races -- 95% Low Income -- 93% English Learner -- 94% Foster Youth -- 94% Homeless Youth -- 94% Students with Disabilities -- 93%
1B Chronic Absenteeism Rate: Percentage of students in grades K-5 who were absent for 10% or more of the total instructional days, by student groups. Source: California School Dashboard	2025 CA Dashboard: ALL -- 9.5% African American -- 16.7% Asian -- 13.6% Hispanic -- 12.4% White -- 2.7% English Learner -- 11.9% Socioeconomically Disadvantaged -- 15.9% Students with Disabilities -- 21.1% Two or More Races -- 7.0%	ALL -- 9.0% African American -- 20% Asian -- 10% Hispanic -- 10% White -- 3% English Learner -- 11% Socioeconomically Disadvantaged -- 15% Students with Disabilities -- 18% Two or More Races -- 5%
1C Suspension Rate: Percentage of students suspended 1 or more times during the school year by student group. Source: California School Dashboard	2025 CA Dashboard ALL -- 0% African American -- 0% Asian -- 0% Hispanic -- 0% White -- 0% English Learner -- 0% Socioeconomically Disadvantaged -- 0% Students with Disabilities -- 0% Two or More Races -- 0%	ALL -- .15% African American -- 0.2% Asian -- 0.2% Hispanic -- 0.2% White -- 0.1% English Learner -- 0.2% Socioeconomically Disadvantaged -- 0.1% Students with Disabilities -- 0.2% Two or More Races -- 0.1%
1D School Climate Survey: Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management. Source: Local Climate Survey	March 2025 Overall Percent Favorable -- 93.2%	Overall Percent Favorable -- 95%
1E SEL/Positive Behavior Systems (TFI/Self Survey)/SWIS: (describe measure used) Source: Local Survey	In the 2025-2026 School year, Cram Elementary attained a platinum rating.	Cram will attain a gold rating.

1F School Connectedness/Visual and Performing Arts Enrollment: Percentage of students participating in Visual and Performing Arts. Source: District Analysis	2025-2026 89.4%	85%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Cram is dedicated to fostering a safe and inclusive learning environment for all students and staff. We prioritize Social and Emotional Learning (SEL), PBIS, Safety. Through staff development, we aim to enhance self-management, self-awareness, responsible decision-making, relationship skills, and social awareness. This creates a positive and welcoming atmosphere both in the classroom and on the playground. Collaboration among our school counselor, administration, Leadership team, Equity Team, and PBIS team enables us to provide tiered supports, including mental health assistance, for students, staff, and the community. Our goal is to promote a positive and safe school climate, encouraging open-mindedness, self-awareness, compassion, and inclusiveness. We utilize a tiered behavior framework and offer Additional Targeted Support and Improvement (ATSI) for Students. To support SEL, PBIS and student safety, we provide materials, supplies, curriculum, social skill groups, and small group counseling opportunities. Professional development opportunities are offered to implement SEL and PBIS Rewards programs effectively. We continuously review and enhance school safety protocols, utilizing resources such as Second Step and other supplemental materials. Additionally, we focus on providing social-emotional learning for staff and students, offering professional development, personnel support, incentives, and recognition to foster a positive school climate. In addition, we will continue to participate in One School, One Book to encourage family connectedness and a sense of shared community. We also offer extended learning opportunities like Cardinal Club (Social Skill Club) during and after school, specifically targeting Social Emotional Learning. This is in addition to our daily allotted time for SEL lessons completed in every classroom daily. Our efforts are measured through comprehensive school counseling implementation, the Tiered Fidelity Inventory (TFI), and PBIS Self-Assessment Survey. We closely monitor referral and suspension data, attendance, and chronic absenteeism to develop tiered supports that	All Students Non-Duplicated Groups Chronically Absent SWD	11000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Supplies, Materials, PD Materials, Incentives (PBIS, Attendance), Digital Citizenship/Support 8230 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Classified hourly support to maintain positive climate and culture 5000 Title I Non-Personnel (4000-7439) Digital Citizenship & OSOB Materials

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	address the needs of all students, improve student connectedness, and reduce the number of discipline incidents. While maintaining our Tier I school-wide PBIS and SEL programs, we will establish Tier II and Tier III individualized interventions specifically designed for our Socioeconomically Disadvantaged and Students with Disabilities populations, who are disproportionately impacted by chronic absenteeism. This will include targeted small-group counseling, specialized social-skills groups, and individualized attendance plans aimed at fostering a deeper sense of school connectedness with students and families. Cram is committed to creating a nurturing and engaging educational environment, promoting attendance, and fostering a sense of community through effective communication between home and school. We offer various incentives and extended support to ensure the success and well-being of our students.		
1.2	The administration and staff of Cram will work together to create a friendly environment that promotes collaboration with parents and the community. They will provide various opportunities for families to get involved in school events, such as student recognition programs, participation in organizations like PTSA, SSC, ELAC, AAPAC, Equity Team, and PBIS, as well as attending events like Parent/Teacher Conferences, Pastries with the Principal, Kindergarten Orientation, Back-to-School Night, Pep Rallies, and Family Engagement Nights. To support these activities, Cram will supply meeting resources, refreshments, materials, books, printing services, supplies, guest speakers, and cover event costs. They will also offer translation services, child care, and tools for parent communication, including postage and subscriptions. Additionally, they will compensate a webmaster and a social media liaison to regularly update the school's online presence and ensure timely and informative communication with families. Recognizing that standard communication methods may not reach all families, our counselor and support staff will conduct highly targeted outreach to our SED, AA, and SWD families. Instead of relying solely on general school events, our administration and counseling staff will host specialized family connection workshops designed to help parents navigate IEPs, access community resources, and overcome transportation or scheduling barriers that contribute to chronic absenteeism.	All Students Non-Duplicated Groups SWD SEL AA	1079 Title I Parent Involvement Non-Personnel (4000-7439) Refreshments, Materials, and PD for Parent/Family Events 1000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Targeted Attendance Support and Barrier Removal 686 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Childcare for family events, including back to school nights or ELAC meetings.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	The success of these efforts will be assessed by evaluating parent involvement, participation, and engagement in workshops, as well as their input in decision-making processes. Attendance and reduction in chronic absenteeism will also be measured. The implementation of these tiered supports will specifically target the needs of student groups that are not duplicated and aim to enhance student connectedness and improve attendance for all students.		
1.3	Enrichment opportunities and After School Opportunities (i.e. Visual and Performing Arts, STEAM, Book Study programs) will be accessible to students at Cram Elementary during and after the school day. The necessary materials and resources for these opportunities will be provided to ensure a well-rounded educational experience. Because participation in enrichment activities like our STEAM lab and VAPA programs directly correlates to higher student engagement, we will proactively recruit and prioritize enrollment for our chronically absent, Socioeconomically Disadvantaged, and Students with Disabilities populations. By integrating these at-promise students into highly desirable after-school programs, we aim to increase their daily attendance and overall school connectedness. We will ensure that all material and access barriers are eliminated for SED, AA, and SWD students participating in our extended learning and enrichment programs to maximize their attendance and school connectedness.	All Students Non-Duplicated Groups Chronically Absent	1000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Materials and Supplies 1227 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Additional/Extended Learning Opportunities (Certificated/Classified)
1.8			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Through staff development, we aim to enhance self-management, self-awareness, responsible decision-making, relationship skills, and social awareness. This creates a positive and welcoming atmosphere both in the classroom and on the playground. Collaboration among our school counselor, administration, Leadership team, Equity Team, and PBIS team enables us to provide tiered supports, including mental health assistance, for students, staff, and the community. To support SEL, PBIS and student safety, we provide materials, supplies, curriculum, social skill groups, and small group counseling opportunities. Professional development opportunities are offered to implement SEL and programs effectively. We continuously review and enhance school safety protocols, utilizing resources such as Second Step and other supplemental materials. Additionally, we focus on providing social-emotional learning for staff and students, offering professional development, personnel support, incentives, and recognition to foster a positive school climate. In addition, we will continue to participate in One School, One Book to encourage family connectedness and a sense of shared community. We also offer extended learning opportunities like Cardinal Club (Social Skill Club) during and after school, specifically targeting Social Emotional Learning. This is in addition to our daily allotted time for SEL lessons

completed in every classroom daily. Our efforts are measured through comprehensive school counseling implementation, the Tiered Fidelity Inventory (TFI), and PBIS Self-Assessment Survey. The administration and staff of Cram will work together to create a friendly environment that promotes collaboration with parents and the community. They will provide various opportunities for families to get involved in school events, such as student recognition programs, participation in organizations like PTA, SSC, ELAC, AAPAC, Equity Team, and PBIS, as well as attending events like Parent/Teacher Conferences, Coffee with the Principal, Kindergarten Orientation, Back-to-School Night, Pep Rallies, and Family Engagement Nights. To support these activities, Cram will supply meeting resources, refreshments, materials, books, printing services, supplies, guest speakers, and cover event costs. They will also offer translation services, child care, and tools for parent communication, including postage and subscriptions. The success of these efforts will be assessed by evaluating parent involvement, participation, and engagement in workshops, as well as their input in decision-making processes. Attendance and reduction in chronic absenteeism will also be measured. The implementation of these tiered supports will specifically target the needs of student groups that are not duplicated and aim to enhance student connectedness and improve attendance for all students. Enrichment opportunities and After School Opportunities (i.e. Visual and Performing Arts, STEAM, Book Study programs) will be accessible to students at Cram Elementary during and after the school day. The necessary materials and resources for these opportunities will be provided to ensure a well-rounded educational experience.

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

There are no major differences.

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

Improvement can be made in all areas. We would like to improve our attendance rate by 2%, lower chronic absenteeism by 2%, lower our suspension rate by 2%, achieve 95% favorable responses through climate surveys, achieve a platinum PBIS TFI rating, and increase our VAPA participation.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Tiered Academic Support
Cram's objective is to assist every student in attaining academic success and meeting grade-level standards. This will be accomplished through a multi-tiered support system, offering enrichment opportunities in math and literacy, as well as extended learning options during and/or after school, as well as increased attendance monitoring and support to get students to school. The primary emphasis is on supporting specific student groups in making substantial strides toward proficiency, while also providing supplemental programs, resources, and personnel to aid at-promise students. The ultimate goal is to equip all students with the essential tools and resources needed to excel academically and realize their maximum capabilities. Cram looks to accelerate academic proficiency in English Language Arts and Mathematics for all students through rigorous Tier 1 instruction, Universal Design Strategies, and data-driven Tier 2/3 small-group interventions. Focused emphasis will be placed on closing the significant achievement gaps for Students with Disabilities and Socioeconomically Disadvantaged students through collaborative Professional Learning Communities (PLCs) and accessible STEAM enrichment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will progress towards meeting standards in academics through tiered supports and services.

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.

Our aim is to align with the RUSD vision by ensuring that every student receives a high-quality instructional program that fosters equality through equity. To achieve this, our goal is to enhance the percentage of students who demonstrate growth and meet or surpass their grade level standards, as measured by both RUSD metrics (STAR and District Benchmarks) and the California state standards CAASPP Assessment.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	2025 CA School Dashboard (points from standard) ALL | 26.1 Hispanic | 28.9 White | 30.5 Socioeconomically Disadvantaged | 9.3 Students with Disabilities | -26.1 EL I 7.5	(points from standard) ALL | 28 Hispanic | 20 White | 34 Socioeconomically Disadvantaged | 10 Students with Disabilities | -25 EL I 5
2B Mathematics State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	2025 CA School Dashboard (points from standard) ALL | -1.8 Hispanic | -9.8 White | 9.8 Socioeconomically Disadvantaged | -19.8 Students with Disabilities | -49.5	(points from standard) ALL | 5 Hispanic | -8 White | 11 Socioeconomically Disadvantaged | -21 Students with Disabilities | -35 EL I -15

	EL I -12.9	
2C California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST Grade 5 student group. Source: CDE Dataquest Reporting	2025 CAST ALL-41% EL-0.0% Foster Youth-0.0 Homeless-100% Economically Disadvantaged-30.3% SWD-30.8% African American-0% Asian-50% Hispanic-37.5% White-48%	ALL-43% EL-4.0% Foster Youth-4.0 Homeless-37% Economically Disadvantaged-38% SWD-18% African American-25% Asian-60% Hispanic-40% White-44%
2D English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC). Source: California School Dashboard	2025 CA School Dashboard 60.9%	55%
2E STAR Assessment (English/Reading) Source: Internal District Reporting	STAR Reading Winter 2026 OVERALL – 59.6% African American – 70% American Indian – No Data Asian – 62.6% Hispanic – 53% Pacific Islander – 50% Two or More Races – 66.8% White – 66.4% EL – 16.7% SWD – 34.7% 1st Grade – 57.0% 2nd Grade – 58.6% 3rd Grade – 59.7% 4th Grade - 61.7% 5th Grade - 59.7%	OVERALL – 60% African American – 65% American Indian – 10% Asian – 65% Hispanic – 54% Pacific Islander – 70% Two or More Races – 60% White – 67% EL – 20% SWD – 33% 1st Grade – 55.% 2nd Grade – 57% 3rd Grade – 61% 4th Grade - 60% 5th Grade - 50%
2F STAR Assessment (Mathematics) Source: Internal District Reporting	STAR Math Winter 2026 ALL – 53.1% African American – 50% American Indian – No Data Asian – 75.1% Hispanic – 43.4% Pacific Islander – 50% Two or More Races – 60% White – 61.6% EL – 29.2% SWD – 39.3% 1st Grade – 62.0% 2nd Grade – 45.0% 3rd Grade – 55.7% 4th Grade – 53.5% 5th Grade - 45.9%	ALL – 50% African American – 47% American Indian – 10% Asian – 65% Filipino- 55% Hispanic – 44% Pacific Islander – 70% Two or More Races – 48% White – 63% EL – 25% SWD – 33% 1st Grade – 55% 2nd Grade – 50% 3rd Grade – 50% 4th Grade – 56% 5th Grade - 40%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Cram will continue to expand opportunities to enhance learning by providing teachers sufficient professional development and training availabilities with RUSD EdTech and outside consultants. We will not look to fill a tech para position, as teachers desire to learn strategies and run classes themselves. We will continue to purchase STEAM materials and resources, and transform Lab space. We will also increase STEAM-related activities, field trips, and other enrichment opportunities. To directly support our students struggling in mathematics, specifically our SWD, SED, and EL subgroups, professional development with RUSD EdTech and outside consultants will heavily emphasize integrating accessible educational technology into Tier II math interventions. Teachers will receive specific training on utilizing Universal Design Strategies within the STEAM lab to ensure project-based learning is highly accessible to students with diverse learning profiles. Special Education paraprofessionals will receive monthly training, coaching, and/or professional development from SPED Coordinators, SAI teachers, and CORE to increase efficacy in working to improve practices to benefit our SWD and SED groups.	All Students EL SWD SED	2000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Materials and PD 5280 Title I Non-Personnel (4000-7439) PD with outside consultants 2500 Title I Non-Personnel (4000-7439) STEAM-related field trips and enrichment opportunities
2.2	The primary focus at Cram Elementary is to ensure that every student progresses towards mastery of grade-level standards in all core academic subjects. The staff is dedicated to delivering high-quality initial instruction by utilizing instructional strategies and materials that cater to the diverse needs of all students, including classroom instructional materials and supplies. Provide supplemental funding for instructional field trips to enhance students' learning experiences. In the upcoming 26-27 school year, teachers will receive Professional Development on topics such as First Best Instruction, Small Group Instruction, and Universal Design Strategies, further supporting the educational needs of all students. The necessary materials and resources for this professional development will be provided, enhancing the curriculum and aligning it with core instructional practices. To enhance student learning, we will acquire additional library books and instructional materials for all grade levels. To identify areas of need and areas of strength among students, our Data Analysis Protocol will be employed. Students will receive targeted interventions based on this analysis, which will be integrated into the daily schedule across all grade levels through flexible groupings. In addition to teacher support, an hourly, certificated intervention	All Students SWD EL SED	18000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Instructional supplies and materials and library books 20500 Title I Non-Personnel (4000-7439) Site Licenses and teacher/paraprofessional PD 23720 Title I Personnel (1000-3999) Hourly support small group intervention/Certificated Sub to support Small Group Instruction. Substitutes for grade level collaboration days.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	specialist will provide small group instruction for students in grades 1-5 who require additional assistance in reaching grade-level standards. Collaboration time will be allocated monthly for teachers to analyze student data and make adjustments to groups as necessary. Furthermore, each grade level will be provided with additional collaboration time once every trimester to analyze data, plan meaningful instruction, and address the specific needs of their students. To address the significant equity gaps in Mathematics and ELA for our Students with Disabilities, we will utilize dedicated Tier II and Tier III small group instruction. Special education staff and general education teachers will use dedicated, funded collaboration time to align First Best Instruction with specialized co-teaching models. Furthermore, we will procure an evidence-based, Tier II math intervention professional development opportunities specifically designed to support struggling learners, especially in our EL, SED, and SWD subgroups. Special Education paraprofessionals will receive monthly training, coaching, and/or professional development from SPED Coordinators, SAI teachers, and CORE consultants to increase efficacy in working to improve instructional/support practices to benefit our SWD and SED groups.		
2.3	The school's plan includes providing ongoing professional development opportunities for staff to develop their cultural competency and implementing culturally responsive teaching practices. The plan also includes translation services and an EL Rep. The goal is to foster a positive school culture that values diversity and inclusion and to support the academic and social-emotional needs of all students. The success of the plan will be evaluated based on the school's inclusive culture and the academic and social-emotional success of its students. Through the additional PD and opportunities for student success, including intervention support, the intended outcome is an increase for these students on District Benchmarks and STAR Assessments, California State Test, and the English Language Proficiency Assessment. The plan also provides for EL intervention support through small group instruction by an hourly certificated teacher. Success will be determined based on assessment metrics.	EL	408 District Funded – Title III Non-Personnel (4000-7439) ELLevation 4772 District Funded – Title III Personnel (1000-3999) Hourly certificated teacher small group intervention support for EL students 300 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Language Line 1595 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) EL Rep
2.4	Cram Elementary aims to provide a range of intervention and enrichment opportunities for students, both during regular school hours and outside of them, including support within the classroom as well as separate sessions. These initiatives are designed to enhance the academic	All Students	2000 Title I Personnel (1000-3999) Substitute teacher for teacher release

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	development of at-promise students through additional programs, resources, and dedicated staff. The desired result is to improve student academic achievement and bolster attendance. The success of this approach will be evaluated based on individual student progress on assessments and attendance records. Extra hourly pay and substitute release time will be heavily prioritized toward analyzing district benchmark data and providing direct tutoring support for students scoring two or more grade levels behind in mathematics, specifically targeting our SED and Hispanic subgroups		5896 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Substitute Teacher for Teacher Release 4116 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Extra Hourly Pay 2000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Materials to support academics (Writing/Handwriting)
2.9			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Cram Elementary will continue to enhance learning opportunities through the use of our STEAM Lab. Teachers will have the opportunity to create learning opportunities that support student engagement, college and career readiness, and digital citizenship. In the upcoming 26-27 school year, teachers will receive Professional Development and Coaching from CORE Learning on topics such as Tier I and II Small Group Instruction, and Universal Design Strategies for differentiated strategies, further supporting the educational needs of all students. The necessary materials and resources for this professional development will be provided, enhancing the curriculum and aligning it with core instructional practices. Students will receive targeted interventions based on this analysis, which will be integrated into the daily schedule across all grade levels through flexible groupings. In addition to teacher support, a General Ed Para II will provide small group instruction for students in grades 1-5 who require additional assistance in reaching grade-level standards. Collaboration time will be allocated monthly for teachers to analyze student data and make adjustments to groups as necessary. Furthermore, each grade level will be provided with additional collaboration time once every month to analyze data, plan meaningful instruction, and address the specific needs of their students. The school's plan includes providing ongoing professional development opportunities for staff to develop their cultural competency and implementing culturally responsive teaching practices. The goal is to foster a positive school culture that values diversity and inclusion (ELAC, AAPAC, SSC), and to support the academic and social-emotional needs of all students. The success of the plan will be evaluated based on the school's inclusive culture and the academic and social-emotional success of its students. Through the additional PD and opportunities for student success, the intended outcome is an increase for these students on District Benchmarks and STAR Assessments, California State Test, and the English Language Proficiency Assessment. Cram Elementary aims to provide a range of intervention and enrichment opportunities for students, both during regular school hours and outside of them, including support within the classroom as well as separate sessions. These initiatives are designed to enhance the academic development of at-promise students through additional programs, resources, and dedicated staff. The desired result is to improve student academic achievement and bolster attendance. The success of this approach will be evaluated based on individual student progress on assessments and attendance records.

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

There are no major differences.

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

Cram wants to improve in all academic measures by 2 or more percentage points.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$122,309.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$59,000.00
Title I Parent Involvement	$1,079.00

Subtotal of additional federal funds included for this school: $60,079.00

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

State or Local Programs	Allocation ($)
District Funded – Title III	$5,180.00
LCAP - Supplemental & Concentration Grant (LCAP)	$57,050.00

Subtotal of state or local funds included for this school: $62,230.00

Total of federal, state, and/or local funds for this school: $122,309.00

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 – Title III	5,180.00
LCAP - Supplemental & Concentration Grant (LCAP)	57,050.00
Title I	59,000.00
Title I Parent Involvement	1,079.00

Expenditures by Budget Reference

Budget Reference	Amount
Non-Personnel (4000-7439)	70,067.00
Personnel (1000-3999)	52,242.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Non-Personnel (4000-7439)	District Funded – Title III	408.00
Personnel (1000-3999)	District Funded – Title III	4,772.00
Non-Personnel (4000-7439)	LCAP - Supplemental & Concentration Grant (LCAP)	35,300.00
Personnel (1000-3999)	LCAP - Supplemental & Concentration Grant (LCAP)	21,750.00
Non-Personnel (4000-7439)	Title I	33,280.00
Personnel (1000-3999)	Title I	25,720.00
Non-Personnel (4000-7439)	Title I Parent Involvement	1,079.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	29,222.00
Goal 2	93,087.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

Name of Members	Role
Michael Laba	Principal
Allison Hamby	Parent or Community Member
Effat Zeidan Hatoum	Parent or Community Member
Amber Duncan	Other School Staff
Mollee O'Day	Parent or Community Member
Alicia Curtis	Classroom Teacher
Amanda Woodruff	Classroom Teacher
Jessica Ard	Other School Staff
Ruba Eskandafi	Parent or Community Member
Suzan Bou Hamdan	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 28, 2026.

Attested:



Principal, Michael Laba on May 28, 2026



SSC Chairperson, Allison Hamby on May 28, 2026

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Franklin Elementary School	36-67843-6036503	June 5, 2026	July 21, 2026

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Franklin Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page 1
Table of Contents....2
Plan Description....3
Educational Partner Involvement....3
Comprehensive Needs Assessment Components....3
California School Dashboard (Dashboard) Indicators....4
Other Needs....4
School and Student Performance Data....5
Student Enrollment....5
CAASPP Results....8
ELPAC Results....12
Student Population....15
Overall Performance....17
Academic Performance....19
Academic Engagement....26
Conditions & Climate....28
Goals, Strategies, & Proposed Expenditures....30
Goal 1....30
Goal 2....35
Budget Summary....41
Budget Summary....41
Other Federal, State, and Local Funds....41
Budgeted Funds and Expenditures in this Plan....42
Funds Budgeted to the School by Funding Source....42
Expenditures by Funding Source....42
Expenditures by Budget Reference....42
Expenditures by Budget Reference and Funding Source....42
Expenditures by Goal....42
School Site Council Membership....43
Recommendations and Assurances....44

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Franklin Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

The teachers and staff at Franklin Elementary School, in conjunction with our district office, have developed a coordinated and articulated assessment program. The Language Arts and Math assessments are linked to the Common Core Standards in K-5. Assessment data is collected from district language arts and mathematics assessments, Unit tests, weekly assessments, CORE, DIBELS, Benchmark Phonics, teacher observations, administrator observations, and teacher made tests. Students are assessed using common assessments to monitor student progress and adjust instructional groupings to ensure students receive the targeted supports needed to achieve. Student information is reported to parents through progress reports, parent conferences, report cards, and computer generated student reports. Our district report cards are aligned to Common Core State Standards in each content area and provide information regarding each child's social, emotional and physical development. Report cards for families of English learners receive primary language translation in Spanish. Translators are available on site to write comments or interpret in Spanish. Interpreters are available at Coffee with the Principal, Back to School Night, SSC, ELAC and parent conferences as needed.

At Franklin Elementary School, 50% of collaboration is teacher led to review data and discuss student progress. PLC training encourages teachers to dialogue strategies for improved student learning. Teachers use a variety of strategies such as sentence frames, Thinking Maps, Write from the Beginning, and Path to Proficiency strategies to scaffold instruction for all learners.

Teachers regularly use assessments to modify instruction and refer students to appropriate extra support programs. Franklin's extra support programs include: credentialed intervention teachers, and Universal Access Time. Multilingual Learners (ML), formerly English Learner (EL) students are administered the English Language Proficiency Assessments for California (ELPAC). Results are reported to the parents in their primary language and to the school upon enrolling. ML students needing additional support are offered small group instruction from certificated teachers. Any child not working at grade level may be referred to the Franklin Intervention Support Team by a parent, teacher or other school community member.

In 2025 Franklin exited Additional Targeted Support and Improvement (ATSI) in the areas of Chronic Absenteeism and Academics. This was achieved by providing additional supports, resources, accommodations and services to these students to help them improve in their identified areas of need.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council meets at minimum, five times throughout the year. Our group of educational partners includes an administrator, three certified classroom teachers, one classified staff member, and five parents. At these meetings we regularly analyze and evaluate student achievement and review recommendations from other advisory groups including Franklin's English Language Advisory Committee (ELAC) and Parent Teacher Association (PTA). Using input from mentioned community partners, we discuss, develop, and approve the school plan and propose expenditures in accordance with all state and federal laws and regulations and in alignment with the district's Local Control Accountability Plan. In addition, our School Site Council conducts an annual review of the SPSA and updates it as necessary. A record of the discussion and development of the annual review and SPSA can be found in the meeting minutes.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

In the 2025 California School Dashboard, English Learner Progress, Mathematics, Chronic Absenteeism, and Suspension Rate had an overall performance in the "Red or "Orange" performance category. Student achievement in English Learners decreased by 14.3%, Mathematics decreased by 8.2 points, Chronic Absenteeism increased by 3.9% and suspension increased by 2.1%. Professional Development and Data Team discussions will focus on supporting students and families in the areas of academics, English Language supports and behavior management and support.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

In the 2025 California School Dashboard, English Learners had performance levels below all student all students in English Language Proficiency (decrease of 5.7 points). Professional development in the areas of differentiation, EL strategies, and small group instruction will focus on supporting teachers with increasing academic achievement among English Learners.

Other Needs

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

To support our district's unduplicated count (Homeless, foster, low-income & EL) population, some schools, including ours, offer after school programming named "Exploration Experience". This is the merged programs of Expanded Learning Opportunity Program (ELOP) and After School Education and Safety (ASES). This opportunity allows a safe learning environment after school where students can experience an increased sense of belonging as students connect with their peers and additional program staff in positive ways after school. This opportunity also contributes to areas of high academic achievement by offering homework & academic support.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Franklin Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.32%	0.48%	0.51%	2	3	3
African American	6.29%	8.33%	8.23%	39	52	48
Asian	1.94%	1.92%	2.06%	12	12	12
Filipino	0.81%	0.64%	0.34%	5	4	2
Hispanic/Latino	77.10%	75.16%	75.99%	478	469	443
Pacific Islander	0.81%	0.80%	0.51%	5	5	3
White	7.58%	6.73%	5.83%	47	42	34
Two or More Races	4.03%	3.37%	2.57%	25	21	15
Not Reported	1.13%	2.56%	3.95%		16	23
			Total Enrollment	620	624	583

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		36	35
Kindergarten	94		82
Grade 1	102		79
Grade 2	105		92
Grade3	98		89
Grade 4	100		98
Grade 5	93		108
Total Enrollment	620		583

Conclusions based on this data:

1. Over the last three years, Franklin has seen a decrease in the white student group and an increase in the African American student group. The number of students in student demographics has fluctuated and has created a need for the staff to have additional training on equity and intentional instructional strategies as a focus for the Franklin staff.

2. Enrollment at Franklin Elementary School has decreased since the 2022-2023 school year. At this time, there is not a need to have any combination classes at Franklin Elementary School.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	82	69	48	13.2%	11.1%	8.2%
Fluent English Proficient (FEP)	27	27	38	4.4%	4.3%	6.5%

Conclusions based on this data:

1. Over the last three years, Franklin has seen stability in the number of students coming to school as Fluent English Proficient. The Franklin staff continues to focus on students in need of additional EL instruction, especially in the areas of English Language Arts, vocabulary and Mathematics problem solving.
2. Franklin Elementary School has provided additional training for teachers for our Multilingual Learners including the English Learner Road Map.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	94	108	101	94	105	101	94	105	101	100.0	97.2	100
Grade 4	96	103	107	96	102	106	96	102	106	100.0	99	99.1
Grade 5	93	92	103	92	91	102	92	91	102	98.9	98.9	99
All Grades	283	303	311	282	298	309	282	298	309	99.6	98.3	99.4

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	2386.	2382.	2393.	18.09	14.29	14.85	14.89	13.33	21.78	24.47	27.62	20.79	42.55	44.76	42.57
Grade 4	2428.	2424.	2428.	18.75	10.78	13.21	17.71	22.55	20.75	16.67	24.51	27.36	46.88	42.16	38.68
Grade 5	2461.	2457.	2459.	9.78	14.29	10.78	26.09	24.18	23.53	23.91	17.58	22.55	40.22	43.96	43.14
All Grades	N/A	N/A	N/A	15.60	13.09	12.94	19.50	19.80	22.01	21.63	23.49	23.62	43.26	43.62	41.42

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	11.70	11.43	12.87	53.19	60.00	58.42	35.11	28.57	28.71
Grade 4	14.58	10.78	9.43	50.00	67.65	57.55	35.42	21.57	33.02
Grade 5	11.96	6.59	8.82	56.52	57.14	54.90	31.52	36.26	36.27
All Grades	12.77	9.73	10.36	53.19	61.74	56.96	34.04	28.52	32.69

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	6.38	4.76	16.83	40.43	47.62	41.58	53.19	47.62	41.58
Grade 4	9.38	6.86	6.60	54.17	54.90	66.04	36.46	38.24	27.36
Grade 5	8.70	12.09	7.84	59.78	56.04	65.69	31.52	31.87	26.47
All Grades	8.16	7.72	10.36	51.42	52.68	57.93	40.43	39.60	31.72

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	12.77	10.48	5.94	73.40	72.38	74.26	13.83	17.14	19.80
Grade 4	6.25	12.75	6.60	76.04	65.69	74.53	17.71	21.57	18.87
Grade 5	11.96	6.59	6.86	66.30	60.44	78.43	21.74	32.97	14.71
All Grades	10.28	10.07	6.47	71.99	66.44	75.73	17.73	23.49	17.80

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	12.77	8.57	6.93	57.45	70.48	62.38	29.79	20.95	30.69
Grade 4	12.50	8.82	8.49	57.29	61.76	62.26	30.21	29.41	29.25
Grade 5	13.04	12.09	7.84	63.04	57.14	60.78	23.91	30.77	31.37
All Grades	12.77	9.73	7.77	59.22	63.42	61.81	28.01	26.85	30.42

Conclusions based on this data:

1. During the 24-25 school year, overall CAASPP scores in ELA increased by 4.6 points. Scores increased in Reading and Writing, and decreased in Listening & Research/Inquiry. Despite the overall increase, scores are still well below standard requiring focused support in all four areas. Teachers will continue to develop strategies for writing activities so that students are prepared to show evidence of improvement toward this goal. We will continue school-wide training with Leverage Writing. Additional reading instruction will continue so that the amount of students in the above standards range continues to grow, especially our SWD as they have been identified as a subgroup to support through ATSI.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	94	108	101	94	107	101	94	107	101	100.0	99.1	100
Grade 4	96	103	107	96	102	106	96	102	106	100.0	99	99.1
Grade 5	93	92	103	92	92	102	92	91	102	98.9	100	99
All Grades	283	303	311	282	301	309	282	300	309	99.6	99.3	99.4

* 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	2396.	2386.	2385.	7.45	4.67	12.87	24.47	22.43	16.83	28.72	28.97	19.80	39.36	43.93	50.50
Grade 4	2437.	2442.	2428.	15.63	4.90	8.49	15.63	26.47	19.81	26.04	36.27	39.62	42.71	32.35	32.08
Grade 5	2457.	2456.	2450.	7.61	13.19	2.94	11.96	9.89	20.59	28.26	29.67	24.51	52.17	47.25	51.96
Grade 11															
All Grades	N/A	N/A	N/A	10.28	7.33	8.09	17.38	20.00	19.09	27.66	31.67	28.16	44.68	41.00	44.66

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	15.96	7.48	12.87	44.68	51.40	37.62	39.36	41.12	49.50
Grade 4	12.50	8.82	13.21	43.75	52.94	50.00	43.75	38.24	36.79
Grade 5	8.70	13.19	8.82	45.65	40.66	37.25	45.65	46.15	53.92
Grade 11									
All Grades	12.41	9.67	11.65	44.68	48.67	41.75	42.91	41.67	46.60

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	13.83	5.61	12.87	44.68	50.47	42.57	41.49	43.93	44.55
Grade 4	14.58	8.82	6.60	40.63	53.92	50.94	44.79	37.25	42.45
Grade 5	6.52	12.09	3.92	48.91	42.86	51.96	44.57	45.05	44.12
All Grades	11.70	8.67	7.77	44.68	49.33	48.54	43.62	42.00	43.69

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	8.51	9.35	12.87	62.77	64.49	58.42	28.72	26.17	28.71
Grade 4	16.67	7.84	5.66	48.96	63.73	55.66	34.38	28.43	38.68
Grade 5	4.35	8.79	1.96	67.39	54.95	60.78	28.26	36.26	37.25
All Grades	9.93	8.67	6.80	59.57	61.33	58.25	30.50	30.00	34.95

Conclusions based on this data:

1. During the 24-25 school year, Franklin's Math scores decreased in all domains. Teachers will have training on providing effective Tier 1 instruction and intervention strategies within the classroom. Teachers will also use data analysis to determine Tier 2 and Tier 3 students. In addition, extra support and resources will be provided for our SWD as they were an identified subgroup in ATSI.

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	1422.2	1406.3	*	1427.1	1409.6	*	1410.4	1398.3	*	19	23	9
1	1420.1	1433.7	*	1459.6	1468.7	*	1380.0	1398.4	*	14	14	10
2	1443.6	*	1479.9	1483.8	*	1495.1	1403.4	*	1464.2	11	9	12
3	*	1413.2	*	*	1445.2	*	*	1380.6	*	10	13	8
4	1506.8	1479.2	1472.0	1526.5	1491.4	1471.0	1486.5	1466.4	1472.6	11	12	11
5	1524.2	1517.0	1505.8	1543.3	1554.3	1496.2	1504.5	1479.3	1515.3	17	11	12
All Grades										82	82	62

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	21.05	17.39	*	31.58	43.48	*	36.84	17.39	*	10.53	21.74	*	19	23	*
1	21.43	14.29	*	0.00	28.57	*	35.71	28.57	*	42.86	28.57	*	14	14	*
2	9.09	*	16.67	36.36	*	33.33	45.45	*	41.67	9.09	*	8.33	11	*	12
3	*	7.69	*	*	38.46	*	*	23.08	*	*	30.77	*	*	13	*
4	18.18	8.33	9.09	36.36	50.00	18.18	27.27	25.00	45.45	18.18	16.67	27.27	11	12	11
5	11.76	27.27	25.00	52.94	36.36	25.00	23.53	27.27	33.33	11.76	9.09	16.67	17	11	12
All Grades	15.85	14.63	16.13	32.93	39.02	22.58	34.15	23.17	43.55	17.07	23.17	17.74	82	82	62

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	15.79	30.43	*	42.11	34.78	*	21.05	8.70	*	21.05	26.09	*	19	23	*
1	21.43	42.86	*	42.86	21.43	*	21.43	21.43	*	14.29	14.29	*	14	14	*
2	27.27	*	41.67	54.55	*	33.33	9.09	*	25.00	9.09	*	0.00	11	*	12
3	*	46.15	*	*	30.77	*	*	0.00	*	*	23.08	*	*	13	*
4	54.55	58.33	27.27	36.36	16.67	18.18	9.09	8.33	36.36	0.00	16.67	18.18	11	12	11
5	64.71	45.45	25.00	23.53	45.45	50.00	0.00	9.09	0.00	11.76	0.00	25.00	17	11	12
All Grades	37.80	41.46	29.03	39.02	32.93	30.65	10.98	8.54	29.03	12.20	17.07	11.29	82	82	62

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	*	13.04	*	*	30.43	*	*	43.48	*	*	13.04	*	*	23	*
1	0.00	14.29	*	9.09	28.57	*	27.27	0.00	*	63.64	57.14	*	11	14	*
2	*	*	8.33	*	*	41.67	*	*	8.33	*	*	41.67	*	*	12
3	0.00	0.00	*	33.33	15.38	*	58.33	38.46	*	8.33	46.15	*	12	13	*
4	*	0.00	0.00	*	16.67	9.09	*	50.00	18.18	*	33.33	72.73	*	12	11
5	*	0.00	8.33	*	9.09	8.33	*	72.73	58.33	*	18.18	25.00	*	11	12
All Grades	7.32	7.32	9.68	17.07	20.73	14.52	30.49	36.59	32.26	45.12	35.37	43.55	82	82	62

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	26.32	13.04	*	57.89	60.87	*	15.79	26.09	*	19	23	*
1	50.00	42.86	*	28.57	50.00	*	21.43	7.14	*	14	14	*
2	27.27	*	25.00	63.64	*	75.00	9.09	*	0.00	11	*	12
3	*	38.46	*	*	38.46	*	*	23.08	*	*	13	*
4	27.27	58.33	27.27	45.45	33.33	63.64	27.27	8.33	9.09	11	12	11
5	17.65	27.27	0.00	70.59	72.73	91.67	11.76	0.00	8.33	17	11	12
All Grades	30.49	34.15	16.13	53.66	51.22	72.58	15.85	14.63	11.29	82	82	62

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	21.05	43.48	*	52.63	26.09	*	26.32	30.43	*	19	23	*
1	21.43	28.57	*	57.14	57.14	*	21.43	14.29	*	14	14	*
2	54.55	*	41.67	36.36	*	58.33	9.09	*	0.00	11	*	12
3	*	46.15	*	*	30.77	*	*	23.08	*	*	13	*
4	81.82	66.67	27.27	18.18	16.67	36.36	0.00	16.67	36.36	11	12	11
5	76.47	81.82	41.67	11.76	18.18	33.33	11.76	0.00	25.00	17	11	12
All Grades	48.78	50.00	35.48	36.59	32.93	48.39	14.63	17.07	16.13	82	82	62

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	15.79	8.70	*	73.68	69.57	*	10.53	21.74	*	19	23	*
1	7.14	28.57	*	14.29	14.29	*	78.57	57.14	*	14	14	*
2	0.00	*	8.33	36.36	*	50.00	63.64	*	41.67	11	*	12
3	*	7.69	*	*	30.77	*	*	61.54	*	*	13	*
4	9.09	0.00	0.00	27.27	66.67	27.27	63.64	33.33	72.73	11	12	11
5	5.88	0.00	8.33	47.06	63.64	58.33	47.06	36.36	33.33	17	11	12
All Grades	7.32	9.76	4.84	41.46	47.56	46.77	51.22	42.68	48.39	82	82	62

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	36.84	52.17	*	26.32	34.78	*	36.84	13.04	*	19	23	*
1	7.14	7.14	*	35.71	64.29	*	57.14	28.57	*	14	14	*
2	9.09	*	8.33	54.55	*	58.33	36.36	*	33.33	11	*	12
3	*	0.00	*	*	61.54	*	*	38.46	*	*	13	*
4	18.18	8.33	9.09	54.55	75.00	36.36	27.27	16.67	54.55	11	12	11
5	17.65	0.00	8.33	64.71	90.91	75.00	17.65	9.09	16.67	17	11	12
All Grades	18.29	18.29	12.90	48.78	59.76	54.84	32.93	21.95	32.26	82	82	62

Conclusions based on this data:

1. EL students showed overall decreases in Reading, Speaking and Writing. However, there was a slight increase in Listening. Teachers will focus on comprehension strategies for EL students with an increase in use of Thinking Maps, other visuals, and vocabulary development for the identified students. Additionally, they will meet in grade levels to groups and discuss strategies for designated and integrated EL support.

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**
624	**84.1%**	**11.1%**	**1.6%**
Total Number of Students enrolled in Franklin Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	69	11.1%
Foster Youth	10	1.6%
Homeless	17	2.7%
Socioeconomically Disadvantaged	525	84.1%
Students with Disabilities	78	12.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	52	8.3%
American Indian	3	0.5%
Asian	12	1.9%
Filipino	4	0.6%
Hispanic	469	75.2%
Two or More Races	21	3.4%
Pacific Islander	5	0.8%
White	42	6.7%

Conclusions based on this data:

1. The percent of homeless students at Franklin has decreased to 2.7%. Our full-time counselors provides services for students in need. This includes counseling services, connections to community resources, clothing and more.

Redlands Unified School District provides one full-time counselor at Franklin Elementary School. This counselors support our foster youth and homeless students.

2. The Students with Disabilities group has remained relatively stable at 12.5%. Our SAI team has been working with struggling students using data based instruction/assessments to support achievement toward identified goals.

3. Franklin Elementary has 84.1% students who are socioeconomically disadvantaged. We work with local agencies to address the needs for these families, which may include financial assistance, free breakfast and lunch, child care services, and school vacation food services.

School and Student Performance Data

Overall Performance

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. During the school year 2024-25 school year, Franklin's suspension rate increased slightly from the previous school year. The consistent implementation of Tier 1 SEL supports for students and Tier 2 groups will support the needs of individual students with behavioral challenges. We have been accessing district personnel in helping to address P.B.I.S. strategies for students and will be equipping teachers with strategies to support these students.

2. Chronic absenteeism continues to be an area that needs to be addressed. Attendance letters are sent out on a regular basis, and attendance incentives will be implemented to address the chronic absenteeism rate. Our assistant principal will continue to lead the attendance team to monitor chronic absenteeism for individual students and meeting with families to see how we can address their individual situations. SART meetings will be scheduled to provide support and create a plan for improving current attendance.

3. ELA scores increased slightly, however Mathematics and EL progress both showed decreases.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	2	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
 Yellow	 Red	
41.7 points below standard	75.8 points below standard	
Increased 4.6 points	Declined 5.7 points	
295 Students	42 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	50.5 points below standard
3 Students	10 Students	Increased 4.4 points
		247 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
102.9 points below standard	88.2 points below standard	Fewer than 11 students - No Data for Privacy
Increased 20.8 points	Increased 4.8 points	2 Students
54 Students	23 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	46.3 points below standard
7 Students	3 Students	Increased 6.2 points
		225 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	24.3 points above standard
6 Students	2 Students	Increased 19.6 points
		16 Students

Conclusions based on this data:

1. Scores for SWD, African American, and White students increased.
2. Our EL students still require additional targeted interventions in ELA.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	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	
60.6 points below standard	70.6 points below standard	
Declined 8.2 points	Declined 3.4 points	
296 Students	43 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	68 points below standard
3 Students	10 Students	Declined 7.5 points
		248 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
119.9 points below standard	114.3 points below standard	Fewer than 11 students - No Data for Privacy
Declined 12.8 points	Declined 16.5 points	2 Students
54 Students	23 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	63.4 points below standard
7 Students	3 Students	Maintained -2.8 points
		226 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	2.1 points above standard
6 Students	2 Students	Maintained 0.7 points
		16 Students

Conclusions based on this data:

1. All student groups decreased or maintained in Mathematics, African American and SWD decreased significantly.
2. A new mathematics curriculum will be adopted beginning in Fall 2026.
3. There is an overall need for additional support in the area of mathematics.

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.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	1	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
47.5 science points	37.7 science points	0 Students
Increased 2.4 points	Declined 2.9 points	
98 Students	16 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	43.8 science points
1 Student	5 Students	Maintained 1.2 points
		82 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
32.7 science points	Fewer than 11 students - No Data for Privacy	0 Students
Increased 2.4 points	8 Students	
20 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	47.1 science points
1 Student	1 Student	Increased 3.5 points
		74 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
3 Students		8 Students

Conclusions based on this data:

1. Science is our strongest dashboard indicator.
2. Our socioeconomically disadvantaged students are two dashboard levels below all students. There is a need for additional targeted support for these students.

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
	
Red	No Performance Color
38.5 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
28.8%	32.7%	0%	38.5%

Conclusions based on this data:

1. The number of students who are designated as EL students has decreased in recent years.
2. The majority of students have maintained or decreased on ELPI level in 2025.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

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

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Red	 Red	
28.5% Chronically Absent	28.8% Chronically Absent	
Increased 3.9	Increased 8.8	
666 Students	73 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Red
50% Chronically Absent	38.9% Chronically Absent	31.7% Chronically Absent
0	Increased 13.9	Increased 4.9
12 Students	18 Students	565 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
28.3% Chronically Absent	42.6% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 6.2	Increased 3	4 Students
106 Students	61 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Red
7.1% Chronically Absent	Fewer than 11 students - No Data for Privacy	27.4% Chronically Absent
Declined 0.5	4 Students	Increased 3.5
14 Students		492 Students

Two or More Races	Pacific Islander	White
 Red	 No Performance Color	 Red
30.8% Chronically Absent	Fewer than 11 students - No Data for Privacy	21.3% Chronically Absent
Increased 2.6	5 Students	Increased 4.6
39 Students		47 Students

Conclusions based on this data:

1. Chronic Absenteeism has increased slightly at Franklin Elementary School. This is an area of major focus, as it directly impacts academic progress. An attendance team meets weekly to monitor students with the lowest attendance rates. Incentives are provided at the site, grade, class, and individual level to promote the importance of attendance. Regular messaging to parents and students on the importance of attendance is a schoolwide priority.
2. When looking at chronic absenteeism by student group, there is a larger percentage of Foster Youth, Homeless, and African American students who are absent from school on a regular basis. As stated previously, our attendance team is working closely with our students and their families on the need for improving school attendance. Home visits are also conducted and attendance letters are sent out monthly per district guidelines.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
4	3	0	0	0

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 Orange	
4.3% suspended at least one day	3.9% suspended at least one day	
Increased 2.1%	Increased 3.9%	
690 Students	77 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
0% suspended at least one day	5.3% suspended at least one day	4.8% suspended at least one day
14 Students	Increased 2.1%	Increased 2.5%
	19 Students	583 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
7.4% suspended at least one day	6.5% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 2.3%	Increased 6.5%	4 Students
108 Students	62 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	3.3% suspended at least one day
Maintained 0%	4 Students	Increased 1.4%
15 Students		511 Students

Two or More Races	Pacific Islander	White
 Red	 No Performance Color	 Orange
15.4% suspended at least one day	Fewer than 11 students - No Data for Privacy	4% suspended at least one day
Increased 2.9%	5 Students	Increased 2.2%
39 Students		50 Students

Conclusions based on this data:

1. Our suspension rate in 2024-25 increased across all student groups.

2. Our school has implemented PBIS strategies to address the suspension rates. Our counselor presents lessons to students on the importance of attendance and positive behaviors that will eliminate the need for suspensions. We believe our suspension rate will decrease during the 2025-2026 school year as we increase awareness in addressing students' individual needs and implementing behavior expectations, utilize Other Means of Correction (OMC), restorative practices, as well as Check-in Check-out (CICO) procedures for individual students.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Positive School Climate
Decrease overall suspension rates and chronic absenteeism while improving school climate and student connectedness. Utilizing equitable, tiered social-emotional and PBIS behavioral supports, we will specifically target the disproportionately high suspension rates among students of Two or More Races, Students with Disabilities, and African American students, while reducing chronic absenteeism across all highly impacted subgroups.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to school programs, activities, and tiered social-emotional and behavioral supports. These supports will foster a sense of connectedness, especially for English Learners (EL), Foster Youth (FY), African American Students, student experiencing homelessness, Low Income students (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

Identified Need

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

All students will be provided with a multi-tired system of support that includes enhanced behavior supports though PBIS, SEL, and Character Education Programs. Franklin Elementary will also work to increase student attendance while decreasing chronic absenteeism. Chronic Absenteeism continues to be an area of need. Franklin was previously identified to be in ATSI for Chronic Absenteeism for the following subgroups: Black, White and Students with Disabilities. Franklin is committed to increasing overall student attendance by decreasing chronic absenteeism. The more students who attend school the more connected they will be to the school community, which in turn will contribute to academic success. Franklin had a 0% suspension rate this past year. Due to the lingering social/emotional effects of the pandemic, it is still necessary to provide SEL supports through a character education program, positive behavior interventions, and a culture building system to develop a sense of student connectedness with school and community to reduce the possibility of an increase as well as support student achievement areas. Our school-wide P.B.I.S. expectations will guide students' behaviors and actions to ensure a safe learning environment for all. The end goal is an academic achievement that will be met with these basic supports in place.

In alignment with the Board adopted RUSD 2025: Excellence for All vision, this goal specifically addresses the priorities of Learning in Safe and Secure Environments, Enhanced Learning Through Innovation, Collaborative Community and Parent Partnerships, and Equality through Equity. The actions and services in this goal will ensure staff set high expectations for ALL students and provide high quality, research-based learning opportunities to support student success.

Input received from stakeholders through the LCAP development process and current research indicate the need to operationalize a strategic tiered system of support in the areas of academics, behavior, and social emotional learning. Franklin plans to improve student connectedness and behavioral and social emotional competencies through actions that support and improve student learning and will measure progress toward meeting the goal using the metrics identified below.

Note:
In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A - Attendance Rate Percentage of students who were present by student group. Source: District Analysis	Spring 2026 All -- 93% African American -- 91% American Indian or Alaskan Native -- 98.5% Asian -- 96.7% Filipino -- 94.5% Hispanic -- 93.1% Pacific Islander -- 93.1% White -- 91% Two or More Races -- 92.7% Low Income -- 92.8% English Learner -- 92.8% Foster Youth -- 86.3% Homeless Youth -- 89.8% Students with Disabilities -- 92.2%	All- Increase overall attendance by 2%. Subgroups- Increase subgroups lower than 95% by 2%.
1B Chronic Absenteeism Rate: Percentage of students in grades K-5 who were absent for 10% or more of the total instructional days, by student groups. Source: California School Dashboard	2025 CA Dashboard ALL | 28.5 Black/African American | 42.6% Hispanic | 27.4% White | 21.3% English Learner | 28.8% Socioeconomically Disadvantaged | 31.7% Students with Disabilities | 28.3%	25-26 School Year: Decrease Chronic Absenteeism by 2%.
1C Suspension Rate: Percentage of students suspended 1 or more times during the school year by student group. Source: California School Dashboard	2025 CA Dashboard ALL | 4.3% Black/African American | 6.5% Hispanic | 3.3% White | 4% English Learner | 3.9% Socioeconomically Disadvantaged | 4.8% Students with Disabilities | 7.4%	Decrease Suspension Rate by 2%.
1D School Climate Survey: Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management.	March 2026 Overall Percent Favorable 70%	Increase the overall percentage rate of favorable school climate by 2%.

Source: Local Climate Survey		
1E SEL/Positive Behavior Systems (TFI/Self Survey)/SWIS: (describe measure used) Source: Local Survey	P.B.I.S implementation at Platinum recognition.	Maintain Platinum recognition.
1F School Connectedness/Visual and Performing Arts Enrollment: Percentage of students participating in Visual and Performing Arts. Source: District Analysis	All students participate in Visual and Performing Arts via RUSD Arts and Music in Schools (AMS) which is funded by Proposition 28 funds.	Ensure at least 50% student participation on all surveys.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Activity 1 (Learning in Safe and Secure Environments) (What) Franklin will support the Social and Emotional Behaviors (SEB) of all students and staff. All stakeholders will build competency in self-management, self-awareness, responsibility decision-making, relationship skills, social awareness to help in learning communities that are safe, positive, inclusive, and welcoming. Our school counselor, administration and P.B.I.S. team will collaborate in the development and coordination of tiered supports including, but not limited to, access to mental health support for students, staff and the community. Franklin will promote a positive school climate that fosters a culture of open-mindness, self-awareness, compassion and inclusiveness in the classroom and on the playground through a tiered behavior framework. Franklin will provide Additional Targeted Support and Improvement (ATSI) for three subgroups in the area of Chronic Abseentism. (How & what's needed) Franklin will provide materials, supplies and curriculum to support SEB, P.B.I.S., social skills/conflict resolution and small group counseling opportunities; professional development opportunities for the implementation of SEB programs within every classroom setting as well as tiered supports (i.e. Second Step and other supplemental resources) as a means to continuously review, analyze and enhance school protocols. The school will also provide Social Emotional Learning for staff and students, PD for staff, personnel support, materials, supplies, access to computer programs and equipment to aid in the development of individual and group incentives, student incentives, recognition, school-wide assemblies, field trips, transportation, reprographics, postage, murals and signage for	All Students with a focus on our subgroups for ATSI (Suspension Rate for African-American Students and Two or More Races, and all Student Groups for Chronic Absenteeism).	9,000.00 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) 35,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	common school expectations, equipment and gear in order to build a positive school climate, support common school expectations, culture and a sense of community. In addition, hourly compensation for tiered support team (i.e. Leadership, P.B.I.S.) meetings in support of campus climate, culture, P.B.I.S., and SEL, safety, staff participating/offering additional activities to support students during lunch and after school will be available. Franklin will support positive learning environments, provide behavior/school-wide expectation incentives, principal rewards/incentives, and attendance incentives. In addition, for our ATSI subgroup students, we will implement additional attendance incentives and increase communication tools between home and school. Furthermore, extended learning opportunities will be offered before, during and/or after-school that focus on the social, emotional and physical development of at-promise students through supplemental programs, resources and staff. (How will it be measured) This activity will be directly related to and measured through comprehensive school counseling implementation, Tiered Fidelity Inventory (TFI) and P.B.I.S. Self-Assessment Survey, suspensions, expulsions, attendance, chronic absenteeism and stakeholder feedback. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance while decreasing discipline infractions.		
1.2	Activity 2 (Collaborative Community and Parent Partnerships) (What) Franklin administration and staff will build a welcoming environment with increased collaborative parent and community partnerships. Opportunities for families to participate in various school events will be available including student recognition, PTA, SSC, ELAC, Coffee with the Principal, Back to School Night, various other student, family, and community events to promote engagement with the school. (How & what's needed) Franklin will have provide light refreshments for parent & Community Partner meetings with agendas and signed attendance, materials, books, reprographics, supplies, guest speakers, outside vendors, workshops, event costs, translation services, child care, parent communication tools, including postage, calendars and subscriptions (i.e. Smore and Canva). (How will it be measured)	All Students with a focus on our subgroups for ATSI (Suspension Rate for African-American Students and all student for Chronic Abseentism).	1,971.00 Title I Parent Involvement Non-Personnel (4000-7439) 1,750.00 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	This activity will be directly related to and measured through Parent Involvement, participation and engagement in parent/family workshops, parent input in decision making, attendance, and chronic absenteeism. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance.		

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

At Franklin Elementary School, our counselor is dedicated to identifying and addressing the needs of students through classroom lessons, SEL groups, and activities centered on SEL competencies. They also provide academic support through tier 2 and tier 3 interventions as required. Franklin's P.B.I.S. team has continued to work to identify areas of need. Ongoing P.B.I.S. and SEL implementation will continue to occur on campus. With the restructuring of our school day with a weekly early release, our P.B.I.S. team will change by nature and have more opportunity to focus on our identified areas of need through the Tiered Fidelity Inventory. We will continue to utilize incentives in our student store to recognize positive behaviors as well as hold our monthly Falcon Assembly to recognize students who are Respectful, Responsible and Positive. Signage across the campus will be reviewed and will be updated according to the team decision as our P.B.I.S. Matrix is a fluid document. Additional grade level and school-wide planning time will be provided to grow our knowledge, skills and tools to support students emotionally, behaviorally, with behavior, and academics.

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

We are in need of additional supports to meet the needs of our students that have a low attendance rate and address the Tier II and Tier III behaviors.

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

The SPSA includes evidence that the school is actively addressing ongoing and new student needs to redue suspensions and increase attendance. This is acheived by providing additional support and resources to at-risk students, counseling, behavioral strategies and interventions as well as academic interventions.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Tiered Academic Support
Students will be provided Tiered Academic Supports in all Core Academic Subjects.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will progress towards meeting standards in academics through tiered supports and services.

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.

Increase academic achievement in ELA and Mathematics and accelerate English Learner progress out of the 'Red' performance tier. Through robust Tier 1 instruction, newly implemented core curriculum, small group interventions, and PLC data analysis, we will focus on closing specific proficiency gaps for Students with Disabilities, Socioeconomically Disadvantaged students, Foster Youth, and English Learners.

In order to support the RUSD 2025 vision, it is our goal to provide all students with a high-quality instructional program that promotes equality through equity. This will be done by increasing the percentage of students that show growth, meet or exceed their grade level standards as measured by RUSD metrics as well as the California state standards (CAASPP assessment). Franklin was previously identified to be in ATSI for the student group, students with disabilities in Math and Reading. Franklin is committed to increasing overall student performance.

Note:
In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	2025 CA School Dashboard (points from standard) ALL | -41.7 Hispanic | -46.3 English Learner | -75.8 Socioeconomically Disadvantaged | -50.5 Students with Disabilities | -102.9	An increase in 2% for all students in all subgroups on ELA State Assessments.
2B Mathematics State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA)	2025 CA School Dashboard (points from standard) ALL | -60.6	An increase in 2% for all students in all subgroups on Math State Assessments.

Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	Hispanic | -63.4 English Learner | -70.6 Socioeconomically Disadvantaged | -68 Students with Disabilities | -119.9	
2C California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST Grade 5 student group. Source: CDE Dataquest Reporting	Spring 2025 CAST ALL- 47.5% Economically Disadvantaged- 43.8% Hispanic- 47.1%	An increase in 2% for all students in all subgroups on CAST assessments for 5th grade students.
2D English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC). Source: California School Dashboard	2025 CA School Dashboard 38.5%	An increase in 2% for all students making progress toward proficiency.
2E STAR Assessment (English/Reading) Source: Internal District Reporting	STAR Reading Winter 2026 African American – 26.5% American Indian – 0% Asian – 75% Hispanic – 33.5% Pacific Islander – 100% Two or More Races – 27.3% White – 42.9% SWD – 24.1% 1st Grade – 33.8% 2nd Grade – 31.5% 3rd Grade – 28.8% 4th Grade - 44.6% 5th Grade - 33.3% OVERALL – 34.5%	An increase in 2% for all students in all subgroups on STAR Reading Assessments.
2F STAR Assessment (Mathematics) Source: Internal District Reporting	STAR Math Winter 2026 African American – 18.2% American Indian – 0% Asian – 62.5% Hispanic – 29.2% Pacific Islander – 66.7% Two or More Races – 25% White – 28.6% SWD – 21.7% 1st Grade – 39.2% 2nd Grade – 26.4% 3rd Grade – 43.8% 4th Grade – 26.9% 5th Grade - 14% OVERALL – 29.4%	An increase in 2% for all students in all subgroups on STAR Math Assessments.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Activity 1 (Excellence in Academics) (What) All students will progress towards meeting standards in the core curriculum (English Language Arts, Mathematics, Next Generation Science Standards, Social Studies). Staff will provide the best first instruction with a focus on instructional strategies and materials that support all students. All students identified for academic intervention will receive a strategic system of support. Additionally, students will have access to enrichment opportunities including visual and performing arts. Franklin will provide Additional Targeted Support and Improvement (ATSI) for identified subgroups in ELA and Mathematics. Staff will provide the best first instruction with a focus on instructional strategies and materials that support all students. To improve student achievement in English Language Arts and Mathematics, Franklin will implement small group instruction school-wide. The groups will be formed based on student performance data and will focus on targeted skill developments to address gaps in understanding. By targeting specific skill gaps, students receive the support they need to improve their understanding and performance in mathematics. All students identified for academic intervention will receive a strategic system of support. Additionally, students will have access to enrichment opportunities including visual and performing arts and Science instruction. Intervention/enrichment opportunities offered during, before, and/or after school and intersession, including push-in and/or pull-out support that focuses on the academic development of at-promise students through supplemental programs, resources, and staff. (How & what's needed) This will be accomplished by purchasing supplemental Math, English Language Arts (ELA), Science and Social Studies instructional materials, STEAM activities, resources, licenses, subscriptions, manipulatives, books, reprographics, ink, outside printing, supplies, professional development, conferences, workshops, consultants, technology, equipment, transportation, on and off-site field trips, PD books for teachers, subscription for site admin to the International Literacy Association and other professional associations and flexible seating or furniture for small groups as they access and interact with grade-level standards and 21st century learning expectations as well as seating options like chairs and stolls that encourage interaction between students and teachers. Franklin will provide	All Students with a focus on Students With Disabilities, English Learners, Socio-Economic Status, Homeless and Foster Youth.	40,400.00 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 45,000.00 Title I Non-Personnel (4000-7439) 35,000.00 Title I Personnel (1000-3999)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	personnel or compensation for release time, data analysis, planning, observations, substitute teachers, curriculum dialogue, student work analysis, stipends and hourly pay for site coordinators (i.e. GATE & EL) tiered supports and any other identified academic need. In addition, for our ATSI subgroup students, we will increase the use of supplemental resources to enhance instruction. (How will it be measured) As a result of the implementation of the goal, students will demonstrate increased student achievement in Math, English Language Arts and Science scores as measured by local and state assessments and student grades. Student completion of district benchmark exams and STAR assessments will be used throughout the school year to determine progress, provide a comparison, and track movement within ELA and Math standards. State testing data will be used to monitor progress on a yearly basis. This action will be reviewed annually to assess its effectiveness in improving student achievement in mathematics and to make any necessary adjustments.		
2.2	Activity 2 (Enhanced Learning Through Access to a Well-Rounded Curriculum) (What) Franklin administration and staff will enhance learning through the use of cutting-edge technology, providing opportunities in classrooms, the library or other innovation spaces that promote student engagement while practicing digital citizenship. The Franklin community will also provide professional development and training opportunities to support 21st century learning. (How & what's needed) Students and staff will have opportunities to engage in professional development, on and off-site field trips, guest speakers as well as have access to STEAM activities, resources, materials, subscriptions, equipment, duplicator/copy machine, devices, machines, flexible seating, furniture and supplies. (How will it be measured) The activity will be directly related to and measured through Instructional technology professional development. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance.	All Students with a focus on Students With Disabilities, English Learners, Socio-Economic Status, Homeless and Foster Youth.	3,000.00 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 3,000.00 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) 16,700.00 Title I Non-Personnel (4000-7439) 42,000.00 Title I Personnel (1000-3999)
2.3	Activity 3 (Equality Through Equity) (What)	Multilingual Learners	7,000.00 Title I Non-Personnel (4000-7439)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Franklin will increase educational opportunities and support for Multilingual Learners (ML), at-promise students, and their families. Priority will be provided to unduplicated student groups. (How & what's needed) This will be accomplished by the purchase of materials, supplies, resources, conferences for staff and parents, professional development, collaboration opportunities, and the ELLevation Data Software. Our school site will provide personnel for students K-5 who are identified as ML, at-promise and/or unduplicated students. Franklin will provide hourly support for intervention/enrichment and hourly compensation for being the identified ML representative or the intervention support team lead. (How will it be measured) Effectiveness of this strategy will be measured by English Learning Progress Indicator (ELPI), reclassification rates, and Long Term English Learners. The outcome is to have increased academic performance, focused on individual student growth on assessment and grades.		950.00 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) 1,500.00 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 7,300.00 District Funded – Title III Non-Personnel (4000-7439) 721.00 District Funded – Title III Personnel (1000-3999)
2.4	Activity 4 (Intervention/Enrichment Opportunities-Expanded Learning) What: Intervention/enrichment opportunities offered during, before and/or after-school and intersession, including push-in and/or pull-out support that focuses on the academic development of at-promise students through supplemental programs, resources and staff. (How & what's needed) This will be accomplished by purchasing supplemental Math, English Language Arts (ELA), Science and Social Studies instructional materials, resources, licenses, subscriptions, manipulatives, books, reprographics, ink, outside printing, supplies, professional development, conferences, workshops, consultants, technology, equipment, transportation, on and off-site field trips and flexible seating or furniture for small groups. Franklin will provide personnel or compensation for release time, data analysis, planning, observations, substitute teachers, curriculum dialogue, student work analysis, tiered supports and any other identified academic need. Additionally, extended learning opportunities will be offered before, during, and/or after-school that focus on the academic development of at-promise students through supplemental programs, resources and staff. (How will it be measured) As a result of the implementation of the goal, students will demonstrate increased student achievement in Math and English Language Arts	All Students with a focus on our subgroups for ATSI (Students With Disabilities in ELA and Math) as well as unduplicated students (homeless, foster youth, students with disabilities and Socioeconomically Disadvantaged).	1,000.00 Title I Personnel (1000-3999) 1,500.00 Title I Non-Personnel (4000-7439) 500.00 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) 2,000.00 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	as measured by local and state assessments and student grades.		

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Classrooms implemented new curriculum with additional phonics instruction using Benchmark Phonics and supplemental Math resources using Engage NY. Implementing new curriculum resulted in the need for additional support for teachers in the form of release time, classroom observations, resources and materials. Franklin teachers worked hard to group students based on need for small group instruction. With slight increases in academics (5th grade ELA and Math) and 4th grade Math) and decreases (3rd grade ELA and Math and 4th grade ELA), it is evident a stronger focus on Tier 1 instruction needs to take place. We will focus our PD on strong instructional practices as well as focus classroom walk-throughs on Depth of Knowledge. In addition, we will work with Leverage Writing for overall consistency in writing across the campus.

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

The intended implementation did not account ofr the resources that were needed as part of implementation of two curriculums (Benchmark Phonics and Engage NY) in all grade levels. The required additional materials for teachers to be successful in lesson delivery. We will increase the Professional Development in Tier 1 instructional practices (i.e.differentiation, intervention, small group instruction and meeting the needs of our at-risk students) in the 24-25 school year.

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

Goal 2 aims to increase growth in ELA and Mathematics. CAASPP and STAR data will be used to analyze progress toward the goal.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$255,292.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$148,200.00
Title I Parent Involvement	$1,971.00

Subtotal of additional federal funds included for this school: $150,171.00

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

State or Local Programs	Allocation ($)
District Funded – Title III	$8,021.00
LCAP - Supplemental & Concentration Grant (LCAP)	$97,100.00

Subtotal of state or local funds included for this school: $105,121.00

Total of federal, state, and/or local funds for this school: $255,292.00

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 – Title III	8,021.00
LCAP - Supplemental & Concentration Grant (LCAP)	97,100.00
Title I	148,200.00
Title I Parent Involvement	1,971.00

Expenditures by Budget Reference

Budget Reference	Amount
Non-Personnel (4000-7439)	163,121.00
Personnel (1000-3999)	92,171.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Non-Personnel (4000-7439)	District Funded – Title III	7,300.00
Personnel (1000-3999)	District Funded – Title III	721.00
Non-Personnel (4000-7439)	LCAP - Supplemental & Concentration Grant (LCAP)	83,650.00
Personnel (1000-3999)	LCAP - Supplemental & Concentration Grant (LCAP)	13,450.00
Non-Personnel (4000-7439)	Title I	70,200.00
Personnel (1000-3999)	Title I	78,000.00
Non-Personnel (4000-7439)	Title I Parent Involvement	1,971.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	47,721.00
Goal 2	207,571.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
James E. Benanti	Principal
Aholibama Ojeda	Parent or Community Member
Sandra Stuart	Parent or Community Member
Jennifer Maravillas	Parent or Community Member
Christine Quiroz	Classroom Teacher
Melissa Melero	Other School Staff
Heather Longyear	Parent or Community Member
Nancy Corona	Classroom Teacher
Scott Sterl	Classroom Teacher
Viviauna Shields	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

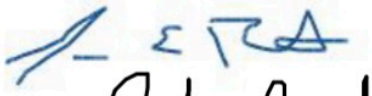
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 5, 2026.

Attested:

	Principal, James E. Benanti on June 5, 2026
	SSC Chairperson, Sandra Stuart on June 5, 2026

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Highland Grove Elementary	36-67843-01078888	May 26, 2026	July 21, 2026

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Highland Grove Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page 1
Table of Contents 3
Plan Description 4
Educational Partner Involvement 4
Comprehensive Needs Assessment Components 4
- California School Dashboard (Dashboard) Indicators 5
- Other Needs 5

School and Student Performance Data 6
- Student Enrollment 6
- CAASPP Results 9
- ELPAC Results 14
- Student Population 18
- Overall Performance 20
- Academic Performance 22
- Academic Engagement 29
- Conditions & Climate 31

Goals, Strategies, & Proposed Expenditures 33
- Goal 1 33
- Goal 2 38

Budget Summary 45
- Budget Summary 45
- Other Federal, State, and Local Funds 45

Budgeted Funds and Expenditures in this Plan 46
- Funds Budgeted to the School by Funding Source 46
- Expenditures by Funding Source 46
- Expenditures by Budget Reference 46
- Expenditures by Budget Reference and Funding Source 46
- Expenditures by Goal 46

School Site Council Membership 47
Recommendations and Assurances 48

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Highland Grove Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

Highland Grove's school goals are aligned with our district's LCAP goals. They are designed to help all students, including our English Language Learners, underperforming student groups, our at-promise students, and GATE students, to achieve academic and social-emotional success. Stakeholder groups participated in a comprehensive needs assessment where areas of focus were identified. The teams then completed root cause analysis protocols in which specific actions and services were outlined. In collaboration with district leadership, specific evidenced-based programs will be supported through our 2024-2025 School Plan that closely aligns with Highland Grove's MTSS/ SEB framework analysis, the district scope and sequence, and the common core standards. The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan. The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication effort with the ultimate goal of increasing student achievement. The School Site Council is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students. LCFF provides schools and LEA's 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. Because our school goals are aligned to the District's LCAP goals, they support our unduplicated students including students experiencing homelessness/Foster, English Learners, low Socioeconomically disadvantaged students, and students that need intervention/enrichment achieve academic, behavioral, and socio-emotional success.

Educational Partner Involvement

How, when, and with whom did Highland Grove Elementary consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council met throughout the 2025-2026 academic year to discuss and plan the proposed 2026-2027 budget, review and evaluate the 2025-2026 SPSA, and created the current 2026-2027 SPSA. The Council consisted of three teachers (a 2nd-grade teacher, a 2nd/3rd-grade combo teacher, a TK teacher, and one classified employee), five community partners/SSC members, and the site administrator. The Council intends to ensure that educational opportunities provided to Highland Grove students are determined through a joint effort of parents, teachers, administrators, and other school personnel whose common goal is the increased academic achievement and overall success of ALL students. Within the scheduled meeting times, council members participated in discussions, posed appropriate questions, and provided input to be informed in a manner needed to make decisions on these topics: Data Analysis, Budget Reviews and Approvals, Program Monitoring, Needs Assessments, Training on State Accountability and Site-Based Needs, Uniform Complaint Procedures, Program Evaluations, and Evaluations of Parent Involvement Activities.

The Council actively evaluated current SPSA goals and assisted with creating new goals based on shared data. The Council also prepared the program and parent involvement evaluations, which were submitted to the district office for final approval. Data Team meetings and presentations by staff assisted the committee in determining what to include in the current SPSA. The Council also participated in budget meetings in which funding was allocated to the goals within the SPSA. Spending was reviewed, revised, and monitored throughout the year. Council members discussed areas of need and asked for updates on technology, professional development, safety-security, and parent involvement. Council members consistently reviewed student achievement data, SWIS data, suspension data, attendance data, Kelvin data, and site needs. All members participated in the decision-making, and a record of each meeting was retained in the meeting minutes submitted to the district office.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

When looking at the dashboard the area that is in the red or orange for overall performance, Highland Grove was in the green or blue for EL progress, ELA and Science. Mathematics was in the yellow. Chronic Absenteeism and Suspension Rate overall were orange which were our lowest indicator. When breaking the target areas zero subgroups fell into the red area for any category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

When looking at all categories: Our English Language Learners tested in the Orange category for ELA, which was two levels below the overall Green performance level. Highland Grove will need to continue to address the needs of these students.

Other Needs

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

To support our district's unduplicated count (Homeless, foster, low-income & EL) population, some schools, including ours, offer after school programming named "Exploration Experience". This is the merged programs of Expanded Learning Opportunity Program (ELOP) and After School Education and Safety (ASES). This opportunity allows a safe learning environment after school where students can experience an increased sense of belonging as students connect with their peers and additional program staff in positive ways after school. This opportunity also contributes to areas of high academic achievement by offering homework & academic support .

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Highland Grove Elementary. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.19%	0.20%	0.20%	1	1	1
African American	4.47%	3.57%	4.60%	23	18	23
Asian	12.45%	11.51%	12.20%	64	58	61
Filipino	1.75%	1.39%	1.60%	9	7	8
Hispanic/Latino	61.28%	63.89%	61.40%	315	322	307
Pacific Islander	0.19%	0.60%	0.60%	1	3	3
White	14.20%	12.90%	11.40%	73	65	57
Two or More Races	5.25%	4.96%	5.40%	27	25	27
Not Reported	0.19%	0.99%	2.60%		5	13
			Total Enrollment	514	504	500

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten	38	33	35
Kindergarten	69	58	66
Grade 1	82	82	67
Grade 2	75	84	86
Grade3	70	81	88
Grade 4	88	75	82
Grade 5	95	91	76
Total Enrollment	514		500

Conclusions based on this data:

1. Kindergarten enrollment has stabilized over the past several years because Highland Grove offers all full-day Kindergarten program, coupled with two transitions (TK) programs providing outstanding "step-up" for those students whose fourth birthday occurs before September 1 of the current academic year (included in this number of Kindergarten students at Highland Grove existed 32 TK students.) This school year, our Kindergarten class enrollment was maintained. First-grade and 5th grade enrollment decreased, while 2nd-grade and 3rd-grade

maintained. Our 4th grade enrollment increased. This allows us to keep three teachers in a larger classroom setting. However, 1st grade had four teachers to provide the fundamentals of reading and math skills that are important for students' success. Next year, our first-grade team will be down to three teachers. Our fourth-grade enrollment remained at a high level, and we had two full classrooms of fourth-graders. Our fifth-grade class had maintained, and there were two 5th-grade classrooms. Additionally, we had a 2/3 combo and 4/5 combo.
Next year, we will have three 4th grade classes and three 5th grade classes. We have eliminated the combination classes. This will create smaller classroom settings for 4th and 5th grade, and larger classroom settings for our 2nd and 3rd grades. The FTEs will remain the same as last year. The goal is to maintain continuous enrollment numbers that support our current number of full-time educators (FTEs). It will be essential for Highland Grove to continue looking more intently at inter- and intra-district transfers for students in all grade levels and keep in mind the 20:1 ratio for TK through 3rd grade.

2. Based on the dashboard data, our school site needs to address the student groups that are in the red and orange categories. Our EL students are making consistent growth with their academic language and improving on the ELPAC however are not making consistent academic growth in the area of ELA and Mathematics. All subgroups need additional support to succeed academically and continue to grow.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	56	52	36	10.9%	10.3%	7.2%
Fluent English Proficient (FEP)	24	21	35	4.7%	4.2%	7.0%
Reclassified Fluent English Proficient (RFEP)	18	11	21	3.1%	2.2%	4.2%

Conclusions based on this data:

1. In 2025-2026, EL students took the ELPAC (English Language Proficiency Assessment) in person with targeted intervention to prepare for the formal assessment For the 25-26school year, there was an decrease in EL students at Highland Grove. We had more students reclassified in the 2023-24 school year, with a total of 8; in the 2022-23 school year, we had 9. This year school year we had 21 students reclassify. Over the past year, we have seen an decrease in EL students. It will be important for Highland Grove to continue supporting our EL student group in regular classroom instruction and with strategic support aligned to the ELPAC assessment.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	87	71	82	86	71	82	86	71	82	98.9	100	100
Grade 4	98	91	76	98	91	75	98	91	75	100.0	100	98.7
Grade 5	89	97	88	89	97	87	89	97	87	100.0	100	98.9
All Grades	274	259	246	273	259	244	273	259	244	99.6	100	99.2

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	2431.	2420.	2432.	25.58	23.94	26.83	24.42	28.17	21.95	26.74	14.08	28.05	23.26	33.80	23.17
Grade 4	2466.	2477.	2487.	22.45	29.67	28.00	28.57	21.98	33.33	23.47	20.88	22.67	25.51	27.47	16.00
Grade 5	2499.	2508.	2520.	16.85	22.68	26.44	31.46	28.87	31.03	23.60	24.74	20.69	28.09	23.71	21.84
All Grades	N/A	N/A	N/A	21.61	25.48	27.05	28.21	26.25	28.69	24.54	20.46	23.77	25.64	27.80	20.49

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.95	16.90	21.95	67.44	64.79	59.76	18.60	18.31	18.29
Grade 4	12.24	24.18	17.33	77.55	64.84	70.67	10.20	10.99	12.00
Grade 5	19.10	20.62	24.14	66.29	59.79	58.62	14.61	19.59	17.24
All Grades	15.02	20.85	21.31	70.70	62.93	62.70	14.29	16.22	15.98

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	19.77	16.90	14.63	55.81	47.89	59.76	24.42	35.21	25.61
Grade 4	7.14	10.99	17.33	66.33	65.93	72.00	26.53	23.08	10.67
Grade 5	11.24	10.31	14.94	68.54	70.10	68.97	20.22	19.59	16.09
All Grades	12.45	12.36	15.57	63.74	62.55	66.80	23.81	25.10	17.62

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	11.63	15.49	8.54	75.58	73.24	78.05	12.79	11.27	13.41
Grade 4	14.29	21.98	17.33	73.47	62.64	72.00	12.24	15.38	10.67
Grade 5	15.73	15.46	12.64	74.16	73.20	73.56	10.11	11.34	13.79
All Grades	13.92	17.76	12.70	74.36	69.50	74.59	11.72	12.74	12.70

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	22.09	12.68	15.85	66.28	70.42	70.73	11.63	16.90	13.41
Grade 4	18.37	17.58	16.00	66.33	62.64	76.00	15.31	19.78	8.00
Grade 5	13.48	16.49	19.54	69.66	71.13	67.82	16.85	12.37	12.64
All Grades	17.95	15.83	17.21	67.40	67.95	71.31	14.65	16.22	11.48

Conclusions based on this data:

1. The overall participation in the ELA CAASPP was 99.2%
Our overall improvement increased, as evidenced by higher mean scale scores across all grade levels, and a significant drop in students scoring "Not Met" on the overall standard. We also saw strong gains in Research/Inquiry, and Grade 4 showed massive improvement by reducing their "Below Standard" rate. Our 4th- and 5th-grade students improved their overall scores, with a higher percentage meeting or exceeding grade-level standards. However, while our 3rd-grade students increased their mean scale score, the percentage of students meeting the standard decreased. Furthermore, while 3rd grade saw a boost in foundational Reading, grade 4 experienced a sharp decline in Reading. Listening also remains a primary area of need, as the percentage of students scoring "Above Standard" in Listening dropped across every single grade level. All 3rd-5th grade student groups struggle with rigor and stamina and it will be essential to provide differentiated reading instruction in the classroom, as well as targeted interventions, to continue meeting the individualized needs of our students at a higher level.

2. Highland Grove's achievement in writing overall improved. The 3rd- 5th-grade teachers used the IABs (Interim Assessment Blocks) to help students structure their writing to respond to prompts. The team also utilized thinking maps and more directed instruction to support student growth in writing. As a result of this effort, the overall scores for writing have increased, with fewer students scoring below standard across all grades. The overall "Below Standard" rate dropped significantly from 25.10% to 17.62%. However, it is still important to utilize the CAASPP (California Assessment of Student Performance and Progress) resources consistently throughout the school year to continue to improve students' writing skills. It will be essential to continue to develop writing strategies for them and provide professional development for teachers with writing. The school will need to continue to focus on developing writing strategies for these students and providing professional development opportunities for teachers to improve their teaching of writing

.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	87	71	82	87	71	82	87	71	82	100.0	100	100
Grade 4	98	91	76	98	91	75	98	91	75	100.0	100	98.7
Grade 5	89	97	88	89	97	87	89	97	87	100.0	100	98.9
All Grades	274	259	246	274	259	244	274	259	244	100.0	100	99.2

* 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	2428.	2426.	2436.	18.39	15.49	17.07	31.03	33.80	32.93	19.54	21.13	29.27	31.03	29.58	20.73
Grade 4	2484.	2489.	2492.	18.37	21.98	29.33	34.69	31.87	26.67	33.67	27.47	29.33	13.27	18.68	14.67
Grade 5	2511.	2511.	2510.	26.97	23.71	21.84	19.10	28.87	21.84	29.21	22.68	27.59	24.72	24.74	28.74
Grade 11															
All Grades	N/A	N/A	N/A	21.17	20.85	22.54	28.47	31.27	27.05	27.74	23.94	28.69	22.63	23.94	21.72

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	20.69	19.72	23.17	62.07	59.15	57.32	17.24	21.13	19.51
Grade 4	32.65	32.97	32.00	46.94	49.45	48.00	20.41	17.58	20.00
Grade 5	30.34	25.77	22.99	48.31	48.45	47.13	21.35	25.77	29.89
Grade 11									
All Grades	28.10	26.64	25.82	52.19	51.74	50.82	19.71	21.62	23.36

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	22.99	21.13	30.49	48.28	47.89	46.34	28.74	30.99	23.17
Grade 4	20.41	20.88	20.00	61.22	49.45	61.33	18.37	29.67	18.67
Grade 5	15.73	17.53	22.99	58.43	58.76	52.87	25.84	23.71	24.14
All Grades	19.71	19.69	24.59	56.20	52.51	53.28	24.09	27.80	22.13

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	14.94	16.90	17.07	70.11	66.20	69.51	14.94	16.90	13.41
Grade 4	14.29	23.08	32.00	72.45	57.14	48.00	13.27	19.78	20.00
Grade 5	15.73	14.43	18.39	60.67	65.98	63.22	23.60	19.59	18.39
All Grades	14.96	18.15	22.13	67.88	62.93	60.66	17.15	18.92	17.21

Conclusions based on this data:

1. The overall participation in the Math CAASPP was 99.2%. Our overall achievement showed steady growth in the proportion of students exceeding standards, alongside a school-wide reduction in students who did not meet the overall standard. We saw strong school-wide improvements in two key domains: Problem Solving/Modeling and Communicating Reasoning. Grade 4, in particular, showed massive gains in these areas. Furthermore, the previous trend of 3rd grade decreasing has shifted; this year, 3rd grade actually increased their mean scale score and significantly reduced their "Not Met" rate. Instead, our 5th-grade students saw an overall decrease in achievement this year, with their mean scale score dropping and their "Not Met" rate rising. Finally, Concepts & Procedures remains a primary area of need across the school, as the overall "Below Standard" rate increased, heavily impacted by Grade 5's struggles in this domain.

2. To address these needs, our school provides targeted support through push-in assistance and dedicated intervention time added to the grade levels for small group support. The teachers are working to implement best practice strategies to help students gain number fluency, a strong number sense foundation, and a deep understanding of mathematical practices. While this focused support clearly helped drive Grade 4's significant growth, the recent decrease in Grade 5 scores indicates that we must evaluate and provide more strategic support for all grade-level students to strengthen their foundational math concepts. With new teachers coming on board, it will be important to continue teaching the math standards using the current successful strategies while adding additional targeted interventions to support math development across every grade level.

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	1428.9	1421.2	*	1424.7	1433.5	*	1438.5	1392.5	*	14	13	7
1	*	*	*	*	*	*	*	*	*	9	8	10
2	*	*	*	*	*	*	*	*	*	10	7	8
3	*	*	*	*	*	*	*	*	*	10	8	5
4	*	*	*	*	*	*	*	*	*	10	9	6
5	*	*	*	*	*	*	*	*	*	6	9	9
All Grades										59	54	45

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	14.29	7.69	*	42.86	46.15	*	28.57	38.46	*	14.29	7.69	*	14	13	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.86	22.22	26.67	45.76	38.89	33.33	28.81	27.78	28.89	13.56	11.11	11.11	59	54	45

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	14.29	15.38	*	35.71	38.46	*	35.71	30.77	*	14.29	15.38	*	14	13	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.90	38.89	44.44	35.59	33.33	24.44	20.34	18.52	22.22	10.17	9.26	8.89	59	54	45

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	*	*	38.46	*	*	23.08	*	*	13	*
1	9.09	*	*	45.45	*	*	18.18	*	*	27.27	*	*	11	*	*
2	26.67	*	*	46.67	*	*	13.33	*	*	13.33	*	*	15	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.08	12.96	8.89	32.20	31.48	44.44	28.81	33.33	26.67	33.90	22.22	20.00	59	54	45

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	21.43	7.69	*	64.29	76.92	*	14.29	15.38	*	14	13	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.20	37.04	33.33	57.63	55.56	60.00	10.17	7.41	6.67	59	54	45

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	14.29	23.08	*	64.29	53.85	*	21.43	23.08	*	14	13	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.59	46.30	48.89	47.46	42.59	37.78	16.95	11.11	13.33	59	54	45

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	21.43	7.69	*	64.29	76.92	*	14.29	15.38	*	14	13	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.17	14.81	13.33	55.93	59.26	60.00	33.90	25.93	26.67	59	54	45

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	35.71	30.77	*	42.86	38.46	*	21.43	30.77	*	14	13	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.03	20.37	22.22	57.63	61.11	64.44	20.34	18.52	13.33	59	54	45

Conclusions based on this data:

1. Highland Grove Elementary School has an EL population that has decreased over the last three years. Despite this smaller population, our data shows positive growth in overall language proficiency, with an increasing proportion of students reaching Level 4, as well as strong improvements in Oral Language and the Writing domain. However, in an effort to support our students and the District's LCAP goals—and to specifically address the need for continued growth in the Reading domain. Highland Grove will focus on providing teacher training on designated and integrated ELD to ensure students are receiving appropriate support to develop their language skills. Additionally,

we will provide small group interventions to support vocabulary and language development to continue to make growth on the ELPAC and CAASPP. The teachers are utilizing universal access time to address students' needs. With next year, it will be important to use all personnel to continue to support designated support time for our EL students.

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**
504	**65.1%**	**10.3%**	**1.4%**
Total Number of Students enrolled in Highland Grove 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	52	10.3%
Foster Youth	7	1.4%
Homeless	17	3.4%
Socioeconomically Disadvantaged	328	65.1%
Students with Disabilities	53	10.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	18	3.6%
American Indian	1	0.2%
Asian	58	11.5%
Filipino	7	1.4%
Hispanic	322	63.9%
Two or More Races	25	5%
Pacific Islander	3	0.6%
White	65	12.9%

Conclusions based on this data:

1. Total enrollment numbers have remained relatively stable over the past academic years. Kindergarten enrollment has been maintained with three full classrooms because Highland Grove offers a full-day Kindergarten program.

This is coupled with having two TK programs to offer an outstanding "step-up" for students whose fourth birthday occurs before September 1. To maintain enrollment numbers from Kindergarten through grade 5 that support our current number of full-time educators (FTEs), it will be essential for Highland Grove to closely monitor inter- and intra-district transfers for students enrolled in grades 2 through 5. To accommodate next year's enrollment, Highland Grove will remove our 4/5 combo and a 2/3 combo, and instead have 3 classes across all grades to keep a 24:1 ratio.

2. Highland Grove school's population is predominantly Hispanic at 63.9%. 65.1% are socioeconomically disadvantaged. These statistics do not match the teaching staff and/or support staff on our campus as our teaching staff is predominately white. The Hispanic student group on our campus presents a need for staff to have regular conversations as well as professional development with regard to cultural proficiency in order to address the specific needs of our student population and ensure an equitable academic and social environment.

School and Student Performance Data

Overall Performance

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The total number of suspensions for the 2025-2026 academic year was 1, decreasing the number from 12 during the 2024-2025 school year. Highland Grove is committed to ensuring that other means of correction are implemented prior to suspension. Highland Grove has also joined the RUSD MTSS/RCSS team and is working to implement MTSS. Social, Emotional, and behavioral supports are an area of focus for Highland Grove.

2. Attendance is an area where Highland Grove will continue to require consistent monitoring to ensure that chronic absenteeism does not increase. Our current dashboard data show that 12.9% of Highland Grove's students are chronically absent, an increase of 1.7%. Throughout the school year, the site has worked diligently with families to improve. Highland Grove will continue to monitor attendance on a bi-weekly basis. In response to the data, we will continue to implement rewards and incentives for students and support those who demonstrate attendance difficulties. Highland Grove's half-time school counselor will be integral to monitoring and improving attendance by supporting students and families. For the 2026-2027 school year, we continue developing programs with parents and students to increase attendance, home visits, and school-wide attendance challenges.

3. Highland Grove continues to improve achievement in both ELA and math. In the area of ELA, Highland Grove is 12.1 points above the state standard, with an increase of 9.3 points. We will closely monitor students' reading achievement through multiple measures and support students who are achieving below grade level with interventions. In math, Highland Grove remained its yellow classification with our students 3.8 points below standard. The ELOP will be an opportunity to utilize the certificated staff to support students in small group instruction for ELA and Math to continue to provide targeted interventions.

School and Student Performance Data

Academic Performance
English Language Arts

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

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Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

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

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Green	 Orange	
12.1 points above standard	19.9 points below standard	
Increased 9.3 points	Maintained -2.4 points	
235 Students	33 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	31 points below standard	2.6 points above standard
3 Students	Declined 33.5 points	Increased 10.1 points
	13 Students	168 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
35.3 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Increased 39.1 points	7 Students	
29 Students		

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Green
50.8 points above standard	Fewer than 11 students - No Data for Privacy	0.5 points above standard
Maintained 0.5 points	4 Students	Increased 11.7 points
28 Students		155 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	7.2 points above standard
4 Students	2 Students	Maintained -2.5 points
		33 Students

Conclusions based on this data:

1. Highland Grove continues to improve achievement in ELA. In the area of ELA, Highland Grove is now 12.1 points above the state standard, with an increase of 9.3 points. We will closely monitor students' reading achievement through multiple measures and support students who are achieving below grade level with interventions. This is due to the focused efforts for data monitoring and collaborative grade-level planning. The ELOP will be an opportunity to utilize the certificated staff to support students in small group instruction for ELA to continue to improve our scores."

2. The underperforming groups in ELA are Students with Disabilities (SWD), Homeless youth, and English Learners. Although SWD increased by 39.1 points, they are still 35.3 points below standard. The team will target data and plan for more intentional instruction to help close the achievement gap. Both the Hispanic and Socioeconomically Disadvantaged (SES) groups have improved significantly and are now scoring above standard however they will need continue to receive small group instruction to build on their ELA skills.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	
3.8 points below standard	43.3 points below standard	
Maintained -0.1 points	Declined 17.6 points	
235 Students	33 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	46.2 points below standard	11.5 points below standard
3 Students	Declined 31.8 points	Maintained 2.7 points
	13 Students	168 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
48.9 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Increased 14.9 points	7 Students	
29 Students		

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Green
34.3 points above standard	Fewer than 11 students - No Data for Privacy	14.5 points below standard
Maintained -2.2 points	4 Students	Increased 6 points
28 Students		155 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	1.6 points above standard
4 Students	2 Students	Declined 9.2 points
		33 Students

Conclusions based on this data:

1. Mathematics scores for all students are 3.8 points below standard. This past year, our overall performance was maintained with a slight decline of 0.1 points. In order to continue to increase math scores, Highland Grove will continue to focus on professional development, data review and monitoring, small group instruction and teacher collaboration to plan for best first instruction.

2. Although Highland Grove's overall math scores were maintained, students with disabilities are 48.9 points below standard and English Learners are by 43.3 points with a decline of 17.6 points from the previous year. It will be important to ensure that all teachers know who their SWD and EL students are, what their current ability level is and area of concern to provide direct instruction to improve the overall score.

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.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	0	1

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
57.3 science points	45.3 science points	0 Students
Increased 2.8 points	Declined 6.6 points	
87 Students	13 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	54.5 science points
1 Student	8 Students	Maintained 0.8 points
		64 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
44.1 science points	Fewer than 11 students - No Data for Privacy	0 Students
Increased 5.2 points	4 Students	
11 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	0 Students	56.3 science points
8 Students		Increased 8 points
		61 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	61.5 science points
1 Student	1 Student	Maintained 0.2 points
		11 Students

Conclusions based on this data:

1. Overall science achievement at Highland Grove is improving, with all students increasing by 2.8 points and notable gains seen among our Hispanic students and Students with Disabilities. However, our English Learner population experienced a decline of 6.6 points in science this year. To address this gap, it will be essential to implement targeted interventions that integrate language development support directly into our science instruction.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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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
60.6 making progress.	making progress.
Number Students: 33 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
15.2%	24.2%	0%	60.6%

Conclusions based on this data:

1. Dashboard data reveals that 60.6% of our English Language Learners are making progress as measured by the ELPAC. Highland Grove has a percentage of students who have maintained (24.2%) or decreased (15.2%) at their current level. It will be essential to prioritize our English Language Learners in our day-to-day instruction through both integrated and designated instruction to have our students progress to the next level. Additional data analysis reveals that 5 students of Highland Grove's English Language Learners decreased levels of achievement on the ELPAC, and 20 progressed at least 1 level. This data also indicates the need to focus on English Language Learners and best instructional practices to support their progress

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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

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

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

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	
12.9% Chronically Absent	18.5% Chronically Absent	
Increased 1.7	Increased 8.3	
527 Students	54 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	15% Chronically Absent	15.8% Chronically Absent
8 Students	Declined 1.7	Increased 2.7
	20 Students	374 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
11.9% Chronically Absent	5.3% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 2.3	Declined 10.7	1 Student
67 Students	19 Students	

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Orange
8.3% Chronically Absent	Fewer than 11 students - No Data for Privacy	13.1% Chronically Absent
Increased 5.2	7 Students	Increased 0.6
60 Students		335 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
16.1% Chronically Absent	Fewer than 11 students - No Data for Privacy	13% Chronically Absent
Increased 9	5 Students	Increased 2.2
31 Students		69 Students

Conclusions based on this data:

1. Our overall chronic absenteeism rate is now 12.9%, which represents an increase of 1.7%. Despite this overall increase, we saw positive shifts in several student groups. Our Students with Disabilities (SWD) showed improvement in attendance, dropping below the school average to an 11.9% chronic absenteeism rate with a decline of 2.3%. Additionally, our homeless youth saw a decline in absenteeism of 1.7%, African American students saw a significant decline of 10.7%, and our foster youth remains a small group that continues to maintain itself. However, our half-time elementary counselor and assistant principal will need to work closely with our student groups struggling with rising chronic absenteeism, particularly our English Learners (who saw a significant increase of 8.3% to reach 18.5%) and Socioeconomically Disadvantaged students (who increased by 2.7% to reach 15.8%). It will be important to target these rising and at-risk groups and find strategies to support the students coming to school consistently. Weekly monitoring by our elementary counselor, school clerk, and assistant principal to encourage students to be on time and present is something we are focusing on. It will also be necessary for our counselor to work with our families, sharing the importance of attendance and offering support as needed.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	5	0	0	1

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
 Orange	 Orange	
1.9% suspended at least one day	1.8% suspended at least one day	
Increased 1.5%	Increased 1.8%	
534 Students	55 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	0% suspended at least one day	2.1% suspended at least one day
8 Students	Maintained 0%	Increased 1.9%
	20 Students	376 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
3% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 3%	Maintained 0%	1 Student
67 Students	20 Students	

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Orange
1.6% suspended at least one day	Fewer than 11 students - No Data for Privacy	2.1% suspended at least one day
Increased 1.6%	7 Students	Increased 1.8%
61 Students		337 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
6.1% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Increased 2.5%	5 Students	Maintained 0%
33 Students		70 Students

Conclusions based on this data:

1. Please note that our current site data does not match the Dashboard data. According to our current internal records measured up to May 1st, Highland Grove's overall suspension rates have actually decreased significantly this school year, dropping from 1.4% down to just 0.2%. Because we want to maintain this positive decrease, it will be necessary for Highland Grove staff to continue working on building up appropriate proactive, positive strategies in dealing with student discipline so we can continue a positive trend with student behavior. Tiered support, getting RCSS involved, and getting the support from counselors and paraprofessionals to help with increasing positive behavior and strategies remains highly important to support our students

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Positive School Climate
Highland Grove will fosters a safe, inclusive, and highly engaging school climate that emphasizes student well-being and positive behavior through a robust Multi-Tiered System of Supports (MTSS), resulting in decreased chronic absenteeism and reduced suspension rates.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to school programs, activities, and tiered social-emotional and behavioral supports. These supports will foster a sense of connectedness, especially for English Learners (EL), Foster Youth (FY), African American Students, student experiencing homelessness, Low Income students (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

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.

School Attendance is necessary for student success. Chronically absent students will not be able to succeed academically as they are missing best first instruction. Highland Grove is committed to improving overall student attendance by decreasing chronic absenteeism. The more students attend school, the more they are connected and part of the community, contributing to academic success.

The MTSS team will continue to develop support systems for students by following expectations and improving student behavior on campus by creating multiple-tiered support systems to address students' needs. With the expectation in place, the use of 2nd Step lessons in the classroom, building systems of support, and providing social and emotional support will build connectedness with the school site and the community. The team will determine the additional tier 2 and tier 3 support for students in need. The data showed that students connected with the school's favorability at 79%, which is a decrease from the previous year. 87% of students feel safe on campus. 84% know how to get help with homework assignments. 75% feel that what they learn will help them in the future. 86% of the students feel that communication regarding the rules and expectations is clear. 82% feel they get rewarded for good behavior. 79% are encouraged or recognized when making positive choices. It will be paramount for Highland Grove to continue their work through MTSS to provide clear standards for behavior expectations and tiered support for social and emotional learning to support our students and families' needs. Establishing clear expectations, tiered support, and positive behavior interventions will support our efforts to maintain favorable responses from students, parents, and staff with regard to social and emotional well-being, a positive school climate, and school safety. Building the tiered system and social-emotional awareness will allow students to feel connected and improve attendance rates.

On the TFI, we had a positive increase in connectedness. This year, our school will qualify for the platinum level for PBIS, an increase from gold the previous year. The students were aware of the expectations, and new monitoring systems have continued to build a positive site and culture, and our tier 3 systems have been strengthened by our staff participating in SST professional development.

Highland Grove will work on improving attendance, suspension rate, and chronic absenteeism by developing a robust counseling program, providing tiered supports, incentives for engagement, and building connectivity (rewards, programs, and assemblies) so that students are engaged and attend school on a regular basis.

EL=English learners, FY= foster youth, HY= homeless youth, LI= Low income, SWD= students with disabilities, AA=African American, A=Asian, H/L= Hispanic/Latin X, W=White.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A - Attendance Rate Percentage of students who were present by student group. Source: District Analysis	Spring 2026 All 95.4% African American -- 97% American Indian or Alaskan Native -- 100% Asian --96.8% Filipino -- 97.7% Hispanic --95.1% Pacific Islander --94.7% White --95.4% Two or More Races -- 94.9% Low Income - 95.2% English Learner --94.85 Foster Youth --100% Homeless Youth --94.65 Students with Disabilities --95.3%	Improvement of Attendance by 1% for all demographics
1B Chronic Absenteeism Rate: Percentage of students in grades K-5 who were absent for 10% or more of the total instructional days, by student groups. Source: District Analysis	2025 California Dashboard ALL | 12.9% African American 5.3% Asian | 8.3% Hispanic | 13.1% White | 13 % English Learner | 18.5% Homeless Youth | 15% Socioeconomically Disadvantaged | 15.8% Students with Disabilities | 11.9% 2+ 16.1%	Decreasing by 2% for all demographics
1C Suspension Rate: Percentage of students suspended 1 or more times during the school year by student group. Source: California School Dashboard	2025 California Dashboard ALL | 1.9% Asian | 1.6% Hispanic 1.8% White | 0% English Learner | 1.8% Homeless Youth | 0% Socioeconomically Disadvantaged | 1.9% Students with Disabilities | 3%	To maintain or drop the overall suspension rate
1D School Climate Survey: Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management. Source: Local Climate Survey	Overall Percent Favorable 79 % Participation Rate: 58%	Improving in all areas by 10% Allowing families and students to feel connected.
1E SEL/Positive Behavior Systems TFI Data Information and SWISS Source: Local Survey	TFI 4/2026 Total 91% Tier 1-93% In Place Tier 2 -100% In Place Tier 3 82% In place	TFI increase percentage by 2% on implementation and evaluation for tier 1 and 3. Tier 2 supports to maintain 100% implementation. Decrease the percentage of students receiving a second referral through tier 1 and 2 supports by 10%.

	22% of students have received 1 or more referrals with 47.8% not receiving a second.	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.1 Highland Grove will implement a schoolwide Social Emotional Learning (SEL) strategy integrated with a Multi-Tiered System of Supports (MTSS) to enhance student achievement, attendance, and school connectedness. This approach focuses on building students' SEL competencies—such as self-awareness, self-management, and responsible decision-making—while promoting a safe, inclusive, and positive school climate. Key components include: Tiered SEL Supports (Tiers 1–3): Proactive behavioral interventions and SEL instruction across all settings (classroom, playground, campus). Supplemental Resources: SEL-aligned curriculum, materials, and visual supports to reinforce expectations and positive behavior. Recognition Systems: Incentives, rewards, and assemblies to promote community, attendance, and student engagement. Professional Development: Training and compensated planning time for staff to build competency in SEL and behavioral supports and cultural proficiency to foster a more equitable environment. Extended Support Opportunities: Funded staff hours for SEL-focused student support during lunch, after school, and weekends. This strategy aims to improve academic outcomes by fostering a connected, emotionally supportive learning environment for all students, especially those in unduplicated student groups.	All students	10,500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 10,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999)
1.2	1.2 Highland Grove will strengthen family and community engagement to support student success by fostering meaningful partnerships with parents and guardians. This strategy aims to increase student attendance and parent participation in school decision-making processes. The effectiveness of this action will be measured	All students	3,000.00 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 2000 LCAP - Supplemental & Concentration Grant (LCAP)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	by improved attendance rates and increased parent involvement. Key Actions and Services: Family and Community Events: Host events that promote school connectedness and collaboration, supported by refreshments, materials, guest speakers, and vendors. Communication Tools: Develop and distribute newsletters materials to inform and engage families. Supplemental Event Support: Provide materials and supplies for School Site Council meetings, principal-led activities, safety committee meetings, and other parent-focused events. Kindergarten Orientation: Facilitate early engagement and smooth transitions for incoming families. Staffing Support: Fund additional hours for paraprofessionals and staff supporting school community activities. Childcare Services: Offer childcare during family meetings to remove barriers to participation. Workshops and Training: Provide opportunities for parents and staff to attend workshops and events that build capacity for partnership, including covering fees and lodging when necessary. Translation Services: Ensure language access through translators and the use of the language line services to support communication with all families . This strategy supports a welcoming school environment where families are valued partners in student learning and school improvement.		Personnel (1000-3999) 700.00 Title I Parent Involvement Non-Personnel (4000-7439)
1.3	Highland Grove will enhance student learning through innovation, STEAM (Science, Technology, Engineering, Arts, and Mathematics), and hands-on experiences that promote college and career readiness. This strategy is designed to promote connectedness and support all students, especially unduplicated and at-promise groups, by increasing access to engaging, technology-rich learning opportunities. These items will be brought in as enrichment opportunities to help combat our chronic absenteeism rates. Key components include: Supplemental Materials and Curriculum: Purchase robotics kits, coding tools, maker space supplies,	All students	3,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	digital storytelling resources, and STEAM-aligned curriculum to support hands-on, inquiry-based learning. Clubs and Enrichment Activities: Provide hourly pay for staff to lead innovation-focused clubs and student engagement opportunities that build 21st-century skills. Field Trips and Assemblies: Offer real-world learning experiences that connect classroom instruction to STEAM careers and college pathways. Professional Development: Support staff with training in instructional technology, STEAM integration, and innovative teaching practices (including fees and lodging). Digital Media Lab and Studio: Supplemental materials for student-led projects such as morning announcements, digital storytelling, and academic demonstrations. This strategy aims to increase student connectedness, attendance, and future readiness by fostering creativity, collaboration, and critical thinking through innovative learning experiences.		

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

The overall implementation and effectiveness for these strategies will be determine throughout the school year by looking at the data (attendance, surveys and Kelvin) with implementing new and additional material to enhance our lab and classrooms with more hands on learning that support the curriculum and connectiveness of student engagement. Looking at additional data that classroom are providing 2nd step lesson, Swiss data and tiered II support data from small group and individual counseling.

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

The intended implementations are to continue to support tiered support with behavior and improving the attendance rate and improve overall behavior outcomes (minor vs. major). The school needs to continue to build the on the current systems and structure to support students to help with the attendance, SEL, overall connectiveness and chronic absenteeism.

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

When looking at the data from this past year. We have seen an improvement with attendance and tired supports (MTSS). The team will continue to analyze the data and make changes if needed to support students. The need for additional support will be implemented due to the change from a full time counselor and assistant principal to half time.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Tiered Academic Support
Highland Grove administration, teachers and staff will provide data-driven, differentiated instruction alongside targeted Tier 2 and Tier 3 interventions to accelerate academic growth, ensuring all students, particularly English Learners, Students with Disabilities, and Homeless Youth, meet or exceed state standards in ELA and Mathematics

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will progress towards meeting standards in academics through tiered supports and services.

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.

In order to support our students in their academic growth, each school site must ensure that all students participate in a high-quality instructional program that will be reflected in an increase in the percentage of students that meet or exceed their grade-level standards as measured by RUSD metrics as well as the California Assessment of Student Performance and Progress (CAASPP). STAR reading is currently at 55.3% of all students meeting the state benchmark, and STAR math is at 52.9% of all students meeting the benchmark. The overall goal is to reach 60% for all students in reading and improve the percentage by 5% for all students in math. On the CAASPP assessment, the team would like to see improvement in 3rd-5th grade on both ELA and Math, with an increased point score of 5.Highland Grove must continue supporting our English Learner (EL) students; while 60.6% are making progress towards proficiency on the ELPAC, they are still scoring 43.3 points below standard in math and 19.9 points below standard in ELA. Our data also reveals significant performance gaps for other subgroups that require targeted support. Students with Disabilities (SWD) showed massive gains in ELA and positive growth in Science, yet they remain 35.3 points below standard in ELA, and 48.9 points below standard in Math. Our Homeless Youth are 46.2 points below standard in math and 31 points below standard in ELA. Our teachers need to be aware of who these students are in their classroom and provide intervention and additional support to develop their academics. The special education teacher will provide more targeted in-class and small-group instruction to close the gap.
.EL= English learner, FY= foster youth, HY= homeless youth, LI= low income, SWD= students with disabilities, AA= African American, A= Asian, H/L= Hispanic/ Latin X, W= white

Student performance data indicates a need to improve literacy outcomes through differentiated reading instruction, targeted intervention, and structured writing development. These supports are essential for all students, including unduplicated student groups and students with disabilities, to increase reading proficiency, writing skills, and overall academic achievement.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	2025 CA School Dashboard (points from standard) ALL +12.1 Asian +50.8 Hispanic +0.5 White +7.2 English Learner -19.9 Homeless -31 Socioeconomically Disadvantaged +2.6 Students with Disabilities -35.3	Improve the overall score for students by 5 points.
2B Mathematics State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	2025 CA School Dashboard (points from standard) ALL -3.8 points below standard Hispanic -14.5 White +1.6 Asian +34.3 English Learner -43.3 Homeless Youth -46.2 Socioeconomically Disadvantaged -11.5 Students with Disabilities -48.9	Improve the overall score for students by 5 points
2C California Science Test (CAST) Total Science Points for CAST Grade 5 student group. Source: California School Dashboard	2025 CA School Dashboard CAST (Total Science Points) ALL 57.3 English Learner 45.3 Economically Disadvantaged 54.5 SWD 44.1 Hispanic 56.3 White 61.5	Improve the overall score for students by 10 points.
2D English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on	2025 CA School Dashboard (percent of students making progress) 60.6%	Improve the percentage by 5%

the English Language Proficiency Assessments for California (ELPAC). Source: California School Dashboard		
2E STAR Assessment (English/Reading) Percent of students scoring at or above (Level 3 or 4) using the State Benchmark STAR Data Source: Internal District Reporting	STAR Reading Winter (February 2026) OVERALL – 55.3% African American – 58.3% American Indian – 0% Asian –61.4% Hispanic – 49.8% Pacific Islander – 85.8% Two or More Races – 66.7% White – 66.7% Other 75% SWD:41.8% EL 19.4% Foster/Homeless: 30.3% Economically Disadvantaged: 39.2%	All students at 60% at or above grade level
2F STAR Assessment (Mathematics) Percent of students scoring at or above the district benchmark proficiency level Source: Internal District Reporting	STAR Math Winter (February 2026) ALL – 52.9% African American – 63.7% American Indian – 100% Asian – 63.83% Hispanic – 49.8% Pacific Islander – 71.4% Two or More Races – 53.9% White – 54.5% SWD – 39.3% Other: 66.7% Foster/Homeless 63.65% Economically Disadvantaged 35.9% EL 19.4%	Improve percentage by 5% for all students

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.1 Highland Grove will ensure that all students—including unduplicated student groups and students with disabilities—receive high-quality, differentiated instruction and targeted academic support across all content areas: ELA, math, science, social studies, writing, and physical education. Instruction will be guided by Universal Design for Learning (UDL) principles, providing multiple means of engagement, expression, and representation to meet the needs of diverse learners. Key components include: Supplemental Instructional Materials: Leveled readers, math manipulatives, science kits, software subscriptions (e.g., Renaissance), and writing tools to support core instruction and close achievement gaps.	All students	18,000.00 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 3,026.00 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) 6,000.00 Title I Non-Personnel (4000-7439) 18,076.00 Title I Personnel (1000-3999)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Learning Environment Supports: Materials such as noise-canceling headphones, light diffusers, and special education supports to enhance accessibility and focus. Professional Development: On-site and off-site training for teachers and staff in instructional strategies, student engagement, classroom management, and cultural competency, including lodging, travel, and materials, to ensure our instructional practices meet the specific cultural and academic needs of our student demographics to foster a more equitable academic environment. Collaborative Planning and Release Time: Time for peer observations, PLCs, data analysis, and instructional planning to strengthen teaching practices. Innovative Learning Spaces: Flexible furniture and tools (e.g., write/wipe tabletops, mobile desks, collaborative seating) to support reciprocal teaching and 21st-century learning. Enrichment and Extension Opportunities: Standards-based assemblies, field trips, and Saturday learning experiences to deepen content understanding and engagement. Library Resources: Updated materials and supplies to support literacy and content-area learning. Assessment Support: Release time for staff to implement, monitor, and analyze assessments that inform instruction. Professional Learning Communities (PLCs) and Leadership Development: Professional development for classified and certificated staff to support PLCs and the guiding coalition, including accommodations, airfare, and event costs. Reprographics Support: Funding for reprographics orders to produce instructional materials and supplemental resources aligned with the core curriculum. This strategy is designed to increase student achievement in all academic areas, as measured by local assessments (e.g., STAR, Benchmark), classroom performance, and state assessments (CAASPP), through inclusive, engaging, and data-informed instruction.		
2.2	2.2 Highland Grove will increase educational opportunities and academic support for at-promise	At-promise groups	46,944.00 Title I Personnel (1000-3999)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	students to help them meet or exceed grade-level standards in ELA, Math, Science, Social Studies, and Innovation. Using a tiered support system, the school will identify and address the needs of unduplicated student groups requiring Tier 2 interventions and individual students needing Tier 3 support. Progress will be monitored through a continuous cycle of assessment using STAR, Benchmark assessments, IABs, in-class assessments, and CAASPP data. Key components include: Instructional Support Personnel: Hourly support from certificated and classified staff (e.g., intervention teachers, general education paraprofessionals) to provide targeted tiered academic assistance in core subjects for students in grades TK–5. Supplemental Materials and Resources: Instructional tools and supplies to support intervention and enrichment activities aligned with grade-level standards. Tiered Intervention Opportunities: Academic support offered during the school day, before and after school, and during intersession through push-in and pull-out models. Focused Support for At-Promise Students: Supplemental programs, resources, and staffing dedicated to the academic development of students identified as at-promise, including our SWD and Homeless population ensuring equitable access to learning and achievement, utilizing tiered supports.		8,980.00 Title I Non-Personnel (4000-7439) 2,374 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)
2.3	Highland Grove will expand educational opportunities and targeted academic support for English Learners (ELs) to help them meet or exceed grade-level standards in ELA, Math, and Writing. Using a tiered support system, the school will identify EL students in need of Tier 2 and Tier 3 interventions and monitor progress through a continuous assessment cycle using STAR, classroom data, and ELPAC performance. Key components include: Targeted Instructional Support: Hourly support for small group, 1:1, or boot camp-style instruction for EL students in grades TK–5 to address both language development and academic content. Supplemental Materials, EL Developmental Tools, and Student Supplies:	English Learners not at grade level in ELA and Math	1,500.00 Title I Non-Personnel (4000-7439) 6016 District Funded – Title III Non-Personnel (4000-7439) 20,000.00 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Compensation for EL representative and ELPAC assessment 604 Title I Parent Involvement Non-Personnel (4000-7439)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Instructional resources such as vocabulary-building kits, sentence frames, visual aids, scaffolds, and digital tools to support English language development. General student supplies will also be provided to ensure equitable access to learning materials. ELPAC Support and Staffing: Funding for ELPAC test administration and a stipend for the EL representative to coordinate services, compliance, and instructional alignment. Progress Monitoring and Data Tools: Use of Ellevation Data Software to track student progress, identify needs, and guide instruction and intervention planning. Family and Staff Engagement: Workshops and training opportunities for parents, teachers, and students to strengthen EL support, language development strategies, and home-school collaboration. Classroom-Based EL Support: Supplemental supplies and materials to enhance instruction and language acquisition for ELs in both whole-class and small-group settings. This strategy is designed to accelerate English language development and academic achievement for EL students through targeted instruction, developmental tools, student supplies, data-driven interventions, and family engagement.		

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

The overall implementation is to close the achievement gap and to support students at multiple tiers of support to see growth in academics. The EL students will require additional supports to improve on CAASPP and to improve in all areas for reading, math and writing.

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

The differences from last year will be to target our underperforming groups and provide them with additional opportunities to help with improving their academics. Additional training will take place to create PLCs on campus to allow for more instructional support to target students.

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

The team will continue to monitor the data for our underperforming groups and provide the students with intentional support to improve academics and language development. This year we will continue to use the ELOP program that will allow for more small group instructional and intervention along with an additional intervention times to support more of our Tier II students in small group math and reading instruction.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$160,720.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$81,500.00
Title I Parent Involvement	$1,304.00

Subtotal of additional federal funds included for this school: $82,804.00

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

State or Local Programs	Allocation ($)
District Funded – Title III	$6,016.00
LCAP - Supplemental & Concentration Grant (LCAP)	$71,900.00

Subtotal of state or local funds included for this school: $77,916.00

Total of federal, state, and/or local funds for this school: $160,720.00

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 – Title III	6,016.00
LCAP - Supplemental & Concentration Grant (LCAP)	71,900.00
Title I	81,500.00
Title I Parent Involvement	1,304.00

Expenditures by Budget Reference

Budget Reference	Amount
Non-Personnel (4000-7439)	60,674.00
Personnel (1000-3999)	100,046.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Non-Personnel (4000-7439)	District Funded – Title III	6,016.00
Non-Personnel (4000-7439)	LCAP - Supplemental & Concentration Grant (LCAP)	36,874.00
Personnel (1000-3999)	LCAP - Supplemental & Concentration Grant (LCAP)	35,026.00
Non-Personnel (4000-7439)	Title I	16,480.00
Personnel (1000-3999)	Title I	65,020.00
Non-Personnel (4000-7439)	Title I Parent Involvement	1,304.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	29,200.00
Goal 2	131,520.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Kristine Castro	Principal
Meghan Nafzgar	Classroom Teacher
Sabrina Gastel	Parent or Community Member
Anna Foshee	Parent or Community Member
Richard Foshee	Parent or Community Member
Jennifer Noe	Other School Staff
Kristina Van Noty	Classroom Teacher
Sarah Pomer	Parent or Community Member
Livia Pereira	Classroom Teacher
Melissa Negrete	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Departmental Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/26/2026.

Attested:

	Principal, Kristine Castro on 5/26/26
	SSC Chairperson, Jennifer Noe on 5/26/26

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Judson & Brown Elementary School	36-67843-0110569	May 27 , 2026	July 21, 2026

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to

develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Judson & Brown Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
  SWD (ELA, Math, Chronic Absenteeism)

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page 1
Table of Contents 3
Plan Description 4
Educational Partner Involvement 4
Comprehensive Needs Assessment Components 4
- California School Dashboard (Dashboard) Indicators 5
- Other Needs 5

School and Student Performance Data 6
- Student Enrollment 6
- CAASPP Results 8
- ELPAC Results 12
- Student Population 16
- Overall Performance 18
- Academic Performance 20
- Academic Engagement 27
- Conditions & Climate 29

Goals, Strategies, & Proposed Expenditures 31
- Goal 1 31
- Goal 2 36
- Goal 3 41

Budget Summary 42
- Budget Summary 42
- Other Federal, State, and Local Funds 42

Budgeted Funds and Expenditures in this Plan 43
- Funds Budgeted to the School by Funding Source 43
- Expenditures by Funding Source 43
- Expenditures by Budget Reference 43
- Expenditures by Budget Reference and Funding Source 43
- Expenditures by Goal 43

School Site Council Membership 44
Recommendations and Assurances 45

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Judson & Brown Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
SWD (ELA, Math, Chronic Absenteeism)

School goals are aligned with the district LCAP goals. The goals are designed to engage and support all students, including English Learners, underperforming students, and GATE students to achieve academic success. The school plan supports student and educator engagement and access to academic and STEAM classes that assist with post secondary readiness. Student, staff, and stakeholder groups participated in surveys that guide the goals written in order to support the academic and social-emotional needs of Judson & Brown students. The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan. The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication effort with the ultimate goal of increasing student achievement. The School Site Council is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students. LCFF provides schools and LEA's 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. Because our school goals are aligned to the District's LCAP goals, they support our unduplicated students including students experiencing homelessness/Foster, English Learners, low Socioeconomically disadvantaged students, and students that need intervention/enrichment achieve academic, behavioral, and socio-emotional success.

Educational Partner Involvement

How, when, and with whom did Judson & Brown Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council will meet a minimum of 6 times this year. Dates are on the school website for the meetings held and that will be held throughout the year for parent/stakeholder notification. The council consists of an administrator, 3 certificated personnel, 1 classified staff member, and 5 community members of J&B. The purpose of the SSC (School Site Council) is to ensure that the education provided at Judson & Brown is decided upon by a collaborative effort of parents, teachers, and other personnel who have a common goal: the success of all students. Within the six meetings, the council participates in discussions and makes decisions on the required topics: Uniform Complaint Procedures, Program Evaluations, Parent Involvement Activities, Data Analysis, Elections, Budget Reviews and Approvals, Program Monitoring, Needs Assessments, Training on the New State Accountability and Site-Based Needs.
The SSC actively participates in the evaluation of current goals and assists with the creation of new goals based upon data that is shared. They monitor progress towards established goals, as well as expenditures that support the educational program. A detailed description of the collaborative process used to develop this School Plan can be found in the minutes.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Chronic Absenteeism-Orange Our Chronic Absentee students are at 14.7%, it increased 0.9% from the last school year. Sub-groups that are in Red for Chronic are Socioeconomically Disadvantaged and Students with Disabilities. Sub-group in Orange is Hispanic. This year we have made attendance a priority with daily attendance incentives, monthly attendance rewards, Tier 2 interventions such as Counselor check-ins, SART meetings and AIM meetings to address the chronic students.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Suspension Rate-SWD/Two or More Races "All Students" is Green while the 0.6% student suspension rate accounts for the Two or More Races/SWD. This data is from a student who moved to J&B with a prior suspension on his record from their last school.

Other Needs

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

Site Needs Assessment Survey conducted with School Site Council and Site Leadership team determined that Reading Intervention is a continued need for the school. When reviewing overall ELA CAASPP data and teacher observations of student needs in the classroom, all teachers felt that intervention should continue but with a more systematic and targeted approach. The Needs Assessment also demonstrated a need for continued attendance support and incentives. These incentives have shown to be helpful in motivating students to attend daily.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Judson & Brown Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	5.73%	4.34%	3.47%	28	21	18
Asian	9.00%	8.06%	7.51%	44	39	39
Filipino	1.64%	1.86%	1.73%	8	9	9
Hispanic/Latino	55.62%	55.99%	57.03%	272	271	296
White	21.27%	22.11%	20.04%	104	107	104
Two or More Races	5.93%	5.79%	6.74%	29	28	35
Not Reported	0.82%	1.86%	3.47%		9	18
			Total Enrollment	489	484	519

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		40	40
Kindergarten	70		74
Grade 1	65		82
Grade 2	85		82
Grade3	73		72
Grade 4	69		99
Grade 5	93		70
Total Enrollment	489		519

Conclusions based on this data:

1. Judson & Brown's enrollment has seen minor changes over the last year. White and Hispanic students continue to make up the majority of the school's enrollment. Due to the stability in our enrollment, J&B continues to provide our students with a consistent academic program, highly qualified teachers, an Innovation Lab and media center as well as classrooms that are updated and outfitted for students in our community.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	23	24	24	4.7%	5.0%	4.6%
Fluent English Proficient (FEP)	22	17	19	4.5%	3.5%	3.7%

Conclusions based on this data:

1. We provide a credentialed English Language teacher to each classroom that has EL enrollment as a pull-out or push-in support. The data from 2024-2025 shows a small decrease of students being reclassified. The percentage of our English Learner population has remained steady and progress continues to be made in reclassification.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	77	69	82	76	69	79	76	69	79	98.7	100	96.3
Grade 4	93	73	63	93	71	63	93	71	63	100.0	97.3	100
Grade 5	95	91	68	93	91	66	93	91	66	97.9	100	97.1
All Grades	265	233	213	262	231	208	262	231	208	98.9	99.1	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	2423.	2432.	2445.	26.32	28.99	32.91	21.05	26.09	22.78	22.37	21.74	25.32	30.26	23.19	18.99
Grade 4	2479.	2467.	2473.	33.33	28.17	28.57	24.73	23.94	26.98	19.35	21.13	12.70	22.58	26.76	31.75
Grade 5	2475.	2536.	2499.	22.58	41.76	24.24	16.13	24.18	21.21	22.58	9.89	22.73	38.71	24.18	31.82
All Grades	N/A	N/A	N/A	27.48	33.77	28.85	20.61	24.68	23.56	21.37	16.88	20.67	30.53	24.68	26.92

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	19.74	15.94	25.32	60.53	66.67	58.23	19.74	17.39	16.46
Grade 4	21.51	23.94	14.29	63.44	61.97	71.43	15.05	14.08	14.29
Grade 5	18.28	38.46	27.27	52.69	41.76	53.03	29.03	19.78	19.70
All Grades	19.85	27.27	22.60	58.78	55.41	60.58	21.37	17.32	16.83

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	13.16	17.39	22.78	63.16	62.32	58.23	23.68	20.29	18.99
Grade 4	17.20	12.68	9.52	60.22	59.15	66.67	22.58	28.17	23.81
Grade 5	11.83	28.57	18.18	56.99	56.04	48.48	31.18	15.38	33.33
All Grades	14.12	20.35	17.31	59.92	58.87	57.69	25.95	20.78	25.00

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	11.84	11.59	16.46	76.32	75.36	78.48	11.84	13.04	5.06
Grade 4	15.05	11.27	14.29	75.27	77.46	73.02	9.68	11.27	12.70
Grade 5	10.75	24.18	10.61	70.97	63.74	75.76	18.28	12.09	13.64
All Grades	12.60	16.45	13.94	74.05	71.43	75.96	13.36	12.12	10.10

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.53	17.39	22.78	72.37	65.22	56.96	17.11	17.39	20.25
Grade 4	16.13	12.68	12.70	66.67	71.83	73.02	17.20	15.49	14.29
Grade 5	20.43	26.37	9.09	47.31	60.44	72.73	32.26	13.19	18.18
All Grades	16.03	19.48	15.38	61.45	65.37	66.83	22.52	15.15	17.79

Conclusions based on this data:

1. Data obtained from the 2024-2025 ELA CAASPP indicates that overall student proficiency is above the 2022-2023 baseline. Specific grade level trends indicate that better targeted intervention needs to occur.
2. Data obtained from the 2023-2024 school year indicates that the ELA Claims of Reading, Writing, Listening, and Research/Inquiry shows that students are growing in the "At or Near Standard" band. Listening showed the most growth followed by Reading. An area of improvement is our Writing.
3. Our overall participation rate is good at 97.7% The drop from the previous two years is due to some students inability to participate as documented by a parent waiver.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	77	69	82	76	69	79	76	69	79	98.7	100	96.3
Grade 4	93	73	63	93	71	63	93	71	63	100.0	97.3	100
Grade 5	95	91	68	94	91	66	94	91	66	98.9	100	97.1
All Grades	265	233	213	263	231	208	263	231	208	99.2	99.1	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	2430.	2441.	2449.	17.11	17.39	26.58	34.21	39.13	30.38	21.05	26.09	25.32	27.63	17.39	17.72
Grade 4	2468.	2456.	2467.	22.58	12.68	12.70	20.43	28.17	26.98	30.11	28.17	36.51	26.88	30.99	23.81
Grade 5	2468.	2513.	2486.	13.83	27.47	16.67	13.83	17.58	21.21	29.79	28.57	22.73	42.55	26.37	39.39
Grade 11															
All Grades	N/A	N/A	N/A	17.87	19.91	19.23	22.05	27.27	26.44	27.38	27.71	27.88	32.70	25.11	26.44

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	28.95	28.99	27.85	43.42	55.07	60.76	27.63	15.94	11.39
Grade 4	24.73	21.13	12.70	47.31	42.25	57.14	27.96	36.62	30.16
Grade 5	17.02	29.67	22.73	43.62	41.76	40.91	39.36	28.57	36.36
Grade 11									
All Grades	23.19	26.84	21.63	44.87	45.89	53.37	31.94	27.27	25.00

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	22.37	26.09	26.58	55.26	49.28	53.16	22.37	24.64	20.25
Grade 4	19.35	9.86	20.63	51.61	57.75	61.90	29.03	32.39	17.46
Grade 5	8.51	19.78	6.06	45.74	53.85	60.61	45.74	26.37	33.33
All Grades	16.35	18.61	18.27	50.57	53.68	58.17	33.08	27.71	23.56

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	21.05	21.74	21.52	60.53	65.22	67.09	18.42	13.04	11.39
Grade 4	19.35	15.49	14.29	50.54	63.38	65.08	30.11	21.13	20.63
Grade 5	9.57	24.18	12.12	56.38	57.14	59.09	34.04	18.68	28.79
All Grades	16.35	20.78	16.35	55.51	61.47	63.94	28.14	17.75	19.71

Conclusions based on this data:

1. Data obtained from the 2024-2025 school year indicates that overall students have shown improvement from our 2022-2023 baseline. Third grade continues to show strong success, while fourth and fifth grades have opportunities for improvement.
2. Data obtained from the 2024-2025 school year indicates that three Claims- Concepts & Procedures, Problem Solving & Modeling, and Communicating Reasoning demonstrate that students are moving out of Below Standard into At or Near Standard. This shows growth in students from struggling to into competent. These students are moving from struggling to competent.
3. Our overall participation rate is excellent at over 99% each year of reported testing rates. The gap is due to some students who travel to India for the month of May as well as students with the physical inability to participate as documented by a parent waiver.

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	*	*	*	*	*	*	*	*	*	4	7	*
1	*	*	*	*	*	*	*	*	*	*	*	4
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	4	*	*
4	*	*	*	*	*	*	*	*	*	*	4	*
5	*	*	*	*	*	*	*	*	*	5	4	*
All Grades										20	23	19

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.00	13.04	15.79	30.00	34.78	21.05	35.00	34.78	36.84	25.00	17.39	26.32	20	23	19

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.00	21.74	15.79	30.00	34.78	52.63	30.00	30.43	10.53	20.00	13.04	21.05	20	23	19

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	13.04	10.53	25.00	34.78	26.32	35.00	30.43	36.84	40.00	21.74	26.32	20	23	19

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	21.74	31.58	55.00	69.57	52.63	20.00	8.70	15.79	20	23	19

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.00	34.78	21.05	40.00	43.48	47.37	25.00	21.74	31.58	20	23	19

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.00	26.09	15.79	45.00	43.48	36.84	50.00	30.43	47.37	20	23	19

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.00	13.04	21.05	70.00	69.57	63.16	20.00	17.39	15.79	20	23	19

Conclusions based on this data:

1. Judson & Brown has an EL population smaller than the significant student group threshold. However, in an effort to support our students and the District's LCAP goals, Judson & Brown Elementary school will continue to use funds to hire a certificated teacher to push in and pull out EL students for ELA/Reading support, meet with our ELAC parent group, and support teachers with professional development regarding integrated and designated instruction.
2. Judson Brown's EL population tends to be younger students who are learning to speak English. We are generally seeing improved ELPAC scores.

3. Judson & Brown's reclassification rates improved last year.

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**
484	**50.8%**	**5%**	**0.2%**
Total Number of Students enrolled in Judson & Brown Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	24	5%
Foster Youth	1	0.2%
Homeless	6	1.2%
Socioeconomically Disadvantaged	246	50.8%
Students with Disabilities	98	20.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	21	4.3%
American Indian	0	0.0%
Asian	39	8.1%
Filipino	9	1.9%
Hispanic	271	56%
Two or More Races	28	5.8%
Pacific Islander	0	0.0%
White	107	22.1%

Conclusions based on this data:

1. Our SWD population is growing at Judson and Brown. We have three Extensive Needs class. Last year due to ATSI status for SWD in EL and Math, the school redesigned SAI services and is now implementing an inclusive model of service delivery. As anticipated, we have seen positive change in our data.
2. Our Hispanic population continues to be our largest student group. Most of our English Learners are also in our Hispanic student group however, there is limited participation at ELAC. Parent involvement and resources are continually evaluated in order to ascertain the most effective way to encourage ELAC participation.
3. Our EL population remains relatively low. The number of students designated as beginners has risen.

School and Student Performance Data

Overall Performance

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Green
Mathematics Yellow		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. J&B scores decreased in Math and ELA which caused a move from Blue to Yellow. Overall 3rd grade scores showed growth, 4th grade scores remained similar to the last year and 5th grade showed a drop in proficient students.
2. Chronic Absenteeism was closely monitored this year. The rate of Chronic Absenteeism maintained with only a 0.9% increase.

3. Our Suspension Rate maintained the same in Green reporting 0.6% rate of suspension.

School and Student Performance Data

Academic Performance
English Language Arts

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	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
 Yellow	 No Performance Color	
3.3 points above standard	37.3 points below standard	
Declined 14.1 points	Increased 8.3 points	
212 Students	16 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	28 points below standard
1 Student	6 Students	Declined 28.1 points
		113 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
51.9 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Increased 25.8 points	7 Students	
40 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
46.4 points above standard	Fewer than 11 students - No Data for Privacy	9.7 points below standard
Declined 14.5 points	4 Students	Declined 7.9 points
24 Students		121 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
3.3 points below standard	0 Students	3.5 points below standard
12 Students		Declined 40.1 points
		42 Students

Conclusions based on this data:

1. ELA data for J&B showed improved numbers for 3rd and 4th grades proficient students. Overall our students are 3.3 points above standard, we did decline 14.1 points moving us from Blue to Yellow.
2. We will continue to monitor all student groups through local assessments and provide targeted support for Students with Disabilities, Socioeconomically Disadvantaged and English learners.
3. We will continue to use our Reading Intervention teacher for targeted Tier 2 support while using a newly purchased intervention program to support students with phonological and comprehension gaps.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	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
 Yellow	 No Performance Color	
15.2 points below standard	49.6 points below standard	
Declined 6.3 points	Increased 8.3 points	
214 Students	17 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	37.3 points below standard
1 Student	6 Students	Declined 4.1 points
		114 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
61.2 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Increased 23 points	7 Students	
41 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
51.8 points above standard	Fewer than 11 students - No Data for Privacy	27.8 points below standard
Declined 12.9 points	4 Students	Increased 5.8 points
24 Students		122 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
28.9 points below standard	0 Students	25.5 points below standard
12 Students		Declined 45.3 points
		43 Students

Conclusions based on this data:

1. CAASPP Math data showed that math scores decreased significantly. Due to this change, the indicator level moved from Orange to Green. This is our second year without a math intervention teacher, however the strategies are still utilized by staff. Upper grade teachers have utilized small group instruction in math and are team teaching. Redesigned SAI services which utilize an inclusive service delivery model which did yield positive results on the CAASPP administration.
2. Monitor all student groups through local assessments and provide targeted support for students with disabilities, English Learners, Hispanic students, and SES. Use the Math Frameworks to drill down on standards and mathematical practices to develop stronger lesson planning.

School and Student Performance Data

Academic Performance
Science

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	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
 Yellow	 No Performance Color	 No Performance Color
54.2 science points	Fewer than 11 students - No Data for Privacy	0 Students
Declined 4.1 points	5 Students	
66 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	Fewer than 11 students - No Data for Privacy	44.5 science points
	4 Students	Declined 9.5 points
		30 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
46.8 science points	Fewer than 11 students - No Data for Privacy	0 Students
Increased 12.9 points	5 Students	
12 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	49.5 science points
4 Students	2 Students	Maintained -1.5 points
		35 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	55.1 science points
		Declined 15.1 points
		20 Students

Conclusions based on this data:

1. CAASPP CAST data for 2024-2025 indicates that students scored in the Yellow band. Scores indicate they 5th grade scores declined 4.1 points.
2. In the 2024-2025 school year there were 66 students participating in the CAST. In the previous year there were 91. The reason for the decrease was that there were only two 5th grade classes for this school year.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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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
	
No Performance Color	No Performance Color
35.7 making progress.	making progress.
Number Students: 14 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
14.3%	50%	0%	35.7%

Conclusions based on this data:

1. Students in each level are receiving services that show the majority of our EL students as moderately and well-developed and continue to perform at a high level. J&B will continue to use Ellevation software to monitor EL progress, identify EL students for intervention and/or identify students for reclassification.
2. Administration and staff continue to analyze dashboard data for EL students with stakeholders to improve student outcomes.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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

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

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

All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	
14.7% Chronically Absent	3.8% Chronically Absent	
Increased 0.9	Declined 10.4	
517 Students	26 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	23.5% Chronically Absent	20.7% Chronically Absent
1 Student	Increased 12.4	Increased 2.7
	17 Students	299 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
29.7% Chronically Absent	21.4% Chronically Absent	0 Students
Increased 10.4	Increased 18.1	
128 Students	28 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Orange
0% Chronically Absent	Fewer than 11 students - No Data for Privacy	17.9% Chronically Absent
Declined 2.1	9 Students	Increased 2.4
40 Students		291 Students

Two or More Races	Pacific Islander	White
 Yellow	 No Performance Color	 Yellow
16.2% Chronically Absent	0 Students	10.7% Chronically Absent
Declined 14.1		Declined 2
37 Students		112 Students

Conclusions based on this data:

1. Data suggests that while the rate of Chronic Absenteeism has maintained, the use of SART meetings, home visits and counseling for our students in our Low Income, SWD, Hispanic, and EL student groups needs to continue. Our school counselor will continue to monitor chronic absenteeism and continue to visit homes with the principal to address the issues behind the inability to get to school. J&B will continue to work with the community on the education of the importance of school attendance as well as SART/SARB meetings as necessary.
2. A school-wide focus on the importance of regular attendance, as well as the continued use of daily/weekly incentives will help all student groups increase their attendance rates.
3. Next year, we will continue to focus on All Students, Hispanic, EL, SWD, and SES.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	0	3

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	 No Performance Color	
0.6% suspended at least one day	0% suspended at least one day	
Maintained 0.2%	Maintained 0%	
529 Students	29 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	0% suspended at least one day	1% suspended at least one day
1 Student	Declined 5.6%	Increased 0.3%
	17 Students	310 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
1.5% suspended at least one day	0% suspended at least one day	0 Students
Increased 0.6%	Maintained 0%	
130 Students	28 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Blue
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0.3% suspended at least one day
Maintained 0%	9 Students	Maintained 0%
42 Students		299 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Blue
5.1% suspended at least one day	0 Students	0% suspended at least one day
Increased 5.1%		Declined 0.9%
39 Students		112 Students

Conclusions based on this data:

1. Data suggests that the school-wide focus on Positive Behavioral Interventions in the classroom, and consistency from all campus staff in response to behavior is successful as most students groups have shown stability with little to no suspensions. The addition of a check-in and check-out process with our school counselor has also been utilized and shows to be successful in the rate of students who have in the past been suspended repeatedly. In- school suspension should be utilized as often as possible due to the increasing rise of homelessness and the ability to ensure students are receiving instruction and available counseling. Focus on student well being, mental health, and behavioral concerns, through SEL (Social Emotional Learning) lessons provided by the classroom teacher and school counselor.

2. The increase in the suspension rate for our Students with Disabilities population will be a focus for support services from our counselor for next year.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Positive School Climate
Foster a highly engaging, safe, and inclusive learning environment through comprehensive Positive Behavioral Interventions and Supports (PBIS) and Social-Emotional Learning (SEL). This goal explicitly targets reversing the increase in chronic absenteeism—particularly for our Socioeconomically Disadvantaged (SED) and Students with Disabilities (SWD) subgroups currently in the "Red" performance tier—and reducing the suspension rate for SWD through targeted counselor check-ins and restorative practices.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to school programs, activities, and tiered social-emotional and behavioral supports. These supports will foster a sense of connectedness, especially for English Learners (EL), Foster Youth (FY), African American Students, student experiencing homelessness, Low Income students (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

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.

School data demonstrates that there is a need for social-emotional supports for students in our homeless and socio-economic student groups due to chronic absentee rates. Equitable programs that include technology and innovation are needed to engage learners and prepare students for lifelong learning. Additional character education to support SEL to facilitate student engagement would also be beneficial. Attendance incentives as well as positive behavior interventions in and out of the classroom are necessary to increase student attendance and engagement. Increase attendance rates due to ATSI for EL, SWD, and AA. Parent engagement and education regarding SEL and absenteeism is also needed. School-wide positive behavior intervention supports are used to assist with overall student discipline as well as build a positive school culture. Provide Extended Learning Opportunities (ELOP) before and after school to increase attendance and student engagement. State priorities 1, 3, 5, 6.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A - Attendance Rate Percentage of students who were present by student group. Source: District Analysis	Spring 2026 Attendance ALL - 95% EL - 95.2% FY - 0.00% HY - 88.7% LI - 94.10% SWD - 93.7% AA - 95.5% A - 97.10% H/L - 94.10% W - 96.30%	Increase SED attendance by 2.5% Increase SWD attendance by 2% Improve Hispanic attendance by 1.5%
1B Chronic Absenteeism Rate:	Chronic Absenteeism ALL - 11.2 %	Decrease Chronic Absenteeism in the following student groups:

Percentage of students in grades K-5 who were absent for 10% or more of the total instructional days, by student groups. Source: California School Dashboard	EL -8.0 % FY -0 % HY - 40.0% LI - 0% SWD -0 % AA - 11.1% A - 0% H/L -15.7 % W - 5.3%	All Students - decrease by 3% Homeless Youth- decrease by 3% African American- decrease by 3% Hispanic- decrease by 3%
1C Suspension Rate: Percentage of students suspended 1 or more times during the school year by student group. Source: California School Dashboard	2024-2025 0.6%	Maintain current levels.
1D School Climate Survey: Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management. Source: Local Climate Survey	March 2026 School Climate Survey: Favorable was 83% December 2025 School Climate Survey: Favorable was 84%	Increase overall percent favorable by 2%
1E SEL/Positive Behavior Systems (TFI/Self Survey)/SWIS: Percentage of students reporting positive engagement as measured in TFI walkthrough, Kelvin surveys. Source: Local Survey	TFI Walkthrough conducted on 3-13-25 put J&B at 87% engagement which showed growth from last year's 83% which maintains our Gold Level status.	Maintain Gold Level PBIS implementation
1F School Connectedness/Visual and Performing Arts Enrollment: Percentage of students participating in Visual and Performing Arts. Source: District Analysis	This year we added an opportunity for 4th and 5th grades to attend choir increasing student participation.	Increase overall attendance by 2%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Judson & Brown will promote a positive school culture through connecting students and families to the school through positive SEL supports, connecting students on campus, provide parent training on academic achievement, and fostering community involvement, including but not limited to supporting student interactions, monthly award assemblies, shared decision-making, and community events. This effectiveness of this action will be measured by a decrease in office discipline and suspensions, and an increase in favorability on student Kelvin surveys.	All Students, SED, SWD	3100 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Peacebuilder supplies, awards, incentives, sportsmanship, and school/community culture supports 669 Title I Parent Involvement Non-Personnel (4000-7439) Parent communication, postage, refreshments for parent meetings

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			400 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Translation services 600 Title I Parent Involvement Personnel (1000-3999) Childcare for parent meetings. Classified Hourly. 4000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Teacher hourly pay (PEACE Team) 15,300 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Teacher hourly pay for after school clubs (Chorus, Broadcasting/Yearbook, STEAM, Character Ed, Chess, Joggers Club, Student Council) 700 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Teacher hourly pay for school-wide behavior support 1000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Materials and supplies that support school-wide positive behavior expectations. 2000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Teacher hourly pay (Additional Five Leadership Team members)
1.2	Innovation Lab will facilitate student engagement and implementation of a STEAM program aligned to elementary innovation pathways and/or NGSS standards to support learner preparation in 21st century skills.	All students.	5000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Innovation materials and resources, field trips, teacher

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			conferences, educational technology 16500 Title I Personnel (1000-3999) Innovation Teacher
1.3	Teaching staff, support staff and Counselor will implement tiered behavioral and SEL supports for identified students to improve behavior outcomes. Tier 2 Second Step social skills small groups designed to strengthen students' communication, emotional regulation, problem-solving, and relationship skills. These groups provide targeted instruction, guided practice, and opportunities for feedback to support students who need additional behavioral and social-emotional support beyond Tier 1 supports. Tier 1 interventions such as zones of regulation, restorative justice strategies, positive behavior tools and reinforcements will continued to be used by all staff. The effectiveness of the action will be measured by a decrease in office discipline referrals and suspensions.	All students, SED, SWD, Hispanic	1000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)
1.4	Judson & Brown will promote positive school attendance through awards, incentive, and school/community culture supports for the student groups of SED, SWD, and White. Our Homeless Youth will improve attendance through ongoing attendance monitoring, check-ins with students and families to identify barriers related to housing instability, transportation, mental health, or access to services. They will also have priority access to counseling and wellness services to support social-emotional needs.	SED, SWD, Hispanic, All students	1000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Awards, incentive, and school/community culture supports.

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Last year, the chronic absenteeism increased by 0.9% moving us from Yellow to Orange. Only our Hispanic students remained in Orange, while Socioeconomically Disadvantaged and Students with Disabilities moved to Red. Even with targeted supports delivered by our school counselor and administrators to encourage positive school attendance, we did not see growth.

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

Budgeted expenditures assisted in providing incentives and awards that were given to students to impact positive school attendance and school culture. The budgeted expenditures were utilized correctly and thus positively affecting school attendance.

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

The targeted student groups will include All Students, Hispanic, SWD, and SED.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Tiered Academic Support
Accelerate academic achievement for all students through rigorous Tier 1 instruction and intensive, data-driven Tier 2 and Tier 3 interventions. This goal explicitly focuses on closing proficiency gaps in reading and mathematics for our English Learners (EL), Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), Homeless, and Hispanic student populations through targeted reading interventions and specialized staff professional development.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will progress towards meeting standards in academics through tiered supports and services.

Identified Need

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

The Judson & Brown community believes that students must be ensured an education in a safe and secure learning environment by highly trained and qualified teachers who implement the state adopted standards using state adopted curriculum and individualized instruction to best meet the needs of every individual students. All students will participate in a high quality instructional program that will be reflected in an increase in the percentage of students that meet or exceed the standards as measured by the CAASPP assessments and/or district benchmark testing. Improve ELA and Math scores with SWD student group as identified in ATSI. Provide additional opportunities to increase reading and math scores through Extended Learning Opportunities (ELOP). State Priorities 1, 2, 4, 5, 8

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	2025 (Spring) ELA SBAC Standards Met or Exceeded ALL - 52.40% proficient, (decreased 6.04%) EL - 0% proficient, (decreased 18.18%) FY - not a subgroup last year HY - 40% proficient, (maintained) FIL - 75% proficient, (increased 8.33%) SWD - 56.74% proficient, (decreased 10.46%) AA - 71.43% proficient, (increased 11.43%) A - 66.67% proficient, (decreased 11.11%) H/L - 47.01% proficient, (decreased 5.02%) W - 46.51% (decreased 13.87%)	Improve scores for the following student groups- All Students- increase by 2% SWD- increase by 2% Asian- increase by 2%
2B Mathematics State Assessment	2025 (Spring) Math SBAC Standards Met or Exceeded	Improve scores for the following student groups-

Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	ALL - 45.67% proficient, (decreased 1.52%) EL - 12.50%proficient, (increased by 3.41%) FY - No Foster Youth HY - 60% proficient, (increased 30%) FIL- 75% proficient, (increased 41.67%) SWD - 50% proficient, (decreased 2.38%) AA - 42.86% proficient, (increased 22.86%) A - 66.67% proficient, (decreased 14.81%) H/L - 41.88% proficient, (increased by 2.86%) W - 39.53% proficient, (decreased by 13.3%)	All Students- increase by 2% A- increase by 3% White- increase by 3%
2C California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST Grade 5 student group. Source: CDE Dataquest Reporting	2025 (Spring) Science CAST Standards Met or Exceeded ALL - 33.88% proficient, (decreased 10.47%) EL - 0% (maintained) FY - No Foster Youth HY - 33.33% proficient, (maintained) FIL - 50% proficient, (increased 50%) SWD - 12.50% proficient, (decreased by 3.25%) AA - 40% proficient, (decreased by 26.67%) A - 80% proficient, (decreased by 1.82%) H/L - 27.27% proficient, (increased by 2.14%) W - 42.86% proficient, (decreased 33.33%)	Improve scores for the following student groups- All- increase by 3% SWD- increase by 2% AA- increase by 2% White- increase by 3%
2D English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC). Source: California School Dashboard	Level 1 26.32% proficient (increase 8.93%) did not meet Level 2 36.84% proficient (increase 2.06%) did not meet Level 3 21.05% proficient (increase 13.73%) met Level 4 15.79% proficient (increase 2.75%) met	Improve scores for the following levels- Level 1 - decrease by 2% Level 2 - decrease by 2% Level 3 - increase by 2% Level 4 - increase by 2%
2E STAR Assessment (English/Reading) Source: Internal District Reporting	STAR 3 All - decreased 6.2% (54.4% proficient) AA - decreased 8.9% (58.8% proficient) SWD - decreased 6.2% (51.3% proficient)	Increase scores for the following student groups- All- increase 3% AA- increase by 3% SWD- increase by 3%
2F STAR Assessment (Mathematics) Source: Internal District Reporting	STAR 3 All - decreased 2.5% (60.9% proficient) AA - decrease 28.6% (35.7% proficient) SWD - increased 4.3% (65.4% proficient)	Increase scores for the following student groups- All- increase by 2% AA- increase by 3%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Judson & Brown will provide a range of support to teachers for implementation of state standards, including but not limited to materials, personnel, field trips, and professional development to close the achievement gap among learners.	Students with Disabilities AA White All students	3300 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Software licenses 3000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Substitute teachers 4500 Title I Non-Personnel (4000-7439) Software license for Accelerated Reader 7000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Materials to support base program 1250 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Teacher hourly pay for GATE coordination 2500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Field Trips 20,000 Title I Non-Personnel (4000-7439) Staff Professional Development (Math, Reading, Writing, SEL) 2000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) SST Lead 2000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Instructional technology and supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.2	Judson & Brown will implement programs to support language acquisition and increase re-designation rates for English Learners. This includes training and support for teachers to increase the academic achievement of our EL students.	EL Learners	7500 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Teacher hourly to support ELPAC /training assessment ($6,000) and EL Representative ($1,500). 4010 District Funded – Title III Non-Personnel (4000-7439) Materials for students, supplies, Ellevation software, conferences, training, and workshop expenses
2.3	Judson & Brown will provide intervention and supplemental learning opportunities for "At Promise" students to include materials, supplies, instructional technology, and learning tools that are above the base program in math and ELA to improve learner outcomes. The intervention teacher will provide targeted small-group and individualized reading intervention for students identified as performing below grade-level standards in foundational reading skills, fluency, phonics, vocabulary, and comprehension. Effectiveness will be measured through growth in STAR Reading scaled scores and percentile rankings. Improvements will also be measured in Benchmark Phonics assessments and progress monitoring results.	SWD White All students	250 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Materials and supplies 29614 Title I Personnel (1000-3999) Hourly Intervention Teacher 250 Title I Non-Personnel (4000-7439) Materials and professional professional development for intervention program
2.4	Judson & Brown will provide tier two and three academic supports through alternative opportunities within or outside of the school day for all students to improve learner outcomes.	SED White All students	250 Title I Non-Personnel (4000-7439) Materials and training for hourly intervention supports.
2.5	Judson & Brown will provide targeted supports to teachers to close achievement gaps that include, but not limited to materials, professional development, and instructional technology to access curriculum in the area of ELA, Math, SEL and Writing.	SWD, HY, SED, All	6,886 Title I Non-Personnel (4000-7439) Materials, professional development, instructional technology

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Last year, professional development targeted SEL and math skill development. Reading intervention support was provided to all students. Growth was seen in nearly all student groups, however some student groups still require additional targeted supports. These supports will continue and shift to support identified student groups.

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

No major differences as budgeted expenditures were used purposefully for targeted student student groups.

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

Additional supportive measures will be targeted towards our EL, SWD, SED, Homeless, and Hispanic student populations.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$145,579.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$78,000.00
Title I Parent Involvement	$1,269.00

Subtotal of additional federal funds included for this school: $79,269.00

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

State or Local Programs	Allocation ($)
District Funded – Title III	$4,010.00
LCAP - Supplemental & Concentration Grant (LCAP)	$62,300.00

Subtotal of state or local funds included for this school: $66,310.00

Total of federal, state, and/or local funds for this school: $145,579.00

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 – Title III	4,010.00
LCAP - Supplemental & Concentration Grant (LCAP)	62,300.00
Title I	78,000.00
Title I Parent Involvement	1,269.00

Expenditures by Budget Reference

Budget Reference	Amount
Non-Personnel (4000-7439)	62,715.00
Personnel (1000-3999)	82,864.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Non-Personnel (4000-7439)	District Funded – Title III	4,010.00
Non-Personnel (4000-7439)	LCAP - Supplemental & Concentration Grant (LCAP)	26,150.00
Personnel (1000-3999)	LCAP - Supplemental & Concentration Grant (LCAP)	36,150.00
Non-Personnel (4000-7439)	Title I	31,886.00
Personnel (1000-3999)	Title I	46,114.00
Non-Personnel (4000-7439)	Title I Parent Involvement	669.00
Personnel (1000-3999)	Title I Parent Involvement	600.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	51,269.00
Goal 2	94,310.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Robyn Rivera	Principal
Camille Dahnke	Classroom Teacher
Tami Ginnety	Classroom Teacher
Erin Wheeler	Classroom Teacher
Debbie Crossland	Other School Staff
Diane Baker	Parent or Community Member
Sarah Ontiveros	Parent or Community Member
David Dominguez	Parent or Community Member
Sylvia Romo	Parent or Community Member
Tim Joyce	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 27, 2026.

Attested:



Principal, Robyn Rivera on May 27, 2026

SSC Chairperson, Camille Dahnke on May 27, 2026

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kimberly Elementary School	36-67843-6036511	May 14, 2026	July 21, 2026

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Kimberly Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Kimberly will focus on a Schoolwide Program that concentrates on the attendance of all scholars, including but not limited to, subgroups struggling with attendance. The subgroups demonstrating a higher rate of chronic absenteeism are our Students with Disabilities (SWD) and Hispanic scholars. Kimberly staff will continue to maintain a focus on cultivating relationships and connections with scholars while also engaging with families. Opportunities to foster connections with families will be offered during a variety of times during the day, and partnerships with families whose scholars who are chronically absent will be consistently upheld. Kimberly will place a focus on academics in the content areas of ELA and math through providing professional development in standards based instruction and iMTSS in the classroom, as well as in Professional Learning Communities.

Kimberly's subgroups under ESSA include English Learners, Foster Youth, Homeless (McKinney-Vento), Socioeconomically Disadvantaged, Students With Disabilities, African American, Hispanic, White, Two or More Races, Asian, and Filipino scholars. Based on the California Dashboard Data, the demographics for the 2024-2025 school year at Kimberly were as follows:

457 scholars enrolled
English Learners: 4.6%
Foster Youth: 0.4%
Homeless (McKinney-Vento): 1.1%
Socioeconomically Disadvantaged: 37.6%
Students with Disabilities: 16.2%
African American: 4.8%
Asian: 6.6%
Filipino: 0.9%
Hispanic: 38.7%
Two or More Races: 8.1%
White: 38.3%

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page 1
Table of Contents 3
Plan Description 4
Educational Partner Involvement 5
Comprehensive Needs Assessment Components 5
California School Dashboard (Dashboard) Indicators 5
Other Needs 6
School and Student Performance Data 7
Student Enrollment 7
CAASPP Results 10
ELPAC Results 14
Student Population 18
Overall Performance 20
Academic Performance 22
Academic Engagement 30
Conditions & Climate 32
Goals, Strategies, & Proposed Expenditures 34
Goal 1 34
Goal 2 38
Budget Summary 42
Budget Summary 42
Other Federal, State, and Local Funds 42
Budgeted Funds and Expenditures in this Plan 43
Funds Budgeted to the School by Funding Source 43
Expenditures by Funding Source 43
Expenditures by Budget Reference 43
Expenditures by Budget Reference and Funding Source 43
Expenditures by Goal 43
School Site Council Membership 45
Recommendations and Assurances 46

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Kimberly Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Kimberly will focus on a Schoolwide Program that concentrates on the attendance of all scholars, including but not limited to, subgroups struggling with attendance. The subgroups demonstrating a higher rate of chronic absenteeism are our Students with Disabilities (SWD) and Hispanic scholars. Kimberly staff will continue to maintain a focus on cultivating relationships and connections with scholars while also engaging with families. Opportunities to foster connections with families will be offered during a variety of times during the day, and partnerships with families whose scholars who are chronically absent will be consistently upheld. Kimberly will place a focus on academics in the content areas of ELA and math through providing professional development in standards based instruction and iMTSS in the classroom, as well as in Professional Learning Communities.

Kimberly's subgroups under ESSA include English Learners, Foster Youth, Homeless (McKinney-Vento), Socioeconomically Disadvantaged, Students With Disabilities, African American, Hispanic, White, Two or More Races, Asian, and Filipino scholars. Based on the California Dashboard Data, the demographics for the 2024-2025 school year at Kimberly were as follows:

457 scholars enrolled
English Learners: 4.6%
Foster Youth: 0.4%
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Asian: 6.6%
Filipino: 0.9%
Hispanic: 38.7%
Two or More Races: 8.1%
White: 38.3%

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The School Site Council (SSC) is required to develop and annually review the SPSA, stablish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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). 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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Kimberly prioritized extensive stakeholder collaboration to develop and refine an effective SPSA that meets ESSA and LCAP requirements. Recognizing the value of diverse perspectives, we actively engaged various groups, including the School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Teacher Association (PTA), Leadership Team, and PBIS Committee. Collaborative meetings with these groups fostered a shared understanding of student needs and facilitated the exploration of innovative solutions to improve student outcomes.

The following are some of the communication between stakeholders:
Family Surveys
Student Surveys
Surveys to Staff Members
Ongoing discussions with Leadership Team and PBIS Committee
Parent input from English Language Advisory Committee (ELAC), Parent Teach Association (PTA), School Site Council (SSC), and/or Student Study Team (SST) Meetings
Communication and collaboration with local community members
Information gathered from discussions with other elementary and secondary school sites to assist with TK-12 articulation (ongoing)
Monthly staff meeting discussions and planning
Multiple ways of gathering and analyzing student data

The School Site Council (SSC) met throughout the 2025-2026 school year to review and revise the school plan based on implementation and effectiveness. The intent of the SSC is to ensure that educational opportunities provided to Kimberly scholars are determined through a collaborative effort amongst all educational partners who share in common goals aligned with academic achievement, positive behavior, scholar wellbeing, and community engagement.

At the beginning of the 2025-2026 school year, the SSC met to review the approved SPSA and expenditures for the school year. Meeting dates were posted on the school's website and in the school office; members of the SSC were additionally notified via email. The SSC consisted of an administrator, three teachers, one school staff member, and five parent/community members. Within the scheduled meeting times, SSC members shared in the decision making process in regard to spending, school safety, and parent engagement through analysis of academic and/or comprehensive needs assessment data. SSC members discussed areas of need, with emphasis made pertaining to technology, professional development, safety, and parent engagement.

California Dashboard data indicates that targeting chronic absenteeism will remain a school site focus.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Based on a review of the California School Dashboard and our Comprehensive Needs Assessment, Kimberly Elementary has identified significant performance gaps in Chronic Absenteeism and Academic Performance. To address these areas, the school will strategically Title I and Title I Parent Involvement funds. Regarding Chronic Absenteeism, our Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities subgroups scored in the "Red" performance category, while our Asian and White populations scored in "Orange". To combat these attendance gaps, we will foster a positive school climate by increasing daytime campus activities, offering monthly whole-class incentives, and proactively engaging with families. Furthermore, we will implement early identification and intervention systems, such as School Attendance Review Team meetings, to address barriers to attendance. To support these family engagement and community rapport-building efforts, Title I Personnel and Title I Parent Involvement funds have been allocated to staff and host family events.

Academic Performance indicators also revealed specific areas needing targeted support. In English Language Arts, our Students with Disabilities and Socioeconomically Disadvantaged subgroups scored in the "Yellow" category. In Mathematics, our Socioeconomically Disadvantaged and Hispanic subgroups scored in the "Orange" category, falling two or more performance levels below the "all student" baseline. To close these equity gaps and support growth toward proficiency, Kimberly will focus heavily on tiered academic support (iMTSS) and the four essential questions of a Professional Learning Community (PLC). A significant portion of Title I funding is dedicated to equitable academic interventions for these at-promise subgroups. This includes Title funding being utilized to provide evidence-based Tier 1 classroom resources, instructional strategies, and collaboration staffing.

In addition to Tier 1 supports, funding will also provide hourly intervention and enrichment personnel to deliver targeted, small-group instruction for K-5 scholars struggling to meet ELA and Math standards. To further assist these subgroups, funding has been designated for extended learning opportunities, such as educational trips and supplemental materials as well as building staff capacity through professional development. Finally, although English Learners comprise a smaller demographic at the school, we remain committed to their academic success and language acquisition by allocating funding for supplemental resources and family workshops tailored to help EL scholars achieve grade-level proficiency.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

In ELA, there were no subgroups two or more performance levels below "all student" performance.

In math, Hispanic and Socioeconomically Disadvantaged subgroups are two or more performance levels behind the "all student" performance levels.

Other Needs

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

Kimberly will also focus on the academic and behavioral needs using locally collected data developed by the district to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Kimberly Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	4.45%	4.81%	4.95%	23	22	22
Asian	7.35%	6.56%	5.63%	38	30	25
Filipino	0.97%	0.88%	1.13%	5	4	5
Hispanic/Latino	39.85%	38.73%	39.64%	206	177	176
White	37.72%	38.29%	35.36%	195	175	157
Two or More Races	9.09%	8.10%	8.11%	47	37	36
Not Reported	0.58%	2.63%	5.18%		12	23
			Total Enrollment	517	457	444

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		39	39
Kindergarten	64	51	61
Grade 1	72	71	51
Grade 2	76	69	69
Grade3	73	84	71
Grade 4	100	67	85
Grade 5	93	99	68
Total Enrollment	517	480	444

Conclusions based on this data:

1. Within the last three years, all populations have declined. This trend often points to broader neighborhood demographics, such as an aging resident population or rising housing costs that price out young families. Alternatively, it can suggest a systemic loss of "market share" due to increased competition from nearby charter or private schools, or a widespread perception of declining safety or academic quality that triggers "enrollment flight" across all demographics.

2. Kimberly has experienced an increase in White enrollment over the last three years. This suggests that the school may be undergoing a demographic shift potentially linked to neighborhood gentrification, changes in local housing

	patterns, or the successful draw of a specific academic program that is disproportionately attracting White families from within or outside the traditional boundary.
3.	Kindergarten enrollment has declined in the last three years; between the 2022-2023 school year and the 2024-2025 school year, the number of scholars enrolled in has reduced by approximately 38 scholars. This suggests that families with elementary aged children are not moving into the Kimberly boundaries.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	25	21	12	4.8%	4.6%	2.7%
Fluent English Proficient (FEP)	18	15	17	3.5%	3.3%	3.8%

Conclusions based on this data:

1. Kimberly's EL population has declined by less than 0.6% from 2022-2023 to 2024-2025. This suggests that the English Learner population has remained remarkably stable, indicating a consistent influx of new students and a steady rate of student reclassification that is almost perfectly balanced by the arrival of new language learners.
2. The number of students identified as English Learners has steadily decreased over the three-year period, dropping from 27 students (5.2%) in 2022-23 to 21 students (4.6%) in 2024-25. This indicates a gradual reduction in the overall size and density of the EL population at the site.
3. The "Fluent English Proficient" (FEP) group saw a temporary spike in 2023-24 (reaching 18 students or 3.5%) before returning to its original baseline of 15 students (3.3%) in 2024-25. This suggests that while a higher number of students entered the year with established proficiency in 2023, that momentum did not sustain into the following year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	92	69	76	91	69	76	91	69	76	98.9	100	100
Grade 4	84	96	61	83	95	61	83	95	61	98.8	99	100
Grade 5	87	84	96	87	84	94	87	84	94	100.0	100	97.9
All Grades	263	249	233	261	248	231	261	248	231	99.2	99.6	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2429.	2451.	2445.	30.77	40.58	38.16	19.78	20.29	14.47	21.98	17.39	18.42	27.47	21.74	28.95
Grade 4	2508.	2483.	2512.	43.37	34.74	49.18	25.30	24.21	13.11	14.46	9.47	24.59	16.87	31.58	13.11
Grade 5	2530.	2557.	2525.	36.78	42.86	29.79	24.14	28.57	28.72	14.94	14.29	21.28	24.14	14.29	20.21
All Grades	N/A	N/A	N/A	36.78	39.11	37.66	22.99	24.60	19.91	17.24	13.31	21.21	22.99	22.98	21.21

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	23.08	30.43	23.68	58.24	50.72	60.53	18.68	18.84	15.79
Grade 4	32.53	27.37	31.15	56.63	51.58	60.66	10.84	21.05	8.20
Grade 5	31.03	29.76	22.34	56.32	58.33	64.89	12.64	11.90	12.77
All Grades	28.74	29.03	25.11	57.09	53.63	62.34	14.18	17.34	12.55

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	23.08	28.99	19.74	48.35	52.17	52.63	28.57	18.84	27.63
Grade 4	38.55	24.21	42.62	39.76	52.63	45.90	21.69	23.16	11.48
Grade 5	33.33	36.90	19.15	48.28	54.76	63.83	18.39	8.33	17.02
All Grades	31.42	29.84	25.54	45.59	53.23	55.41	22.99	16.94	19.05

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	12.09	17.39	22.37	76.92	76.81	69.74	10.99	5.80	7.89
Grade 4	22.89	20.00	18.03	63.86	61.05	75.41	13.25	18.95	6.56
Grade 5	21.84	25.00	9.57	62.07	65.48	75.53	16.09	9.52	14.89
All Grades	18.77	20.97	16.02	67.82	66.94	73.59	13.41	12.10	10.39

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	16.48	23.19	27.63	67.03	59.42	53.95	16.48	17.39	18.42
Grade 4	27.71	18.95	26.23	56.63	65.26	67.21	15.66	15.79	6.56
Grade 5	29.89	29.76	23.40	51.72	60.71	62.77	18.39	9.52	13.83
All Grades	24.52	23.79	25.54	58.62	62.10	61.04	16.86	14.11	13.42

Conclusions based on this data:

1. Despite overall success, Writing remains the most significant challenge for the student body. It currently holds the highest "Below Standard" rate at 19%, suggesting that students struggle more with producing clear, purposeful writing than they do with reading or listening. While reading scores are improving and stabilizing in the "At or Near Standard" range, the decline in "Above Standard" writers indicates a need for more rigorous, targeted composition support to help students move into the highest achievement tiers.

2. While the school has high overall proficiency, a growing percentage of students are falling into the Standard Nearly Met (Level 2) category. From 2023 to 2025, this group increased from 17.24% to 21.21% across all grades. This suggests that while fewer students are in the "Minimal" (Level 1) tier, a larger "bubble" of students is stuck just below the proficiency line. Moving these students from Level 2 to Level 3 (Standard Met) should be a primary target for our Professional Learning Communities in the next school year.

3. There is a distinct trend where students perform better on Research/Inquiry (25.5% Above Standard) than on general Reading (25.1% Above Standard). This suggests that Kimberly students are "purpose-driven" learners. They excel when they have a specific question to answer or a project to complete, whereas they may struggle more with abstract reading comprehension without a clear goal. Leveraging project-based learning could be a key strategy for this specific student profile.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	92	70	76	90	70	76	90	70	76	97.8	100	100
Grade 4	84	97	61	83	97	60	83	97	60	98.8	100	98.4
Grade 5	87	84	96	87	84	94	87	84	94	100.0	100	97.9
All Grades	263	251	233	260	251	230	260	251	230	98.9	100	98.7

* 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	2430.	2455.	2445.	23.33	32.86	34.21	32.22	30.00	21.05	15.56	15.71	14.47	28.89	21.43	30.26
Grade 4	2513.	2496.	2525.	38.55	29.90	45.00	31.33	28.87	28.33	14.46	23.71	10.00	15.66	17.53	16.67
Grade 5	2487.	2527.	2503.	18.39	34.52	20.21	21.84	16.67	21.28	18.39	25.00	23.40	41.38	23.81	35.11
Grade 11															
All Grades	N/A	N/A	N/A	26.54	32.27	31.30	28.46	25.10	23.04	16.15	21.91	16.96	28.85	20.72	28.70

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	27.78	40.00	35.53	44.44	42.86	36.84	27.78	17.14	27.63
Grade 4	43.37	34.02	53.33	39.76	47.42	26.67	16.87	18.56	20.00
Grade 5	22.99	33.33	20.21	35.63	41.67	50.00	41.38	25.00	29.79
Grade 11									
All Grades	31.15	35.46	33.91	40.00	44.22	39.57	28.85	20.32	26.52

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	26.67	35.71	32.89	46.67	45.71	39.47	26.67	18.57	27.63
Grade 4	39.76	36.08	38.33	38.55	45.36	48.33	21.69	18.56	13.33
Grade 5	20.69	28.57	14.89	41.38	50.00	58.51	37.93	21.43	26.60
All Grades	28.85	33.47	26.96	42.31	47.01	49.57	28.85	19.52	23.48

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	26.67	32.86	28.95	52.22	55.71	48.68	21.11	11.43	22.37
Grade 4	40.96	32.99	38.33	44.58	52.58	46.67	14.46	14.43	15.00
Grade 5	17.24	22.62	13.83	57.47	61.90	65.96	25.29	15.48	20.21
All Grades	28.08	29.48	25.22	51.54	56.57	55.22	20.38	13.94	19.57

Conclusions based on this data:

1. Students demonstrate their greatest strength in Communicating Reasoning, with the lowest "Below Standard" rates across the school. However, Concepts & Procedures remains the primary area of concern, as it has the highest number of students failing to meet basic standards. Instructional focus should shift toward computational fluency and foundational mechanics.
2. There is a widening achievement gap between the highest-performing students and those struggling with foundational skills. In Grade 4, the percentage of students who "Exceeded Standard" climbed to a three-year high of 45%, demonstrating that current instructional strategies are highly effective for high-achieving students at that level. Conversely, Grade 5 experienced a sharp contraction in this top-tier group, dropping from 34.5% to 20.2%. This divergence indicates a need for differentiated professional development that focuses on maintaining rigor for advanced learners while simultaneously providing intensive support for underperforming subgroups.
3. Mathematics achievement peaked in the 23-24 school year but saw a notable decline in 24-25. While over half of the student body remains proficient, the percentage of students in the "Standard Not Met" category rose sharply to 28.7%. This indicates a growing gap for underperforming students that requires immediate intervention.

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	*	*	*	*	*	*	*	*	*	6	7	5
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	4	*	*
3	*	*	*	*	*	*	*	*	*	*	4	*
4	*	*	*	*	*	*	*	*	*	4	4	*
5	*	*	*	*	*	*	*	*	*	*	*	6
All Grades										22	22	20

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.73	9.09	15.00	36.36	36.36	40.00	13.64	31.82	25.00	27.27	22.73	20.00	22	22	20

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.82	27.27	30.00	45.45	45.45	50.00	0.00	9.09	5.00	22.73	18.18	15.00	22	22	20

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.55	9.09	0.00	22.73	13.64	40.00	54.55	36.36	30.00	18.18	40.91	30.00	22	22	20

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.91	27.27	50.00	36.36	63.64	30.00	22.73	9.09	20.00	22	22	20

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	59.09	36.36	25.00	22.73	40.91	50.00	18.18	22.73	25.00	22	22	20

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.55	13.64	5.00	63.64	54.55	70.00	31.82	31.82	25.00	22	22	20

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.64	9.09	20.00	68.18	50.00	45.00	18.18	40.91	35.00	22	22	20

Conclusions based on this data:

1. Kimberly Elementary has an English Learner population that falls below the significant student group threshold, having steadily decreased from 5.2% in 2022-23 to projected lower levels. The school concludes that despite this small demographic size, they cannot overlook EL needs. This data suggests that the school must continue to provide dedicated English Language Development (ELD) instruction, specifically targeting scholars who are demonstrating lower language acquisition at Performance Levels 1 and 2. To ensure these scholars achieve grade-

level proficiency, the school will need to rely on strategies like deploying an EL representative, utilizing an EL intervention teacher, and providing family workshops to support language acquisition at home.

2. The progress tracking for EL scholars reveals that only about 21% progressed at least one ELPI level. A large portion (approximately 43%) merely maintained their current level, while an equal percentage to those who grew (21%) actually decreased by one ELPI level. Furthermore, zero scholars successfully maintained the highest proficiency tier (Level 4). This lack of upward mobility suggests that the school's current Tier 1 instructional strategies may not be sufficiently rigorous or differentiated enough to push English Learners toward full language proficiency. It indicates a critical need for targeted, tiered academic support (iMTSS) and extended learning opportunities specifically designed to accelerate language acquisition and prevent scholars from backsliding or stalling in their English development.

3. According to the Overall Language performance data, the percentage of EL scholars scoring at Level 3 jumped significantly to 40% in the 2024-25 school year, up from just 13.64% the previous year. Simultaneously, the percentage of scholars reaching Level 4 (the highest proficiency tier) dropped to 0%, while the percentage of students at the lowest tier (Level 1) decreased from 40.91% to 30%. This trend indicates that while Kimberly Elementary is successfully moving students out of the lowest stages of language acquisition (Level 1), these scholars are getting stuck in the intermediate stage without crossing the threshold into advanced fluency. The school has explicitly noted a focus on providing foundational ELD instruction to address the needs of scholars at performance levels 1 and 2. However, this new "bubble" of students at Level 3 suggests the school must also design and implement advanced academic language strategies to help these intermediate scholars break through to Level 4 and ultimately reclassify.

School and Student Performance Data

Student Population

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
457	**37.6%**	**4.6%**	**0.4%**
Total Number of Students enrolled in Kimberly Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	21	4.6%
Foster Youth	2	0.4%
Homeless	5	1.1%
Socioeconomically Disadvantaged	172	37.6%
Students with Disabilities	74	16.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	22	4.8%
American Indian	0	0.0%
Asian	30	6.6%
Filipino	4	0.9%
Hispanic	177	38.7%
Two or More Races	37	8.1%
Pacific Islander	0	0.0%
White	175	38.3%

Conclusions based on this data:

1. Approximately 20% of Kimberly's population consists of Students With Disabilities. To meet the needs and support the growth of our SWD, we will provide additional resources, services, and staff training. We will also find ways to

provide additional information to our families on how they can assist in their child's academic, emotional, and social learning needs at home.

2. Approximately 40% of Kimberly's population consists of Socioeconomically Disadvantaged scholars. As this reflects almost half of our student population's status, we recognize the necessity to support the growth amongst these scholars. We will provide after school opportunities in the form of clubs for these scholars, as well as integrate SEL and Restorative Practices into their classroom environments.

3. Less than 5% of Kimberly's population are EL scholars. These students will be able to participate in the various school activities to facilitate interactions with peers and staff that will enhance their language acquisition and participation within our school community.

School and Student Performance Data

Overall Performance

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	**Chronic Absenteeism**  Orange	**Suspension Rate**  Green
Mathematics  Green		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Mathematics performance demonstrates a high level of achievement. According to the school's conclusions on the Dashboard data, the Academic Performance indicator for progress in mathematics is rated "Green." This level of achievement suggests that the school needs to thoroughly examine and continue utilizing the specific, evidence-based instructional practices that have yielded this academic succes.

2. Chronic Absenteeism is a critical "red flag" posing a direct risk to long-term academic success. The Dashboard rates Chronic Absenteeism in the "Orange" performance category, revealing that a high number of scholars are missing a substantial portion of the school year. Because consistent academic engagement is a necessary precursor to success, this suggests that current attendance trends could eventually drag down the school's otherwise strong academic performance if students are not consistently in the classroom. To combat this, the data suggests the school must enhance student engagement by building out its iMTSS (tiered) supports and cultivating a stronger sense of belonging. It also points to the necessity of partnering with families through increased communication and utilizing the school site counselor to provide targeted attendance interventions in both group and individualized settings.

3. The school maintains a positive, stable, and safe learning environment. Kimberly Elementary achieved a "Green" performance rating for its Suspension Rate on the Dashboard. his rating suggests that the current behavioral frameworks are effective and the campus is conducive to learning. However, to sustain and further promote this positive behavior, the data suggests the school needs to continue regularly examining behavioral data within its Positive Behavioral Interventions and Supports (PBIS) and leadership teams. Furthermore, it highlights the ongoing need to provide monthly behavioral assemblies to proactively build understanding and accountability among the scholars.

School and Student Performance Data

Academic Performance
English Language Arts

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

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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

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

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

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	
30.1 points above standard	17.1 points below standard	
Increased 3.6 points	Increased 18.3 points	
222 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	8 points below standard
	3 Students	Increased 13.4 points
		82 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
39.2 points below standard	15.1 points above standard	0 Students
Increased 28.8 points	Increased 7.3 points	
39 Students	11 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
71.6 points above standard	Fewer than 11 students - No Data for Privacy	1.7 points above standard
Increased 30.2 points	2 Students	Increased 4.7 points
13 Students		89 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
55.7 points above standard	0 Students	47.9 points above standard
Declined 11.3 points		Maintained -2.5 points
21 Students		79 Students

Conclusions based on this data:

1. While several groups still perform "below standard," there is a consistent upward trend in growth across nearly all high-need categories. Students with Disabilities increased by 28.8 points, English Learners increased by 18.3 points, and Socioeconomically Disadvantaged students increased by 13.4 points. The instructional interventions or support systems put in place for these specific subgroups are working effectively. Even though these students haven't reached the "Green" or "Blue" status yet, the high rate of growth suggests that the "achievement gap" is actively narrowing.
2. The highest-performing groups (White and Two or More Races) are showing signs of performance plateaus or slight declines, even while remaining well above the standard. The White student group is at "Blue" (the highest tier) but "Maintained" with a -2.5 point dip. Students of Two or More Races are 55.7 points above standard but declined by 11.3 points. There may be a "ceiling effect" where resources and attention are being heavily diverted to bringing up lower-performing groups, causing a slight stagnation or "coasting" among the top-tier performers. It suggests a need to ensure high-achieving students remain challenged to prevent further declines.
3. The Hispanic subgroup is the largest ethnic demographic in the data and is currently outperforming the general "All Students" average in terms of color-tier status. With 89 students, the Hispanic group has achieved a "Green" status (1.7 points above standard). This closely mirrors the "All Students" (222 total) "Green" status. Because this is the largest subgroup, the school's overall rating is heavily tied to Hispanic student success. Their move into the "Green" category is likely the primary reason the entire school maintains a "Green" performance level. Continued success here is vital for the school's general standing.

School and Student Performance Data

Academic Performance
Mathematics

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	
7.5 points above standard	10.8 points below standard	
Maintained -1.6 points	Increased 19.8 points	
225 Students	16 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	Fewer than 11 students - No Data for Privacy	32.1 points below standard
	3 Students	Maintained 0.8 points
		84 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
54.4 points below standard	22.3 points below standard	0 Students
Increased 12.3 points	Declined 11.9 points	
41 Students	11 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
79.3 points above standard	Fewer than 11 students - No Data for Privacy	25.3 points below standard
Increased 40.4 points	2 Students	Declined 4.9 points
13 Students		91 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
45.3 points above standard	0 Students	24.4 points above standard
Declined 4.3 points		Declined 7 points
21 Students		80 Students

Conclusions based on this data:

1. The two largest ethnic and demographic subgroups are struggling significantly in Math, showing both low status and declining performance. Hispanic students (the largest group at 91 students) are in the "Orange" category, sitting 25.3 points below standard and declining by 4.9 points. Similarly, Socioeconomically Disadvantaged students (84 students) are also "Orange" and 32.1 points below standard. There appears to be a systemic challenge in Math instruction or support for the school's largest populations.
2. While some groups are maintaining, the African American subgroup is showing a sharp downward trend that requires immediate intervention. African American students are 22.3 points below standard and experienced a significant decline of 11.9 points. This indicates a specific "Equity Gap." While the school average only "Maintained" (declining slightly by 1.6 points), this specific subgroup is falling behind at nearly 7x the rate of the general population. It suggests that Math core curriculum or tiered supports are not reaching this group effectively.
3. The data reveals isolated areas of significant growth, particularly among English Learners and the Asian subgroup, which contrasts with the broader school-wide trend. English Learners showed a massive 19.8-point increase, and Asian students (though a small group of 13) skyrocketed with a 40.4-point increase, sitting at 79.3 points above standard. The methods used for English Language Development (ELD) in Math are likely very successful and could potentially be modeled for other groups. Furthermore, the high performance of the Asian subgroup suggests that high achievement is possible within the current school environment, but it is currently not being distributed across the broader student body.

School and Student Performance Data

Academic Performance
Science

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
59.6 science points	Fewer than 11 students - No Data for Privacy	0 Students
Declined 5.1 points	6 Students	
86 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	49.9 science points
	1 Student	Declined 3.8 points
		31 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
40.5 science points	Fewer than 11 students - No Data for Privacy	0 Students
Declined 9 points	5 Students	
15 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	0 Students	50.6 science points
4 Students		Declined 9.3 points
		34 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	0 Students	64.8 science points
7 Students		Declined 5.2 points
		34 Students

Conclusions based on this data:

1. One of the more notable characteristics of the Science data is the lack of any "Increased" or "Maintained" statuses. Every subgroup with enough data to report a trend shows a decline. All Students declined by 5.1 points. Even the highest-performing group (White) declined by 5.2 points, while Hispanic students and Students with Disabilities saw larger drops of 9.3 and 9 points, respectively. This suggests a core instructional or curricular issue rather than an equity gap alone. When every single demographic—regardless of their starting point—shows a decrease in performance, it typically points toward a need to evaluate the primary Science curriculum, supplemental resources, and/or the amount of instructional time allocated to the subject.
2. While the decline is universal, the magnitude of the drop is significantly sharper for scholars who may already require additional support. While the general population declined by 5.1 points, Hispanic scholars declined by nearly double that amount (9.3 points). Students with Disabilities also saw a significant drop of 9 points. Vulnerable subgroups are losing ground at a faster rate than their peers in Science. This indicates that the current "universal" decline is exacerbating existing achievement gaps, as these scholars are less likely to have the safety net of outside resources to cushion the impact of instructional shifts or gaps.
3. There is a clear tiering in "Status" (color level) between the two largest ethnic groups in the school, despite both showing similar numbers of scholars. White scholars (34 students) hold a "Green" status with 64.8 points. Hispanic scholarss (34 students) hold a "Yellow" status with 50.6 points. Even though these two groups are equal in size within the Science cohort, there is a 14.2-point achievement gap between them. This suggests that the Science program is currently more effective for the White student population, and that the "Yellow" status for Hispanic and Socioeconomically Disadvantaged students is a critical area for targeted intervention to prevent a slide into "Orange."

School and Student Performance Data

Academic Performance
English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
No Performance Color	No Performance Color
53.8 making progress.	making progress.
Number Students: 13 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
0%	45.5%	0%	54.5%

Conclusions based on this data:

1. The most defining aspect of the current EL data is the absence of performance declines among the student cohort. 0% of students decreased by even one ELPI (English Learner Progress Indicator) level. Meanwhile, 54.5% of students progressed at least one full level. The current ELD (English Language Development) program is successfully preventing "learning loss" or stagnation. Every student in the program either maintained their current proficiency or improved, which suggests that the instructional environment is providing a stable floor for language acquisition.
2. A clear majority of the English Learner population is moving through the proficiency levels at a pace that aligns with successful acquisition. 53.8% of the 13 students are classified as "making progress" toward the standard. Specifically, 54.5% progressed at least one ELPI level during the reporting period. Achieving a progression rate above 50% suggests that the school’s ELD interventions—such as designated and integrated ELD time—are effectively reaching more than half of the target population. This momentum is critical for ensuring these students eventually reclassify and exit EL status.
3. While regression is non-existent, nearly half of the EL population is currently holding steady at lower proficiency levels rather than advancing. 45.5% of students "Maintained" ELPI Levels 1, 2, or 3. Furthermore, 0% of students are currently maintaining Level 4 (the highest level before reclassification). This indicates a plateau effect at the early-to-intermediate stages of language acquisition. While these students are not falling behind, they are also not yet crossing the threshold into advanced proficiency (Level 4). This suggests a need for targeted strategies to help "Level 3"

students bridge the gap to "Level 4," focusing on the complex academic language required to reach the final acquisition tier.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

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

All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	
13.3% Chronically Absent	24% Chronically Absent	
Increased 2.9	Increased 9.7	
489 Students	25 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	25.7% Chronically Absent
2 Students	10 Students	Increased 5.5
		206 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
27.1% Chronically Absent	34.5% Chronically Absent	0 Students
Increased 0.8	Increased 2.7	
118 Students	29 Students	

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Red
9.7% Chronically Absent	Fewer than 11 students - No Data for Privacy	20.1% Chronically Absent
Increased 7	4 Students	Increased 3.7
31 Students		194 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Orange
2% Chronically Absent	0 Students	6.1% Chronically Absent
Declined 7.1		Increased 2.5
51 Students		180 Students

Conclusions based on this data:

1. Kimberly's most populous and vulnerable subgroups are experiencing a sharp decline in regular attendance, with several falling into the highest risk category. Socioeconomically Disadvantaged students (206 students), Students with Disabilities (118 students), and Hispanic students (194 students) have all reached a "Red" status. Their absenteeism rates increased by 5.5, 0.8, and 3.7 percentage points respectively, with over a quarter of the Socioeconomically Disadvantaged and Students with Disabilities populations now chronically absent. There is a critical breakdown in school connection for high-need populations. The "Red" status indicates that current attendance interventions are not sufficient to overcome the barriers these specific groups face. This likely serves as a primary "root cause" for the declining academic scores seen in other subjects like Science and Math.
2. While smaller in total number, these two subgroups are showing the most rapid or severe rates of absenteeism in the entire school. English Learners saw a massive 9.7 point increase, bringing their total chronic absenteeism to 24%. African American students have the highest overall rate in the dashboard at 34.5% chronically absent (a 2.7 point increase). These figures represent an acute crisis. With more than 1 in 3 African American students and nearly 1 in 4 English Learners missing significant instructional time, academic parity is mathematically impossible. This suggests a need for highly specialized, culturally responsive outreach to re-engage these specific families.
3. The trend of increasing absenteeism is not localized to high-need groups; it is a pervasive issue affecting almost the entire student body. All Students increased in absenteeism by 2.9 points (reaching "Orange"). Even historically stable groups like White and Asian students saw increases of 2.5 and 7 points respectively. The only group showing a positive trend (a decline in absenteeism) is Two or More Races, which dropped by 7.1 points. The school is facing a systemic "culture of attendance" issue. When nearly every demographic—including high-achieving groups—shows an increase in chronic absenteeism, it implies that the problem is not just related to individual student barriers, but potentially to a school-wide environment or post-pandemic shift that has yet to be fully addressed through universal tier-1 attendance strategies.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	1	4

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	 No Performance Color	
0.4% suspended at least one day	0% suspended at least one day	
Increased 0.4%	Maintained 0%	
499 Students	25 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	0% suspended at least one day	0.9% suspended at least one day
2 Students	13 Students	Increased 0.9%
		214 Students

Students with Disabilities	African American	American Indian
 Blue	 No Performance Color	 No Performance Color
0% suspended at least one day	3% suspended at least one day	0 Students
Maintained 0%	Increased 3%	
121 Students	33 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Green
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0.5% suspended at least one day
Maintained 0%	4 Students	Increased 0.5%
31 Students		199 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Blue
0% suspended at least one day	0 Students	0% suspended at least one day
Maintained 0%		Maintained 0%
51 Students		181 Students

Conclusions based on this data:

1. Kimberly maintains an impressively low rate of suspensions across nearly the entire student population, with many large subgroups reporting no incidents at all. All Students (499 students) have a suspension rate of only 0.4%. Several major groups, including White (181 students), Students with Disabilities (121 students), and Asian (31 students), all maintained a 0% suspension rate. The suggests school support personnel collaborate on a strong "Tier 1" behavioral framework. Maintaining a 0% rate for large, traditionally high-need groups like Students with Disabilities suggests that inclusive behavioral supports and de-escalation strategies are highly effective, keeping students in the classroom rather than using exclusionary discipline.
2. While the raw percentages remain low compared to state averages, the data shows a disproportionate increase within the African American student group. The African American subgroup has the highest suspension rate in the school at 3%, following a 3% increase this year. This represents a specific equity gap. While the rest of the school is at or near 0%, this group is experiencing a unique upward trend. It suggests a need for a targeted review of disciplinary referrals for this subgroup to ensure that classroom management and disciplinary responses are being applied equitably and that culturally responsive restorative practices are being utilized.
3. Vulnerable and/or high-need populations are showing total stability in their behavioral metrics. English Learners, Students with Disabilities, and Homeless students all recorded 0% suspended and maintained that 0% from the previous year. his is a significant indicator of a healthy school climate. Often, academic declines are accompanied by behavioral spikes; however, this data suggests that the school's climate remains safe and supportive. The lack of suspensions in these groups implies that the academic challenges are likely instructional or attendance-based, rather than a result of behavioral disruptions or a punitive school culture.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Positive School Climate
To provide all scholars with a positive, engaging learning environment focused on safe, inclusive, and equitable opportunities that are driven by tiered academic, behavioral, social, and emotional supports.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to school programs, activities, and tiered social-emotional and behavioral supports. These supports will foster a sense of connectedness, especially for English Learners (EL), Foster Youth (FY), African American Students, student experiencing homelessness, Low Income students (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

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.

Kimberly Elementary is committed to providing an equitable education within a safe, supportive environment that prioritizes academic excellence, social-emotional well-being, and physical safety. Current data analysis reveals a rise in chronic absenteeism, which we are addressing through a multi-faceted approach focused on student belonging and collaboration with our educational partners. We aim to enhance school climate by expanding extracurricular offerings and implementing monthly attendance incentives. Furthermore, we are refining our proactive communication and early intervention systems to identify and remove barriers to attendance. As a PBIS-aligned institution, we provide clear behavioral expectations integrated with an iMTSS framework to support the holistic needs of every scholar.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A) Attendance Rate: Percentage of students who were present by subgroup. Source: District Analysis	Spring 2024, Spring 2025, Spring 2026 All: 93.8%, 93.3%, 95.38%	We would like to see an increase in our attendance rates by 2%. All: 97.3%
1B) Chronic Absenteeism Rate: Percentage of students in grades K-5 who were absent for 10% or more of the total instructional days. Source: California School Dashboard	2023, 2024, 2025 All: 8%, 10.4%, 13.3% 2025 Socioeconomically Disadvantaged: 25.7% Students With Disabilities: 27.1% Hispanic: 20.1%	We would like to see a decline in the percentage of all of our scholars who are chronically absent by 2%.
1C) Suspension Rate: Percentage of students suspended 1 or more times during the school year by subgroup. Source: California School Dashboard	2023, 2024, 2025 All: 0.6%, 0%, 0.4%	We would like to maintain a Suspension Rate of less that 2% of our population being suspended 1 or more tiems during the school year. All: 0%

1D) School Climate Survey: Percentage of responses in the areas of Relationships, Sense of Belonging, School Adult Support, Growth Mindset, Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management. Source: Local Climate Survey	School Adult Support Spring, 2025: Strongly Agree and/or Agree: 70.97% Disagree, Strongly Disagree, and/or No Response: 29.03% Spring, 2026: Strongly Agree and/or Agree: 79% Disagree, Strongly Disagree, and/or No Response: 21%	We would like to see growth by 3% in the area of positive responses in regard to "Adult Support." School Adult Support: Strongly Agree and/or Agree: 82%
1E) SEL/Positive Behavior Systems Self Assessment Survey: Percentage of growth in the current status of system implementation. Source: Local Survey	2022-2023 Completed: PBIS, Bronze 2023-2024 Completed: PBIS, Platinum 2024-2025 Completed: PBIS, Silver 2025-2026 Completed: PBIS, Gold	We would like to maintain a PBIS status of gold or higher for the 2026-2027 school year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Kimberly will foster Social and Emotional Learning (SEL) for all scholars by building capacity in self-management, self-awareness, responsibility, respect, and social awareness. This initiative aims to facilitate a safe, positive, and inclusive campus culture. Our administration, counselor, and leadership teams will support the development of iMTSS through data-driven Tier 1, Tier 2, and Tier 3 supports. The school will provide necessary SEL curriculum, supplies, and campus beautification materials. To ensure high-quality implementation, we will offer professional development on tiered supports and provide hourly compensation for staff attending team meetings or leading extra-curricular activities. Additionally, technology will be utilized to enhance positive learning environments. A robust system of rewards will support school expectations, including school-wide behavior incentives, principal rewards, and attendance incentives. We will continue the PBIS framework, encouraging students to be responsible, respectful, and safe through the use of Gold Paws, monthly behavior assemblies, and targeted rewards. To increase community rapport and attendance, Kimberly will implement school-wide events for educational partners. These include monthly awards assemblies, visual and performing arts events, and family activities during and after the instructional day. These efforts prioritize fostering	All scholars	13800 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) SEL Resources 6600 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Staffing 942 Title I Parent Involvement Non-Personnel (4000-7439) Family Events

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	relationships for all subgroups, specifically targeting populations with declining attendance.		
1.2	Kimberly administration and staff will enhance and provide learning opportunities through the use of Innovation Labs, classroom centers, and STEAM resources and materials. Kimberly will also provide materials and support for additional VAPA programs and activities.	All scholars	1000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Arts

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Goal 1 of Kimberly Elementary School's 2026-27 School Plan for Student Achievement focuses on cultivating a "Positive School Climate" by providing all scholars with an engaging, safe, inclusive, and equitable learning environment driven by tiered academic, behavioral, social, and emotional supports. This goal aligns directly with the district's Local Control and Accountability Plan (LCAP) to foster a greater sense of connectedness, particularly for at-promise groups such as English Learners, African American students, McKinney-Vento scholars, Socioeconomically Disadvantaged students, and Students with Disabilities. Through its comprehensive needs assessment, the school identified a critical need to combat rising chronic absenteeism rates by recognizing attendance, fostering belonging, and maximizing educational partner involvement. The data review specifically highlighted that the Socioeconomically Disadvantaged subgroup experienced a 15% increase in chronic absenteeism from the prior year, representing the highest absenteeism rate on campus. Furthermore, local climate surveys revealed a gap in perceived relationships, with approximately 30% of participants failing to respond positively regarding the level of "Adult Support" provided at the school.

To address these climate and engagement gaps, Kimberly Elementary has outlined two primary strategies funded through LCAP and Title I allocations. The first strategy centers on building capacity in Social and Emotional Learning (SEL), developing tiered supports (iMTSS), and maintaining its Positive Behavioral Interventions and Supports (PBIS) framework. To implement this, the school has allocated funds for SEL curriculum and campus beautification, staff extracurricular opportunities, team meetings, and community-building family events and awards assemblies. The second strategy focuses on enhancing the academic and creative climate through the use of Innovation Labs, classroom centers, and STEAM (Science, Technology, Engineering, Arts, and Mathematics) materials, which is supported by additional funds specifically dedicated to the arts.

The success of these strategies will be measured against specific expected outcomes across several state and local metrics. Kimberly aims to increase its overall attendance rate by 2% (targeting 97.3%), while simultaneously decreasing the chronic absenteeism rate by 2% for all scholars, with a focus on the heavily impacted Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities subgroups. Additionally, the school expects to maintain a minimal suspension rate (targeting 0%), achieve a 3% growth in positive responses regarding "School Adult Support" on the local climate survey, and sustain its "Gold" implementation status on the PBIS Self-Assessment Survey. Based on the annual review of these areas, the school plans to adjust its approach by heavily enhancing its iMTSS efforts, ensuring that scholars' emotional and behavioral needs are identified early for targeted interventions, and utilizing the school site counselor—who is available on campus 50% of the time—to provide consistent emotional well-being support.

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

Kimberly will need to supplement resources to support scholars in the area of emotional well-being. In addition to having counselor support available on campus 50% of the time, we will strive to implement consistent systems and utilize various resources to foster positive learning environments campus wide.

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

There will be enhanced efforts made through iMTSS. Scholar needs will be identified, targeted interventions will transpire, and progress monitoring will be adhered to so as to promote equitable access to high-quality educaiton. Metrics will be measured through the use of the California School Dashboard in the areas of Academic Engagement (Chronic Absenteeism) and Conditions and Climate (Suspension Rate).

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Tiered Academic Support
Kimberly Elementary staff will support academic excellence for all scholars. Equitable opportunities for all scholars will be planned for within Professional Learning Communities (PLCs) and provided through evidence-based instruction. PLCs will target intervention and enrichment opportunities through collaborative work and tiered supports that will increase academic achievement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will progress towards meeting standards in academics through tiered supports and services.

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.

Our goal to provide all scholars with a rigorous instructional program that promotes academic equality through equitable access. This will be done through the collaborative work of PLCs to increase the percentage of scholars that demonstrate proficiency, as measured by both state and local metrics.

In analyzing the data, there is an identified need in increasing academic achievement in English Language Arts, specifically for our popluation of Students with Disabilities.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A) CAASPP Data, English Language Arts: Average Distance From Standard on English Language Arts (ELA), as indicated by points, on Smarter Balanced assessment by subgroup. Source: California School Dashboard	2023, 2024, 2025 All: 18, 26.5, 30.1 African American: - 23.3, 7.8, 15.1 Asian: 46.7, 41.4, 71.6 Hispanic: -19.5, -3, 1.7 Two or More: 54.4, 67, 55.7 White: 49.1, 50.4, 47.9 English Learners: -23.5, -35.4, -17.1 Socioeconomically Disadvantaged: -30, 21.5, -8 Students With Disabilities: -62.1, -67.9, -29.2	We would like to see all subgroups increase their Distance From Standard by a minimum of five points.
2B) CAASPP Data, Mathematics: Average Distance From Standard on Mathematics, as indicated by points, on Smarter Balanced assessment by subgroup. Source: California School Dashboard	2023, 2024, 2025 All: -8.6, 9.1, 7.5 African American: -62.6, -10.4, -22.3 Asian: 17.8, 38.9, 79.3 Hispanic: -32.8, -20.4, -25.3 Two or More: 3.9, 49.6, No score White: 15.3, 31.4, 24.4 English Learners: -37.8, -30.6, -10.8 Socioeconomically Disadvantaged: -52.5, -32.9, -32.1	We would like to see all subgroups increase their current Distance From Standard by at least five points.

	Students With Disabilities: -92.3, -66.7, -54.4	
2C) California Science Test (CAST): Percentage of fifth grade scholars that Met and/or Exceeded Standard on Smarter Balanced assessment by subgroup. Source: San Bernardino County Superintendent of Schools Data Analytics Report	2023, 2024 All: 45%, 58.33%, 58% African American: 40%, 0%, 38% Asian: 66.7%, 60%, 62% Hispanic: 29%, 47.5%, 46% Two or More Races: 56.25%, 75%, 76% White: 51.7%, 69.7%, 65% English Learners: 0%, 33.33%, 18% Socioeconomically Disadvantaged: 23.3%, 43.48%, 39% Students With Disabilities:10%, 23.08%, 19%	We would like to see a minimum of 3% increase in all scholars, especially our Hispanic, White, Socioeconomically Disadvantaged, and Students With Disabilities subgroups.
2D) English Learner Progress Indicator (ELPI): Percentage of English making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC). Source: California School Dashboard	2023, 2024, 2025 ELs Who Progressed At Least One ELPI Level: 64.3%, 25%, 54.5% ELs Who Maintained ELPI Level 4: 0%, 0%, 0% ELs Who Maintained ELPI Levels 1-3: 21.4%, 50%, 45.5% ELs Who Decreased at Least One ELPI Level: 14.3%, 25%, 0%	We would like to see an increase of 5% in our ELs who Progressed at Least One ELPI Level.
2E) STAR Assessment, Reading/English Language Arts Source: Internal District Reporting	2024, 2025, 2026 1st Grade: 60.3%, 63.3%, 45.4% 2nd Grade: 63.2%, 79%, 73.2% 3rd Grade: 58.8%, 62.5%, 71.4% 4th Grade: 52.6%, 65.6%, 58.5% 5th Grade: 72.6%, 62.8%, 73.8%	By the end of the 2026-2027 school year, all cohorts will demonstrate a minimum of 5% growth in proficiency as they advance to the next grade level.
2F) STAR Assessment, Mathematics Source: Internal District Reporting	2024, 2025, 2026 1st Grade: 72.7%, 51.9%, 53.2% 2nd Grade: 59.7%, 71%, 65.6% 3rd Grade: 61.8%, 57.5%, 64.1% 4th Grade: 46.9%, 63.9%, 55% 5th Grade: 61.2%, 43.6%, 68.4%	By the end of the 2026-2027 school year, all cohorts will demonstrate a minimum of 5% growth in proficiency as they advance to the next grade level.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Kimberly will provide Tier 1 instruction that focuses on evidence-based instructional strategies and materials that support all scholars. This will be done through a range of supports for implementation of state standards through supplemental resources, including but not limited to classroom resources, personnel staffing for collaboration, and professional development. The effectiveness of this strategy will be measured by both state and local assessment scores, including CAASPP and STAR assessment data.	All scholars	6000 Title I Personnel (1000-3999) Staffing 10600 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Staffing 12000 Title I Non-Personnel (4000-7439) Classroom Resources
2.2	Kimberly will implement programs, provide family workshops, increase supplemental materials/support, and/or program monitoring to	English Learners	2600 LCAP - Supplemental & Concentration Grant (LCAP)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	support language acquisition for English Learners. This will support the increase of educational opportunities that will help with English Learners achieve at grade level by attending school everyday, working with an EL representative, and EL intervention teacher.		Personnel (1000-3999) ELPAC Testing Support 1000 Title I Non-Personnel (4000-7439) Supplemental materials and support, including but not limited to resources provided at workshops 2005 District Funded – Title III Personnel (1000-3999) Certificated Hourly - EL 2000 Title I Personnel (1000-3999) Staffing for family events
2.3	Kimberly will provide academic extended learning opportunities including - but not limited to - educational trips, staffing of personnel for extended learning opportunities, and/or materials for extended learning opportunities to improve learner outcomes. The effectiveness of this strategy will be measured by an increase in CAASPP and STAR assessments.	All scholars	 1800 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Resources to extend learning 5000 Title I Non-Personnel (4000-7439) Extended Learning Opportunities
2.4	Kimberly will increase the educational opportunities and support for at-promise scholars to meet or exceed grade level standards in ELA and math. Hourly intervention and/or enrichment support personnel for students K-5 who are not achieving grade-level standards will be provided. Tiered academic support will be implemented, as well as applicable staff training in interventions, materials for small group lessons, and other resources to support identified scholars. The effectiveness of this strategy will be measured by an increase in scholars demonstrating proficiency on CAASPP assessment data, STAR assessments, and Common Formative Assessments.	Academically at-promise scholars	15000 Title I Personnel (1000-3999) Staffing for intervention/enrichment
2.5	School staff will enhance 21st century literacy skills by providing necessary tools for scholars to synthesize complex core-content concepts through visual, auditory, and kinesthetic instructional materials.	All scholars	10000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Resources
2.6	Kimberly will explicitly provide rigorous, targeting composition support to address writing strategies, especially amongst the high percentage (19%) of scholars scoring below standard in writing.	All scholars	4250 Title I None Specified Professional Development and/or Writing Resources
2.7	Kimberly will provide math supports to specifically target computation fluency and foundational	All scholars	3000

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	mechanics to close the widening achievement gap and address the sharp mathematics decline, espcially amongst 5th grade scholars scoring advanced levels of proficiency.		LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Resources

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Goal 2 of Kimberly Elementary School's 2026-27 School Plan for Student Achievement focuses on providing equitable opportunities and supporting academic excellence through Tiered Academic Support. Aligning directly with the district's Local Control and Accountability Plan (LCAP), this goal aims to ensure all scholars progress toward meeting academic standards. A comprehensive needs assessment highlighted a specific necessity to increase academic achievement in English Language Arts (ELA), with a particular emphasis on supporting the school's Students with Disabilities population.

To achieve this goal, the school relies on four primary strategies funded through a combination of Title I, LCAP, and Title III allocations. The first strategy centers on Tier 1 instruction and PLC collaboration. Second, English Learner support will be bolstered to staff EL intervention teachers, provide family workshops, and fund supplemental materials. Third, extended learning opportunities, will be supported with LCAP funding. Finally, to intervene for at-promise K-5 scholars struggling to meet ELA and Math standards, the school is investing funds to provide hourly intervention and enrichment staff for targeted tiered support and small-group lessons.

The success of these strategies will be measured across several state and local assessments, including a targeted 5-point increase in the average "Distance From Standard" for all subgroups on the CAASPP ELA and Math exams. Furthermore, the school expects a minimum 5% proficiency growth on local STAR Reading and Math assessments, a 3% increase in 5th graders meeting science standards on the CAST, and a 5% increase in English Learners progressing at least one level on the ELPAC. These targets were heavily shaped by the mixed results observed in the 2025-26 annual review, where STAR goals were met for some demographics but fell short for English Learners, 5th graders, and Students with Disabilities. Notably, the school flagged that Students with Disabilities scored in the "Orange" category for ELA and "Yellow" for Math on the state Dashboard. To address these specific shortfalls, the school is adjusting its approach to focus heavily on professional development for Professional Learning Communities (PLCs) so teachers know precisely how to address scholars struggling with content, and is additionally altering how it assesses vertical annual outcomes as students transition between grade levels.

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

Expenditures will be allotted to address the needs of scholars through both intervention and enrichment opportunities.

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

Changes will be made in assessing the vertical annual outcomes for scholars as they complete course of study within each grade level. This information has been and will be included in the Strategies/Activities pertaining to internal district reporting on STAR assessment data in the areas of reading (ELA) and mathematics.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$97,597.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$45,250.00
Title I Parent Involvement	$942.00

Subtotal of additional federal funds included for this school: $46,192.00

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

State or Local Programs	Allocation ($)
District Funded – Title III	$2,005.00
LCAP - Supplemental & Concentration Grant (LCAP)	$49,400.00

Subtotal of state or local funds included for this school: $51,405.00

Total of federal, state, and/or local funds for this school: $97,597.00

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 – Title III	2,005.00
LCAP - Supplemental & Concentration Grant (LCAP)	49,400.00
Title I	45,250.00
Title I Parent Involvement	942.00

Expenditures by Budget Reference

Budget Reference	Amount
Non-Personnel (4000-7439)	48,542.00
None Specified	4,250.00
Personnel (1000-3999)	44,805.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Personnel (1000-3999)	District Funded – Title III	2,005.00
Non-Personnel (4000-7439)	LCAP - Supplemental & Concentration Grant (LCAP)	29,600.00
Personnel (1000-3999)	LCAP - Supplemental & Concentration Grant (LCAP)	19,800.00
Non-Personnel (4000-7439)	Title I	18,000.00
None Specified	Title I	4,250.00
Personnel (1000-3999)	Title I	23,000.00
Non-Personnel (4000-7439)	Title I Parent Involvement	942.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	22,342.00

Goal 2	75,255.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Emily Elgan	Principal
Marcy Boatman	Classroom Teacher
Michael Heal	Classroom Teacher
Heather Turner	Classroom Teacher
Sandra Shuker	Other School Staff
Rachel Marshman	Parent or Community Member
Carolyn Cullen	Parent or Community Member
Chris Olsen	Parent or Community Member
Breanne Whalen	Parent or Community Member
Joshua Wauchope	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 20, 2025.

Attested:

	Principal, Emily Elgan on May 14, 2026
	SSC Chairperson, Breanne Whalen on May 14, 2026

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kingsbury Elementary School	36-67843-6036537	May 28, 2026	July 21, 2026

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Kingsbury Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Kingsbury Elementary operates as a Schoolwide Program to improve academic achievement throughout the school so that all students, specifically the lowest-achieving students, demonstrate proficiency of the State of California's academic standards.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page 1
Table of Contents....2
Plan Description....3
Educational Partner Involvement....3
Comprehensive Needs Assessment Components....3
California School Dashboard (Dashboard) Indicators....3
Other Needs....4
School and Student Performance Data....5
Student Enrollment....5
CAASPP Results....8
ELPAC Results....12
Student Population....16
Overall Performance....18
Academic Performance....20
Academic Engagement....28
Conditions & Climate....30
Goals, Strategies, & Proposed Expenditures....32
Goal 1....32
Goal 2....37
Budget Summary....42
Budget Summary....42
Other Federal, State, and Local Funds....42
Budgeted Funds and Expenditures in this Plan....43
Funds Budgeted to the School by Funding Source....43
Expenditures by Funding Source....43
Expenditures by Budget Reference....43
Expenditures by Budget Reference and Funding Source....43
Expenditures by Goal....43
School Site Council Membership....44
Recommendations and Assurances....45

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Kingsbury Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Kingsbury Elementary operates as a Schoolwide Program to improve academic achievement throughout the school so that all students, specifically the lowest-achieving students, demonstrate proficiency of the State of California's academic standards.

Kingsbury's plan is to create a course of uninterrupted advancement of student achievement, and to provide an environment where all students, regardless of student demographic indicators, prevail in meeting the State of California's, Redlands Unified School District's, and Kingsbury Elementary School's Content Standards and expectations. Every student deserves an unparalleled academic journey to be successful in an environment where all students can meet their academic potential. Building upon our current Dashboard indicators, we are specifically prioritizing targeted interventions for Chronic Absenteeism and Mathematics to ensure equitable outcomes for our socioeconomically disadvantaged students and students with disabilities.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

"The School Site Council (SSC) met five times during the 2025-26 school year. The committee consisted of an administrator, three teachers, one classified staff member, and five parent/community members. The intent of the committee is to ensure that education provided at our site is determined by a joint effort of parents, teachers, and administrators. Within these meetings, committee members participated in discussions and made decisions on required topics, including program evaluations, data analysis, budget reviews, and progress monitoring.

The Council engaged in deep analysis of the 2025 California School Dashboard data, specifically focusing on the performance gaps in Chronic Absenteeism and Mathematics. Teacher data analysis meetings provided key insights that assisted the Council in determining priority actions for this plan. The Council reviewed the budget ongoing to ensure funds were directly allocated to closing these identified achievement gaps. Members deliberated on issues of equity, safety, and student connectedness, and were updated on technology and professional development initiatives. Records of meeting minutes have been retained for every session."

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

According to the 2025 California School Dashboard, our primary area of concern is Chronic Absenteeism, which is in the Red performance category at 22.8%. Additionally, Mathematics is in the Orange category, with the school performing 41.3 points below standard , and English Learner Progress is in the Orange category with 43.3% making progress. English Language Arts is in the Yellow category, performing 10.1 points below standard. Notably, our Suspension Rate has improved to the Green performance category, with 2.2% of students suspended at least one day.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

According to the 2025 California School Dashboard, the schoolwide performance level for Suspension Rate is Green. However, both English Learners and Hispanic or Latino student groups performed in the Orange performance category for Suspension Rate, which is two performance levels below the 'all student' performance. No other student groups across any state indicators fell two or more performance levels below the schoolwide average.

Other Needs

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

To support our district’s unduplicated student groups (Homeless, Foster Youth, Low-Income, and English Learners), Kingsbury offers an after-school program called 'Exploration Experience'. This program merges the After School Education and Safety (ASES).
Given our current 2025 Dashboard data, which highlights critical challenges in schoolwide Chronic Absenteeism (Red) and Mathematics (Orange), this after-school environment is a vital resource. It provides a safe, positive space that builds a strong sense of school belonging to combat absenteeism. Furthermore, we are intentionally focusing our 'Exploration Experience' academic support and homework periods on targeted math intervention and foundational skills to directly close the performance gaps identified in our student subgroups.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Kingsbury Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	4.31%	5.27%	4.45%	21	27	22
Asian	3.90%	3.71%	4.66%	19	19	23
Filipino	1.03%	1.17%	1.42%	5	6	7
Hispanic/Latino	62.22%	61.33%	61.54%	303	314	304
White	22.38%	22.46%	19.23%	109	115	95
Two or More Races	5.54%	4.88%	4.66%	27	25	23
Not Reported	0.62%	1.17%	4.05%		6	20
			Total Enrollment	487	512	494

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		40	34
Kindergarten	67		70
Grade 1	80		71
Grade 2	85		75
Grade3	84		73
Grade 4	71		91
Grade 5	77		80
Total Enrollment	487		494

Conclusions based on this data:

1. Kingsbury has a slow, measurable growth over the last three years. The projection of kindergarten students has lowered over the past three years, however for 25-26 there was a slight increase. Kingsbury is able to track the progress we make with our students over their elementary schooling period.

2. Our largest student group by far is Hispanic/Latino and these numbers stayed consistent over this three year snapshot. Our second largest group is the white student group. The white student group stayed consistent over the three year snapshot. The third largest student group is the African American student group as well as two or more races group. This is a slight change based on the data over the past three years.

3. The fourth student group that increased over the past three years is our Asian student group. This number has almost doubled from 21-22 school year to 23-24 school year. Our not reported student group increased in the past year from 1.17% to 4.05%.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	50	38	31	10.3%	7.4%	6.3%
Fluent English Proficient (FEP)	15	21	21	3.1%	4.1%	4.3%

Conclusions based on this data:

1. Kingsbury will continue to focus heavily on increasing the English Learner Progress Indicator (ELPI) levels of English Learners. According to the 2025 California School Dashboard, our English Learner Progress is in the Orange performance category, with 43.3% of EL students actively making progress toward proficiency.
2. State ELPAC trending data shows that 52.27% of Kingsbury's English Learners scored at Level 3 (moderately developed) or Level 4 (well developed). This places our site slightly below the Redlands Unified School District average by only 2.12%, with the District's average percentage standing at 54.39%.
3. Historically, our data showed a slight single-year increase of 5 English Learner students , with Spanish remaining the predominant primary language of our EL population. Our current student demographics show that 8.3% of our total enrollment is classified as English Language Learners, with a 4.3% reclassification rate emerging from the Spring 2026 ELPAC window.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	65	84	93	65	80	93	65	80	93	100.0	95.2	100
Grade 4	79	67	87	79	65	83	79	65	83	100.0	97	95.4
Grade 5	68	76	68	67	74	67	67	74	67	98.5	97.4	98.5
All Grades	212	227	248	211	219	243	211	219	243	99.5	96.5	98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2412.	2382.	2409.	20.00	11.25	23.66	33.85	26.25	18.28	12.31	12.50	24.73	33.85	50.00	33.33
Grade 4	2466.	2470.	2447.	25.32	29.23	22.89	30.38	18.46	13.25	16.46	24.62	24.10	27.85	27.69	39.76
Grade 5	2516.	2508.	2517.	31.34	25.68	31.34	28.36	29.73	28.36	14.93	20.27	17.91	25.37	24.32	22.39
All Grades	N/A	N/A	N/A	25.59	21.46	25.51	30.81	25.11	19.34	14.69	18.72	22.63	28.91	34.70	32.51

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	18.46	8.75	9.68	55.38	62.50	74.19	26.15	28.75	16.13
Grade 4	20.25	18.46	19.28	63.29	64.62	56.63	16.46	16.92	24.10
Grade 5	16.42	22.97	23.88	64.18	59.46	58.21	19.40	17.57	17.91
All Grades	18.48	16.44	16.87	61.14	62.10	63.79	20.38	21.46	19.34

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	13.85	10.00	12.90	56.92	45.00	54.84	29.23	45.00	32.26
Grade 4	16.46	20.00	10.84	59.49	52.31	54.22	24.05	27.69	34.94
Grade 5	29.85	17.57	26.87	58.21	60.81	50.75	11.94	21.62	22.39
All Grades	19.91	15.53	16.05	58.29	52.51	53.50	21.80	31.96	30.45

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	12.31	6.25	10.75	75.38	75.00	78.49	12.31	18.75	10.75
Grade 4	12.66	16.92	12.05	74.68	67.69	68.67	12.66	15.38	19.28
Grade 5	13.43	13.51	16.42	73.13	79.73	73.13	13.43	6.76	10.45
All Grades	12.80	11.87	12.76	74.41	74.43	73.66	12.80	13.70	13.58

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	7.69	18.75	13.98	66.15	48.75	65.59	26.15	32.50	20.43
Grade 4	12.66	18.46	14.46	67.09	66.15	65.06	20.25	15.38	20.48
Grade 5	20.90	18.92	23.88	62.69	60.81	65.67	16.42	20.27	10.45
All Grades	13.74	18.72	16.87	65.40	57.99	65.43	20.85	23.29	17.70

Conclusions based on this data:

1. According to our latest 2025 CAASPP data, Kingsbury successfully achieved a 98% student participation rate in English Language Arts state testing. This represents a positive recovery from our previous 96.5% participation rate, which had been impacted by an increase in parents opting their students out of state testing.
2. The 2024-2025 CAASPP data showed: As a school, 47.05% of students met or exceeded the standard in ELA. Grade 5 led the grade levels with 57.02% of students meeting or exceeding the standard. Grade 4 followed at 52.12% , and Grade 3 was at 43.66% of students meeting or exceeding the standard for ELA. This represents positive growth schoolwide and across all individual tested grade levels compared to the prior year.
3. The 2023–2024 data showed a significant decrease from the year before , dropping from 53.85% of students meeting or exceeding the standard in ELA in 2022–2023 down to 46.58% in 2023–2024. However, our latest data from the 2024–2025 school year shows that we have stabilized and begun expanding our proficiency levels, moving up to 47.05% of all tested students meeting or exceeding the standard in English Language Arts.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	66	84	92	66	80	92	66	80	92	100.0	95.2	100
Grade 4	79	67	87	79	65	82	79	65	82	100.0	97	94.3
Grade 5	68	76	68	67	75	67	67	75	67	98.5	98.7	98.5
All Grades	213	227	247	212	220	241	212	220	241	99.5	96.9	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2411.	2389.	2402.	16.67	12.50	11.96	33.33	18.75	26.09	13.64	20.00	27.17	36.36	48.75	34.78
Grade 4	2452.	2460.	2442.	15.19	15.38	14.63	22.78	24.62	12.20	30.38	33.85	37.80	31.65	26.15	35.37
Grade 5	2479.	2476.	2464.	16.42	16.00	14.93	14.93	12.00	7.46	32.84	33.33	31.34	35.82	38.67	46.27
Grade 11															
All Grades	N/A	N/A	N/A	16.04	14.55	13.69	23.58	18.18	16.18	25.94	28.64	31.95	34.43	38.64	38.17

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	22.73	13.75	10.87	40.91	37.50	57.61	36.36	48.75	31.52
Grade 4	16.46	20.00	15.85	46.84	49.23	41.46	36.71	30.77	42.68
Grade 5	14.93	10.67	10.45	49.25	50.67	34.33	35.82	38.67	55.22
Grade 11									
All Grades	17.92	14.55	12.45	45.75	45.45	45.64	36.32	40.00	41.91

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	24.24	18.75	15.22	36.36	36.25	48.91	39.39	45.00	35.87
Grade 4	15.19	13.85	14.63	48.10	56.92	43.90	36.71	29.23	41.46
Grade 5	13.43	17.33	7.46	47.76	50.67	62.69	38.81	32.00	29.85
All Grades	17.45	16.82	12.86	44.34	47.27	51.04	38.21	35.91	36.10

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	13.64	11.25	11.96	65.15	61.25	59.78	21.21	27.50	28.26
Grade 4	15.19	21.54	13.41	58.23	60.00	56.10	26.58	18.46	30.49
Grade 5	17.91	12.00	11.94	58.21	60.00	55.22	23.88	28.00	32.84
All Grades	15.57	14.55	12.45	60.38	60.45	57.26	24.06	25.00	30.29

Conclusions based on this data:

1. According to our 2024–2025 CAASPP data, Kingsbury achieved a 97.6% student participation rate in Mathematics state testing. This represents a positive upward trend from the prior year's 96.9% participation rate, which had dropped due to an increase in parents opting their students out of state testing. While our participation numbers have strengthened , professional development around small-group math strategies, targeted interventions, and the MTSS framework remains highly advantageous for our staff. Our 2025 California School Dashboard data underscores this ongoing need, placing Mathematics in the schoolwide Orange performance category with students performing 41.3 points below standard. Providing targeted professional development will directly support our educators in addressing these student learning gaps.
2. The 2024-2025 CAASPP data showed: As a school, 39.76% of students met or exceeded the standard in Math. Grade 3 was the leading grade level with 59.42% of students meeting or exceeding the standard. Grade 4 was next with 26.83% of students meeting or exceeding the standard, followed by Grade 5 at 22.39% of students meeting or exceeding the standard for Mathematics.
3. The 2023–2024 data showed a decrease from the year before, dropping from 39.62% of students meeting or exceeding the standard in Math in 2022–2023 down to 32.73% in 2023–2024. However, our latest data from the 2024–2025 school year shows a strong recovery and an upward trend, with 39.76% of all tested students meeting or exceeding the standard in Mathematics.

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	1394.5	*	*	1409.4	*	*	1359.2	*	*	11	10	5
1	*	*	*	*	*	*	*	*	*	8	5	8
2	*	*	*	*	*	*	*	*	*	9	7	4
3	*	*	*	*	*	*	*	*	*	10	7	7
4	1494.4	*	*	1508.8	*	*	1479.5	*	*	11	8	6
5	*	*	*	*	*	*	*	*	*	6	8	7
All Grades										55	45	37

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	9.09	*	*	27.27	*	*	45.45	*	*	18.18	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	9.09	*	*	45.45	*	*	27.27	*	*	18.18	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.09	8.89	13.51	27.27	44.44	37.84	34.55	28.89	21.62	29.09	17.78	27.03	55	45	37

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	18.18	*	*	18.18	*	*	45.45	*	*	18.18	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	54.55	*	*	9.09	*	*	27.27	*	*	9.09	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.09	31.11	35.14	21.82	42.22	32.43	29.09	15.56	18.92	20.00	11.11	13.51	55	45	37

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	2.22	0.00	16.36	20.00	21.62	40.00	46.67	35.14	43.64	31.11	43.24	55	45	37

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	9.09	*	*	72.73	*	*	18.18	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	54.55	*	*	27.27	*	*	18.18	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.45	31.11	21.62	50.91	55.56	70.27	23.64	13.33	8.11	55	45	37

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	18.18	*	*	63.64	*	*	18.18	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	45.45	*	*	45.45	*	*	9.09	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.73	31.11	51.35	47.27	53.33	29.73	20.00	15.56	18.92	55	45	37

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	0.00	*	*	81.82	*	*	18.18	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	0.00	*	*	54.55	*	*	45.45	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	3.64	2.22	2.70	50.91	57.78	51.35	45.45	40.00	45.95	55	45	37

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	9.09	*	*	45.45	*	*	45.45	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	27.27	*	*	45.45	*	*	27.27	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.73	11.11	5.41	50.91	64.44	59.46	36.36	24.44	35.14	55	45	37

Conclusions based on this data:

1. According to the 24-25 ELPAC Overall Performance Level, Kingsbury's English Learners scored 51.35% in the moderately developed and well-developed category. While this is a slight consolidation of 0.92% from the 23-24 performance band of 52.27% , it represents sustained long-term growth when compared to the 22-23 baseline of 36.36%. This tracking data will be shared with staff to reinforce the ongoing importance of designated English Language Development and target-driven interventions during MTSS time. ELPAC data continues to show growth opportunities for English Learners at Kingsbury Elementary across all language domains. During the 2024–2025

school year, 37 students participated in the ELPAC assessment. Oral Language data shows 67.57% in students performing at Level 3 and Level 4, while the percentage of students performing at Level 1 declined compared to previous years. While progress continues to be made, data also indicates a continued need for targeted language development support in academic vocabulary, writing, reading comprehension, speaking, and structured language practice, especially for students performing at Level 1 and 2 as they work to move to Level 3 and 4.

2. According to the 24-25 ELPAC data, 67.57% of our English Learner students scored a Level 3 or Level 4 on the Oral Language performance level."

3. On the 2024 ELPAC, 22.72% of the students scored a level 3 or level 4 on the Written Language Performance section, which was an increase from the previous year where 16.36% of the students scored a level 3 or level 4. Our latest data from the 24-25 ELPAC shows that 21.62% of students scored a level 3 or level 4 on the Written Language Performance section. While this is a slight consolidation of 1.10% from the previous year, it represents sustained progress above our 16.36% baseline. This information will be shared with staff and our ELAC representative to continue focusing our efforts on writing development and strategic language scaffolding during MTSS time.

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.

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
512	**60.5%**	**7.4%**	**0.8%**
Total Number of Students enrolled in Kingsbury Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	38	7.4%
Foster Youth	4	0.8%
Homeless	12	2.3%
Socioeconomically Disadvantaged	310	60.5%
Students with Disabilities	119	23.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	27	5.3%
American Indian	0	0.0%
Asian	19	3.7%
Filipino	6	1.2%
Hispanic	314	61.3%
Two or More Races	25	4.9%
Pacific Islander	0	0.0%
White	115	22.5%

Conclusions based on this data:

1. 83.8% of our Kingsbury students are Hispanic or white. 60.5% of our students are socioeconomically disadvantaged. Due to this fact, our equity team collaborates during staff meetings to incorporate ways to support

our students with diverse needs. Our counselor help support students who are socioeconomically disadvantaged by connecting families with community resources and connecting them with district supports to provide support for household and clothing needs.

2. At Kingsbury, the English-Learner population decreased from last year to this year from 10.3 % to 7.4%. The best first instruction begins with the classroom teacher. Professional development in MTSS, Thinking Maps, reading with contextual clues, multi-sensory experiences, frequent comprehension checks, and scaffolding that benefit all students, but specifically target ELs, are a focus for staff instructional delivery. Kingsbury should continue to provide EL intervention support and have a focus of best first instruction at staff meetings.

3. Kingsbury showed a slight decrease in homeless students and students identified as socioeconomically disadvantaged. However, the percentage is still 60.5% of our student population. Of course, these students come with many exceptional needs and receive immediate, targeted interventions and supports from our elementary counselor. These students are priority for placement in our after school program. Counselor funding should stay consistent or be increased. There will be a focus on supporting these students with chronic absenteeism to ensure they are coming to school.

School and Student Performance Data

Overall Performance

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. For the historical data, English Learner progress was at the Red level in 2023 and improved to the Green level in 2024, which was indicative of a schoolwide effort to provide strategic intervention support for our English Learner students. However, our latest 24-25 California School Dashboard data shows that English Learner Progress shifted to the Orange performance category, with 43.3% of our English Learners making progress. These current results indicate that intensive, targeted support for our English Learners must remain a priority.

2. According to the latest 2025 California School Dashboard data, our schoolwide suspension rate has significantly improved, moving us into the Green performance category with an overall suspension rate of 2.2% (a decline of 0.8%). Our Students with Disabilities group has also stabilized in the Yellow indicator level at 5.2%. Despite this schoolwide success, our student group data reveals a critical equity gap: both our English Learners and Hispanic or Latino student subgroups are in the Orange performance category for suspensions.
Our SPSA directly addresses these gaps by allocating funding for positive behavior supports and counseling services. We will have a split - counselor to provide weekly lessons and targeted support. Moving forward, we are intentionally focusing our Positive Behavior Intervention Suprts (PBIS) and porestorative practices toward our English Learner and Hispanic student groups to reduce behavior referrals and ensure they are not disproportionately removed from instructional time.

3. Kingsbury's data shows that chronic absenteeism continues to be an area of concern, with the schoolwide rate entering the Red performance category at 22.8%. An analysis of our student population reveals that our increasing homeless population, alongside several vulnerable student groups, heavily contributes to this status. In fact, English Learners (31.7%), Socioeconomically Disadvantaged students (28.4%), Students with Disabilities (32.7%), Hispanic or Latino students (26.8%), and students of Two or More Races (21.2%) have all performed within the Red indicator level. Our White student population is currently in the Yellow category at 13.6%.

Targeting these specific student groups to improve engagement and attendance remains a focus for our school site. To systematically address this, Kingsbury's elementary counselor will work collaborative on weekly meetings with the attendance clerk and school administration to actively track at-risk students and coordinate intervention outreach. Administration will continue to planto target schoolwide attendance incentives to promote positive attendance habits. This includes the ongoing implementation of designated '100% Attendance Days' a few times a year to reward students who are present, fostering a stronger sense of connection and accountability across all subgroups.

School and Student Performance Data

Academic Performance
English Language Arts

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Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	1	0

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

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

All Students	English Learners	Long-Term English Learners
 Yellow	 No Performance Color	
10.1 points below standard	90.7 points below standard	
Increased 3.1 points	Increased 8 points	
234 Students	22 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	31.2 points below standard
2 Students	6 Students	Maintained -0.5 points
		164 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
65.2 points below standard	94.7 points below standard	0 Students
Increased 5.7 points	14 Students	
64 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	21.2 points below standard
8 Students	2 Students	Increased 10.9 points
		151 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	0 Students	36.2 points above standard
9 Students		Increased 11 points
		48 Students

Conclusions based on this data:

1. Our students that struggled the most with ELA were our students with disabilities, who scored in the Yellow indicator along with our Hispanic students. Socioeconomically disadvantaged students scored low in the Orange indicator. Our SPSA addresses funding for goals to increase academic achievement towards ELA to continue to positively affect these
2. Our white students were the only student groups that performed above standard with a Green indicator.
3. Our students overall performed at the state average in language arts.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	1	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	 No Performance Color	
41.3 points below standard	103.3 points below standard	
Maintained -2.2 points	Increased 18 points	
233 Students	22 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	56 points below standard
2 Students	6 Students	Declined 3.3 points
		163 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
78.8 points below standard	118.9 points below standard	0 Students
Increased 5.2 points	14 Students	
64 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	51.4 points below standard
8 Students	2 Students	Increased 4.3 points
		150 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	0 Students	2.3 points below standard
9 Students		Increased 4.1 points
		48 Students

Conclusions based on this data:

1. Our students who struggled the most with math were our students with disabilities, who scored in the Yellow performance level along with our Hispanic students. Math intervention groups targeting these student groups will help to address this area of concern. Providing staff development in small group instruction will help support these students. Socioeconomically disadvantaged students scored in the Orange performance level for Math. Our SPSA addresses funding for goals to increase academic achievement towards math to continue to positively affect these scores.
2. Our white student group also dropped 6.4 points below standard and are in the Yellow indicator.
3. Our students overall performed above both the State average in math. for the 4th consecutive year. This proves our MTSS and math interventions are working and should continue.

School and Student Performance Data

Academic Performance
Science

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	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
 Yellow	 No Performance Color	 No Performance Color
53.8 science points	Fewer than 11 students - No Data for Privacy	0 Students
Declined 4.6 points	7 Students	
66 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	49.7 science points
0 Students	1 Student	Declined 6.3 points
		46 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
38.8 science points	Fewer than 11 students - No Data for Privacy	0 Students
Maintained 0.1 points	3 Students	
16 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	0 Students	50.1 science points
2 Students		Maintained -1.4 points
		46 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	63.2 science points
4 Students		Maintained -0.5 points
		11 Students

Conclusions based on this data:

1. Our students who struggled the most with Science were our Socioeconomically Disadvantaged students, who scored in the Yellow performance level along with our Hispanic or Latino students and the 'All Students' schoolwide average. Science intervention groups and hands-on experiments targeting these student groups will help to address this area of concern. Providing staff development in small group instruction and integrated STEAM curriculum will help support these students. Our SPSA addresses funding for goals to increase academic achievement towards Science to continue to positively affect these scores.
2. Overall, our students in science are in the Yellow indicator.
3. Our students overall performed above both the State average in science. This proves our MTSS and STEAM programs are working and should continue.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Orange	No Performance Color
43.3 making progress.	making progress.
Number Students: 30 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
20%	36.7%	0%	43.3%

Conclusions based on this data:

1. According to the 2023–2024 data, 84.8% of our students either maintained their ELPI level or progressed one level. This represented a significant increase from the year prior, demonstrating that our English Learners benefited from strategic interventions and targeted test preparation for the ELP.
   2025 Fall California School Dashboard indicates that our English Learner Progress indicator has shifted to the Orange performance category, with 43.3% of English Learners actively making progress toward English language proficiency. This recent shift highlights that while our historical strategies provided a strong foundation for maintaining levels, intensive and targeted language support must remain an urgent priority. We will continue to prioritize designated English Language Development (ELD) during MTSS blocks and align our schoolwide interventions to directly support academic language acquisition.
2. At Kingsbury, 43.3% of students increased a level. Supporting English Learners and strengthening language acquisition will continue to be a major focus for the 2026–2027 school year. Kingsbury Elementary will continue strengthening designated and integrated ELD instruction through standards aligned instruction, grade level collaboration, academic discussions, and WICOR strategies, targeted intervention supports, and differentiated instruction across content areas. Teachers will continue using ELPAC, CAASPP, STAR, and classroom data to monitor student progress and provide targeted supports based on student needs. Additional professional development and instructional support will continue to focus on strategies that strengthen reading, writing, listening, and speaking skills to support both language acquisition and academic achievement for English Learners.

3. Our students overall performed within the State average in English Learner Progress. This proves our English Learner interventions are working and these strategies should continue within the classroom for teachers with English Learners school wide.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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

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

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

All Students	English Learners	Long-Term English Learners
 Red	 Red	
22.8% Chronically Absent	31.7% Chronically Absent	
Maintained -0.3	Increased 11.3	
543 Students	41 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	52.4% Chronically Absent	28.4% Chronically Absent
7 Students	Declined 8.5	Increased 0.5
	21 Students	352 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
32.7% Chronically Absent	34.5% Chronically Absent	0 Students
Increased 2.6	Declined 4.6	
150 Students	29 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Red
0% Chronically Absent	Fewer than 11 students - No Data for Privacy	26.8% Chronically Absent
Declined 15	6 Students	Increased 0.8
21 Students		336 Students

Two or More Races	Pacific Islander	White
 Red	 No Performance Color	 Yellow
21.2% Chronically Absent	0 Students	13.6% Chronically Absent
Increased 1.9		Declined 0.7
33 Students		118 Students

Conclusions based on this data:

1. Kingsbury's attendance needs to improve in all student groups as well as overall. Chronic absenteeism among English Learners is in the Red indicator. Homeless, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students With Disabilities are in the Red level. White students are in the Yellow level. This is addressed in the SPSA through counselor activities and attendance incentives with a focus in these subgroups.
2. Our students overall performed below the State average and District averages in chronic attendance. A plan to address attendance at Back to School night with parents, along with school wide incentives for increasing attendance throughout the year will be implemented.
3. Weekly meetings between counselor, administration, and attendance clerks will continue. At these meetings students are targeted for positive plans for increasing attendance and home visits are scheduled for those students not improving. RISE packets will automatically be sent for students missing multiple days to keep students up academically, as well as recover attendance. Administration will continue to plan school wide attendance incentives to increase attendance.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	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	 Orange	
2.2% suspended at least one day	2.4% suspended at least one day	
Declined 0.8%	Increased 2.4%	
554 Students	41 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	0% suspended at least one day	2.5% suspended at least one day
7 Students	Maintained 0%	Declined 1.2%
	21 Students	357 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
5.2% suspended at least one day	6.5% suspended at least one day	0 Students
Declined 1.2%	Declined 6%	
153 Students	31 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	2.9% suspended at least one day
Declined 4.8%	6 Students	Increased 0.8%
22 Students		342 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Blue
0% suspended at least one day	0 Students	0% suspended at least one day
Declined 3.1%		Declined 3.5%
33 Students		120 Students

Conclusions based on this data:

1. According to the 2025 Fall California School Dashboard data, our highest suspended significant student groups have shifted, with our English Learner and Hispanic student groups now performing in the Orange indicator level. Our White, Socioeconomically Disadvantaged, and Two or More Races student groups successfully reduced their suspension footprints. Students with Disabilities represent our next specific focus group, remaining stable in the Yellow indicator level.
   Strategic PBIS supports and restorative lessons will be implemented across our specialized programs—specifically within our behavior intervention and UP Program (SDC)—to actively decrease the number of suspensions within these student groups. Providing expanded Positive Behavior Intervention Supports training for Special Education Teachers and their instructional paraprofessionals will remain a central strategy to continue lowering these percentages and maximizing in-class instructional minutes.
2. Kingsbury's suspension rate among students with disabilities has decreased since the previous year. This is due to the efforts of administration and counselors implementing Second Step lessons in the special education classrooms and administrators providing restorative practices and other means of correction in the behavior intervention classrooms.
3. Overall, suspensions have decreased for All Student groups.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Positive School Culture
Foster a highly engaging, safe, and inclusive school culture by implementing comprehensive Positive Behavioral Interventions and Supports (PBIS) and Social-Emotional Learning (SEL). This goal explicitly targets eliminating chronic absenteeism, especially for our Homeless, Students with Disabilities, and English Learner populations and lowering suspension rates for our Hispanic and English Learner subgroups to ensure equitable engagement and connectedness for all.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to school programs, activities, and tiered social-emotional and behavioral supports. These supports will foster a sense of connectedness, especially for English Learners (EL), Foster Youth (FY), African American Students, student experiencing homelessness, Low Income students (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

Identified Need

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

The Kingsbury Community believes students at Kingsbury Elementary will be ensured an education in a safe, and secure learning environment by highly qualified teachers who implement SEL and PBIS in their daily instruction.

Students that are English Learners, students with disabilities, or socioeconomically disadvantaged students make up a large portion of our Chronic Absentee students. There has been an increase in chronic absenteeism with our English Learner student population from last year to this year.

PBIS and positive culture activities has led to a decrease in discipline referrals and suspensions. These activities have also led to an increase in attendance for almost all student groups.

English Learners are in the Red indicator level on the Dashboard. This student group is in need of additional supports to increase attendance in order to see a decrease in chronic absenteeism..

LCFF State Priorities 1 - Basic Services, 3 - Parent Involvement, 5 - Student Engagement, 6 - School Climate, 7 - Course Access, 8 - Student Outcomes and 10-Foster Youth

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A - Attendance Rate Percentage of students who were present Source: District Analysis	Spring 2025 All -- 76.9% Black -- 60.9% Asian -- 85% Hispanic -- 74% White -- 85.7% Two or More Races -- 80.6% Socioeconomically disadvantaged -- 72.1% English Learner -- 79.6% Homeless Youth -- 39.1% Students with Disabilities -- 69.9%	Kingsbury's attendance rate among all student groups should increase at least 10%. All -- 86.9% Black -- 70.9% Asian -- 95% Hispanic -- 84% White -- 95.7% Two or More Races -- 94.3% Socioeconomically disadvantaged -- 82.1% English Learner -- 89.6% Homeless Youth -- 49.1% Students with Disabilities -- 79.9%
1B Chronic Absenteeism Rate: Percentage of students in grades K-5 who were absent for 10% or more of the total instructional days, by student groups. Source: California School Dashboard	2025 CA Dashboard ALL | 22.8% Hispanic | 26.8% Asian | 15% Black | 34.5% White | 13.6% Two or More Races | 21.2% English Learner | 31.7 % Homeless Youth | 52.4% Socioeconomically Disadvantaged | 28.4% Students with Disabilities | 32.7%	Kingsbury's chronic absenteeism rate should at minimum decrease by 3% in all subgroups and decrease by 5% for our English Learners, Hispanic, Homeless, and Socioeconomically disadvantaged student groups. ALL | 20.1% Hispanic | 23% Black | 34.1% White | 11.3% English Learner | 15.4% Homeless Youth | 55.9% Socioeconomically Disadvantaged | 24.9%% Students with Disabilities | 27.1%
1C Suspension Rate: Percentage of students suspended 1 or more times during the school year by student group. Source: California School Dashboard	2025 CA Dashboard ALL | 2.2% Hispanic | 2.9% African American| 6.5% Asian | 0% White | 0% English Learner | 2.4% Socioeconomically Disadvantaged | 2.5% Students with Disabilities | 5.2%	Kingsbury's overall suspension rate will decrease by 1% among all student groups and decrease by 2% for our White and socioeconomically disadvantaged, and two or more races student subgroups since they were in the orange indicator level. ALL | 2% Hispanic | 1.1% Black | 11.5% Asian | 3.8% White | 1.5% English Learner | 0%

		Socioeconomically Disadvantaged | 1.7 % Students with Disabilities | 5.5%
1D School Climate Survey: Number of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management. Source: Local Climate Survey	Kelvin survey in September 2024 Overall Favorable rating - 64 out of 119 student responses stated that they felt like they belonged and felt included in activities. This was only 54% of students who took the survey.	Kingsbury staff will continue to help encourage students to take the survey when prompted in the hopes that more participation will increase the overall participation rate at the next survey.
1E SEL/Positive Behavior Systems (TFI/Self Survey)/SWIS: measurement tool used was data from the TFI walk in April 2025. Source: Local Survey	April 2026 Overall Percent of Staff's knowledge of the schoolwide PBIS Expectations was 92.86%. Overall Percent of Student's knowledge of the schoolwide PBIS Expectations was 100%.	Kingsbury's PBIS team met a schoolwide goal of earning Gold in the 25-26 school year as there were multiple administrative changes fro the 25-26 school year. 100% of staff were knowledgeable of the schoolwide PBIS Expectations. 92.28% of students were knowledgeable and could state our schoolwide PBIS Expectations. Our goal for the 26-27 school year is to return to Platinum Status.
1F School Connectedness/Visual and Performing Arts Enrollment: Percentage of students participating in Visual and Performing Arts. Source: District Analysis		Spring of 2027 Increase by 3 percent 53%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Kingsbury will support students and staff in integrating Social Emotional Learning (SEL) into the typical classroom day. All students will have access to SEL curriculum and supplemental materials. Kingsbury will promote a positive school climate and encourage positive student behaviors. The development of this strategy will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance with a focus on English Learners as well as provide hygiene items when needed.	English Learners	1000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)
1.2	Kingsbury will promote a positive school climate and encourage positive student behaviors. All students will learn and be able to apply the four PBIS Expectations to: Be Respectful, Be Responsible, Be Safe, and Be Kind .The development of this strategy will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance and decrease discipline referrals and suspensions.	All students	2000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 15,000 LCAP - Supplemental & Concentration Grant (LCAP)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Personnel: An additional campus monitor trained in PBIS will support students on the playground during non-classroom time. This campus monitor will also be a part of our site PBIS team representing the classified staff. Classified hourly may be needed.		Personnel (1000-3999)
1.3	Kingsbury will promote a positive school climate and encourage positive student behaviors among socioeconomically disadvantaged students, White students, and students of two or more races. These student groups fell to the orange performance indicator. Counselors will provide in person lessons to teach the four PBIS Expectations to: Be Respectful, Be Responsible, Be Safe, and Be Kind as well as lessons to work through conflict in all classrooms. If needed we willl work with translators for students that may need the information in their home language LCAP funds will be used to purchase incentives to increase positive behavior for these student groups.	Socioeconomically disadvantaged students; White students; Two or more races	2400 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)
1.4	Kingsbury will further the District's EMPOWER vision. Family engagement events will help families feel a sense of connectedness within the school community. This will increase student engagement in all student groups and have a positive impact on attendance and chronic absenteeism. Due to a decrease in participation with focus on English Learner parents and parents of Black students, funds will be focused on targeting these two student groups. LCAP funded: Supplies and materials for Family Engagement Translators Additional staff compensation (i.e. translators, child care, language line) Title 1 funded: Supplies, refreshments and consultant fees for parent events.	All Students	2300 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 4000 Title I Non-Personnel (4000-7439) 1000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) 1269 Title I Parent Involvement Non-Personnel (4000-7439)

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Kingsbury will continue to allocate funds for PBIS incentives, attendance incentives, and funds towards implementation of SEL activities and supplies for counselors. Data shows that incentives for PBIS and attendance have a positive impact

on overall improvement in behavior and attendance. This increase promotes a positive school culture. Focus on attendance will be targeting our English Learners who fell into the Orange performance indicator for the 26-27 school year.

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

Our budgeted expenditures were successfully executed to maximize student support. Notably, funding to supplement personnel for PBIS support and implementation was highly effective, proudly recognizing our school as PBIS Gold status and successfully driving our schoolwide suspension rate down into the Green indicator at an impressive 2.2%. Core academic funds also successfully supported our strong student growth in ELA and math.

Moving forward, we are excited to expand these successful PBIS strategies and attendance incentives. We will intentionally focus our proven Gold-level resources and shared counselor to better support the unique needs of our English Learners, Hispanic students, and Students with Disabilities, ensuring every student group benefits from our positive campus culture and thrives both behaviorally and academically.

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

According to the latest 2025 Fall Dashboard, our White, Socioeconomically Disadvantaged, and Two or More Races student groups successfully reduced their suspension rates. This year, the student groups showing the highest need are our English Learner and Hispanic student groups, who are currently in the Orange indicator level. The additional funds to support positive behavior intervention will be strategically allocated toward these groups for this upcoming year in Goal 1.3

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Tiered Academic Support
Accelerate academic achievement and college/career readiness for all students through rigorous, standards-aligned Tier 1 instruction and data-driven Tier 2/Tier 3 interventions. This goal explicitly focuses on closing profound proficiency gaps in Mathematics and English Language Arts for our Socioeconomically Disadvantaged, Hispanic, and Students with Disabilities subgroups through targeted tutoring, extended learning opportunities (STEAM), and specialized staff professional development.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will progress towards meeting standards in academics through tiered supports and services.

Identified Need

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

The Kingsbury Community believes students at Kingsbury Elementary must be ensured an education in a safe, and secure learning environment by highly qualified teachers who implement the state adopted standards using the state adopted curriculum and individualize instruction to best meet the needs of every individual student. Due to a schoolwide decline in CAASPP scores in both ELA and Math, our focus will be on increasing academic support for all students with a focus on Students identified as Socioeconomically Disadvantaged, Hispanic, and Students with Disabilities.

In order to support the RUSD 2025 vision, it is the duty of each school site to ensure that all students participate in a high quality instructional program that will be reflected in an increase in the percentage of students that meet or exceed the standard as measured by the CAASPP administered each spring and/or District Benchmark testing. In addition, the percentage of students meeting or exceeding the standard on the CAASPP at Kingsbury will be competitive with RUSD and other similar schools within the District and the State.

Students identified as Socioeconomically Disadvantaged, Hispanic, and Students with Disabilities perform in the low and very low achievement levels on the CAASPP English Language Arts and Math.

LCFF State Priorities 1 - Basic Services, 2 - Implementation of State Standards, 4-Student Achievement, 5 - Student Engagement, 6 - School Climate, 7 - Course Access, 8 - Student Outcomes and 10-Foster Youth.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	2025 CA School Dashboard (points from standard) ALL: -10.1 Hispanic: -18.6 White: +34.4 Socioeconomically Disadvantaged: -32.4 Students with Disabilities: -58.0	ELA (points from standard) ALL | -5 Hispanic | -10 White | -10 Socioeconomically Disadvantaged | -20 Students with Disabilities | -50
2B Mathematics State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	2025 CA School Dashboard (points from standard) ALL | -41.3 Hispanic | -56 White | -2.1 Socioeconomically Disadvantaged | -52.7 Students with Disabilities | -78.8	Math (points from standard) ALL | -20 Hispanic | -30 White | 0 Socioeconomically Disadvantaged | -33.5 Students with Disabilities | -70
2C California Science Test (CAST) Average distance from standard met on CAST Grade 5 student group. Source: CDE Dataquest Reporting	2025 CA School Dashboard (points from standard) ALL | -4.6 EL | NA Socioeconomically Disadvantaged | -6.3 SWD | 0.1 Hispanic | -1.4 White | -0.5	CAST ALL | 0 EL | 0 Socioeconomically Disadvantaged | -3 SWD | -15 Hispanic | -5 White | 0
2D English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC). Source: California School Dashboard	2025 CA School Dashboard 43.3%	Kingsbury will provide support to English Learners to increase the percent of English Learners making progress towards proficiency on the ELPAC. 60%
2E STAR Assessment (English/Reading) Source: Internal District Reporting	STAR Reading April 2025 (Proficiency) African American – 41.18% Asian – 40% Hispanic – 41.48% Two or More Races – 18.75% White – 13.51% EL – 76% SWD – 63.16% 1st Grade – 44.6% 2nd Grade – 45.8% 3rd Grade – 53.4% 4th Grade – 40.5% 5th Grade – 60.7%	Kingsbury will continue to provide instructional support in the area of ELA to help students increase their scores on the STAR assessments. African American – 51.18% Asian – 50% Hispanic – 51.48% Two or More Races – 28.75% White – 23.51% EL – 86% SWD – 73.16% 1st Grade – 54.6% 2nd Grade – 55.8%

		3rd Grade – 63.4% 4th Grade – 50.5% 5th Grade – 70.7%
2F STAR Assessment (Mathematics) Source: Internal District Reporting	STAR Math April 2025 (Proficiency) African American – 50% Asian – 20% Hispanic – 36.75% Two or More Races –29.41% White – 13.51% EL – 57.69% SWD – 53.25% 1st Grade – 53% 2nd Grade – 45.2% 3rd Grade – 35.2% 4th Grade – 35.5% 5th Grade – 21.3%	Kingsbury will continue to provide instructional support in the area of Math to help students increase their scores on the STAR assessments. African American – 60% Asian – 30% Hispanic – 46.75% Two or More Races –39.41% White – 23.51% EL – 67.69% SWD – 63.25% 1st Grade – 63% 2nd Grade – 55.2% 3rd Grade – 45.2% 4th Grade – 45.5% 5th Grade – 31.3%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Kingsbury will provide Best First Instruction that focuses on instructional strategies and materials that support all students. This will be done through a range of supports to teachers for implementation of state standards and supplemental activities, including but not limited to materials, furniture for small group instruction, personnel, extended learning opportunities, including field trips, and professional development. The effectiveness of this strategy will be measured by an increase in state assessment scores and student grade marks. There is a schoolwide focus on targeted supports for all student groups due to Kingsbury's academic decline in CAASPP ELA (-9.82) and Math (-6.89). LCAP funded: Site licenses (i.e. Go Guardian, 5 Star) Supplemental Instructional supplies Professional development opportunities such as Solution Tree PLC and other instructional based professional development opportunities. Hourly compensation for staff Field trips Furniture/flexible seating for small group instruction Title 1 funded: Site licenses (i.e Renaissance Accelerated Reader, Nearpod) Supplemental intervention supplies Professional development opportunities Hourly compensation for staff	All students	19774 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 10,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) 17,252 Title I Non-Personnel (4000-7439) 6748 Title I Personnel (1000-3999) 7000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Substitute coverage for professional development		
2.2	Kingsbury will provide support for students, and professional development for teachers, in order to integrate the STEAM lab and STEAM activities into the classroom curriculum. STEAM is a pedagogy in which the application of knowledge and skills are integrated through projects and/or problems focused on learning objectives tied to the development of college and career readiness. Successful implementation of the STEAM lab is measured by student and teacher engagement and participation, student learning outcomes, and real world application of knowledge and schoolwide impact. LCAP funded - STEAM lab supplies/materials Kingsbury will support a part time intervention teacher in order to assist students and teachers in integrating the STEAM lab and STEAM activities into the classroom curriculum. This strategy is principally aimed toward meeting the needs of EL, FY, HY, LI, and SWD (but will impact all) students, to increase engagement and higher-level understanding of mathematical standards as measured by growth on the Math Local assessments. Title 1 funded - hourly part time teacher for STEAM lab	All students	1500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 22,000 Title I Personnel (1000-3999)
2.3	Kingsbury may support all students with opportunities for afterschool enrichment and intervention support. LCAP funded - afterschool extended learning opportunities afterschool materials/supplies for extended learning hourly compensation for staff for afterschool extended learning opportunities	All Students	2000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 3726 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999)
2.4	Kingsbury will support all students struggling with math and language arts to increase achievement and engagement. Achievement scores show gaps in the learning of Hispanic, Socioeconomically disadvantaged, and Students with Disabilities. Through this strategy, students, specifically those named, will demonstrate increased student achievement in Math and English Language Arts as measured by local assessments. Math will work with Engage New York as well as the use of manipulatives in the STEAM Lab as well as materials for small group instruction.	Hispanic, Students with Disabilities, & Socioeconomically disadvantaged	22,000 Title I Personnel (1000-3999)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Title 1 funded - hourly part time teacher for intervention		
2.5	Kingsbury will support English Learners in order to improve the achievement and reclassification rates of English Learners. This strategy will result in an improvement in reclassification rates and increased student achievement for EL students in Math and English Language Arts as measured by local assessments (ELPAC). Title III Ellevation site license Professional Development (i.e. CABE conference) LCAP ELAC Representative Language Line Services Title 1 - additional intervention support for English learners	English Learners	5180 District Funded – Title III Non-Personnel (4000-7439) 2100 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) ELAC representative 6000 Title I Personnel (1000-3999)

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Kingsbury provided strategic intervention for English Learners to provide support in preparation of the students taking district required assessments including CAASPP and ELPAC. Opportunities for intervention support to help prepare English Learners before taking the ELPAC was provided and will be provided again this year for teh 26-27 school year.

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

Kingsbury will increase funds to provide additional opportunities for extended learning and intervention for students for the 26-27 school year.

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

Kingsbury will continue to have a part time hourly intervention teacher.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$154,249.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$78,000.00
Title I Parent Involvement	$1,269.00

Subtotal of additional federal funds included for this school: $79,269.00

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

State or Local Programs	Allocation ($)
District Funded – Title III	$5,180.00
LCAP - Supplemental & Concentration Grant (LCAP)	$69,800.00

Subtotal of state or local funds included for this school: $74,980.00

Total of federal, state, and/or local funds for this school: $154,249.00

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 – Title III	5,180.00
LCAP - Supplemental & Concentration Grant (LCAP)	69,800.00
Title I	78,000.00
Title I Parent Involvement	1,269.00

Expenditures by Budget Reference

Budget Reference	Amount
Non-Personnel (4000-7439)	65,675.00
Personnel (1000-3999)	88,574.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Non-Personnel (4000-7439)	District Funded – Title III	5,180.00
Non-Personnel (4000-7439)	LCAP - Supplemental & Concentration Grant (LCAP)	37,974.00
Personnel (1000-3999)	LCAP - Supplemental & Concentration Grant (LCAP)	31,826.00
Non-Personnel (4000-7439)	Title I	21,252.00
Personnel (1000-3999)	Title I	56,748.00
Non-Personnel (4000-7439)	Title I Parent Involvement	1,269.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	28,969.00
Goal 2	125,280.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

3 Secondary Students

Name of Members	Role
Jeff Wray	Principal
Samantha Cracchiolo	Classroom Teacher
Yvette Jorgensen	Classroom Teacher
Debra Middendorf	Classroom Teacher
Jessica Pooley	Other School Staff
Shannon Bailey	Parent or Community Member
Maggie Rojas	Parent or Community Member
Leslie Anderson	Parent or Community Member
Jessica Pooley	Other School Staff
Melissa Anderson	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	Other: School PLan for Student Achievement (SPSA)

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 28, 2026.

Attested:



Principal, Jeff Wray on 5/28/26

SSC Chairperson, Nicole Bell on 5/28/26

Kingsbury Elementary School

School Site Council Sign In

Meeting Date: May 28, 2026 Time: 2:30pm

Name	Position	Signature
Jeff Wray	Principal	
Nicole Bell	Classified	
Jessica Pooley	Classified	
Melissa Anderson	Certificated	
Sam Cracchiolo	Certificated	
Shannon Bailey	Parent	
Lea Anderson	Parent	
Maggie Rojas	Parent	

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lugonia Elementary School	36-67843-6036537	May 28, 2026	July 21, 2026

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Lugonia Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Lugonia Elementary is identified as ATSI in Chronic Absenteeism for African American students, English Learners, and Homeless Youth. Suspension Rates for Students with Disabilities, and ELA and Math for Students with Disabilities

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page 1
Table of Contents....2
Plan Description....3
Educational Partner Involvement....3
Comprehensive Needs Assessment Components 4
    California School Dashboard (Dashboard) Indicators....4
    Other Needs....4
School and Student Performance Data 6
    Student Enrollment....6
    CAASPP Results....9
    ELPAC Results 13
    Student Population....17
    Overall Performance 19
    Academic Performance....21
    Academic Engagement....28
    Conditions & Climate....30
Goals, Strategies, & Proposed Expenditures....32
    Goal 1....32
    Goal 2....40
Budget Summary 49
    Budget Summary 49
    Other Federal, State, and Local Funds 49
Budgeted Funds and Expenditures in this Plan 50
    Funds Budgeted to the School by Funding Source....50
    Expenditures by Funding Source 50
    Expenditures by Budget Reference 50
    Expenditures by Budget Reference and Funding Source 50
    Expenditures by Goal....50
School Site Council Membership 51
Recommendations and Assurances 52

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Lugonia Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Lugonia Elementary is identified as ATSI in Chronic Absenteeism for African American students, English Learners, and Homeless Youth. Suspension Rates for Students with Disabilities, and ELA and Math for Students with Disabilities

This School Plan for Student Achievement is based on a review of state and local data, including CAASPP, ELPAC, California Dashboard indicators, STAR assessments, attendance data, behavior data, and input from educational partners. Lugonia Elementary is identified for ATSI in Chronic Absenteeism for African American students, English Learners, and Homeless Youth; Suspension Rates for Students with Disabilities; and English Language Arts and Mathematics for Students with Disabilities.

According to the 2025 California Dashboard, Students with Disabilities are performing in the Red performance level in both English Language Arts and Mathematics. Chronic absenteeism data also indicates African American students, English Learners, Homeless Youth, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities continue to experience disproportionately high rates of chronic absenteeism compared to the overall student population. Suspension data indicates Students with Disabilities and African American students continue to need additional behavioral and social emotional supports.

This plan addresses these areas through schoolwide systems and targeted supports for identified student groups. Lugonia will continue strengthening MTSS systems for academics and behavior through Tier I, Tier II, and Tier III supports, targeted interventions, instructional coaching, collaboration, attendance interventions, counseling supports, restorative practices, PBIS systems, and family engagement opportunities.

The school will continue focusing on improving student achievement in English Language Arts and Mathematics, reducing chronic absenteeism and suspension disparities, increasing student connectedness, and strengthening meaningful family engagement. LCAP, Title I, Title III, and Title I Parent Involvement funds will be used to support instruction, intervention, professional development, student supports, family engagement, and schoolwide systems aligned to identified needs.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The development of the SPSA included input from certificated staff, classified staff, families, School Site Council, ELAC, PTA, Guiding Coalition, and site leadership. Staff participated in collaborative planning and data analysis throughout the SPSA development process. Data reviewed included CAASPP, ELPAC, California Dashboard indicators, STAR Reading and Math, attendance data, behavior data, and local assessment data.

The School Site Council reviewed student data, survey results, identified needs, proposed goals, and budget priorities. SSC members provided input on resource allocation and alignment of SPSA actions to student outcomes. ELAC provided input specific to the needs of English Learners, including language development, academic supports, communication, and family engagement.

Family input was collected through the schoolwide Needs Assessment Survey shared through ParentSquare and the weekly school newsletter. Families provided feedback on school communication, student support, school programs, family events, and areas for growth. Survey results showed strengths in communication and participation in school events, and continued need for academic-focused family engagement and support for student learning at home.

PTA and other family groups provided ongoing input through collaboration with school leadership and support of school events. Input from all educational partners was considered in the development of the SPSA to ensure the plan reflects the needs and priorities of the Lugonia school community.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

A review of state and local data, including CAASPP, ELPAC, CA Dashboard indicators, and local assessment data such as STAR Reading and Math, indicates that the greatest areas of need are academic achievement in English Language Arts and Mathematics, chronic absenteeism, and suspension rates for identified student groups. English Language Arts and Mathematics performance remain in the Red on the California Dashboard. STAR Reading increased from 30% to 36.6% and STAR Math increased from 25% to 40%, indicating growth; however, overall proficiency remains below desired levels. Students with Disabilities demonstrate the greatest need and are identified for Additional Targeted Support and Improvement (ATSI) in both ELA and Math. English Learners continue to require support in language development and access to grade-level instruction.

Chronic absenteeism remains the most significant area of need, with a rate of 39.9%. African American students, English Learners, and Homeless Youth are identified for ATSI in Chronic Absenteeism. Suspension rates increased during the school year, particularly for Students with Disabilities, who are identified for ATSI in Suspension. While recent data shows a decrease in behavior referrals, continued focus is needed to ensure consistent implementation of behavior supports, restorative practices, PBIS systems, counseling supports, de-escalation strategies, and culturally responsive interventions. Family engagement data indicates strong participation in school events and consistent communication; however, participation in academic focused engagement opportunities and ELAC remains an area for growth.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Students with Disabilities are performing below the "All Students" group in both English Language Arts and Mathematics and are identified for ATSI in both content areas. Students with Disabilities continue performing significantly below standard, particularly in Mathematics. English Learners also demonstrate performance gaps in academic achievement and language development. African American students are disproportionately impacted by chronic absenteeism, and Students with Disabilities are disproportionately represented in suspension data.

To address these gaps, the school will continue focusing on strengthening Tier I instruction, increasing access to grade-level standards, and providing targeted intervention through MTSS. Professional development will continue focusing on differentiated instruction, small group instruction, culturally responsive practices, de-escalation strategies, play based instructional approaches, and strategies to support Students with Disabilities and English Learners. CORE ELA and Mathematics coaching, ELLevation software, ELPAC supports, intervention systems, and targeted small group instruction will continue supporting ATSI identified student groups.

Other Needs

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

Chronic absenteeism remains a significant need despite the implementation of schoolwide systems. Weekly Attendance Huddles have been implemented, led by the Assistant Principal, to review attendance data, monitor chronic absenteeism, identify students in need of support, and develop intervention plans. The team includes the Assistant Principal, counselor, office clerk, ELOP program specialist, and a rotating general education teacher.

The school counselor provides Tier II and Tier III supports, including attendance incentives, mentoring opportunities, counseling supports, and weekly student check-ins. Teachers support attendance efforts through communication with families regarding attendance trends. Additional supports, including monthly Saturday attendance recovery opportunities, transportation assistance coordination, hygiene and clothing supports, and community resource connections, will continue supporting students experiencing chronic absenteeism and barriers to attendance.

Suspension data indicates a continued need to strengthen PBIS systems, restorative practices, relationship building strategies, and culturally responsive behavior supports to ensure consistent implementation across classrooms. Additional focus will continue supporting African American students and Students with Disabilities through targeted behavioral supports, counseling services, and proactive interventions.

While family engagement remains strong in school events and communication, there is continued need to increase participation in academic focused engagement opportunities and ELAC. Lugonia will continue strengthening multilingual communication systems, Language Line supports, EL Representative outreach, academic family engagement opportunities, and family participation connected to student achievement and attendance.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Lugonia Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.17%	0.38%	0.18%	1	2	1
African American	10.90%	7.78%	8.33%	63	41	46
Asian	5.02%	5.88%	5.98%	29	31	33
Filipino	0.87%	0.76%	0.91%	5	4	5
Hispanic/Latino	73.01%	76.28%	74.82%	422	402	413
Pacific Islander	0.17%	%	0.36%	1		2
White	3.81%	3.61%	3.08%	22	19	17
Two or More Races	5.54%	4.36%	3.99%	32	23	22
Not Reported	0.52%	0.95%	2.36%		5	13
			Total Enrollment	578	527	552

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		40	40
Kindergarten	70		69
Grade 1	72		84
Grade 2	92		78
Grade3	87		77
Grade 4	94		111
Grade 5	117		93
Total Enrollment	578		552

Conclusions based on this data:

1. Overall, Lugonia's enrollment within student subgroups has remained relatively consistent over the past three school years. Hispanic/Latino students continue to make up the largest student group at 74.82% of enrollment, followed by African American students at 8.33% and Asian students at 5.98%. Enrollment increased from 527 students in 2024–2025 to 552 students projected for 2025–2026. Transitional Kindergarten enrollment remains stable, and Grade 4 currently reflects the largest projected grade level enrollment. The school will continue

monitoring enrollment trends, including intra/inter-district transfers and grade level balances, to support staffing and program needs.

2. Based on the current 2025–2026 enrollment projections, Lugonia Elementary is projected to increase overall student enrollment from the previous school year. Due to the increase in enrollment, staffing and resource allocations will continue to be reviewed to ensure class sizes, intervention supports, and student services meet the needs of the school population.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	94	80	90	16.3%	15.2%	16.3%
Fluent English Proficient (FEP)	26	22	20	4.5%	4.2%	3.6%

Conclusions based on this data:

1. The number of English Learners at Lugonia Elementary increased from 80 students in 2024–2025 to 90 students projected for 2025–2026, increasing from 15.2% to 16.3% of the overall student population. While the number of Fluent English Proficient (FEP) students slightly decreased, supporting English Learners through designated and integrated ELD instruction will continue to be a major focus area. The school will continue strengthening language acquisition, academic vocabulary, and intervention supports to increase student achievement and English proficiency.
2. Professional development, instructional coaching, and designated ELD instructional time will continue to be prioritized to support English Learners in language acquisition and academic achievement. Additional focus will be placed on monitoring student progress through ELPAC, CAASPP, local assessment data, and classroom performance to support reclassification opportunities and ensure English Learners receive targeted academic and language supports throughout the school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	88	89	108	85	88	104	85	88	104	96.6	98.9	96.3
Grade 4	112	96	91	110	92	88	110	92	88	98.2	95.8	96.7
Grade 5	99	116	92	99	113	92	99	113	92	100.0	97.4	100
All Grades	299	301	291	294	293	284	294	293	284	98.3	97.3	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2343.	2358.	2382.	5.88	4.55	11.54	15.29	12.50	16.35	20.00	23.86	27.88	58.82	59.09	44.23
Grade 4	2391.	2400.	2427.	8.18	8.70	13.64	12.73	10.87	17.05	16.36	23.91	26.14	62.73	56.52	43.18
Grade 5	2454.	2446.	2460.	14.14	9.73	7.61	21.21	23.89	25.00	21.21	15.04	23.91	43.43	51.33	43.48
All Grades	N/A	N/A	N/A	9.52	7.85	10.92	16.33	16.38	19.37	19.05	20.48	26.06	55.10	55.29	43.66

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	7.14	4.55	9.62	50.00	65.91	61.54	42.86	29.55	28.85
Grade 4	8.18	4.35	14.77	55.45	58.70	60.23	36.36	36.96	25.00
Grade 5	8.08	7.08	7.61	57.58	59.29	64.13	34.34	33.63	28.26
All Grades	7.85	5.46	10.56	54.61	61.09	61.97	37.54	33.45	27.46

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	4.76	2.27	8.65	36.90	42.05	51.92	58.33	55.68	39.42
Grade 4	1.82	2.17	4.55	41.82	48.91	53.41	56.36	48.91	42.05
Grade 5	13.13	7.96	9.78	46.46	49.56	59.78	40.40	42.48	30.43
All Grades	6.48	4.44	7.75	41.98	47.10	54.93	51.54	48.46	37.32

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	2.38	9.09	9.62	73.81	75.00	68.27	23.81	15.91	22.12
Grade 4	9.09	5.43	6.82	59.09	75.00	72.73	31.82	19.57	20.45
Grade 5	10.10	7.08	5.43	68.69	66.37	73.91	21.21	26.55	20.65
All Grades	7.51	7.17	7.39	66.55	71.67	71.48	25.94	21.16	21.13

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	5.88	4.55	4.81	54.12	68.18	70.19	40.00	27.27	25.00
Grade 4	5.45	8.70	9.09	52.73	63.04	67.05	41.82	28.26	23.86
Grade 5	12.12	8.85	10.87	61.62	60.18	59.78	26.26	30.97	29.35
All Grades	7.82	7.51	8.10	56.12	63.48	65.85	36.05	29.01	26.06

Conclusions based on this data:

1. CAASPP English Language Arts data indicates continued growth across multiple grade levels and performance areas during the 2024–2025 school year. Overall participation rates remained high across grades 3–5, with 97.6% of enrolled students participating in testing. Overall ELA performance improved, with the percentage of students scoring Standard Exceeded increasing from 7.85% to 10.58%, and the percentage of students scoring Below Standard decreasing from 33.45% to 27.46%. Writing, Listening, and Research/Inquiry data also demonstrated growth in students performing at or near standard. Over the past two school years, Lugonia Elementary has also participated in writing coaching and professional development to strengthen instructional practices and writing instruction schoolwide. Despite these gains, data continues to indicate a need for targeted support in foundational literacy skills, writing, academic vocabulary, comprehension, and language development, particularly for Students with Disabilities, English Learners, and students performing below grade level standards.

2. Improving student achievement in English Language Arts will continue to be a major focus for the 2025–2026 school year. Lugonia Elementary will continue strengthening Tier I instruction through standards aligned instruction, PLC collaboration, AVID and WICOR strategies, writing across content areas, academic discourse, and targeted intervention supports. Designated and integrated ELD instruction, MTSS intervention groups, Benchmark instructional resources, instructional coaching, and professional development focused on literacy instruction will continue to support student growth. The school will also continue the final year of writing coaching support during the 2025–2026 school year to strengthen writing instruction and student achievement across grade levels. Additional supports and resources will continue to be prioritized for identified student groups, including English Learners, Students with Disabilities, and students performing below standard in ELA.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	88	89	108	84	89	107	84	89	107	95.5	100	99.1
Grade 4	112	96	91	109	93	89	109	93	89	97.3	96.9	97.8
Grade 5	99	116	92	98	115	92	98	115	92	99.0	99.1	100
All Grades	299	301	291	291	297	288	291	297	288	97.3	98.7	99

* 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	2364.	2376.	2386.	7.14	3.37	9.35	5.95	14.61	21.50	32.14	31.46	24.30	54.76	50.56	44.86
Grade 4	2395.	2400.	2418.	5.50	2.15	3.37	10.09	6.45	15.73	20.18	36.56	41.57	64.22	54.84	39.33
Grade 5	2433.	2416.	2426.	5.10	3.48	5.43	7.14	9.57	4.35	29.59	22.61	23.91	58.16	64.35	66.30
Grade 11															
All Grades	N/A	N/A	N/A	5.84	3.03	6.25	7.90	10.10	14.24	26.80	29.63	29.51	59.45	57.24	50.00

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	5.95	6.74	13.08	40.48	46.07	44.86	53.57	47.19	42.06
Grade 4	7.34	2.15	7.87	27.52	38.71	47.19	65.14	59.14	44.94
Grade 5	5.10	2.61	3.26	32.65	29.57	32.61	62.24	67.83	64.13
Grade 11									
All Grades	6.19	3.70	8.33	32.99	37.37	41.67	60.82	58.92	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	4.76	6.74	8.41	46.43	48.31	55.14	48.81	44.94	36.45
Grade 4	5.50	3.23	3.37	33.03	37.63	46.07	61.47	59.14	50.56
Grade 5	6.12	5.22	4.35	47.96	37.39	38.04	45.92	57.39	57.61
All Grades	5.50	5.05	5.56	41.92	40.74	46.88	52.58	54.21	47.57

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	5.95	2.25	7.48	51.19	67.42	56.07	42.86	30.34	36.45
Grade 4	5.50	6.45	4.49	40.37	48.39	62.92	54.13	45.16	32.58
Grade 5	5.10	2.61	4.35	57.14	52.17	39.13	37.76	45.22	56.52
All Grades	5.50	3.70	5.56	49.14	55.56	52.78	45.36	40.74	41.67

Conclusions based on this data:

1. CAASPP Mathematics data shows continued growth during the 2024–2025 school year, while also showing that mathematics continues to be an area of focus for Lugonia Elementary. Overall participation rates remained high across grades 3–5, with 99% of enrolled students participating in testing. Overall Mathematics performance improved, with the percentage of students scoring Standard Exceeded increasing from 3.03% to 6.25%, and the percentage of students scoring Below Standard decreasing from 57.24% to 50.00%. Concepts and Procedures, Problem Solving and Modeling/Data Analysis, and Communicating Reasoning data also showed growth in students performing at or near standard. While we are seeing growth, data continues to show a need for additional support in foundational math skills, mathematical reasoning, problem solving, and academic discussions, especially for English Learners, Students with Disabilities, and students performing below grade level standards.

2. Improving student achievement in Mathematics will continue to be a major focus for the 2026–2027 school year. Lugonia Elementary will continue strengthening Tier I mathematics instruction through standards aligned instruction, grade level collaboration, student discussion and reasoning, AVID and WICOR strategies, and targeted intervention supports. During the 2026–2027 school year, the school will also increase the focus on mathematics small groups and targeted intervention during the instructional day to better support student needs and close learning gaps. In addition, Lugonia Elementary will be adding mathematics coaching and additional professional development to strengthen instructional practices and improve student achievement across grade levels. Additional supports and resources will continue to be prioritized for identified student groups, including English Learners, Students with Disabilities, and students performing below standard in Mathematics.

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	1437.8	1383.2	1424.5	1455.3	1404.9	1442.6	1396.9	1332.5	1382.4	18	20	14
1	1450.2	*	1392.5	1470.2	*	1412.2	1429.7	*	1372.2	23	9	11
2	1460.4	1453.7	*	1481.2	1454.7	*	1438.9	1452.2	*	11	21	9
3	1454.6	1463.7	1478.0	1468.3	1480.5	1478.8	1440.4	1446.6	1476.8	13	15	24
4	1476.8	1485.5	1496.3	1482.4	1497.5	1508.7	1470.7	1473.1	1483.3	15	15	15
5	1531.8	1477.7	1531.7	1536.6	1478.0	1542.4	1526.4	1476.6	1520.5	14	21	12
All Grades										94	101	85

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	16.67	0.00	7.14	16.67	20.00	64.29	55.56	45.00	21.43	11.11	35.00	7.14	18	20	14
1	4.35	*	0.00	34.78	*	9.09	56.52	*	27.27	4.35	*	63.64	23	*	11
2	0.00	4.76	*	45.45	38.10	*	36.36	28.57	*	18.18	28.57	*	11	21	*
3	7.69	6.67	8.33	15.38	33.33	33.33	30.77	26.67	37.50	46.15	33.33	20.83	13	15	24
4	6.67	13.33	6.67	33.33	26.67	46.67	13.33	26.67	26.67	46.67	33.33	20.00	15	15	15
5	21.43	9.52	8.33	42.86	23.81	66.67	28.57	28.57	25.00	7.14	38.10	0.00	14	21	12
All Grades	9.57	5.94	5.88	30.85	29.70	44.71	39.36	30.69	29.41	20.21	33.66	20.00	94	101	85

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	27.78	0.00	14.29	27.78	35.00	64.29	38.89	45.00	14.29	5.56	20.00	7.14	18	20	14
1	17.39	*	9.09	52.17	*	27.27	30.43	*	18.18	0.00	*	45.45	23	*	11
2	27.27	4.76	*	36.36	52.38	*	36.36	14.29	*	0.00	28.57	*	11	21	*
3	7.69	33.33	29.17	46.15	33.33	37.50	38.46	13.33	16.67	7.69	20.00	16.67	13	15	24
4	26.67	33.33	46.67	26.67	46.67	33.33	33.33	13.33	6.67	13.33	6.67	13.33	15	15	15
5	42.86	23.81	66.67	57.14	33.33	25.00	0.00	23.81	8.33	0.00	19.05	0.00	14	21	12
All Grades	24.47	19.80	32.94	41.49	38.61	37.65	29.79	22.77	15.29	4.26	18.81	14.12	94	101	85

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	0.00	0.00	0.00	27.27	10.00	21.43	27.27	40.00	64.29	45.45	50.00	14.29	11	20	14
1	0.00	*	0.00	8.33	*	0.00	25.00	*	18.18	66.67	*	81.82	12	*	11
2	*	0.00	*	*	33.33	*	*	38.10	*	*	28.57	*	*	21	*
3	8.70	0.00	4.17	26.09	13.33	16.67	39.13	33.33	45.83	26.09	53.33	33.33	23	15	24
4	0.00	0.00	0.00	21.43	13.33	20.00	42.86	40.00	33.33	35.71	46.67	46.67	14	15	15
5	6.67	0.00	0.00	26.67	4.76	25.00	53.33	42.86	50.00	13.33	52.38	25.00	15	21	12
All Grades	5.32	0.00	1.18	14.89	13.86	16.47	42.55	37.62	45.88	37.23	48.51	36.47	94	101	85

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	33.33	0.00	21.43	55.56	60.00	57.14	11.11	40.00	21.43	18	20	14
1	47.83	*	9.09	52.17	*	45.45	0.00	*	45.45	23	*	11
2	36.36	14.29	*	54.55	76.19	*	9.09	9.52	*	11	21	*
3	7.69	26.67	16.67	76.92	46.67	45.83	15.38	26.67	37.50	13	15	24
4	0.00	26.67	33.33	80.00	60.00	60.00	20.00	13.33	6.67	15	15	15
5	21.43	9.52	25.00	64.29	71.43	75.00	14.29	19.05	0.00	14	21	12
All Grades	26.60	15.84	23.53	62.77	63.37	55.29	10.64	20.79	21.18	94	101	85

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	22.22	5.00	28.57	72.22	70.00	64.29	5.56	25.00	7.14	18	20	14
1	17.39	*	18.18	69.57	*	54.55	13.04	*	27.27	23	*	11
2	18.18	4.76	*	72.73	66.67	*	9.09	28.57	*	11	21	*
3	7.69	46.67	45.83	76.92	33.33	37.50	15.38	20.00	16.67	13	15	24
4	33.33	40.00	60.00	46.67	53.33	20.00	20.00	6.67	20.00	15	15	15
5	85.71	42.86	75.00	14.29	28.57	16.67	0.00	28.57	8.33	14	21	12
All Grades	29.79	26.73	44.71	59.57	51.49	41.18	10.64	21.78	14.12	94	101	85

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	11.11	5.00	0.00	66.67	55.00	85.71	22.22	40.00	14.29	18	20	14
1	8.70	*	0.00	43.48	*	9.09	47.83	*	90.91	23	*	11
2	9.09	0.00	*	54.55	66.67	*	36.36	33.33	*	11	21	*
3	0.00	0.00	4.17	41.67	40.00	41.67	58.33	60.00	54.17	12	15	24
4	0.00	0.00	0.00	46.67	53.33	53.33	53.33	46.67	46.67	15	15	15
5	21.43	0.00	0.00	50.00	38.10	75.00	28.57	61.90	25.00	14	21	12
All Grades	8.60	0.99	1.18	50.54	49.50	55.29	40.86	49.50	43.53	93	101	85

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	11.11	5.00	21.43	50.00	20.00	64.29	38.89	75.00	14.29	18	20	14
1	0.00	*	0.00	78.26	*	30.00	21.74	*	70.00	23	*	10
2	0.00	9.52	*	72.73	66.67	*	27.27	23.81	*	11	21	*
3	0.00	0.00	4.17	61.54	40.00	75.00	38.46	60.00	20.83	13	15	24
4	6.67	0.00	0.00	46.67	46.67	66.67	46.67	53.33	33.33	15	15	15
5	14.29	0.00	0.00	71.43	57.14	75.00	14.29	42.86	25.00	14	21	12
All Grades	5.32	2.97	4.76	63.83	46.53	64.29	30.85	50.50	30.95	94	101	84

Conclusions based on this data:

1. ELPAC data continues to show growth opportunities for English Learners at Lugonia Elementary across all language domains. During the 2024–2025 school year, 85 students participated in the ELPAC assessment. Overall data shows an increase in students performing at Level 3 and Level 4, while the percentage of students performing at Level 1 declined compared to previous years. Growth was also seen across the Listening, Speaking, Reading, and Writing domains, particularly in students performing in the Somewhat/Moderately Developed and Well Developed ranges. While progress continues to be made, data also indicates a continued need for targeted

language development support in academic vocabulary, writing, reading comprehension, speaking, and structured language practice, especially for students performing at Level 1 and Level 2.

2. Supporting English Learners and strengthening language acquisition will continue to be a major focus for the 2026–2027 school year. Lugonia Elementary will continue strengthening designated and integrated ELD instruction through standards aligned instruction, grade level collaboration, academic discussions, AVID and WICOR strategies, targeted intervention supports, and differentiated instruction across content areas. Teachers will continue using ELPAC, CAASPP, STAR, and classroom data to monitor student progress and provide targeted supports based on student needs. Additional professional development and instructional support will continue to focus on strategies that strengthen reading, writing, listening, and speaking skills to support both language acquisition and academic achievement for English Learners.

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**
527	**84.1%**	**15.2%**	**0.2%**
Total Number of Students enrolled in Lugonia Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	80	15.2%
Foster Youth	1	0.2%
Homeless	20	3.8%
Socioeconomically Disadvantaged	443	84.1%
Students with Disabilities	70	13.3%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	41	7.8%
American Indian	2	0.4%
Asian	31	5.9%
Filipino	4	0.8%
Hispanic	402	76.3%
Two or More Races	23	4.4%
Pacific Islander	0	0.0%
White	19	3.6%

Conclusions based on this data:

1. For the 2024–2025 school year, 84.1% of Lugonia Elementary students were identified as Socioeconomically Disadvantaged. In addition, 15.2% of students were identified as English Learners and 13.3% of students received

Special Education services. This data continues to show a high level of academic, behavioral, attendance, and social emotional needs across our student population. To support student success, Lugonia Elementary will continue prioritizing MTSS supports, intervention, PBIS, counseling services, attendance supports, and targeted academic instruction to meet the diverse needs of students.

2. Chronic absenteeism and social emotional supports will continue to be an area of focus during the 2026–2027 school year. Lugonia Elementary will continue implementing PBIS systems, restorative practices, attendance interventions, counseling supports, and Tier II and Tier III student supports to strengthen student engagement, school connectedness, and consistent attendance. The school will continue focusing on creating safe, welcoming classroom environments while increasing opportunities for relationship building, student support, and family engagement across the school community.

3. Hispanic students continue to make up the largest student group at Lugonia Elementary, representing 76.3% of the student population during the 2024–2025 school year. Lugonia Elementary will continue prioritizing culturally responsive practices, family engagement, and instructional strategies that support the academic and social emotional needs of all students. Professional development, designated and integrated ELD instruction, grade level collaboration, and targeted student supports will continue to focus on ensuring all students have access to high quality instruction and opportunities for success.

School and Student Performance Data

Overall Performance

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The 2025 California Dashboard indicates that Lugonia Elementary continues to show growth across multiple performance areas while also identifying continued areas of focus connected to our SPSA goals. Overall performance indicators show Yellow status in English Language Arts, Mathematics, and Chronic Absenteeism, Green status in Suspension Rate, and Green status in English Learner Progress. Data continues to show a need for ongoing support in academic achievement, attendance, and intervention, particularly for Students with Disabilities, English Learners, Socioeconomically Disadvantaged students, and students performing below grade

level standards. Students with Disabilities continue to be identified for ATSI based on academic performance and chronic absenteeism data, indicating a continued need for targeted intervention and support.

2. Lugonia Elementary will continue focusing on strengthening Tier I instruction, targeted intervention, attendance supports, PBIS systems, and MTSS practices during the 2026–2027 school year. The school will continue prioritizing grade level collaboration, differentiated instruction, small group instruction, designated and integrated ELD instruction, and academic supports to improve student achievement across content areas. Additional focus will continue to be placed on attendance interventions, family engagement, restorative practices, and social emotional supports to strengthen student connectedness and improve overall student outcomes. Mathematics coaching, professional development, and increased support for small group instruction will also be added during the 2026–2027 school year to strengthen instructional practices and student achievement in mathematics.

School and Student Performance Data

Academic Performance
English Language Arts

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	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
 Yellow	 Orange	
43 points below standard	71 points below standard	
Increased 17.8 points	Increased 44.5 points	
255 Students	51 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	51.1 points below standard	50.6 points below standard
1 Student	Increased 17.4 points	Increased 17.6 points
	12 Students	220 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
99.9 points below standard	56.4 points below standard	Fewer than 11 students - No Data for Privacy
Increased 28.7 points	Increased 43.8 points	1 Student
48 Students	25 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
3.8 points below standard	Fewer than 11 students - No Data for Privacy	48.6 points below standard
13 Students	3 Students	Increased 15.1 points
		190 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
31.2 points below standard	0 Students	Fewer than 11 students - No Data for Privacy
Maintained 0.9 points		10 Students
12 Students		

Conclusions based on this data:

1. The 2025 California Dashboard English Language Arts Academic Performance data shows continued growth for Lugonia Elementary while also identifying areas that continue to need targeted support. Overall ELA performance remained in the Yellow performance level, with students performing 43 points below standard and increasing 17.8 points from the previous year. Hispanic students and Socioeconomically Disadvantaged students also performed in the Yellow range and showed growth from the previous year. English Learners and Students with Disabilities continue to demonstrate the greatest academic need, with English Learners performing 71 points below standard and Students with Disabilities performing 99.9 points below standard. Students with Disabilities continue to be identified for ATSI based on academic performance data, indicating a continued need for targeted intervention and support. Overall data continues to show a need for strengthening foundational literacy skills, writing, reading comprehension, academic vocabulary, and targeted intervention supports for students performing below grade level standards.
2. Improving student achievement in English Language Arts will continue to be a major focus during the 2026–2027 school year. Lugonia Elementary will continue strengthening Tier I instruction through standards aligned instruction, grade level collaboration, differentiated instruction, AVID and WICOR strategies, writing across content areas, and targeted intervention supports. Designated and integrated ELD instruction, MTSS intervention groups, Benchmark instructional resources, and instructional coaching will continue to support student growth. Additional supports and resources will continue to be prioritized for identified student groups, including English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and students performing below standard in ELA. The school will also continue focusing on professional development, small group instruction, and data driven intervention practices to improve overall student achievement and close learning gaps.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	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
 Yellow	 Yellow	
66.3 points below standard	69 points below standard	
Increased 18.5 points	Increased 57 points	
256 Students	52 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	77.1 points below standard	71.7 points below standard
1 Student	Increased 41.6 points	Increased 21.4 points
	12 Students	221 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
128 points below standard	93.2 points below standard	Fewer than 11 students - No Data for Privacy
Increased 12.8 points	Increased 16.7 points	1 Student
48 Students	25 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
16.1 points above standard	Fewer than 11 students - No Data for Privacy	73 points below standard
14 Students	3 Students	Increased 17.7 points
		190 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
76.5 points below standard	0 Students	Fewer than 11 students - No Data for Privacy
Declined 22.6 points		10 Students
12 Students		

Conclusions based on this data:

1. The 2025 California Dashboard Mathematics Academic Performance data shows continued growth for Lugonia Elementary while also identifying mathematics achievement as an area of continued focus. Overall Mathematics performance remained in the Yellow performance level, with students performing 66.3 points below standard and increasing 18.5 points from the previous year. Hispanic students, English Learners, and Socioeconomically Disadvantaged students also remained in the Yellow range and demonstrated growth from the previous year. Students with Disabilities continue to demonstrate the greatest academic need, performing 128 points below standard and remaining identified for ATSI based on academic performance data. Overall data continues to show a need for strengthening foundational math skills, mathematical reasoning, problem solving, student discussion, and targeted intervention supports for students performing below grade level standards.

2. Improving student achievement in Mathematics will continue to be a major focus during the 2026–2027 school year. Lugonia Elementary will continue strengthening Tier I mathematics instruction through standards aligned instruction, grade level collaboration, differentiated instruction, AVID and WICOR strategies, and targeted intervention supports. The school will increase the focus on mathematics small groups and targeted intervention during the instructional day to better support student needs and close learning gaps. In addition, Lugonia Elementary will be adding mathematics coaching and additional professional development during the 2026–2027 school year to strengthen instructional practices and improve student achievement across grade levels. Additional supports and resources will continue to be prioritized for identified student groups, including English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and students performing below standard in Mathematics.

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.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	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
41.4 science points	42.3 science points	0 Students
Maintained -0.4 points	Increased 12.3 points	
83 Students	13 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	40.2 science points
1 Student	7 Students	Maintained 0 points
		73 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
31.9 science points	34.7 science points	Fewer than 11 students - No Data for Privacy
Increased 4.9 points	Increased 3.1 points	1 Student
18 Students	13 Students	

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	0 Students	41.4 science points
3 Students		Maintained 0.5 points
		58 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
4 Students		4 Students

Conclusions based on this data:

1. The 2025 California Dashboard Science Academic Performance data shows that Science continues to be an area of opportunity for Lugonia Elementary. Overall Science performance remained in the Orange performance level, with students scoring 41.4 points above standard and maintaining performance from the previous year. English Learners increased 12.3 points from the previous year, showing positive growth in science achievement. Hispanic students and Socioeconomically Disadvantaged students remained in the Orange range, while Students with Disabilities also demonstrated improvement from the previous year. While students continue to make progress, data indicates a continued need for strengthening science instruction through hands on learning opportunities, academic vocabulary development, reading and writing integration, and opportunities for student discussion and critical thinking across content areas.

2. Improving student achievement in Science will continue to be supported through strong Tier I instruction, grade level collaboration, and standards aligned instructional practices during the 2026–2027 school year. Lugonia Elementary will continue integrating science instruction with reading, writing, speaking, and critical thinking opportunities across content areas. Teachers will continue utilizing hands on learning experiences, AVID and WICOR strategies, academic vocabulary supports, and differentiated instruction to strengthen student engagement and achievement in science. Additional supports and intervention opportunities will continue to be prioritized for identified student groups, including English Learners, Students with Disabilities, and students performing below grade level standards.

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
53.1 making progress.	making progress.
Number Students: 64 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
15.6%	31.3%	0%	53.1%

Conclusions based on this data:

1. The 2025 California Dashboard English Learner Progress data shows that Lugonia Elementary continues to demonstrate positive progress in supporting English Learners. The school maintained a Green performance level, with 53.1% of English Learners making progress toward English language proficiency. Data also indicates that 31.3% of students maintained progress within Levels 1, 2L, 2H, 3L, or 3H. While overall progress remains positive, data continues to show a need for targeted language development support to ensure students continue progressing toward proficiency and reclassification. Continued focus is needed in academic vocabulary, reading comprehension, writing, speaking, and differentiated language supports across all content areas.

2. Supporting English Learners and strengthening language acquisition will continue to be a major focus during the 2026–2027 school year. Lugonia Elementary will continue strengthening designated and integrated ELD instruction through standards aligned instruction, grade level collaboration, differentiated instruction, AVID and WICOR strategies, and targeted intervention supports. Teachers will continue utilizing ELPAC, CAASPP, STAR, and classroom data to monitor student progress and provide targeted language supports based on individual student needs. Additional professional development and instructional support will continue focusing on strategies that strengthen reading, writing, listening, and speaking skills to support both language acquisition and academic achievement for English Learners.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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

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

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

All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	
31.9% Chronically Absent	15.6% Chronically Absent	
Declined 6.8	Declined 16	
589 Students	90 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	55.2% Chronically Absent	34.6% Chronically Absent
4 Students	Declined 5.4	Declined 6.6
	29 Students	512 Students

Students with Disabilities	African American	American Indian
 Orange	 Orange	 No Performance Color
34.7% Chronically Absent	36.7% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 14.8	Declined 12.5	2 Students
118 Students	49 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
17.1% Chronically Absent	Fewer than 11 students - No Data for Privacy	33.8% Chronically Absent
Declined 3.5	4 Students	Declined 4.6
35 Students		441 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 No Performance Color
29.4% Chronically Absent	Fewer than 11 students - No Data for Privacy	8.7% Chronically Absent
Declined 14.7	1 Student	Declined 26.1
34 Students		23 Students

Conclusions based on this data:

1. The 2025 California Dashboard Chronic Absenteeism data shows that attendance continues to be an important area of focus for Lugonia Elementary. Overall chronic absenteeism remained in the Yellow performance level, with 31.9% of students identified as chronically absent, decreasing 6.8 percentage points from the previous year. English Learners, Hispanic students, Socioeconomically Disadvantaged students, Students with Disabilities, and African American students all demonstrated improvement from the previous year. While the data shows positive progress, chronic absenteeism rates continue to remain higher than desired, particularly for Students with Disabilities, Homeless students, and Socioeconomically Disadvantaged students. Consistent attendance continues to directly impact academic achievement, student engagement, intervention access, and overall student success.

2. Improving student attendance and reducing chronic absenteeism will continue to be a major focus during the 2026–2027 school year. Lugonia Elementary will continue strengthening attendance supports through attendance huddles, family communication, PBIS systems, restorative practices, counseling supports, MTSS interventions, and schoolwide attendance incentives. The school will continue prioritizing family engagement and early intervention supports to address attendance concerns before they become ongoing barriers to student success. Additional focus will continue to be placed on supporting students and families experiencing attendance challenges through consistent communication, student support meetings, community resources, and targeted interventions designed to improve school connectedness and daily attendance.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	3	1

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	 Green	
2.6% suspended at least one day	1% suspended at least one day	
Declined 2%	Declined 3.5%	
609 Students	97 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	6.9% suspended at least one day	3% suspended at least one day
5 Students	Increased 1.8%	Declined 1.6%
	29 Students	530 Students

Students with Disabilities	African American	American Indian
 Yellow	 Yellow	 No Performance Color
4.6% suspended at least one day	5.8% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 6.4%	Declined 3.1%	2 Students
130 Students	52 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
5.6% suspended at least one day	Fewer than 11 students - No Data for Privacy	2.2% suspended at least one day
Increased 5.6%	4 Students	Declined 2%
36 Students		453 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 No Performance Color
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Declined 2.7%	1 Student	Declined 11.1%
35 Students		26 Students

Conclusions based on this data:

1. The 2025 California Dashboard Suspension Rate data shows positive growth in school climate and student behavior supports at Lugonia Elementary. Overall suspension rates remained in the Green performance level, with 2.6% of students suspended at least one day, decreasing 2 percentage points from the previous year. English Learners, Hispanic students, and Socioeconomically Disadvantaged students all demonstrated improvement from the previous year. Data continues to support the importance of maintaining strong PBIS systems, restorative practices, relationship building, and proactive student supports to continue reducing exclusionary discipline practices and strengthening school culture.
2. While the data reflects positive progress overall, suspension rates for Students with Disabilities, African American students, Homeless students, and Asian students continue to indicate a need for additional behavioral, social emotional, and intervention supports. Lugonia Elementary will continue focusing on creating safe, supportive, and structured learning environments through counseling supports, MTSS interventions, behavior supports, and relationship centered practices that help students remain connected and successful in school.
3. Improving school climate and reducing suspension rates will continue to be a focus during the 2026–2027 school year. Lugonia Elementary will continue strengthening PBIS implementation, restorative practices, counseling services, behavior interventions, and social emotional supports across the school campus. Additional professional development and staff collaboration will continue focusing on differentiated behavior supports, de escalation strategies, classroom management, and Tier II and Tier III interventions to better support student needs and maintain positive learning environments for all students.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Positive School Climate
Foster a highly structured, supportive, and inclusive learning environment through comprehensive MTSS, PBIS, restorative practices, attendance systems, and proactive student supports. This goal focuses on reducing chronic absenteeism and suspension disparities through a tiered approach for ATSI identified student groups, including Students with Disabilities, African American students, Homeless Youth, and English Learners, to ensure equitable access, social emotional well being, and increased student engagement for all students.

Lugonia Elementary will continue strengthening MTSS systems and supports for academics and behavior through Tier I, Tier II, and Tier III interventions focused on attendance, student engagement, behavior, school connectedness, and social emotional well being. Additional focus will be placed on culturally responsive interventions, counseling supports, restorative practices, attendance interventions, tangible supports for Homeless Youth, family engagement, and student engagement opportunities designed to improve outcomes for identified student groups.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to school programs, activities, and tiered social-emotional and behavioral supports. These supports will foster a sense of connectedness, especially for English Learners (EL), Foster Youth (FY), African American Students, student experiencing homelessness, Low Income students (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

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.

School attendance remains an area of continued focus. Chronic absenteeism continues to disproportionately impact ATSI identified student groups, including African American students, English Learners, Homeless Youth, and Students with Disabilities.

Suspension data indicates overall improvement; however, additional behavioral and social emotional supports continue to be needed for identified student groups, particularly Students with Disabilities and African American students. African American students continue to experience higher suspension rates than the overall school rate, indicating a need for explicit culturally responsive behavior interventions, relationship building, de-escalation strategies, and mentoring supports.

Local data, SWIS data, climate survey data, attendance data, and walkthrough data indicate a continued need to strengthen student connectedness, attendance interventions, restorative practices, behavior supports, counseling services, and proactive intervention systems.

Lugonia will continue implementing targeted interventions, counseling supports, student incentives, family engagement opportunities, attendance interventions, PBIS systems, and tangible supports for students and families to address barriers to attendance and improve outcomes for ATSI identified student groups

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A - Attendance Rate Percentage of students who were present by student group. Source: District Analysis	2024–2025 School Year • All Students – 89.5% • African American – 87.5% • American Indian or Alaskan Native – 93.5% • Asian – 91.5% • Filipino – 93.9% • Hispanic – 89.4% • Pacific Islander – 71.7% • White – 92.2% • Two or More Races – 90.4% • Low Income – 89.3% • English Learners – 90.7% • Foster Youth – 87.2% • Homeless Youth – 84.3% • Students with Disabilities – 88.1%	2026–2027 School Year • All Students – 93% • African American – 93% • American Indian or Alaskan Native – 95% • Asian – 95% • Filipino – 95% • Hispanic – 93% • Pacific Islander – 90% • White – 95% • Two or More Races – 93% • Low Income – 93% • English Learners – 94% • Foster Youth – 95% • Homeless Youth – 90% • Students with Disabilities – 90%
1B Chronic Absenteeism Rate: Percentage of students in grades K-5 who were absent for 10% or more of the total instructional days, by student groups. Source: California School Dashboard	2025 CA Dashboard • All Students – 31.9% • African American – 36.7% • Asian – 17.1% • Hispanic – 33.8% • English Learners – 15.6% • Homeless Youth – 55.2% • Socioeconomically Disadvantaged – 34.6% • Students with Disabilities – 34.7%	2026–2027 School Year • All Students – 25% • African American – 25% • Asian – 10% • Hispanic – 25% • English Learners – 10% • Homeless Youth – 30% • Socioeconomically Disadvantaged – 25% • Students with Disabilities – 25%
1C Suspension Rate: Percentage of students suspended one or more times during the school year by student group. Source: California School Dashboard	2025 CA Dashboard • All Students – 2.6% • African American – 5.8% • Asian – 5.6% • Hispanic – 2.2% • English Learners – 1.0% • Homeless Youth – 6.9% • Socioeconomically Disadvantaged – 3.0% • Students with Disabilities – 4.6%	2026–2027 School Year • All Students – 2.0% • African American – 4% • Asian – 2% • Hispanic – 1.5% • English Learners – 1% • Homeless Youth – 4% • Socioeconomically Disadvantaged – 2% • Students with Disabilities – 3%
1D School Climate Survey: Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management. Source: Local Climate Survey	2024-2025 School Year Overall Percent Favorable 75%	2026–2027 School Year The overall percent favorable increase to 90%
1E SEL/Positive Behavior Systems (TFI/Self Survey)/SWIS: (describe measure used) Source: Local Survey	2024–2025 / 2025–2026 School Year • Lugonia Elementary maintained PBIS Gold Status during the 2024–2025 school year and	2026–2027 School Year • Continue strengthening MTSS systems for academics and behavior

	applied for PBIS Platinum Status during the 2025–2026 school year. • SWIS data reflected ongoing use of minor and major referral data to monitor behavior trends, identify students needing additional support, and guide Tier I, Tier II, and Tier III interventions. • MTSS systems, counseling supports, restorative practices, behavior interventions, and student incentives continued to support student behavior and school connectedness.	while maintaining PBIS implementation fidelity. • Decrease major referrals and reduce repeated minor referrals through proactive interventions, counseling supports, restorative practices, and increased student supports. • Continue using SWIS and local behavior data to monitor trends and adjust Tier I, Tier II, and Tier III supports. • Provide professional development and training opportunities for teachers and staff in areas including de escalation strategies, behavior intervention supports, classroom management, relationship building, and social emotional supports, which may include Zones of Regulation, to strengthen positive school climate and student success.
1F School Connectedness/Visual and Performing Arts Enrollment: Percentage of students participating in Visual and Performing Arts. Source: District Analysis	2024–2025 School Year 18% student participation in voluntary Visual and Performing Arts opportunities.	2026–2027 School Year • Increase student participation in voluntary Visual and Performing Arts opportunities to 30% through increased student access, enrichment opportunities, and school connectedness activities.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.1 MTSS Supports for Academics and Behavior Lugonia Elementary will continue strengthening MTSS systems and supports for academics and behavior through Tier I, Tier II, and Tier III interventions focused on improving student achievement, attendance, behavior, and social emotional well being. Based on California Dashboard and local data, the school will continue targeted interventions and supports for students identified through Dashboard and local data, including Students with Disabilities, English Learners, Socioeconomically Disadvantaged students, Homeless students, Hispanic students, and African American students. Attendance huddles will continue weekly with the school clerk, assistant principal, ELOP program	All Students English Learners Homeless Students Foster Youth Students with Disabilities (ATSI) Socioeconomically Disadvantaged Students Hispanic Students African American Students	12000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) 3000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	specialist, a general education teacher, and the school counselor when available. The team will review attendance trends, chronic absenteeism data, subgroup data, and individual student needs to coordinate timely support plans. Additional culturally responsive practices, mentoring opportunities, restorative conversations, relationship building strategies, and targeted attendance interventions will continue supporting African American students identified through attendance and suspension data. Supports may include check-ins with trusted adults, review of discipline and attendance data by subgroup, targeted family outreach, and intervention planning to reduce disproportionality and increase student connectedness. Supports within the MTSS framework may include restorative practices, PBIS systems, counseling services, SEL lessons, behavior supports, attendance interventions, de-escalation strategies, sensory and regulation supports, small group supports, check-in/check-out systems, and student engagement opportunities. The school will continue using schoolwide expectations, student incentives, Praise Paws, Positive Office Referrals, relationship building practices, and targeted intervention supports to create structured and supportive learning environments across campus. Additional supports for ATSI identified student groups may include progress monitoring, targeted intervention groups, counseling supports, behavior intervention supports, attendance interventions, family communication, and collaboration to address academic, attendance, and behavioral needs. Teacher support and collaboration during and outside of the school day may continue to strengthen MTSS systems, intervention planning, attendance supports, and implementation of targeted strategies for identified student groups. Attendance recovery opportunities and supplemental supports outside of the school day may also be provided to improve attendance, student connectedness, academic engagement, and access to intervention supports. Progress will be monitored through attendance data, suspension data, SWIS data, office referrals, student support meetings, counseling service logs, local survey data, and ongoing analysis of Dashboard indicators and subgroup data.		
1.2	1.2 (Collaborative Community and Parent Partnerships) Lugonia Elementary will continue strengthening partnerships with families and the community	All Students English Learners Homeless Students Foster Youth	5000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	through school events, parent meetings, family workshops, SSC, ELAC, PTA meetings, Coffee with the Principal, Kindergarten Orientation, Back-to-School Night, attendance recognition events, PBIS recognition, and family engagement nights. Lugonia will provide resources for these events, including meeting supplies, refreshments, materials, books, reprographics, supplies, guest speakers, outside vendors, event costs, translation services, childcare, and parent communication tools. Compensation may also be provided for a webmaster and social media liaison to ensure the school's online communication remains timely and accessible for families. The EL Representative will be compensated for participation in ELAC meetings, community outreach, translation support at family engagement events, and serving as a liaison between English Learner families and the school. This required annual expenditure is funded through LCAP. Language Line services will provide real-time interpretation support for school-family communication, SSC meetings, ELAC meetings, counseling sessions, parent-teacher conferences, and other school communication requiring language access for multilingual families. This required annual expenditure is funded through LCAP. The effectiveness of these efforts will be monitored through family participation, parent input, ELAC and SSC participation, attendance data, family engagement survey results, and reduction in chronic absenteeism. These supports are designed to increase access, strengthen communication, and improve student connectedness and attendance.	Students with Disabilities (ATSI) Socioeconomically Disadvantaged Students Hispanic Students African American Students	1650 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 2200 Title I Parent Involvement Non-Personnel (4000-7439)
1.3	1.3 Professional Development and Staff Collaboration Professional development and collaboration will continue focusing on academics, behavior, MTSS implementation, classroom management, restorative practices, relationship building, student engagement, behavior intervention supports, de-escalation strategies, and Tier I, Tier II, and Tier III interventions. Professional learning will include an explicit focus on reviewing behavior and attendance data by subgroup, implementing culturally responsive practices for African American students and other ATSI identified groups, and using de-escalation strategies to reduce exclusionary discipline. Staff collaboration time will continue supporting data analysis, intervention planning, attendance interventions, behavior supports, and strategies	All Students English Learners Homeless Students Foster Youth Students with Disabilities (ATSI) Socioeconomically Disadvantaged Students Hispanic Students African American Students	5000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) 3000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	designed to improve outcomes for identified student groups. Additional professional development may include social emotional learning supports, behavior regulation strategies, trauma informed practices, Zones of Regulation, supervision practices, student engagement strategies, and restorative practices. Collaboration and planning time may also include reviewing intervention effectiveness, attendance trends, behavior supports, and differentiated supports for identified student groups. Professional development and collaboration opportunities outside of the regular work day may also be provided for classified staff to strengthen MTSS systems, student behavior supports, attendance interventions, supervision practices, relationship building, and student engagement. Additional classified staff support may also be provided during the school day to assist with student supervision, intervention supports, student connectedness, and implementation of schoolwide systems.		
1.4	1.4 Student Connectedness and Engagement Opportunities Lugonia Elementary will continue increasing opportunities for student connectedness and engagement through visual and performing arts opportunities, assemblies, student incentives, enrichment activities, clubs, family engagement events, extended learning opportunities, student recognition systems, and schoolwide engagement activities. These opportunities are designed to strengthen school culture, improve attendance, increase student engagement, and create positive connections between students, families, and staff. Existing programs and supports, including PBIS incentives, assemblies, student recognition systems, family engagement activities, and extended learning opportunities, will continue while additional opportunities for enrichment and connectedness are expanded based on student needs and available resources. Supplemental supports for Homeless Youth and families may include transportation assistance coordination, clothing supports, hygiene supplies, school supplies, family outreach, community resource connections, and additional basic needs resources designed to reduce barriers to attendance and increase school connectedness. Additional resources may include intervention materials, counseling supports, PBIS/MTSS materials, signage, technology resources, student headphones, PE equipment, recess equipment,	All Students English Learners Homeless Students Foster Youth Students with Disabilities (ATSI) Socioeconomically Disadvantaged Students Hispanic Students African American Students	5000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) 11000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	learning through play materials, play based learning resources, structured recess supports, sensory and regulation materials, student recognition systems, and supplies that support structured, engaging, and inclusive learning environments. Physical education materials and equipment may be provided for the PE teacher and classroom teachers to increase student engagement, physical activity, positive peer interactions, school connectedness, and access to additional physical education opportunities during the school day. Professional development and collaboration opportunities related to learning through play, structured student engagement, regulation strategies, inclusive recess supports, and student engagement practices may also be provided to strengthen implementation across grade levels. The effectiveness of these supports will be monitored through attendance data, PBIS/MTSS data, student engagement data, participation in school activities, behavior data, local survey data, and school climate reviews.		

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

During the 2025–2026 school year, Lugonia Elementary continued strengthening MTSS systems for academics and behavior, attendance, student engagement, and positive school climate. Supports included Tier I, Tier II, and Tier III interventions, counseling services, restorative practices, attendance interventions, PBIS systems, SEL lessons, student incentives, and targeted supports for identified student groups.

Lugonia maintained PBIS Gold Status during the 2024–2025 school year and applied for PBIS Platinum Status during the 2025–2026 school year. SWIS data, attendance data, suspension data, walkthrough data, and climate survey data were reviewed throughout the year to monitor student needs, identify trends, and guide supports.

Chronic absenteeism continues to disproportionately impact ATSI identified student groups, including African American students, English Learners, Homeless Youth, and Students with Disabilities. Attendance huddles, family communication, student support meetings, counseling supports, attendance incentives, and intervention plans continued throughout the year. Local attendance data from 2025–2026 indicates chronic absenteeism is trending downward compared to the previous Dashboard reporting cycle.

Suspension data demonstrated positive overall outcomes, with Lugonia maintaining Green status in suspension rates. Continued use of restorative practices, relationship building, counseling supports, SEL instruction, and proactive behavior interventions contributed to improved school climate. Additional supports continue to be needed for Students with Disabilities, African American students, and students demonstrating ongoing behavioral, attendance, or social emotional needs.

Professional development and collaboration focused on MTSS, academic and behavior supports, restorative practices, classroom management, relationship building, student engagement, and Tier I, Tier II, and Tier III interventions. Additional training in culturally responsive behavior supports, de-escalation strategies, and social emotional supports remains a continued area of need.

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

Additional resources were needed throughout the year to address increasing academic, attendance, behavioral, and social emotional needs. Funding continued to support MTSS interventions, counseling supports, attendance interventions, PBIS systems, student incentives, family engagement activities, intervention materials, technology resources, PE equipment, and student engagement opportunities.

As student needs increased, additional focus was placed on targeted intervention supports, attendance interventions, behavior supports, and counseling services for ATSI identified student groups, including Students with Disabilities, African American students, English Learners, and Homeless Youth.

Additional non-personnel expenditures were allocated to support attendance incentives, PBIS systems, student connectedness activities, SEL supports, intervention materials, and schoolwide engagement opportunities aligned to Dashboard and local data.

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

Goal 1 was updated to strengthen MTSS systems and supports for academics and behavior during the 2026–2027 school year. Additional focus will continue to be placed on reducing chronic absenteeism, strengthening attendance interventions, increasing student connectedness, and supporting positive school climate through proactive behavioral and social emotional supports.

Strategies were updated to include additional attendance interventions, counseling supports, MTSS academic and behavioral interventions, student engagement opportunities, restorative practices, small group supports, family engagement activities, and professional development for teachers and staff.

Explicit culturally responsive behavior interventions targeting African American students and tangible support resources for Homeless Youth were added. EL Representative compensation and Language Line services were added as required annual expenditures. Additional professional development may include de-escalation strategies, behavior intervention supports, classroom management, relationship building, social emotional supports, and Zones of Regulation.

Metrics and expected outcomes were updated using the 2025 California Dashboard, local attendance data, suspension data, SWIS data, climate survey data, and local assessment data. Additional budget priorities were aligned to support attendance interventions, MTSS supports, counseling services, intervention materials, student incentives, technology needs, PE equipment, learning through play, and student engagement opportunities.

Any additional funding that becomes available during the 2026–2027 school year will continue to be prioritized toward Goal 1 focus areas, including behavior systems and supports, family engagement and communication, and attendance interventions and student connectedness supports.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Tiered Academic Support
Accelerate academic achievement and college and career readiness for all learners through rigorous, standards aligned Tier I instruction and data driven Tier II and Tier III interventions. This goal focuses on closing proficiency gaps in English Language Arts and Mathematics, particularly for ATSI identified Students with Disabilities and English Learners, through AVID strategies, play based instructional approaches, CORE instructional coaching, MTSS intervention systems, progress monitoring, and targeted extended learning opportunities.

Lugonia Elementary will continue utilizing MTSS systems, AVID strategies, essential standards planning, short cycle assessments, grade level collaboration, and data analysis to guide instructional decisions and provide differentiated support based on student needs. Additional focus will be placed on strengthening mathematics instruction, small group intervention, play based learning, English Learner supports, and academic achievement for ATSI identified student groups, particularly Students with Disabilities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will progress towards meeting standards in academics through tiered supports and services.

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.

A review of state and local data, including California Dashboard indicators, CAASPP, ELPAC, STAR assessments, and grade level data analysis, indicates continued inequities in academic achievement, particularly in English Language Arts and Mathematics for identified student groups. Students with Disabilities were identified for ATSI due to low performance in both ELA and Mathematics.

According to the 2025 California Dashboard, Students with Disabilities continue performing significantly below standard in both English Language Arts and Mathematics, performing 99.9 points below standard in ELA and 128 points below standard in Mathematics. English Learners continue performing below standard in both ELA and Mathematics and continue to require support in language development, academic vocabulary, and access to grade level instruction.

STAR Reading increased from 30% to 36.6% and STAR Math increased from 25% to 40%, demonstrating growth; however, overall proficiency levels remain below desired outcomes. CAASPP and local benchmark data indicate continued need for differentiated small group instruction, intervention systems, academic vocabulary development, essential standards planning, short cycle assessments, collaborative team meetings, data analysis, and targeted intervention planning.

Lugonia will continue strengthening AVID implementation through organization strategies, student agendas, goal setting, academic discussions, writing opportunities, and family communication systems. Play based instructional approaches will be integrated into Tier I instruction, especially in Transitional Kindergarten and Kindergarten, to support language acquisition, mathematical concept development, and academic engagement for all students, including English Learners and Students with Disabilities.

Professional development, CORE coaching, instructional coaching, collaborative team meetings, teacher support within classrooms, and opportunities for collaboration will continue supporting teachers in strengthening mathematics instruction, English Learner supports, intervention systems, play based instructional design, and differentiated small group instruction.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	2025 CA School Dashboard (points from standard) All Students – -52 DFS English Learners – -59.1 DFS Homeless Youth – -27.7 DFS Socioeconomically Disadvantaged – -54.2 DFS Students with Disabilities – -85.2 DFS	2026–2027 School Year Increase performance for all student groups by reducing distance from standard in ELA. All Students – -35 DFS English Learners – -40 DFS Homeless Youth – -15 DFS Socioeconomically Disadvantaged – -38 DFS Students with Disabilities – -65 DFS
2B Mathematics State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	2025 CA School Dashboard (points from standard) All Students – -38.8 DFS English Learners – -74.5 DFS Homeless Youth – -7.4 DFS Socioeconomically Disadvantaged – -58.2 DFS Students with Disabilities – -132 DFS	Increase performance for all student groups by reducing distance from standard in Mathematics. All Students – -20 DFS English Learners – -50 DFS Homeless Youth – 0 DFS Socioeconomically Disadvantaged – -35 DFS Students with Disabilities – -95 DFS
2C California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST Grade 5 student group. Source: CDE Dataquest Reporting	2025 CAST All Students – 24.9% English Learners – 14.2% Foster Youth – 0.0% Homeless Youth – 28.5% Socioeconomically Disadvantaged – 24% Students with Disabilities – 7.69% African American – 0.0% Asian – 55.5% Hispanic – 23.2% White – 0.0%	2026–2027 School Year Increase percentage of students Meeting or Exceeding Standards on CAST. All Students – 35% English Learners – 22% Foster Youth – 10% Homeless Youth – 38% Socioeconomically Disadvantaged – 35% Students with Disabilities – 15% African American – 10% Asian – 65% Hispanic – 33% White – 10%
2D English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC). Source: California School Dashboard	2025 CA School Dashboard English Learners – 49.7%	2026–2027 School Year Increase percentage of English Learners making progress toward English proficiency to 65%.
2E STAR Assessment (English/Reading) Source: Internal District Reporting	2025–2026 STAR Reading Data All Students – 29.2% English Learners – 17.1% Homeless Youth – 16.4%	Increase percentage of students meeting benchmark levels in Reading. All Students – 45% English Learners – 30% Homeless Youth – 28%

	Socioeconomically Disadvantaged – 21.8% Students with Disabilities – 22.2% Grade 1 – 28.2% Grade 2 – 39.4% Grade 3 – 33.3% Grade 4 – 20.7% Grade 5 – 15.2%	Socioeconomically Disadvantaged – 35% Students with Disabilities – 32% Grade 1 – 40% Grade 2 – 50% Grade 3 – 45% Grade 4 – 35% Grade 5 – 30%
2F STAR Assessment (Mathematics) Source: Internal District Reporting	2025–2026 STAR Mathematics Data All Students – 27.1% English Learners – 22.2% Homeless Youth – 16.1% Socioeconomically Disadvantaged – 22.3% Students with Disabilities – 20.8% Grade 1 – 16.1% Grade 2 – 37.3% Grade 3 – 28.8% Grade 4 – 29.9% Grade 5 – 36%	Increase percentage of students meeting benchmark levels in Mathematics. All Students – 40% English Learners – 32% Homeless Youth – 25% Socioeconomically Disadvantaged – 35% Students with Disabilities – 30% Grade 1 – 30% Grade 2 – 50% Grade 3 – 40% Grade 4 – 42% Grade 5 – 45%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Academic Materials & Supports, AVID, and Student Resources Lugonia Elementary will continue providing supplemental academic materials, AVID supports, instructional resources, and student supplies to strengthen achievement in English Language Arts and Mathematics through the MTSS framework. Supports and resources will continue strengthening Tier I instruction, differentiated instruction, intervention systems, essential standards planning, short cycle assessments, and collaborative instructional practices for ATSI identified student groups, including Students with Disabilities, English Learners, Socioeconomically Disadvantaged students, Homeless students, and Hispanic students. Play based instructional approaches will be incorporated into Tier I instruction, particularly in Transitional Kindergarten and Kindergarten, and through targeted intervention activities across grade levels. Play based learning structures support mathematical concept development, language acquisition, social emotional skills, and academic engagement through purposeful, structured, student-centered activities. This approach is especially beneficial for English	All students	15000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) 48000 Title I Non-Personnel (4000-7439) 12000 Title I Personnel (1000-3999)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Learners, Students with Disabilities, and students performing below grade level. Play based instructional materials and professional development may be supported through LCAP funds, including manipulatives, hands-on learning tools aligned to ELA and Math standards, structured play kits, literacy games, and professional development or coaching to build teacher capacity in intentional play based instructional design. Supplemental tools, resources, and instructional supplies will support access to core content for Students with Disabilities, English Learners, and students performing below grade level. Teachers and collaborative teams will continue utilizing AVID strategies, academic discourse, organizational systems, collaborative learning structures, and differentiated instructional practices to support student achievement and college and career readiness. Supplemental materials and supports may include student materials and supplies, AVID student agendas, organizational materials, intervention resources, manipulatives, supplemental instructional materials, printing and copying services for students and families, classroom resources, play based learning kits, and materials designed to support student achievement and engagement across content areas. MTSS systems and supports will continue focusing on collaboration, intervention planning, progress monitoring, and implementation of targeted academic supports. The effectiveness of these supports will be monitored through STAR benchmark data, CAASPP data, ELPAC data, local assessments, short cycle assessments, collaborative team meetings, and grade level data analysis.		
2.2	Tier I Instruction, PLC Systems, and Instructional Coaching Lugonia Elementary will continue strengthening Tier I instruction through MTSS systems, Professional Learning Community structures, essential standards planning, short cycle assessment creation, benchmark development, collaborative team meetings, instructional coaching, and ongoing data analysis. Teachers will continue utilizing AVID strategies, differentiated instructional practices, academic discourse, writing opportunities, and collaborative learning structures to support student achievement and college and career readiness.	All Students	14000 Title I Personnel (1000-3999) 45000 Title I Non-Personnel (4000-7439) 7150 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) .

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Professional development, collaboration opportunities, instructional coaching, and teacher support during and outside of the school day will continue supporting English Language Arts instruction, mathematics instruction, intervention systems, English Learner supports, differentiated instruction, and MTSS implementation. Lugonia will continue partnering with CORE for ELA and Mathematics coaching to strengthen instructional practices and student achievement outcomes. CORE Mathematics coaching will specifically support Students with Disabilities by helping general education and special education teachers co-plan lessons, strengthen small group math instruction, use scaffolded concrete-representational-abstract strategies, align instruction to IEP goals, and analyze SWD math data during collaborative team meetings. Progress will be monitored through IEP math goals, STAR Math data disaggregated for Students with Disabilities, short cycle assessments, CAASPP/CAA data, and MTSS support plans. Instructional coaching cycles and PLC meetings will continue using data to support differentiation, scaffolding, progress monitoring, and intervention planning for English Learners and Students with Disabilities. Collaborative team meetings will focus on data analysis, progress monitoring, intervention planning, short cycle assessments, benchmark development, and instructional decisions to ensure students receive timely support. Additional support may include collaboration opportunities, instructional support, classroom support, substitute release time, demonstration lessons, and supplemental resources designed to strengthen instruction and intervention systems. The effectiveness of these supports will be monitored through STAR benchmark data, CAASPP results, ELPAC data, common formative assessments, short cycle assessments, walkthroughs, and grade level data analysis.		
2.3	Extended Learning Opportunities, Tutoring, and Intervention Supports Lugonia Elementary will continue providing intervention and enrichment opportunities before school, during the school day, after school, and during intersession periods to support student achievement in English Language Arts and Mathematics through the MTSS framework. Academic intervention and tutoring supports will continue for students identified through Dashboard and local assessment data, particularly ATSI identified groups, including Students with Disabilities, English Learners, Socioeconomically	English Learners, Socio-Economically Disadvantages Students, Students with Disabilities, Foster Youth, At-risk Students	7519 District Funded – Title III Personnel (1000-3999) 2520 District Funded – Title III Non-Personnel (4000-7439) 5000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Disadvantaged students, Homeless students, and Hispanic students. Students with Disabilities remain significantly below standard in Mathematics. In addition to CORE coaching and MTSS supports, Lugonia will continue strengthening intensive mathematics intervention for students with extensive support needs. Supports may include specialized intervention materials, concrete-representational-abstract strategies, math manipulatives, visual models, small group instruction, progress monitoring, and targeted instruction provided by special education staff or trained intervention personnel. Progress will be monitored every 4–6 weeks and reviewed through IEP meetings, MTSS data reviews, STAR Math data, and local assessments. ELLevation software will be maintained as a required annual Title III tool to support English Learner progress monitoring, ELPAC data analysis, ELD instructional planning, and progress toward reclassification. ELLevation allows teachers to access EL profiles, monitor language development, and align instructional strategies to proficiency levels. Before and after school tutoring, daytime interventions, and intersession learning opportunities will prioritize students with the greatest academic needs. Tier II and Tier III intervention supports during designated MTSS time will continue to be supported by ELOP teachers and supplemental intervention staff. Supplemental intervention supports may include small group instruction, tutoring opportunities, intervention materials, instructional supplies, student resources, progress monitoring tools, and supplemental academic supports designed to improve student achievement and access to intervention systems. Collaborative team meetings, essential standards planning, short cycle assessments, intervention planning, and data analysis will continue supporting targeted interventions and instructional decision making. The effectiveness of these supports will be monitored through STAR benchmark data, CAASPP data, ELPAC data, local assessments, intervention progress monitoring, short cycle assessments, and grade level data analysis.		
2.4	Lugonia Elementary will continue providing intervention and enrichment opportunities before school, during the school day, after school, and during intersession periods to support student achievement in English Language Arts and Mathematics through MTSS. Additional academic	All Students Unduplicated students (Homeless, ELL, Foster, SWD, SED)	5000 District Funded – Title III Non-Personnel (4000-7439) 52150

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	intervention and tutoring supports will be provided for students identified through Dashboard and local assessment data, particularly ATSI identified groups, including Students with Disabilities, English Learners, Socioeconomically Disadvantaged students, Homeless students, and Hispanic students. Staff attendance at the CABE Annual Conference may be supported through District Funded Title III as a professional development opportunity. CABE provides professional learning on English Learner instruction, biliteracy development, culturally responsive pedagogy, and ELD alignment to California standards. Attendance may include registration, travel, and substitute coverage as needed. Conference learning will be shared with staff through PLCs or grade level collaboration to extend the benefit schoolwide. Tier II and Tier III intervention supports during designated MTSS time will continue to be supported by ELOP teachers and supplemental intervention staff. Supplemental supports may include small group instruction, tutoring opportunities, intervention materials, instructional supplies, student resources, progress monitoring tools, and supplemental academic supports designed to improve student achievement and increase access to intervention systems. Collaborative team meetings, essential standards planning, short cycle assessments, intervention planning, and data analysis opportunities will support targeted interventions and instructional decisions. Additional opportunities for teacher collaboration, instructional support, and intervention planning during and outside of the school day may also be provided. Supplemental intervention and enrichment opportunities may include educational field trips, enrichment activities, college and career readiness opportunities, and instructional experiences designed to support student engagement, academic achievement, and access to standards aligned learning opportunities. The effectiveness of these supports will be monitored through STAR benchmark data, CAASPP data, ELPAC data, local assessments, intervention progress monitoring, short cycle assessments, and grade level data analysis.		Title I Non-Personnel (4000-7439) 17850 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

During the 2025–2026 school year, Lugonia Elementary continued strengthening Tier I instruction, MTSS systems, intervention supports, and instructional practices in English Language Arts and Mathematics. Supports included essential standards planning, short cycle assessments, benchmark development, collaborative team meetings, instructional coaching, AVID implementation, intervention supports, and ongoing data analysis.

Professional development, instructional coaching, collaborative planning, and PLC structures supported teachers in strengthening differentiated instruction, intervention systems, English Learner supports, mathematics instruction, AVID implementation, and academic discourse. CORE ELA and Mathematics coaching supported teachers through coaching cycles, collaboration, classroom support, demonstration lessons, and planning aligned to California State Standards.

Tier II and Tier III intervention opportunities continued during designated MTSS instructional time supported by ELOP teachers and supplemental intervention staff. Students received support through small group instruction, tutoring, ELPAC support opportunities, intervention materials, and differentiated instructional supports designed to improve achievement and access to standards aligned instruction.

Lugonia also continued strengthening supports for English Learners through designated and integrated ELD instruction, ELPAC preparation, tutoring, small group instruction, academic vocabulary development, ELLevation, and supplemental instructional supports.

Supplemental academic materials, AVID student agendas, organizational supports, intervention materials, technology resources, manipulatives, classroom supplies, educational enrichment opportunities, and field trips supported implementation of instructional programs and MTSS intervention systems across grade levels.

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

Lugonia implemented the majority of planned academic supports and intervention systems during the 2025–2026 school year. Some intervention opportunities, tutoring supports, and collaboration opportunities were adjusted based on staffing availability, student needs, and instructional priorities.

Additional focus was placed on strengthening mathematics instruction, intervention planning, progress monitoring, and short cycle assessments. Instructional coaching and collaboration opportunities continued to evolve to better support MTSS implementation, differentiated instruction, intervention supports, and data analysis.

Additional intervention supports and ELPAC preparation opportunities were implemented for English Learners and ATSI identified student groups. Supplemental instructional materials were adjusted to support student engagement, intervention implementation, and access to standards aligned instruction.

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

Based on analysis of the 2025 California Dashboard, STAR benchmark data, ELPAC results, CAASPP data, CAST data, local assessments, and grade level data analysis, Goal 2 was updated to strengthen MTSS systems, intervention supports, instructional coaching, collaboration opportunities, and supplemental academic supports.

Additional focus was added to essential standards planning, short cycle assessments, benchmark development, collaborative team meetings, progress monitoring, instructional coaching, and intervention planning. Play based instructional approaches were added to support language acquisition, mathematical concept development, and academic engagement for TK, Kindergarten, and students in intervention across grade levels.

Expanded supports for English Learners were added through ELPAC tutoring, small group instruction, academic vocabulary development, ELLevation software, and CABE professional development. Intensive mathematics intervention for Students with Disabilities was added to address the significant math performance gap.

Strategies and expenditures were updated to include instructional coaching, tutoring opportunities, intervention systems, supplemental instructional materials, AVID student agendas, educational enrichment opportunities, field trips, collaboration opportunities, and MTSS implementation supports.

Any additional funding that becomes available during the 2026–2027 school year will continue to be prioritized toward Goal 2 focus areas, including MTSS academic supports and intervention systems, instructional coaching and collaboration opportunities, and supplemental academic materials and student learning resources.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$279,039.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$171,150.00
Title I Parent Involvement	$2,200.00

Subtotal of additional federal funds included for this school: $173,350.00

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

State or Local Programs	Allocation ($)
District Funded – Title III	$15,039.00
LCAP - Supplemental & Concentration Grant (LCAP)	$90,650.00

Subtotal of state or local funds included for this school: $105,689.00

Total of federal, state, and/or local funds for this school: $279,039.00

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 – Title III	15,039.00
LCAP - Supplemental & Concentration Grant (LCAP)	90,650.00
Title I	171,150.00
Title I Parent Involvement	2,200.00

Expenditures by Budget Reference

Budget Reference	Amount
Non-Personnel (4000-7439)	191,370.00
Personnel (1000-3999)	87,669.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Non-Personnel (4000-7439)	District Funded – Title III	7,520.00
Personnel (1000-3999)	District Funded – Title III	7,519.00
Non-Personnel (4000-7439)	LCAP - Supplemental & Concentration Grant (LCAP)	36,500.00
Personnel (1000-3999)	LCAP - Supplemental & Concentration Grant (LCAP)	54,150.00
Non-Personnel (4000-7439)	Title I	145,150.00
Personnel (1000-3999)	Title I	26,000.00
Non-Personnel (4000-7439)	Title I Parent Involvement	2,200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	47,850.00
Goal 2	231,189.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Sara Burton	Principal
Cytnhia Cardoza	Other School Staff
RaeMichelle Hatchett	Other School Staff
Doug Scneider	Other School Staff
Cristina Castillo	Classroom Teacher
James Fields	Parent or Community Member
Roberto Ceja	Parent or Community Member
Michelle Lopez	Parent or Community Member
Wendy Lopez	Parent or Community Member
Cristina Manzano	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 6/6/2023.

Attested:

	Principal, Sara Burton on 05/28/26
	SSC Chairperson, on 06/01/26

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mariposa Elementary School	36-67843-6036545	May 27, 2026	July 21, 2026

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Mariposa Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
  Sschool-Wide Title 1

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page 1
Table of Contents....2
Plan Description....3
Educational Partner Involvement....3
Resource Inequities....3
Comprehensive Needs Assessment Components....4
    California School Dashboard (Dashboard) Indicators....4
    Other Needs....4
School and Student Performance Data....5
    Student Enrollment....5
    CAASPP Results....8
    ELPAC Results....12
    Student Population....16
    Overall Performance....18
    Academic Performance....20
    Academic Engagement....28
    Conditions & Climate....31
Goals, Strategies, & Proposed Expenditures....33
    Goal 1....33
    Goal 2....38
Budget Summary....43
    Budget Summary....43
    Other Federal, State, and Local Funds....43
Budgeted Funds and Expenditures in this Plan....44
    Funds Budgeted to the School by Funding Source....44
    Expenditures by Funding Source....44
    Expenditures by Budget Reference....44
    Expenditures by Budget Reference and Funding Source....44
    Expenditures by Goal....44
School Site Council Membership....45
Recommendations and Assurances....46
Instructions....47

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Mariposa Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Sschool-Wide Title 1

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded, pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by creating a strategic plan that maximizes the resources available with the ultimate goal of increasing student achievement. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

At the start of the 2025–2026 school year, the School Site Council (SSC) convened to review the board-approved SPSA and associated expenditures for the year. In August 2025, Mariposa staff reviewed the SPSA during a staff meeting, where they were given an opportunity to provide input and feedback on the plan.

Later in the fall, the SSC revised the 2025 SPSA to re-evaluate the plan and the allocated funding for each goal. All SSC meeting dates were publicly posted on the school website and in the school office for transparency.

The SSC was composed of a diverse group of stakeholders: one administrator, three teachers, one classified staff member, and five parent/community representatives. During meetings, council members actively engaged in discussions, asked questions, and provided input to guide decisions on a range of topics, including data analysis, budget review and approval, needs assessments, Uniform Complaint Procedures, school safety, and parent involvement. Expenditures were regularly monitored and revised as needed to align with site priorities.

In April 2026, all staff participated in a comprehensive needs assessment activity. Using CAASPP, STAR, and Benchmark assessment data, staff analyzed progress toward SPSA goals and made recommendations for the 2026–2027 plan. These recommendations formed the foundation of a draft SPSA, which was reviewed by the site leadership team in May 2026. Leadership team input was incorporated into a final draft, which was then presented to the SSC in May 2026 for further discussion and final recommendations.

Throughout the 2025–2026 school year, the SSC met eight times to monitor the SPSA and school budget. The council also identified key improvements and adjustments to strengthen the 2026–2027 SPSA, ensuring the plan continues to meet the evolving needs of Mariposa's students and community.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

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

N/A

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The 2024 CAASPP Dashboard shows that Mariposa Elementary School had several student groups with low performance levels. Students with Disabilities and Socioeconomically Disadvantaged students remained within the Red Performance Color for Chronic Absenteeism. However, our Hispanic and Two or More Races student groups moved from Red to the Orange Performance Color for Chronic Absenteeism.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

An area of improvement continues to be our Students With Disabilities (SWD). The CAASPP Dashboard English Language Arts data for 2024 shows that our SWD made progress and moved from -63.3 to -52.4 points from the standard. This is a positive change of +10.9 points moves us from the Orange Performance Color to Yellow.

Additionally, this same group on the CAASPP Math assessment made a positive change in scores from 2023 to 2024 by moving +17.3 points closer to the standard. SWD improved from -71.1 points distance from the standard to -53.8 and moved from the Orange Performance Color to Yellow.

While some gains have been made for our SWD, this student group continues to be an area of focus for our school. Chronic Absenteeism is also an area of focus and needed improvement.

Other Needs

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

In March 2024, 133 students participated in the Kelvin Education Survey. Of those surveyed, 59% agreed with the statement, "My school effectively addresses teasing and bullying." This reflects a 12% decline from the previous year and continues a downward trend in this area at Mariposa.

Both school staff and the School Site Council have identified this as a persistent area of need. An analysis of internal school data—including teacher referrals, infraction reports, and student think sheets—revealed that 58% of incidents reported by male students involved aggressive behavior during soccer games. Students have frequently characterized this conduct as bullying.

Based on this data, it has been determined that Mariposa students would benefit from explicit instruction on how to engage in soccer appropriately within a school setting, as opposed to the more competitive and aggressive style typical of club-level play. A school-wide soccer training will be conducted by the site Physical Education teacher at the beginning of the 2025-2026 school year. This training will include positive character for any playground activity and sport.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Mariposa Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.46%	0.69%	0.96%	2	3	4
African American	1.61%	2.78%	2.65%	7	12	11
Asian	10.11%	8.10%	7.71%	44	35	32
Filipino	0.46%	0.46%	0.48%	2	2	2
Hispanic/Latino	31.49%	34.26%	39.04%	137	148	162
White	45.29%	41.67%	35.66%	197	180	148
Two or More Races	8.51%	7.87%	7.47%	37	34	31
Not Reported	2.07%	4.17%	6.02%		18	25
			Total Enrollment	435	432	415

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		26	36
Kindergarten	59		48
Grade 1	68		53
Grade 2	71		62
Grade3	64		72
Grade 4	78		71
Grade 5	70		73
Total Enrollment	435		415

Conclusions based on this data:

1. Enrollment at Mariposa School has slightly decreased this year. Declining enrollment may be influenced by local population changes or the fluctuations in pricing with the housing market. Understanding these trends helps the school plan staffing and classroom configurations. Most importantly, however, our enrollment numbers allow our school to effectively plan and provide support services such as intervention and extracurricular activities. These services are crucial for addressing the diverse needs of students and enhancing their overall academic success.

2.

Our school community continues to reflect a rich and diverse student population. Our school enrollment continues to shift, most noticeably with our White subgroup which was 41% of the population in 2024 but now 35% in 2025. Enrollment numbers are slightly offset by the steady increase of students in our Hispanic/Latino subgroup. Our Asian student population remained mostly consistent, and the “Not Reported” category increased.

This data helps us ensure that we are meeting the needs of all students and maintaining an inclusive, welcoming school environment for every family we serve. As a school-wide Title 1 school, funding is used to support these students as well as all students who fall within range of the achievement gap.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	12	15	13	2.8%	3.5%	3.1%
Fluent English Proficient (FEP)	19	15	16	4.4%	3.5%	3.9%
Reclassified Fluent English Proficient (RFEP)	2			.46%		

Conclusions based on this data:

1. Although English Learners represent a small percentage of Mariposa's overall enrollment, the data shows a consistent need to maintain intentional supports for English language development and access to grade-level standards. Because the subgroup is small, individual student progress can significantly impact overall percentages. Mariposa will continue to monitor English Learner progress through classroom performance, ELPAC results, benchmark assessments, STAR Reading/Math data, and teacher collaboration during PLCs.
2. Continued emphasis on designated and integrated ELD, academic vocabulary development, small-group instruction, and progress monitoring will support English Learners in making growth toward proficiency and reclassification.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	76	65	72	75	64	71	75	64	71	98.7	98.5	98.6
Grade 4	70	79	74	69	78	73	69	78	73	98.6	98.7	98.6
Grade 5	82	71	80	81	70	77	81	70	77	98.8	98.6	96.3
All Grades	228	215	226	225	212	221	225	212	221	98.7	98.6	97.8

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	2465.	2470.	2480.	44.00	45.31	47.89	24.00	21.88	23.94	12.00	15.63	14.08	20.00	17.19	14.08
Grade 4	2529.	2494.	2508.	60.87	43.59	43.84	13.04	16.67	23.29	13.04	16.67	12.33	13.04	23.08	20.55
Grade 5	2532.	2569.	2524.	38.27	51.43	36.36	25.93	30.00	28.57	18.52	7.14	11.69	17.28	11.43	23.38
All Grades	N/A	N/A	N/A	47.11	46.70	42.53	21.33	22.64	25.34	14.67	13.21	12.67	16.89	17.45	19.46

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	34.67	32.81	30.99	50.67	59.38	57.75	14.67	7.81	11.27
Grade 4	46.38	35.90	39.73	42.03	48.72	45.21	11.59	15.38	15.07
Grade 5	32.10	37.14	31.17	58.02	51.43	49.35	9.88	11.43	19.48
All Grades	37.33	35.38	33.94	50.67	52.83	50.68	12.00	11.79	15.38

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	26.67	45.31	36.62	50.67	35.94	53.52	22.67	18.75	9.86
Grade 4	33.33	29.49	26.03	50.72	48.72	56.16	15.94	21.79	17.81
Grade 5	28.40	45.71	29.87	60.49	41.43	49.35	11.11	12.86	20.78
All Grades	29.33	39.62	30.77	54.22	42.45	52.94	16.44	17.92	16.29

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	26.67	17.19	19.72	62.67	75.00	63.38	10.67	7.81	16.90
Grade 4	15.94	16.67	20.55	75.36	65.38	63.01	8.70	17.95	16.44
Grade 5	22.22	27.14	22.08	67.90	65.71	63.64	9.88	7.14	14.29
All Grades	21.78	20.28	20.81	68.44	68.40	63.35	9.78	11.32	15.84

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	30.67	25.00	30.99	58.67	57.81	59.15	10.67	17.19	9.86
Grade 4	33.33	23.08	38.36	57.97	62.82	50.68	8.70	14.10	10.96
Grade 5	24.69	42.86	31.17	58.02	45.71	46.75	17.28	11.43	22.08
All Grades	29.33	30.19	33.48	58.22	55.66	52.04	12.44	14.15	14.48

Conclusions based on this data:

1. Mariposa continues to demonstrate overall strength in English Language Arts, with a majority of students meeting or exceeding standard. In 2024–2025, 67.87% of students met or exceeded standard in ELA, compared to 69.34% in 2023–2024 and 68.44% in 2022–2023. While overall proficiency remains relatively stable, there was a slight decrease in the percentage of students exceeding standard and a slight increase in the percentage of students not meeting standard. This indicates a need to continue strengthening Tier 1 instruction while also providing targeted intervention for students performing below grade-level expectations.
2. Writing remains an area to monitor. Although the overall percentage of students below standard in Writing decreased slightly from 17.92% to 16.29%, the percentage of students above standard decreased from 39.62% to 30.77%. This suggests that while some students moved out of the lowest performance band, fewer students demonstrated advanced writing proficiency. Continued focus on clear, purposeful writing, writing across content areas, and use of rubrics will support growth in this area.
3. The data reflects the need to maintain a schoolwide focus on high-quality first instruction, differentiated small-group instruction, and targeted academic intervention. Particular focus should be given to reading comprehension, writing development, and academic vocabulary. Grade 5 results, along with increases in the percentage of students below standard in Reading and Listening, indicate the need for continued progress monitoring through STAR, district benchmarks, classroom assessments, and data analysis. These efforts will help ensure that all students continue to make progress toward meeting or exceeding grade-level standards in English Language Arts.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	76	64	72	75	63	71	75	63	71	98.7	98.4	98.6
Grade 4	70	78	74	70	77	73	70	77	73	100.0	98.7	98.6
Grade 5	82	71	80	82	70	77	82	70	77	100.0	98.6	96.3
All Grades	228	213	226	227	210	221	227	210	221	99.6	98.6	97.8

* 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	2467.	2474.	2478.	42.67	34.92	45.07	24.00	36.51	29.58	13.33	12.70	9.86	20.00	15.87	15.49
Grade 4	2522.	2505.	2485.	44.29	38.96	21.92	27.14	18.18	31.51	14.29	25.97	31.51	14.29	16.88	15.07
Grade 5	2499.	2551.	2495.	18.29	45.71	23.38	20.73	25.71	16.88	32.93	11.43	23.38	28.05	17.14	36.36
Grade 11															
All Grades	N/A	N/A	N/A	34.36	40.00	29.86	23.79	26.19	25.79	20.70	17.14	21.72	21.15	16.67	22.62

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	49.33	50.79	45.07	33.33	41.27	42.25	17.33	7.94	12.68
Grade 4	50.00	40.26	27.40	31.43	38.96	50.68	18.57	20.78	21.92
Grade 5	25.61	40.00	27.27	48.78	41.43	31.17	25.61	18.57	41.56
Grade 11									
All Grades	40.97	43.33	33.03	38.33	40.48	41.18	20.70	16.19	25.79

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	41.33	30.16	43.66	38.67	55.56	43.66	20.00	14.29	12.68
Grade 4	45.71	38.96	23.29	40.00	35.06	54.79	14.29	25.97	21.92
Grade 5	17.07	34.29	20.78	56.10	48.57	46.75	26.83	17.14	32.47
All Grades	33.92	34.76	28.96	45.37	45.71	48.42	20.70	19.52	22.62

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	38.67	34.92	47.89	50.67	55.56	40.85	10.67	9.52	11.27
Grade 4	45.71	41.56	20.55	41.43	40.26	67.12	12.86	18.18	12.33
Grade 5	15.85	34.29	20.78	65.85	50.00	48.05	18.29	15.71	31.17
All Grades	32.60	37.14	29.41	53.30	48.10	52.04	14.10	14.76	18.55

Conclusions based on this data:

1. Mariposa's overall mathematics performance declined in 2024–2025 compared to the previous year. The percentage of students who met or exceeded standard decreased from 66.19% in 2023–2024 to 55.65% in 2024–2025. At the same time, the percentage of students who did not meet standard increased from 16.67% to 22.62%. This indicates a need to pay particular attention to students who are approaching or below grade-level standards.
2. Across all grades, the percentage of students performing above standard decreased in Concepts and Procedures, Problem Solving/Modeling and Data Analysis, and Communicating Reasoning. The greatest area of concern is in Concepts and Procedures, where the percentage of students below standard increased from 16.19% to 25.79%.
3. These results indicate a need to strengthen Tier 1 mathematics instruction, provide targeted small-group intervention, and use PLC time to analyze student work, benchmark data, STAR Math results, and formative assessments. Continued emphasis on conceptual understanding, mathematical discourse, real-world problem solving, and communicating reasoning will support students in making progress toward meeting or exceeding grade-level standards.

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	*	*	*	*	*	*	*	*	*	*	8	4
1	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	5		4
All Grades										14	15	15

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*	*		*
All Grades	14.29	0.00	40.00	50.00	33.33	20.00	28.57	33.33	26.67	7.14	33.33	13.33	14	15	15

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*	*		*
All Grades	50.00	13.33	60.00	35.71	40.00	26.67	7.14	20.00	13.33	7.14	26.67	0.00	14	15	15

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*	*		*
All Grades	7.14	6.67	20.00	21.43	13.33	13.33	42.86	26.67	40.00	28.57	53.33	26.67	14	15	15

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*
All Grades	14.29	26.67	53.33	85.71	46.67	46.67	0.00	26.67	0.00	14	15	15

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*
All Grades	71.43	13.33	66.67	14.29	53.33	33.33	14.29	33.33	0.00	14	15	15

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*
All Grades	14.29	6.67	33.33	50.00	33.33	26.67	35.71	60.00	40.00	14	15	15

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*
All Grades	14.29	6.67	13.33	64.29	53.33	66.67	21.43	40.00	20.00	14	15	15

Conclusions based on this data:

1. Although Mariposa Elementary does not have an English Learner (EL) population large enough to qualify as a significant student group, it is still important to consider the performance of the 15 students who participated in the 2025 English Language Proficiency Assessments for California (ELPAC). These results underscore the importance of continuing to provide foundational language support, particularly in the primary grades, to help students progress through the ELPAC levels.

2. To support English Learners at Mariposa Elementary, targeted language instruction will continue to be integrated into daily lessons, with an emphasis on oral language and vocabulary development. Teachers will receive support through professional development and collaboration opportunities focused on strategies for language acquisition. Additionally, designated ELD time will be prioritized, and progress will be monitored through formative assessments and classroom observations. For the small group of upper-grade ELs, targeted support will be provided to accelerate their progress toward reclassification.

3. Grade 5 mathematics performance is an area of concern. The percentage of students meeting or exceeding standard decreased from 71.42% in 2023–2024 to 40.26% in 2024–2025. The percentage of students not meeting standard also increased from 17.14% to 36.36%. This significant decline indicates a need for targeted support in upper-grade mathematics, including intervention, ongoing progress monitoring, and intentional reteaching of priority standards.

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**
432	**34.3%**	**3.5%**	**0.0%**
Total Number of Students enrolled in Mariposa Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	15	3.5%
Foster Youth	0	0.0%
Homeless	14	3.2%
Socioeconomically Disadvantaged	148	34.3%
Students with Disabilities	111	25.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	12	2.8%
American Indian	3	0.7%
Asian	35	8.1%
Filipino	2	0.5%
Hispanic	148	34.3%
Two or More Races	34	7.9%
Pacific Islander	0	0.0%
White	180	41.7%

Conclusions based on this data:

1. Mariposa Elementary School serves a total enrollment of 415 students. A significant portion of the student body, 34.3%, is identified as socioeconomically disadvantaged, meaning over one-third of students are eligible for free or

reduced-price meals or have a parent who did not graduate high school. Mariposa is a school-wide Title 1 school, this funding is used to provide key academic and intervention supports for this student population.

2. Additionally, 25.7% of students receive special education services. This relatively high percentage highlights the importance of strong inclusive practices and differentiated instruction schoolwide. Other subgroups such as homeless and foster youth may benefit from added wraparound and SEL supports.

3. In terms of the racial and ethnic diversity of Mariposa, the student population is predominantly White (41.73%) and Hispanic (34.3%), with other represented groups including Asian (8.1%), Two or More Races (7.9%), and smaller percentages of African American (2.8%), American Indian (0.5%), and Filipino (0.7%) students. No students identified as Pacific Islander this year.

School and Student Performance Data

Overall Performance

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	**Chronic Absenteeism**  Orange	**Suspension Rate**  Yellow
Mathematics  Green		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. In English Language Arts, Mariposa performed 35.7 points above standard, but declined by 10.3 points from the prior year. This indicates that while overall ELA achievement remains strong, the school should continue to focus on maintaining growth and preventing further decline. Continued attention to reading comprehension, academic vocabulary, writing, and evidence-based responses will be important to support all students in meeting or exceeding grade-level standards.

2. In Mathematics, Mariposa performed 4 points above standard, but declined by 24.2 points from the prior year. This decline is more significant than the decline in ELA and indicates that mathematics should be a continued area of focus in the SPSA. Strengthening Tier 1 math instruction, mathematical reasoning, conceptual understanding, and targeted small-group intervention will be important next steps.

3. Although overall schoolwide performance is positive, the Dashboard data shows that not all student groups are performing at the same level. In ELA, Students with Disabilities were in the Red performance band, while Socioeconomically Disadvantaged and Hispanic students were in the Orange performance band. In Math, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students were in the Orange performance band. This indicates that achievement gaps continue to exist and should remain a priority.

School and Student Performance Data

Academic Performance
English Language Arts

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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

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

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

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	
35.7 points above standard	Fewer than 11 students - No Data for Privacy	
Declined 10.3 points	10 Students	
222 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	Fewer than 11 students - No Data for Privacy	12.1 points below standard
	8 Students	Declined 12.1 points
		83 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
76.9 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Declined 24.5 points	7 Students	
58 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
118.9 points above standard	Fewer than 11 students - No Data for Privacy	6.1 points below standard
Declined 15.7 points	1 Student	Declined 20.6 points
19 Students		76 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
34.7 points above standard	0 Students	54.3 points above standard
Declined 11.4 points		Increased 11.8 points
18 Students		94 Students

Conclusions based on this data:

1. Students with Disabilities are the greatest area of concern in ELA. This student group was in the Red performance band, performing 76.9 points below standard and declining 24.5 points. This indicates a need for continued focus on inclusive practices, scaffolded instruction, reading intervention, accommodations, progress monitoring, and collaboration between general education and special education staff.
2. Socioeconomically Disadvantaged students and Hispanic students also demonstrate a need for targeted support. Socioeconomically Disadvantaged students were in the Orange performance band, performing 12.1 points below standard, while Hispanic students were also in the Orange performance band, performing 6.1 points below standard. Both groups declined from the previous year, which suggests the need for intentional small-group instruction, intervention, and continued monitoring through PLC data cycle
3. Mariposa's overall English Language Arts performance continues to be a strength. The 2025 Fall Dashboard places All Students in the Green performance band, with students performing 35.7 points above standard. However, the data also shows a decline of 10.3 points, which indicates that while overall achievement remains positive, continued attention is needed to prevent further decline and support student growth in ELA.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	3	0	1	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	
4 points above standard	Fewer than 11 students - No Data for Privacy	
Declined 24.2 points	10 Students	
221 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	Fewer than 11 students - No Data for Privacy	40.9 points below standard
	8 Students	Declined 21.6 points
		82 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
85.6 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Declined 31.7 points	7 Students	
58 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
90.6 points above standard	Fewer than 11 students - No Data for Privacy	37.6 points below standard
Declined 35 points	1 Student	Declined 18.5 points
19 Students		76 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
8.1 points above standard	0 Students	19.6 points above standard
Declined 15.9 points		Declined 11.1 points
18 Students		94 Students

Conclusions based on this data:

1. Socioeconomically Disadvantaged students and Hispanic students also performed below standard in mathematics. Socioeconomically Disadvantaged students were 40.9 points below standard and declined by 21.6 points, while Hispanic students were 37.6 points below standard and declined by 18.5 points. These results suggest the need for continued small-group instruction, reteaching of priority standards, and regular monitoring through PLC data cycles.
2. Students with Disabilities continue to demonstrate the greatest need in mathematics. This student group performed 85.6 points below standard and declined by 31.7 points, placing them in the Orange performance band. These results indicate a need for strengthened inclusive practices, scaffolded instruction, targeted intervention, and intentional collaboration between general education and special education staff to support access to grade-level mathematics standards.
3. Mariposa's overall Mathematics performance remains in the Green performance band, with All Students performing 4 points above standard. However, the school experienced a significant decline of 24.2 points from the previous year. While the overall performance level remains positive, the decline indicates that mathematics should continue to be a focused area for instructional planning, progress monitoring, and targeted intervention.

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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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
61.5 science points	Fewer than 11 students - No Data for Privacy	0 Students
Declined 8.6 points	4 Students	
82 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	48.7 science points
	3 Students	Declined 11.2 points
		31 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
40.6 science points	Fewer than 11 students - No Data for Privacy	0 Students
Declined 6.9 points	4 Students	
24 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	47 science points
7 Students	1 Student	Declined 13.8 points
		22 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	0 Students	68.5 science points
5 Students		Declined 2 points
		40 Students

Conclusions based on this data:

1. Mariposa's overall Science performance remains an area of strength. The 2025 Fall Dashboard places All Students in the Green performance band, with students earning 61.5 science points. This indicates that, overall, students are demonstrating solid performance on the California Science Test. However, the data also shows a decline of 8.6 points, which indicates the need to continue monitoring science achievement and ensuring students have consistent access to standards-aligned science instruction.
2. The Science Equity Report shows 1 student group in the Green performance band and no student groups in Red, Orange, Yellow, or Blue. This suggests that science performance is generally positive; however, many student groups did not receive a performance color due to smaller group sizes. Faculty will continue reviewing local data and classroom performance to better understand how all students are progressing in science.
3. Socioeconomically Disadvantaged students earned 48.7 science points and declined by 11.2 points. Students with Disabilities earned 40.6 science points and declined by 6.9 points. Hispanic students earned 47 science points and declined by 13.8 points. Although these groups did not receive performance colors, the data suggests that they may benefit from targeted support in science vocabulary, reading informational text, hands-on investigation, and opportunities to explain scientific thinking.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
No Performance Color	No Performance Color
54.5 making progress.	making progress.
Number Students: 11 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
18.2%	27.3%	0%	54.5%

Conclusions based on this data:

1. Mariposa did not receive a performance color for English Learner Progress because the number of English Learners is small. In 2025, the Dashboard reported 11 English Learner students for this indicator, with 54.5% making progress toward English language proficiency. While this is a positive indicator, the small student group size means that each individual student has a significant impact on the overall percentage.
2. Given that Mariposa’s English Learner population is small, progress should be monitored at the individual student level. Teachers and support staff should continue to review ELPAC results, classroom performance, benchmark assessments, STAR data, and formative assessments to determine each student’s specific language needs.
3. More than half of English Learners made progress toward English language proficiency; however, some students maintained or decreased in their ELPI level. Mariposa should continue to provide designated and integrated ELD, intentional academic vocabulary instruction, oral language practice, structured academic discourse, and targeted small-group support. Continued individual progress monitoring will help ensure English Learners make steady growth toward proficiency and reclassification.

School and Student Performance Data

Academic Performance
College/Career Report

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

Conclusions based on this data:

1. N/A

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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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

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

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

All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	
14.7% Chronically Absent	6.3% Chronically Absent	
Maintained 0.3	Declined 23.2	
449 Students	16 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
0 Students	52.9% Chronically Absent	27% Chronically Absent
	Increased 17.2	Increased 2.5
	17 Students	174 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
32.5% Chronically Absent	73.3% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 8	0	3 Students
123 Students	15 Students	

Asian	Filipino	Hispanic
 Yellow	 No Performance Color	 Yellow
2.9% Chronically Absent	Fewer than 11 students - No Data for Privacy	18.1% Chronically Absent
Increased 0.6	2 Students	Declined 5.7
35 Students		160 Students

Two or More Races	Pacific Islander	White
 Green	 No Performance Color	 Red
5.5% Chronically Absent	0 Students	11.7% Chronically Absent
Declined 9.4		Increased 3.7
55 Students		179 Students

Conclusions based on this data:

1. Chronic absenteeism continues to be an area of need for Mariposa. The 2025 Fall Dashboard places All Students in the Orange performance band, with 14.7% of students chronically absent. This rate was relatively stable from the prior year, with only a slight change of 0.3 percentage points, indicating that additional focused efforts are needed to improve regular attendance.
2. Students with Disabilities and Socioeconomically Disadvantaged students continue to demonstrate high rates of chronic absenteeism. Students with Disabilities were in the Red performance band, with 32.5% chronically absent, an increase of 8 percentage points. Socioeconomically Disadvantaged students were also in the Red performance band, with 27% chronically absent, an increase of 2.5 percentage points. These rates are significantly higher than the schoolwide rate and indicate the need for continued monitoring, family outreach, and supportive interventions.
3. Some student groups showed positive movement. English Learners had a chronic absenteeism rate of 6.3%, reflecting a decline of 23.2 percentage points. Hispanic students were in the Yellow performance band, with 18.1% chronically absent, but improved by 5.7 percentage points. Students identifying as Two or More Races were in the Green performance band, with 5.5% chronically absent, improving by 9.4 percentage points. These improvements suggest that attendance efforts may be having a positive impact for some groups and should be continued and refined.

School and Student Performance Data

Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

Conclusions based on this data:

1. N/A

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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	0	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
 Yellow	 No Performance Color	
0.7% suspended at least one day	0% suspended at least one day	
Increased 0.7%	Maintained 0%	
456 Students	16 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	0% suspended at least one day	0.6% suspended at least one day
	Maintained 0%	Increased 0.6%
	17 Students	178 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
1.6% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 1.6%	Maintained 0%	3 Students
125 Students	15 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Orange
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	1.2% suspended at least one day
Maintained 0%	2 Students	Increased 1.2%
35 Students		165 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Yellow
0% suspended at least one day	0 Students	0.6% suspended at least one day
Maintained 0%		Increased 0.6%
56 Students		180 Students

Conclusions based on this data:

1. Mariposa has MTSS supports in place for alternative means of correction before suspending students. We utilize our Mariposa Counselor to support students through the site comprehensive counseling program. School-wide behavior expectations are in place to support positive behavior as well.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Positive School Climate
Provide all Mariposa students with a safe, supportive, and inclusive school environment through positive behavior supports, social-emotional learning, family partnership, and enrichment opportunities so that students' social, emotional, and academic needs are met. Through tiered PBIS and SEL supports, Mariposa Elementary will work to decrease chronic absenteeism and suspension rates, with specific attention to student groups demonstrating higher levels of need, including Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students. These efforts will support increased student connectedness, sense of belonging, and overall engagement in school.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to school programs, activities, and tiered social-emotional and behavioral supports. These supports will foster a sense of connectedness, especially for English Learners (EL), Foster Youth (FY), African American Students, student experiencing homelessness, Low Income students (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

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.

For the 2025-2026 school year, Mariposa will continue to focus on sustaining a positive behavior support system rooted in our core values: Be Safe, Be Kind, and Be Responsible. Analysis of student feedback from the March 2025 Kelvin Pulse survey reports that 65% of students surveyed provided positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset, Emotional and Physical Safety, Climate of Support for Academic Learning, and Self-Management. This data, along with feedback from staff and community partners indicates the need for greater support for our students. To do so, we will prioritize equal access to programs and continue the implementation of tiered Social Emotional and behavioral assistance. Such support structures aim to cultivate a sense of belonging, particularly for English Learners (EL), Foster Youth (FY), African American (AA), students facing homelessness (HY), Low Income (LI), students with disabilities (SWD), and other demographics demonstrating the highest necessity for improved outcomes.
Note:
In the section below (Annual Measurable Outcomes), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A - Attendance Rate Percentage of students who were present by student group. Source: District Analysis	Spring 2025 All -- 95% African American -- 95% American Indian or Alaskan Native -- 95% Asian -- 96% Filipino -- 98% Hispanic -- 95% White -- 96% Two or More Races -- 96% Low Income -- 95% English Learner -- 95% Foster Youth -- 95% Homeless Youth -- 95% Students with Disabilities -- 95%	
1B Chronic Absenteeism Rate: Percentage of students in grades K-5 who were absent for 10% or more of the total instructional days, by student groups. Source: California School Dashboard	2025 CA Dashboard ALL | 13% Asian | 2.9% Hispanic | 16.7% Multiple Races/Two or More | 2.9% White | 10.1% Socioeconomically Disadvantaged | 24.1% Students with Disabilities | 0%	
1C Suspension Rate: Percentage of students suspended 1 or more times during the school year by student group. Source: California School Dashboard	2025 CA Dashboard ALL | .2% Asian | 0% Hispanic | .6% Multiple Races/Two or More | 0% White | 0% Socioeconomically Disadvantaged | 0% Students with Disabilities | 0%	
1D School Climate Survey: Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management. Source: Local Climate Survey	March 2025 Overall Percent Favorable 75%	

1E SEL/Positive Behavior Systems (TFI/Self Survey)/SWIS: (describe measure used) Source: Local Survey	25-26 San Bernardino County Superintendent of Schools PBIS Gold Recognition	
1F School Connectedness/Visual and Performing Arts Enrollment: Percentage of students participating in Visual and Performing Arts. Source: District Analysis	2025-2026 100%	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1. Mariposa will foster a positive school culture through continued integration of Social Emotional Learning into the classroom through Tiered SEL and student support systems during non-classroom time with the counselor, site based check-in/check-out system with faculty, Friendly Helper support during non-academic time, and sustainment of a school-wide counseling program. The effectiveness of this strategy will be measured by an increase in student attendance, the school's favorability rating on the school climate survey, SEL/positive behavior systems, and the Comprehensive School Counseling Implementation.	All Students	1,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) certificated/classified hourly costs associated with providing students social, emotional, and behavior supports
1.2	2. The school will create and promote a positive school culture for students and staff by fostering schoolwide community-building activities that strengthen belonging, shared identity, and positive school culture through assemblies, spirit days, and inclusive literacy/culture events that include but are not limited to schoolwide themed spirit days, flag ceremonies, trimester artists, composer of the month, Read Across America, Red Ribbon Week, Intramurals, One Book One School, reflections art show, assemblies, and other schoolwide events. The effectiveness of this strategy will be measured by an increase in student attendance, School Connectedness, and the school's favorability rating on the school climate survey.	All Students	3,500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Costs associated with promoting/creating/sustaining positive school culture 1,000.00 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Hourly pay for staff providing services related to this activity 350 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Costs associated with paying hourly wages for VAPA
1.3	3. Mariposa will provide opportunities for family engagement to strengthen school-home partnership, belonging, and student success through schoolwide events including but not limited to visual and performing arts shows, Coffee with the Principal, hosting family nights, parent/family workshops, and by encouraging parent input in decision making on our Safety Committee and School Site Council.	All Students	922 Title I Parent Involvement Non-Personnel (4000-7439) Refreshments for Coffee with the Principal, school meetings, and other parent functions/events

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.4	4. Mariposa will foster a safe and positive school climate by reinforcing expected student behaviors in the classroom, on the playground, and larger school campus through school-wide expectations, recognition systems, and behavior reinforcement. The school's universal expectations are centered on the 3 Bs: Be Kind, Be Responsible, Be Safe. The school will provide all necessary materials to ensure consistent implementation of school-wide behavior expectations. A variety of incentives and opportunities will be offered to recognize students' positive behaviors and good attendance. The effectiveness of this initiative will be measured through comprehensive school counseling implementation, reductions in suspensions and expulsions, improved attendance rates, and decreased chronic absenteeism.	All Students	5,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Supplies, materials, fees and costs associated with schoolwide implementation of 3 Bs 1,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Hourly compensation for teachers
1.5	To support students' mental and physical well-being, Mariposa will offer a variety of before, during, and after school clubs and wellness opportunities that increase student connection, engagement, and sense of belonging. These programs will include, but are not limited to, Chorus, Yoga, Run Club, Tennis Club, STEAM Club, Broadcasting Program, Coordinated Running Events, and the Friendly Helper Program. These activities will be designed to increase school connectedness and attendance, with a focus on supporting socioeconomically disadvantaged, homeless, Hispanic, and Students with Disabilities (SWD). The impact of these programs will be assessed through student participation data, attendance trends, and school climate survey results.	All Students	3,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Costs for hourly wages for staff 1,204 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Costs associated with providing these opportunities

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

This year marked the third year of implementation for this articulated goal focused on fostering student connection through enrichment and inclusion. Students participated in a wide range of activities including Visual and Performing Arts (VAPA), STEAM experiences, afterschool clubs, and our comprehensive school counseling program. Participation in VAPA more than doubled this year, with every class showcasing a flag ceremony performance or class play. Our Lego Wars competition remained a highly popular event among students in grades 3–5, reinforcing our schoolwide STEAM focus on innovation, collaboration, and creative problem-solving.

Despite these expanded offerings, results from the recent school climate survey, Kelvin Pulse, reveal an important concern, only 64% of student respondents agreed with the statement, "My school is a place where I feel that I belong and am included in activities." This indicates that, while participation rates are improving, a significant number of

students still do not feel fully connected or included. This feedback signals a need for deeper exploration into which students feel excluded and why. Additional steps are needed to ensure that all students across grade levels, backgrounds, and interests feel welcomed, valued, and engaged in the school community.

There are two specific areas in which our school should focus on for the incoming school year. First, the average daily attendance was 93.6% average for the school year. This is a 1.4% shortfall from our goal of 95%. Our increased focus on Chronic Absenteeism did not have the desired effect, as the student attendance rate continued to be problematic. SWD are in the red band and the SES group is in the orange color band. Chronic attendance data was assigned as a metric for a variety of strategies for this goal and the minimal improvement requires site leadership to re-evaluate efforts and actions for the 24-25 school year.

The second area of focus is on supports for tier 2 and 3 behaviors. While other means of correction are in place and the No Hate Zone has been implemented, it is evident that students need far more support to feel connected to our school. This is evident in the rise in student negative behaviors.

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

SSP funds that were not used in this goal were moved to goal 2 to ensure sufficient funding for classroom supplies.

Our school counselor unexpectedly took a personal leave of absence for a large portion of the school year. This had a large impact on our school initiatives involving the school-wide counseling program. While some subs were provided to step in and support, there were difficulties due to the fact that students did not feel connected to the sub counselors. This also impacted collegial relationships and collaboration between the counselor and staff. The self-survey and TFI results were impacted as well since it was difficult to implement activities without sufficient support in our counseling program.

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

Our school site began implementing the SWIS program in the 3rd trimester to properly track student behavior data. This data will be shared and analyzed with educational partners to determine next steps for our school. SWIS data will be used as a metric to monitor and track student behaviors and to watch for trends in data signaling improvement or the need to re-evaluate our strategies.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Tiered Academic Support
Mariposa Elementary will provide all students with equitable access to high-quality, standards-based instruction within a 21st-century learning environment. Through rigorous Tier 1 instruction, PLC data analysis, instructional technology, tiered academic supports, and targeted small-group interventions, students will make progress toward grade-level standards in English Language Arts and Mathematics. The school will focus on increasing academic achievement, preventing further score declines, and closing proficiency gaps. Particular attention will be given to accelerating the progress of Students with Disabilities, while also supporting Socioeconomically Disadvantaged and Hispanic students in moving toward higher performance levels in ELA and Mathematics.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will progress towards meeting standards in academics through tiered supports and services.

Identified Need

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

The 2025 CAASPP data indicate areas of low performance as well as significant performance gaps among some of our student groups in both ELA and Math. Specifically in ELA, Students with Disabilities are in the Yellow band of performance along with our Socioeconomically Disadvantaged students who are in the Orange band for ELA as well. Mariposa School will provide targeted assistance for struggling learners by providing professional development for educators, providing site intervention for students, in addition to before/after school tutoring. The effectiveness of this strategy will be measured by an increase in state assessment scores, STAR Math, and STAR Reading.

Note:
In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L(Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	2025 CA School Dashboard (points from standard) ALL | 30 (increase of 1.8 points) Hispanic | 15 (increase .5) White | 50 (increase of 7.5 points) Socioeconomically Disadvantaged | 5 (increase of 5) Students with Disabilities | -42.4 (increase of 10)	
2B Mathematics State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	2025 CA School Dashboard (points from standard) ALL | 30 (increase of 1.8 points) Hispanic | At Standard White | 40.7 (increase of 10 points) Socioeconomically Disadvantaged | At Standard Students with Disabilities | -43.8 (increase of 10)	
2C California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST Grade 5 student group. Source: California School Dashboard	Spring 2025, 100% of our 5th grade students participated in the CAST. Spring 2025 CAST Points Above Standard Total 10 EL At Standard Foster Youth At Standard Homeless At Standard Economically Disadvantaged At Standard SWD -10 African American At Standard Asian 25 Hispanic At Standard White 10	
2D English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC). Source: California School Dashboard	2024 CA School Dashboard NO DATA	
2E STAR Assessment (English/Reading) Source: Internal District Reporting	STAR Reading April 2025 OVERALL – 75% African American – 60% American Indian – 0% Asian – 85% Hispanic – 65%	

	Pacific Islander – 0 % Two or More Races – 50% White – 80% EL – 0% SWD – 43% 1st Grade – 76% 2nd Grade – 78% 3rd Grade – 70% 4th Grade - 65% 5th Grade - 80%	
2F STAR Assessment (Mathematics) Source: Internal District Reporting	STAR Math April 2025 ALL – 68% African American – 0% American Indian – 100% Asian – 81% Hispanic – 60% Pacific Islander – 0% Two or More Races –80% White – 70% EL – 0% SWD – 38% 1st Grade – 75% 2nd Grade – 78% 3rd Grade – 65% 4th Grade – 65% 5th Grade – 62%	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	1. Mariposa School will provide necessary instructional supplies, materials, and resources to support high-quality, standards-based classroom instruction and promote academic growth for all learners. Materials will be selected to enhance student engagement, support access to grade-level standards, and address the diverse learning needs of students across all grade levels.	All Students	21,305 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Costs associated with supporting and promoting academic achievement of students
2.2	2. Mariposa School will provide targeted academic intervention for student groups who did not meet grade-level standards on the 2025 CAASPP and/or are demonstrating need based on current assessment data. Intervention teachers will use evidence-based instructional strategies, targeted supports, and appropriate scaffolds to help students who need additional support in mathematics and English Language Arts. The effectiveness of this strategy will be measured by increased student performance on CAASPP, STAR Reading, STAR Math, and other site-based progress monitoring data.	Students with Disabilities Socioeconomically Disadvantaged Hispanic	39,120 Title I Personnel (1000-3999) wages, salary, benefits for hourly intervention teachers
2.3	3.Mariposa School will support teachers in improving student outcomes, particularly for student groups performing in the yellow, orange, and red bands on state assessments. To enhance	All Students	6,300 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	instructional practices, the school will provide professional development and collaboration opportunities, which may include, but are not limited to, conferences, workshops, coaching, and consultant-led training. To facilitate these opportunities, the use of substitutes may be necessary to release teachers for a variety of professional activities, such as collaboration days, data team meetings, evaluation meetings, peer observations, curriculum discussions, data analysis, student work analysis, and other instructional planning needs. The effectiveness of this strategy will be measured by an increase in state assessment scores, STAR ELA and Math data, and improvements in targeted student performance areas.		Costs associated with providing teacher professional development and collaboration opportunities
2.4	4. Mariposa School will support English Learners (EL) to improve their ELPI levels to increase the number of re-classified students site-wide. Support for this endeavor include but are not limited to the purchase of supplemental books, resources, and materials for EL program, Technology (hardware and software) for EL program, hourly intervention support personnel for students K-5 who are identified EL, progress monitoring and provide translation support. The effectiveness of this strategy will be measured by an increase in reclassification rates, ELPI, ELPAC data, and LTEL data.	English Learner Students	180.00 District Funded – Title III Non-Personnel (4000-7439) Ellevation Data Software 1,992.00 District Funded – Title III Personnel (1000-3999) EL Planning, Collaboration, Intervention, Certificated hourly 500.00 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Compensation for EL Representative 150.00 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Language Line Translation services
2.5	5. Mariposa will provide enrichment learning opportunities for ALL students. Intervention/enrichment opportunities offered during, before and/or afterschool and intersession, including but not limited to push-in and/or pull-out support that focuses on the academic development of at-promise students through supplemental programs, resources, and staff. The effectiveness of this strategy will be measured by an increase in state assessment scores, STAR Math, and STAR Reading.	All students	2,246 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Compensation for certificated staff providing the enrichment classes before, during, and afterschool
2.6	6.Mariposa School will use Renaissance Learning as an evidence-based assessment and progress monitoring tool to monitor student growth in English Language Arts and Mathematics. STAR Reading, STAR Early Literacy, and STAR Math data will be	All Students	4,130 Title I Non-Personnel (4000-7439) Licenses

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	used to identify student needs, guide targeted intervention, monitor progress over time, and inform PLC discussions and instructional planning. The effectiveness of this strategy will be measured by student growth and increased proficiency on STAR Reading, STAR Early Literacy, STAR Math, CAASPP, and other site-based assessment data.		

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Mariposa students continued to make academic gains this school year as evidenced by metrics for State Assessments and STAR reading and math scores. The site reading intervention program provided much needed support for primary students struggling with foundational literacy concepts. 89.5% of the students who participated in the site reading intervention program made at least 1 year's growth in reading.

The 2023–2024 CAASPP ELA results show strong progress for our current fifth-grade cohort, which grew from 57% meeting or exceeding standards in Grade 3 to over 81% in Grade 5. This steady improvement reflects the impact of consistent, focused instruction. However, the current fourth-grade group saw a drop from 68% to 60% proficiency, and Grade 3 has shown a steady decline over the past three years, now at 61%. These trends point to a need for stronger foundational instruction and targeted support in Grades 3 and 4. Moving forward, we will strengthen Tier 1 instruction, use small-group strategies to close learning gaps, and engage in data-driven collaboration through PLCs.

The 2023–2024 CAASPP Math results reflect both encouraging growth and areas for improvement. Our current fifth-grade cohort showed steady gains, increasing from 43% proficiency in Grade 3 to over 71% in Grade 5. In contrast, the current fourth-grade group declined from 67% to 57%, suggesting a need to review instructional practices in that grade. Grade 3 scores have also shown a downward trend over the past two years, pointing to the importance of strengthening foundational math instruction. Despite these challenges, overall schoolwide proficiency rose from 34% last year to 40% this year, indicating positive momentum. Continued focus on early intervention and instructional alignment will be key to sustaining this growth.

STAR ELA and Math scores in grades 3rd-5th are approximately 10% - 12% lower than that of last year's SBAC scores. This could be in part to larger class sizes, increased student negative behaviors, and poor attendance.

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$92,899.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$43,250.00
Title I Parent Involvement	$922.00

Subtotal of additional federal funds included for this school: $44,172.00

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

State or Local Programs	Allocation ($)
District Funded – Title III	$2,172.00
LCAP - Supplemental & Concentration Grant (LCAP)	$46,555.00

Subtotal of state or local funds included for this school: $48,727.00

Total of federal, state, and/or local funds for this school: $92,899.00

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 – Title III	2,172.00
LCAP - Supplemental & Concentration Grant (LCAP)	46,555.00
Title I	43,250.00
Title I Parent Involvement	922.00

Expenditures by Budget Reference

Budget Reference	Amount
Non-Personnel (4000-7439)	36,391.00
Personnel (1000-3999)	56,508.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Non-Personnel (4000-7439)	District Funded – Title III	180.00
Personnel (1000-3999)	District Funded – Title III	1,992.00
Non-Personnel (4000-7439)	LCAP - Supplemental & Concentration Grant (LCAP)	31,159.00
Personnel (1000-3999)	LCAP - Supplemental & Concentration Grant (LCAP)	15,396.00
Non-Personnel (4000-7439)	Title I	4,130.00
Personnel (1000-3999)	Title I	39,120.00
Non-Personnel (4000-7439)	Title I Parent Involvement	922.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	16,976.00
Goal 2	75,923.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Laraissa Gill	Principal
Cheryl D'Amico	Classroom Teacher
Kelly Hornung	Classroom Teacher
Christin Williams	Classroom Teacher
Michelle Johnson	Other School Staff
Kristy Walker	Parent or Community Member
Cassie Ver Steeg	Parent or Community Member
Sarah Jones	Parent or Community Member
Steffanie Fisher	Parent or Community Member
Gregory Harrington	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Cheryl A. D'Amico	Gifted and Talented Education Program Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Laraissa Gill

Principal, Laraissa Gill on May 27, 2026

SSC Chairperson, Kristy Walker on Kristy Walker 5.27.26

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
McKinley Elementary School	36-67843-6036552	May 20, 2026	July 21, 2026

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by McKinley Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page 1
Table of Contents....2
Plan Description....3
Educational Partner Involvement....3
Comprehensive Needs Assessment Components....3
California School Dashboard (Dashboard) Indicators....3
Other Needs....4
School and Student Performance Data....5
Student Enrollment....5
CAASPP Results....8
ELPAC Results....13
Student Population....16
Overall Performance....18
Academic Performance....20
Academic Engagement....27
Conditions & Climate....29
Goals, Strategies, & Proposed Expenditures....31
Goal 1....31
Goal 2....40
Budget Summary....49
Budget Summary....49
Other Federal, State, and Local Funds....49
Budgeted Funds and Expenditures in this Plan....50
Funds Budgeted to the School by Funding Source....50
Expenditures by Funding Source....50
Expenditures by Budget Reference....50
Expenditures by Budget Reference and Funding Source....50
Expenditures by Goal....50
School Site Council Membership....52
Recommendations and Assurances....53

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by McKinley Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

McKinley's SPSA is aligned to ensure all student groups have the proper supports in place to ensure success based on the expectations of LCAP and federal/state expectations. The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication effort with the ultimate goal of increasing student achievement. The School Site Council is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students. LCFF provides schools and LEA's 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. Because our school goals are aligned to the District's LCAP goals, they support our unduplicated students including students experiencing homelessness/Foster, English Learners, Socioeconomically Disadvantaged students, and students that need intervention/enrichment achieve academic, behavioral, and socio-emotional success.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

McKinley's SSC (School Site Council) meets a minimum of five times throughout the school year. The committee consists of the administrator, staff members (certificated/classified) and five parents.

McKinley's SSC meets to review and discuss revisions to the SPSA. This happens throughout the school year. This will continue for the 2026-2027 school year through in-person meetings, with an option for zoom to include all members. As the needs of the students shift and the budget amounts and spending rules change the SSC will review and approve revisions to goals and budget items. The intention of this current SPSA is to streamline the plan to better meet the needs of the McKinley Elementary School population. The McKinley SSC is focused on meeting the needs of our students, even if this means revising our plans.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

In the 2025 California School Dashboard, Overall performance indicators are in the green (high) or blue (very high), with Chronic Absenteeism being the only Orange (low).

ELA, all students increased 13.2 points. McKinley does not have any students in the Orange or Red. However the Hispanics and Socioeconomically Disadvantaged maintained in the Yellow. Socioeconomically Disadvantaged increased by 13.7 points moving them up to Yellow.

Math, all students increased 10.2 points. No significant ground are in Orange or Red, and Hispanics increased 4.4 point while the Socioeconomically Disadvantaged increased 10 points.

Throughout the year, teachers have analyzed STAR Reading and Math data to support those students needing intensive support in learning. Additionally there will be a focus on Professional Learning Communities to help analyze ongoing data and collaboration for student achievement.

Chronic Absenteeism increased by 2%, putting our school in the Orange. Our African American population increased by 16.1%, Socioeconomically Disadvantaged increased by 21.2%, and Students with Disabilities increased by 23.7% moving them to the red.
Our Chronic absenteeism rate increased by 2% points. We will maintain a targeted focus to improve student attendance, which will, in turn, positively affect student achievement. This focus includes our attendance clerk, Attendance Team, teachers, counselor, and principal monitoring students, meeting with families, celebrating improvement, and offering incentives.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

McKinley School has no group that was two or more performance levels below the all students performance.

Other Needs

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

To support our district’s unduplicated count (Homeless, foster, low-income & EL) population, some schools, including ours, offer after school programming named “Exploration Experience”. This is the merged programs of Expanded Learning Opportunity Program (ELOP) and After School Education and Safety (ASES). This opportunity allows a safe learning environment after school where students can experience an increased sense of belonging as students connect with their peers and additional program staff in positive ways after school. This opportunity also contributes to areas of high academic achievement by offering homework & academic support.

In 2026-2027 school year McKinley will be offering 3 Spanish Dual Immersion classes; one Transitional Kindergarten and two Kindergarten.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for McKinley Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	11.56%	9.84%	8.79%	37	31	29
Asian	4.69%	3.17%	2.12%	15	10	7
Filipino	0.63%	0.32%	0.30%	2	1	1
Hispanic/Latino	57.19%	58.41%	60.61%	183	184	200
White	19.06%	19.05%	17.88%	61	60	59
Two or More Races	5.63%	5.40%	5.76%	18	17	19
Not Reported	1.25%	3.81%	4.55%		12	15
			Total Enrollment	320	315	330

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		30	30
Kindergarten	48	50	45
Grade 1	45	50	48
Grade 2	54	50	53
Grade3	53	44	44
Grade 4	46	56	54
Grade 5	50	54	56
Total Enrollment	320	334	330

Conclusions based on this data:

1. Dashboard data indicates that the largest student population at McKinley is our Socioeconomically Disadvantaged student group at 67%. Our Socioeconomically Disadvantaged population were Yellow in Math and Red in Chronic Absenteeism. This impacts student achievement and attendance due to their lack of resources to include transportation and access to healthcare, books, food, and other necessities. McKinley offers home visits, parent education meetings, after school academic support, and support from our school counselor.

2. Dashboard data indicates that 58.4% of McKinley's population is Hispanic. The Hispanic population were in Yellow California Data Dashboard for both ELA and Math. McKinley will increase a connectedness to school with parent

engagement, parent meetings, afterschool extended learning program, and Positive Behavior Interventions and Supports, to foster a welcoming community.

3. Dashboard data indicates our Students with Disabilities are in the Red for Chronic Absenteeism. This impacts students' progress towards goals and sense of connectedness to the school. McKinley will increase attendance among Students with Disabilities, by providing resources, counseling, incentives, parent support meetings, and home visits.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	26	23	13	8.1%	7.3%	3.9%
Fluent English Proficient (FEP)	18	16	16	5.6%	5.1%	4.8%
Reclassified Fluent English Proficient (RFEP)	8			2.5%		

Conclusions based on this data:

1. McKinley's EL population has decreased by about 0.8%. McKinley has provided EL students with support through designated and integrated English development in the classrooms daily, as well as professional development for teachers.
2. Students are continuing to reclassify to Fluent at a steady rate.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	45	52	51	45	52	50	45	52	50	100.0	100	98
Grade 4	61	46	48	61	45	47	61	45	47	100.0	97.8	97.9
Grade 5	66	53	43	66	53	43	66	53	43	100.0	100	100
All Grades	172	151	142	172	150	140	172	150	140	100.0	99.3	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2398.	2388.	2408.	15.56	17.31	12.00	22.22	13.46	24.00	24.44	32.69	40.00	37.78	36.54	24.00
Grade 4	2461.	2452.	2467.	21.31	13.33	25.53	27.87	22.22	19.15	22.95	26.67	31.91	27.87	37.78	23.40
Grade 5	2485.	2510.	2524.	19.70	26.42	23.26	24.24	32.08	34.88	24.24	18.87	27.91	31.82	22.64	13.95
All Grades	N/A	N/A	N/A	19.19	19.33	20.00	25.00	22.67	25.71	23.84	26.00	33.57	31.98	32.00	20.71

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	11.11	7.69	14.00	71.11	57.69	70.00	17.78	34.62	16.00
Grade 4	14.75	13.33	19.15	63.93	68.89	61.70	21.31	17.78	19.15
Grade 5	18.18	20.75	13.95	65.15	66.04	69.77	16.67	13.21	16.28
All Grades	15.12	14.00	15.71	66.28	64.00	67.14	18.60	22.00	17.14

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	4.44	7.69	4.08	64.44	53.85	63.27	31.11	38.46	32.65
Grade 4	14.75	2.22	12.77	57.38	57.78	63.83	27.87	40.00	23.40
Grade 5	7.58	24.53	9.30	60.61	50.94	79.07	31.82	24.53	11.63
All Grades	9.30	12.00	8.63	60.47	54.00	68.35	30.23	34.00	23.02

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.56	13.46	4.00	68.89	67.31	78.00	15.56	19.23	18.00
Grade 4	8.20	13.33	8.51	78.69	77.78	76.60	13.11	8.89	14.89
Grade 5	12.12	16.98	18.60	72.73	67.92	67.44	15.15	15.09	13.95
All Grades	11.63	14.67	10.00	73.84	70.67	74.29	14.53	14.67	15.71

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.11	11.54	14.00	68.89	71.15	66.00	20.00	17.31	20.00
Grade 4	13.11	15.56	17.02	68.85	73.33	76.60	18.03	11.11	6.38
Grade 5	19.70	18.87	25.58	60.61	64.15	65.12	19.70	16.98	9.30
All Grades	15.12	15.33	18.57	65.70	69.33	69.29	19.19	15.33	12.14

Conclusions based on this data:

1. Overall, 45.71% of 3rd thru 5th grade students scored at or above standard on the ELA assessment.

2. When looking at the four individual areas the percentage of students near standard and above are significantly higher than below standard:
Reading - 82.85%
Writing - 76.98%
Listening - 84.29%
Research - 87.86%

3. The data indicates the following:
1. A need for purposeful collaboration and professional in the area of writing.
2. Focused instruction with those students that are achieving "near" standard in reading and writing.
3. The need to increase 3rd grade writing skills due to 32.65 % being below standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	45	52	51	45	52	51	45	52	51	100.0	100	100
Grade 4	61	46	48	61	45	47	61	45	47	100.0	97.8	97.9
Grade 5	66	53	43	66	53	43	66	53	43	100.0	100	100
All Grades	172	151	142	172	150	141	172	150	141	100.0	99.3	99.3

* 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	2407.	2396.	2413.	13.33	13.46	13.73	22.22	19.23	25.49	31.11	26.92	27.45	33.33	40.38	33.33
Grade 4	2458.	2461.	2468.	16.39	17.78	12.77	22.95	15.56	34.04	34.43	37.78	31.91	26.23	28.89	21.28
Grade 5	2487.	2492.	2499.	19.70	15.09	23.26	18.18	22.64	13.95	30.30	30.19	41.86	31.82	32.08	20.93
Grade 11															
All Grades	N/A	N/A	N/A	16.86	15.33	16.31	20.93	19.33	24.82	31.98	31.33	33.33	30.23	34.00	25.53

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	15.56	17.31	21.57	51.11	44.23	41.18	33.33	38.46	37.25
Grade 4	24.59	20.00	23.40	47.54	48.89	57.45	27.87	31.11	19.15
Grade 5	19.70	15.09	20.93	48.48	58.49	48.84	31.82	26.42	30.23
Grade 11									
All Grades	20.35	17.33	21.99	48.84	50.67	48.94	30.81	32.00	29.08

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.56	15.38	15.69	48.89	42.31	58.82	35.56	42.31	25.49
Grade 4	11.48	13.33	14.89	55.74	55.56	55.32	32.79	31.11	29.79
Grade 5	15.15	15.09	16.28	57.58	52.83	58.14	27.27	32.08	25.58
All Grades	13.95	14.67	15.60	54.65	50.00	57.45	31.40	35.33	26.95

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	13.33	17.31	19.61	57.78	51.92	58.82	28.89	30.77	21.57
Grade 4	14.75	15.56	14.89	60.66	53.33	57.45	24.59	31.11	27.66
Grade 5	6.06	9.43	13.95	63.64	64.15	62.79	30.30	26.42	23.26
All Grades	11.05	14.00	16.31	61.05	56.67	59.57	27.91	29.33	24.11

Conclusions based on this data:

1. Based on the CAASPP data 3rd grade Math:
39.22% at Standard Exceeded or Standard Met
27.45% at Standard nearly Met
33.33% Standard Not Met
There was an increase in Standard Not Met from the previous year.

Based on the CAASPP data 4th grade Math:
46.81% at Standard Exceeded or Standard Met
31.91% at Standard nearly Met
21.28% Standard Not Met
Fourth grade has decreased Standard Not Met.

Based on the CAASPP data 5th grade Math:
37.21% at Standard Exceeded or Standard Met
41.86% at Standard nearly Met
20.93% Standard Not Met
Fifth grade has decreased Standard Not Met from the previous year.

2. When looking at the three individual areas the percentage of students near standard and above are significantly higher:

Concepts & Procedures 70.93-%
Problem Solving & Modeling Data Analysis - 73.05%
Communicating Reasoning - 75.88

We will prioritize integrated application, specifically leveraging the high performance in Communicating Reasoning (75.88%) to strengthen the more procedural elements of Concepts and Procedures (70.93%). By focusing on multi-step task integration, we aim to move the high percentage of "Near Standard" students into the "Standard Met" category.

3. Continued support will be emphasized in small group instruction, data analyses, supplemental curriculum, and professional development. with a focus on Hispanic and Socioeconomically Disadvantaged students.

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	*	*	*	*	*	*	*	*	*	5	5	4
1	*	*	*	*	*	*	*	*	*	*	6	*
2	*	*	*	*	*	*	*	*	*	5	*	5
3	*	*	*	*	*	*	*	*	*	4	*	4
4	*	*	*	*	*	*	*	*	*	*	6	*
5	*	*	*	*	*	*	*	*	*	5	*	*
All Grades										24	24	18

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.83	12.50	5.56	45.83	50.00	44.44	20.83	29.17	27.78	12.50	8.33	22.22	24	24	18

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.17	33.33	16.67	54.17	45.83	44.44	12.50	12.50	27.78	4.17	8.33	11.11	24	24	18

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.33	0.00	0.00	33.33	25.00	27.78	33.33	50.00	50.00	25.00	25.00	22.22	24	24	18

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.83	37.50	11.11	75.00	54.17	72.22	4.17	8.33	16.67	24	24	18

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.83	45.83	27.78	45.83	45.83	55.56	8.33	8.33	16.67	24	24	18

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.67	0.00	0.00	50.00	70.83	66.67	33.33	29.17	33.33	24	24	18

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.67	4.17	0.00	62.50	75.00	77.78	20.83	20.83	22.22	24	24	18

Conclusions based on this data:

1. McKinley Elementary School has an EL population smaller than the significant student group threshold. However, in an effort to support our students and the District's LCAP goals, McKinley continues to provide small group instruction in the area of English Language Arts and integrated and designated ELD. Additionally McKinley will have 3 Spanish Dual Immersion programs to support Multilingualism.

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**
315	**67%**	**7.3%**	**0.3%**
Total Number of Students enrolled in McKinley Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	23	7.3%
Foster Youth	1	0.3%
Homeless	7	2.2%
Socioeconomically Disadvantaged	211	67%
Students with Disabilities	38	12.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	31	9.8%
American Indian	0	0.0%
Asian	10	3.2%
Filipino	1	0.3%
Hispanic	184	58.4%
Two or More Races	17	5.4%
Pacific Islander	0	0.0%
White	60	19%

Conclusions based on this data:

1. The percentage of Socioeconomically Disadvantaged (SED) students at McKinley has decreased to 67%, this remains a significant majority of the student population. California School Dashboard data continues to indicate a critical need for comprehensive, tiered interventions to address the persistent barriers faced by this subgroup.
Identified Needs: To ensure equitable outcomes for the SED population, the school identifies a continued requirement for integrated support systems across the following domains:
Social-Emotional: Targeted wellness resources and trauma-informed practices.
Attendance: Strategic outreach to mitigate chronic absenteeism and improve engagement.
Academic: Evidence-based scaffolds and supplemental resources to bridge achievement gaps.

2. The Hispanic student population represents a significant demographic at 58.4% of the total enrollment. According to the California School Dashboard, this subgroup is currently performing in the Yellow status across three critical indicators: English Language Arts, Mathematics, and Chronic Absenteeism.
Identified Need for Improvement: There is a clear requirement for targeted, data-driven interventions to move this subgroup toward Green/Blue status. Specifically, the school must address:
Academic Achievement: Implementing culturally responsive scaffolding in ELA and Math to bridge proficiency gaps.
Engagement: Developing strategic attendance initiatives and family outreach to reduce chronic absenteeism rates.

School and Student Performance Data

Overall Performance

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Orange	**Suspension Rate** Blue
Mathematics Green		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. According to the California School Dashboard, McKinley’s academic indicators for English Language Arts (ELA) and Mathematics are currently in the Green status. This placement reflects exceptional year-over-year growth and significant acceleration in student achievement. Strategic focus remains on accelerating the achievement of our Hispanic and Socioeconomically Disadvantaged students through enhanced academic and social-emotional support systems.

2. Based on the Dashboard data, the suspension rate for McKinley is at Blue. McKinley has been focused on implementing PBIS strategies and expectations and building a robust counseling program. McKinley School was recognized as a "Platinum" program for PBIS for the 2025-2026 school year and plans to remain in Platinum status.

3. While McKinley's overall performance in Chronic Absenteeism has shifted to Orange, a disaggregated look at our subgroups reveals a critical need for targeted intervention.
Red Status : African American, Socioeconomically Disadvantaged, and Students with Disabilities.
Yellow Status: Hispanic and White student populations.
McKinley will address this need with data driven monitoring, tiered interventions, partnering with families, incentive and culture building.

School and Student Performance Data

Academic Performance
English Language Arts

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	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
 Green	 No Performance Color	
1.9 points below standard	9.1 points below standard	
Increased 13.2 points	Increased 29.4 points	
137 Students	15 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	14.5 points below standard
1 Student	4 Students	Increased 13.7 points
		91 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
76.2 points below standard	28.2 points below standard	0 Students
Increased 20.1 points	Increased 29.1 points	
24 Students	18 Students	

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	0 Students	18.8 points below standard
3 Students		Increased 6.1 points
		76 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	34.1 points above standard
9 Students		Increased 19.8 points
		27 Students

Conclusions based on this data:

1. Dashboard data reveals the following: Student achievement in the area of English Language Arts is "Green". Socioeconomically Disadvantaged and Hispanic students are in the “Yellow.” Efforts will be focused on supporting all students through best first, rigorous instruction, daily small group instruction, targeted intervention, data analysis, and Professional Development and collaboration to support teachers, with additional support given to our Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic.
2. McKinley will continue the implementation of Benchmark Phonics across all grade levels with the addition of CORE.
3. We will closely monitor the STAR Reading Data to monitor progress with PLCs At Work. McKinley will continue to use AMS time, grade level data meeting, individual Teacher-Administration data meetings, and teacher release time for continued data conversations.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	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
 Green	 No Performance Color	
20.1 points below standard	12.2 points below standard	
Increased 10.2 points	Increased 19.8 points	
138 Students	16 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	31.9 points below standard
1 Student	4 Students	Increased 10 points
		92 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
89.2 points below standard	61.7 points below standard	0 Students
Increased 14.3 points	Increased 8.6 points	
24 Students	18 Students	

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	0 Students	37.6 points below standard
3 Students		Increased 4.4 points
		77 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	23 points above standard
9 Students		Increased 16.5 points
		27 Students

Conclusions based on this data:

1. Student achievement in the area of Mathematics is "Green." Hispanic and Socioeconomically Disadvantaged students are in the “Yellow.” Efforts will be focused on supporting all students, with additional support given to our Students with Disabilities, Hispanic, and Socioeconomically Disadvantaged student groups.
2. McKinley will continue the implementation of Engage New York, Targeted math instruction, professional development for teachers, small group instruction, and there will be a focus on Concepts and Procedures.
3. We will closely monitor the STAR Math data to monitor progress with PLCs At Work. McKinley will continue to use AMS time, grade level data meeting, individual Teacher-Administration data meetings, and teacher release time for continued data conversations.

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.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	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
 Green	 No Performance Color	 No Performance Color
57.7 science points	Fewer than 11 students - No Data for Privacy	0 Students
Maintained 0.4 points	5 Students	
42 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	56.4 science points
	1 Student	Increased 2.4 points
		29 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color 0 Students	 No Performance Color 52.6 science points Declined 3.7 points 18 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color 0 Students	 No Performance Color 71.3 science points 12 Students

Conclusions based on this data:

1. Student achievement in the area of Science is "Green." Socioeconomically Disadvantaged increased 2.4 points. The Hispanic student group declined 3.7 points.
2. There is a specific need to identify and remove barriers to Science proficiency for Hispanic students. While Socioeconomically Disadvantaged students are showing growth, the 3.7-point decline in the Hispanic subgroup suggests a need for culturally responsive teaching, English Language Development (ELD) integration within Science, or more targeted Tier 2 interventions for this specific demographic to ensure equitable access to the "Green" performance level.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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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**
	
No Performance Color	No Performance Color
30.8 making progress.	making progress.
Number Students: 13 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**
38.5%	30.8%	0%	30.8%

Conclusions based on this data:

1. Based on the data, 61.5 % maintained or are making progress. While 38.5% decreased one ELPI Level.
2. There is a critical need to identify the root causes for the 38.5% of students who decreased a level. This decline suggests a gap in Designated ELD instruction or a lack of linguistic scaffolding in content areas. Specifically, the school needs to differentiate between students who are "stuck" and those who are "regressing" to provide targeted Tier 3 language interventions.
3. Efforts will be focused on supporting all students through best first, rigorous instruction, daily small group instruction, targeted intervention, data analysis, and Professional Development and collaboration to support teachers.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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

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

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

All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	
15.9% Chronically Absent	12.5% Chronically Absent	
Increased 2	Declined 8.9	
333 Students	24 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	21.2% Chronically Absent
1 Student	8 Students	Increased 4
		236 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
23.7% Chronically Absent	21.2% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 10.7	Increased 16.1	1 Student
59 Students	33 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	17.9% Chronically Absent
10 Students	1 Student	Declined 1
		195 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
12.9% Chronically Absent	0 Students	9.7% Chronically Absent
Increased 5.8		Maintained 0.2
31 Students		62 Students

Conclusions based on this data:

1. Dashboard data reveals that McKinley is “Orange” with 15.9% of students Chronically Absent. Our focus groups in the “Red” are Socioeconomically Disadvantaged, African America, and Students with Disabilities. In the “Yellow” we have Hispanic and White students.
2. We will maintain a targeted focus on improving student attendance, which will, in turn, positively affect student achievement. This focus includes our attendance clerk, teachers, counselors, attendance team, and assistant principal monitoring students, meeting with families, celebrating improvement, and offering incentives.
3. Red: Conduct home visits, establish 1:1 mentorships, and review IEP/504 accommodations for attendance support. Yellow: Implement "check-in/check-out" systems and increase positive reinforcement for improved attendance.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	5

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
 Blue	 No Performance Color	
0% suspended at least one day	0% suspended at least one day	
Declined 0.6%	Maintained 0%	
344 Students	24 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
1 Student	9 Students	Declined 0.4%
		243 Students

Students with Disabilities	African American	American Indian
 Blue	 Blue	 No Performance Color
0% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 2%	Declined 2.5%	1 Student
60 Students	36 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
10 Students	1 Student	Maintained 0%
		203 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
0% suspended at least one day	0 Students	0% suspended at least one day
Maintained 0%		Declined 1.5%
31 Students		62 Students

Conclusions based on this data:

1. Dashboard data reveals that our suspension rate has decreased significantly putting us in the "Blue." Continued focus on social-emotional lessons, PBIS, teaching self-regulation skills, and Second Step lessons, strategies/activities will support improving a positive school culture, directly affecting student achievement. Furthermore, support from our school counselors will contribute to improving this area.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Positive School Climate
Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social-Emotional and behavioral supports. These supports will foster a sense of connectedness, especially for English Learners (EL), Foster Youth (FY), Homeless Youth (HY), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), Hispanic/ Latino (HL), African American (AA), and other student groups whose outcomes indicate the greatest need.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to school programs, activities, and tiered social-emotional and behavioral supports. These supports will foster a sense of connectedness, especially for English Learners (EL), Foster Youth (FY), African American Students, student experiencing homelessness, Low Income students (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

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.

School attendance is necessary for student success. Chronic Absenteeism was in the "Orange." Socioeconomically Disadvantaged, African Americans, and Students with Disabilities were in the "Red." Hispanic and White students were "Yellow." McKinley will stay committed to increasing overall student attendance by decreasing chronic absenteeism. The more students attend school, the more connected they will be to the school community, contributing to academic success. McKinley will add an Attendance Team, to help support increasing attendance with the AA, SWD, SED, White, and Hispanic population. To improve outcomes for Socioeconomically Disadvantaged, African American, and Students with Disabilities groups (currently in the Red category), we will implement targeted interventions focused on culturally responsive teaching and stronger home-to-school connections. By providing essential resources like transportation and alarm clocks, and driving motivation through growth-based incentives, we aim to remove barriers to success and foster a more supportive, inclusive learning environment.

McKinley had a decrease in suspensions this past year putting us in the "Blue." McKinley will continue to provide social-emotional lessons, positive behavior interventions, self-regulation skills, and a culture-building system of equity with the intent to develop a sense of student connectedness with school and community and to reduce suspensions as well as increase student achievement areas. Our school-wide PBIS expectations will guide students' behaviors and actions to ensure a safe learning environment for all.

The Attendance Team and PBIS teams will help analyze the support needed for school-wide improvements. The end goal is an academic achievement that will be met with these essential supports.

Beginning in the 2026-27 school year, McKinley will launch a Spanish Dual Language Immersion program starting in Transitional Kindergarten (TK) and Kindergarten. A primary focus of this launch will be the robust implementation of the Third Pillar of Dual Immersion: Sociocultural Competence and Cultural Awareness.

The section below (Measuring and Reporting Results) uses abbreviations for student groups. These include EL (English Learners), FY(Foster Youth), HY (Homeless Youth), Socioeconomically Disadvantaged (SED), SWD (Students with Disabilities), AA (African American students), A (Asian
students), H/L (Hispanic/Latino students), Two or More Races (TMR), and W (White students).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A - Attendance Rate Percentage of students who were present by student group. Source: District Analysis	April 2026 All - 92.4% African American - 87.9% Hispanic -91.1% Socioeconomically Disadvantaged - 89.8% English Learner -- 100% Foster Youth --100% Homeless Youth -- 88.9% Students with Disabilities --88.8%	Spring 2027 2% increase in attendance rates. All - 94.25% African American - 89.66% Hispanic -92.2% Socioeconomically Disadvantaged - 91.60% English Learner -- 100% (Maintain) Foster Youth -- 100% (Maintain) Homeless Youth -- 90.68% Students with Disabilities --90.66%
1B Chronic Absenteeism Rate: Percentage of students in grades K-5 who were absent for 10% or more of the total instructional days, by student groups. Source: California School Dashboard	2025 CA Dashboard ALL | 84.1% Black/African American | 21.2% Hispanic | 17.9% White | 9.7% English Learner | 33% Socioeconomically Disadvantaged | 21.2% Students with Disabilities | 23.7%	2026 CA Dashboard 2% decrease in Chronic Absenteeism rates. ALL | 85.78% Black/African American | 20.78% Hispanic | 17.54% White | 9.51% English Learner | 32.34% Socioeconomically Disadvantaged | 20.78% Students with Disabilities | 23.23%
1C Suspension Rate: Percentage of students suspended 1 or more times during the school year by student group. Source: California School Dashboard	2025 CA Dashboard ALL | 0.0% Black/African American | 0% Hispanic | 0% White | 0% English Learner | 0% Socioeconomically Disadvantaged | 0% Students with Disabilities | 0%	2026 CA Dashboard Maintain status in Blue or Green. ALL | 0% Black/African American | 0% Hispanic | 0% White | 0% English Learner | 0% Socioeconomically Disadvantaged | 0% Students with Disabilities | 0%
1D School Climate Survey: Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management. Source: Local Climate Survey	March 2026 Participation; 82% Overall Percent Favorable: 86%	March 2027 Increase Participation and Favorability by 2% Participation; 84% Overall Percent Favorable: 88%
1E SEL/Positive Behavior Systems (TFI/Self Survey)/SWIS: (describe measure used) Source: Local Survey	2025: Platinum status was awarded.	2026 Maintain Platinum Status.
1F School Connectedness/Visual and Performing Arts Enrollment: Percentage of students participating in Visual and Performing Arts.	Spring of 2026: 71% Participation	Spring of 2027 Increase by 3 percent. 74%

Source: District Analysis		

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.1 Positive School Culture & PBIS Promote a positive school culture and environment through Social-Emotional Learning (SEL), self-regulation skills, Positive Behavior Interventions and Supports (PBIS), equitable practices, and adherence to schoolwide climate expectations. Strategic Initiatives: Professional Development & Resources: Provide supplemental SEL materials, professional development, and training opportunities for tiered supports. Leadership & Climate Support: Supply McKinley Mentors and Staff leadership teams with necessary materials, resources, signage, and transportation to reinforce common school expectations. Compensation: Provide hourly pay for staff attending Leadership Meetings focused on campus climate and SEL, as well as for staff facilitating student activities during lunch and after school. Incentives: Implement a system of rewards and incentives to encourage positive behavior and alignment with school-wide expectations. Staffing: Deploy hourly personnel during class, as well as before and after school, to support student behavior and social-emotional development. Targeted Impact: The development of these tiered supports focuses on meeting the needs of unduplicated student groups while increasing student connectedness and attendance. Success will be measured by SWIS (School-Wide Information System) data and an increase in the number of students demonstrating improved behavioral and academic performance	All Students	6,568 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 1) Provide supplemental SEL materials, professional development, and training. 2) Supply McKinley Mentors and Staff leadership teams with necessary materials, resources, signage, and transportation. 3) Implement a system of rewards and incentives, such as the bead system, lunch with the principal. 5,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) 1) Provide hourly pay for staff attending Leadership Meetings focused on campus climate and SEL, as well as for staff facilitating student activities during lunch and after school. 2) Deploy personnel during class, as well as before and after school, to support student behavior and social-emotional development.
1.2	1.2 College Career and Cultural Awareness To foster a positive school culture by integrating college, career, and cultural awareness. Central to this mission is the promotion of cultural awareness and linguistic competency, which are essential for creating an inclusive environment where all students feel seen and valued. Strategic Initiatives: Student Engagement & Clubs: Provide hourly compensation for staff leading clubs and activities that promote student engagement, college readiness, and cultural pride. Dual Immersion & Multilingualism: Support the Third Pillar of Dual Language Immersion by	All Students	5,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 1) Cover registration fees, lodging, and travel costs for staff to attend training focused on multilingualism, equitable instruction, and cultural responsiveness. 2) Field trips, guest speakers, assemblies, and hands-on activities that support college,career, cultural awareness.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	providing materials and activities that foster sociocultural competence. This includes resources that honor students' diverse backgrounds and promote global citizenship as a foundational element of school climate. Enriched Learning Experiences: Fund field trips, guest speakers, assemblies, and hands-on activities that support college/career readiness through an equity-enhanced lens, ensuring all students have access to high-level academic and professional exposure. Professional Development: Cover registration fees, lodging, and travel costs for staff to attend training focused on multilingualism, equitable instruction, and cultural responsiveness. Annual Events: Provide the necessary materials, signage, and logistical support for cultural heritage events. Targeted Impact: By increasing access to these programs, the school aims to improve engagement and provide a profound sense of belonging for Students with Disabilities, Socioeconomically Disadvantaged students, and our Hispanic and African American student populations. Strengthening these connections is vital for increasing overall student attendance and long-term academic success.		3) Provide the necessary materials, signage, and logistical support for events. 3,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) 1) Provide hourly compensation for staff leading clubs and activities that promote student engagement, college readiness, and cultural pride.
1.3	1.3. Attendance Establish a comprehensive system to monitor student attendance and provide early intervention for those at risk of chronic absenteeism. By fostering a culture of accountability and support, the school aims to increase student connectedness and academic consistency. Strategic Initiatives: Data-Driven Monitoring: Implement a dedicated Attendance Team to monitor student data closely, identifying patterns of absenteeism and initiating early outreach. Proactive Intervention: Conduct regular check-ins with students and their families. Provide targeted interventions—such as mentoring, counseling, and home visits—to address the root causes of absence. Provide hourly pay for staff to participate in attendance meetings and targeted interventions—such data analysis, goal setting, and parent meetings outside of contract hours. Recognition & Incentives: Develop a rewards program to celebrate improved and consistent attendance. This includes public recognition at	All Students	3,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 1) Provide a rewards program to celeb rate improved and consistent attendance. 2) Provide interventions such as alarm clocks, schedules, goal setting charts, check in check outs. 4,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) 1) Provide hourly pay for staff to participate in attendance meetings and targeted interventions.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	school assemblies and the provision of special privileges for students meeting attendance goals. Equitable Support: Focus interventions on specific student groups to ensure equitable access to education, particularly for Socioeconomically Disadvantaged students, African American students, Students with Disabilities, Hispanic students, and White students. Targeted Impact: The success of these efforts will be measured by a significant decrease in chronic absenteeism rates and a measurable increase in daily attendance across all targeted student subgroups. Specific actions will be implemented to address the Socioeconomically Disadvantaged, African American, and Students with Disabilities groups, all of whom are currently identified in the Red performance category. There will be a primary focus on: Impactful Connections: Utilizing culturally responsive teaching to foster deeper engagement. Home-to-School Links: Building stronger bridges between families and the classroom by providing independent study packets, resources, and building trust between families and the school. Essential Resources: Providing tangible support, such as transportation assistance and alarm clocks, to remove barriers to attendance. Celebrating Growth: Driving student motivation through strategic incentives and the recognition of individual progress.		
1.4	1.4 Suspensions Maintain a low suspension rate by implementing a proactive, multi-tiered system of support. By prioritizing restorative practices and self-regulation over punitive measures, the school fosters a sense of belonging and ensures that students remain in their learning environments. Strategic Initiatives: Restorative & Equitable Practices: Utilize restorative justice techniques and counseling to resolve conflicts and address the root causes of behavior. This approach emphasizes cultural awareness and understanding, ensuring that disciplinary responses are equitable and inclusive. Personnel Support: Hourly pay for personnel support within the classroom to assist with behavioral management and social-emotional development. This real-time support helps de-escalate situations and keeps students engaged in their academic tasks.	All Students	882 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 1) Calming Corners and Calming Stations in classrooms, counseling centers, and administrative offices. 2,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) 1) Hourly pay for personnel support within the classroom to assist with behavioral management and social-emotional development.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Environmental Regulation Tools: Implement and maintain Calming Corners and Calming Stations in classrooms, counseling centers, and administrative offices. These spaces provide students with the necessary tools to self-regulate and return to a "ready-to-learn" state. Targeted Interventions: Offer intensive mentoring, academic interventions, and social-skills training for students identified as being at higher risk for suspension. Targeted Impact: The success of this approach will be measured by a continued decrease in the total number of suspensions and an increase in the number of students demonstrating improved behavioral, academic, and attendance outcomes. By providing these supports, the school ensures a safer, more connected campus for all student groups.		
1.5	1.5 Parent & Community Involvement Build and sustain robust community and parent partnerships that foster a sense of belonging and mutual advocacy. By prioritizing transparent communication and inclusive events, the school ensures that all families—particularly those of Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, and underrepresented groups—are active partners in student success. Strategic Initiatives: Multilingual Communication & Outreach: Maintain and update the school website and digital platforms to ensure timely, informative communication. Utilize Language Line services, supplemental mailings, and outside printing/reprographics to ensure all families receive information in their home language. Dual Immersion & Program Advocacy: Host dedicated informational meetings to support the Dual Immersion program, focusing on the benefits of bilingualism and sociocultural competence. Parent Engagement & Governance: Facilitate regular meetings (SSC, ELAC, PTA, and "Coffee with the Principal") by providing refreshments, resources, and hourly childcare to remove barriers to attendance. Family & Community Events: Organize inclusive campus and community events featuring guest speakers and outside vendors. Provide necessary materials, supplies, and refreshments to create a welcoming environment.	Parents of all students	1500.00 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 1) Provide materials, supplies, and reprographics for SSC, ELAC, PTA and other parent/community meetings. 2) Provide the use of Language Line for communication with families that speak a language other than English. 3)Provide an in-person interpreter for parent conferences and communications 4) Provide postage for direct mailing (that is not included in base school functions) 5) Guest speakers and outside vendors. Provide necessary materials, supplies, and refreshments. 1500. LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) 1) Provide Hourly compensation for EL and GATE representative.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Staff Leadership & Support: Provide hourly compensation for teachers serving as EL (English Learner) and GATE (Gifted and Talented Education) representatives. Compete staff for planning, updating communication channels, and facilitating "Home-School Connection" initiatives. Targeted Impact: Increased participation and access will improve school engagement and provide a profound sense of belonging for Hispanic, African American, Homeless students, Students with Disabilities, and Socioeconomically Disadvantaged families. These partnerships are essential for increasing student connectedness and overall attendance.		2) Provide hourly childcare. 512. Title I Parent Involvement Non-Personnel (4000-7439) 1) Provide drinks and snacks for parent meetings. 550.00 Title I Parent Involvement Personnel (1000-3999) 1) Provide student/sibling supervision during parent meetings. 2) Provide certificated or classified hourly compensation for events outside of contract responsibilities.
1.6	1.6 Visual and Preforming Arts Expand and supplement the Visual and Performing Arts (VAPA) program to increase student participation and creative expression. By providing equitable access to the arts, the school fosters a more inclusive environment that celebrates diverse cultural identities and enhances student engagement. Strategic Initiatives: Resource Allocation: Purchase essential VAPA materials, equipment, and supplies to ensure all students have the high-quality tools necessary for artistic exploration and performance. Staff Support & Compensation: Provide hourly compensation for staff participating in and facilitating after-school cultural events and VAPA performances. This ensures dedicated oversight and mentorship for students during school-wide showcases and community arts initiatives. Inclusive Access: Remove financial and logistical barriers to participation, ensuring that the arts are an accessible pathway for all student populations. Cultural Representation: Utilize the arts as a medium for cultural awareness and sociocultural competence, allowing students to see their own heritages and stories reflected in the school's creative output. Targeted Impact: Research demonstrates that increased access to VAPA programs significantly improves school engagement and fosters a profound sense of belonging. These efforts are specifically designed to support Hispanic, African American, Homeless, Socioeconomically Disadvantaged students, and Students with	All Students	6000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) 1) Provide supplies needed for visual art opportunities and projects. 2) Provide music supplies needed for participation in music learning opportunities.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Disabilities. Strengthening these artistic connections is a key strategy for improving McKinley's overall student attendance and academic persistence.		
1.7	1.7. Enhanced Learning To provide high-quality, expanded learning opportunities that foster innovation, critical thinking, and digital responsibility. By integrating STEAM (Science, Technology, Engineering, Arts, and Mathematics) and Digital Citizenship, the school prepares students for the demands of the 21st-century workforce while building a culture of inclusivity and global awareness. Strategic Initiatives: Expanded Learning & STEAM Clubs: Offer extended-day opportunities including STEAM Club, Girls Who Code, and Book Clubs. Provide hourly compensation for staff to facilitate these programs, ensuring students have access to mentorship and advanced technical skills outside of standard school hours. Innovation & Digital Citizenship: Provide classrooms with updated resources and materials focused on innovation and Digital Citizenship. This curriculum emphasizes the ethical use of technology and helps students navigate the digital world with cultural sensitivity and awareness. Professional Development: Offer training and professional development for staff to enhance instruction in STEAM, innovation, and digital literacy, ensuring educators can effectively support diverse learning styles. Resource Allocation: Supply the necessary materials and equipment to support hands-on learning and environments that promote creativity and problem-solving. Targeted Impact: These tiered supports are designed to meet the specific needs of African American, Students with Disabilities, Hispanic, and Socioeconomically Disadvantaged groups. The success of this approach will be measured by: Measurable academic growth and improved study habits. Data from Ed Advisor walk-throughs. Increased student connectedness and attendance among unduplicated student groups as they work toward college and career readiness.	All Students	1,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 1) Provide classrooms with resources, materials, and licenses. 1,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) 1) Provide hourly compensation for staff to facilitate before or after school STEAM experiences or Book Club
1.11			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Teachers, counselors, support staff, and administration worked together to implement the McKinley PBIS Expectations.

The PBIS team spent time redesigning the McKinley Expectations in preparation for the Dual Immersion Program. Along with this, the teachers at McKinley also taught the school expectations 3 times during the school year – at the beginning of the year, after returning from Winter Break and after returning from the Spring Break. Students earn beads and charms to add to their lanyard throughout the school year. When students fill their lanyard they earn a space on the Wall of Fame in the school office.
While McKinley Chronic Absentee increased in 2025. In the 2025-2026 school year, we have succeeded in decreasing the percentage of chronic absenteeism by implementing Independent study packets for attendance recovery. The school counselor has also successfully implemented attendance groups which have shown a positive result. In the Winter administration and counselor completed home visits. We will keep attendance interventions in place in the effort to continue this improvement for the new school year.

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

There will be a reduction in Personnel LCAP costs due to the dissolution of the 2 extra hours for behavior support for a Campus Monitor.

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

In the winter of 2026 the team decided to eliminate Character Counts, due to it overlapping with Second Step and PBIS, which is goal 1.1. Furthermore, much of the newer staff members were not trained in Character Counts and there was a lack of implementation.

In 2026-2027 McKinley will be implementing a Spanish Dual Immersion Program. This will create and added goal of college, career, and cultural awareness 1.2. Actions include providing opportunities for the community to attend school event focused on college, career, and cultural awareness. Actions will be measured through the local climate survey as well as attendance and increase in parent involvement.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Tiered Academic Support
McKinley will support all students to ensure student growth and success by providing a comprehensive academic program and tiered supports and services for all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will progress towards meeting standards in academics through tiered supports and services.

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.

Identified Need: Our Fall 2025 Dashboards reports for ELA and Math Data:
In 2025 the California Data Dashboard, ELA and Math were in the "Green." However, our Hispanic, and Socioeconomically Disadvantaged scored "Yellow," in both areas.

The 5th Grade Science assessment was also in the "Green." To address the 3.7% decline in science performance among Hispanic students, we will implement targeted supports focused on engagement and instructional equity.

Improvement is needed in the area of English Language Arts for ALL students and with Hispanic, and Socioeconomically Disadvantaged students needing additional support. Staff will be collaborating within and across grade levels to provide small group and best first instruction in English Language Arts using District Curriculum - Journey's, Benchmark Phonics, Lalilo, Freckle ELA, Accelerated Reader and Site-Based myOn reading to increase student achievement in this area. Small group instruction will utilize teachers and paraprofessionals for small group and one-on-one instruction.

Improvement is needed in the area of Mathematics for ALL students and with Hispanic, and Socioeconomically Disadvantaged students needing additional support.. Staff will be collaborating within and across grade levels to provide small groups and best first instruction in English Language Arts using District Curriculum - engageNY, Math in Focus, and Freckle Math, to increase student achievement in this area. Small group instruction will utilize teachers and paraprofessionals for small group and one-on-one instruction.

Additionally, Teachers have begun the PLC process which will help focus on team collaboration based on data and common formative assessments for tiered supports.

In 2026-2027 McKinley will be implementing the Spanish Dual Immersion Program, with one Transitional Kindergarten classroom and two Kindergarten classes. This will require additional professional development and support for students and teachers in order to support the first two Pillars of Multilingualism which are Bilingualism and Biliteracy. With the introduction of the Dual Immersion program, the school anticipates a growing English Learner (EL) population, prompting a strategic focus on professional development in SDAIE and culturally responsive instruction. To ensure these students thrive, we will implement high-fidelity monitoring of EL progress and provide targeted academic support through before- and after-school interventions. This comprehensive approach ensures that linguistic growth is closely tracked and supported by both specialized teaching strategies and extended learning opportunities.

The section below (Measuring and Reporting Results) uses abbreviations for student groups. These include EL (English Learners), FY(Foster Youth), HY (Homeless Youth), SED (Socioeconomically Disadvantaged), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	ELA 2025 CA School Dashboard (points below standard) ALL | 1.9 African American | NA American Indian | NA Asian | NA English Learner | NA Filipino | NA Foster Youth | NA Hispanic | 18.8 Homeless Youth - NA Long-Term EL | NA Multiple Races/Two or More | NA Socioeconomically Disadvantaged | 14.5 Students with Disabilities | NA White- NA	2026 CA School Dashboard (points below standard) McKinley's goal is to decrease the number of student "Below Standard" by 1% ALL | 0.9 African American | NA American Indian | NA Asian | NA English Learner | NA Filipino | NA Foster Youth | NA Hispanic | 17.8 Homeless Youth - NA Long-Term EL | NA Multiple Races/Two or More | NA Socioeconomically Disadvantaged | 13.5 Students with Disabilities | NA White- NA
2B Mathematics State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	2025 CA School Dashboard Math (points below standard) ALL | 20.1 African American | NA American Indian | NA Asian | NA English Learner | NA Filipino | NA Foster Youth | NA Hispanic | 37.6 Homeless Youth - NA Long-Term EL | NA Multiple Races/Two or More | NA Socioeconomically Disadvantaged | 31.9 Students with Disabilities | NA White- NA	2026 CA School Dashboard (points below standard) McKinley's goal is to decrease the number of student "Below Standard" by 1% ALL | 19.1 African American | NA American Indian | NA Asian | NA English Learner | NA Filipino | NA Foster Youth | NA Hispanic | 36.6 Homeless Youth - NA Long-Term EL | NA Multiple Races/Two or More | NA Socioeconomically Disadvantaged | 30.9 Students with Disabilities | NA White- NA
2C California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST Grade 5 student group. Source: CDE Dataquest Reporting	2025 CA School Dashboard Science (science points) ALL 5th Grade | 57.7 African American | NA American Indian | NA Asian | NA English Learner | NA Filipino | NA	2026 CA School Dashboard Science (science points) McKinley's goal is to increase science points by 1%. ALL 5th Grade | 58.7 African American | NA American Indian | NA

	Foster Youth | NA Hispanic | 52.6 Homeless Youth | NA Long-Term EL | NA Multiple Races/Two or More | NA Socioeconomically Disadvantaged | 54.6 Students with Disabilities | NA White | 71.3	Asian | NA English Learner | NA Filipino | NA Foster Youth | NA Hispanic | 53.6 Homeless Youth | NA Long-Term EL | NA Multiple Races/Two or More | NA Socioeconomically Disadvantaged | 55.6 Students with Disabilities | NA White | 72.3
2D English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC). Source: California School Dashboard	2025 CA School Dashboard 30.8% making progress	McKinley will support our ELS to increase the percent of ELs making progress toward proficiency by 2% as measured by the ELPAC. 32.8% making progress
2E STAR Assessment (English/Reading) Source: Internal District Reporting	STAR Reading Spring 2026 Percentage of students scoring at or above the 50th%ile: All Students - 69.5% 1st Grade – 61.1% 2nd Grade – 57.7% 3rd Grade – 54.6% 4th Grade - 57.1% 5th Grade - 60.4%	STAR Reading Spring 2026 McKinley goal is to increase percentage by 1% All Students - 70.5% 1st Grade – 62.1% 2nd Grade – 58.7% 3rd Grade – 55.6% 4th Grade - 58.1% 5th Grade - 61.4%
2F STAR Assessment (Mathematics) Source: Internal District Reporting	STAR Math 2026 Percentage of students scoring at or above the 50th%ile: All Students - 67.5% 1st Grade – 80.4% 2nd Grade – 57.7% 3rd Grade – 54.5% 4th Grade – 46.4% 5th Grade – 38.5%	STAR Math 2026 McKinley goal is to increase percentage by 1% All Students - 68.5% 1st Grade – 81.4% 2nd Grade – 58.7% 3rd Grade – 55.5% 4th Grade – 47.4% 5th Grade – 39.5%
2G MyOn Source: Internal School Reporting	Spring (March) 2026 For the Entire School Year: 4,040 Books to be read with quizzes taken (577 books per month for 7 months)	Spring (March) 2027 McKinley will increase the books read to 4,060. For the Entire School Year: 4,060 Books to be read with quizzes taken (580 books per month for 7 months)

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.1 Professional Development to Support Implementation of State Standards Provide comprehensive instructional support to ensure high levels of academic achievement in	All Students	13118 Title I Non-Personnel (4000-7439)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Mathematics, English Language Arts (ELA), Writing, and Science. Additionally by leveraging the Dual Language Immersion model for TK and Kindergarten, McKinley aims to foster high-level biliteracy and bilingualism, ensuring students are academically proficient in both Spanish and English. Strategic Initiatives: Professional Learning Communities (PLCs): In the 2025-2026 school year, McKinley educators will fully implement Core and Solution Tree PLC models. These collaborative teams will use data-driven practices to monitor student progress and refine instructional strategies to ensure academic growth for all learners. Instructional Resources & Personnel: Provide supplemental materials, specialized personnel, and evidence-based resources to support core academic subjects. These resources will be curated to support the development of biliteracy, ensuring that students have access to high-quality academic content in both program languages. Targeted Academic Support: Deploy personnel to provide tiered interventions in Math and Literacy, focusing on closing achievement gaps while promoting the linguistic benefits of a bilingual education. Targeted Intervention: To address the needs of students performing "Near Standard" in ELA and Math, we will implement Tier 2 interventions through targeted before- and after-school support. This initiative shifts our focus toward "bridge" tutoring, a short-term, intensive strategy designed to provide the specific academic scaffolding necessary to move students from near-proficiency to Meeting Standards. After school tutoring "bridging" will be measured by pre and post STAR testing. Targeted Impact: The primary intended outcome is a measurable increase in academic performance across all student groups. The effectiveness of these strategies will be evaluated based on: Individual student growth on STAR Assessments. Performance on state and local standardized assessments. Classroom grades and progress reports reflecting mastery of grade-level standards in a bilingual context.		1) Provide supplemental materials, specialized personnel (coaching), and evidence-based resources, reprographic 15000 Title I Personnel (1000-3999) 1) Hourly personnel to provide tiered interventions in Math, ELA, Science, Writing 5000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 1) Provide supplemental materials, evidence-based resources, reprographics 5000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) 1) Hourly personnel to provide tiered interventions in Math, ELA, Science, Writing, ELD
2.2	2.2. Integration of Spanish Dual Immersion Program	All Students	5000 Title I Non-Personnel (4000-7439)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Establish a high-quality 90/10 Dual Language Immersion model beginning in Transitional Kindergarten (TK) and Kindergarten. This program is designed to develop high levels of bilingualism and biliteracy while ensuring academic excellence and sociocultural competence for all participating students. Strategic Initiatives: Staffing & Expertise: Recruit and hire fully certified bilingual educators. Provide specialized professional development focused on research-based language acquisition strategies and the Three Core Pillars of Dual Immersion: 1.Bilingualism and Biliteracy 2.High Academic Achievement (in both languages) 3.Sociocultural Competence Instructional Framework: Implement the 90/10 model, where 90% of initial instruction is delivered in Spanish and 10% in English, gradually transitioning to a 50/50 balance by 5th grade. Resource Allocation: Purchase supplemental curriculum, instructional materials, and specialized bilingual resources. This includes funding for reprographics (printing/copying) to create culturally authentic and linguistically appropriate classroom materials that are not available in standard English-only kits. Assessment & Monitoring: Utilize a comprehensive suite of tools—including local bilingual assessments, curriculum-embedded tests, and district-level metrics—to monitor linguistic and academic progress in both languages. Targeted Impact: The 90/10 model provides the strongest foundation for long-term fluency and academic success. Success will be measured by students' ability to meet grade-level standards in core subjects while demonstrating progressive growth in Spanish and English proficiency. Success will be measured in TK and Kindergarten through common formative assessments, progress monitoring, district benchmarks classroom observations, and performance metrics. This program directly supports the school's mission of equity by valuing the home languages of our students and preparing them for a global workforce.		1) Spanish supplemental materials, resources, reprographics
2.3	2.3 Professional Development & Instructional Excellence Provide comprehensive professional development (PD) to equip all educators—within both the	All Students	13000 Title I Non-Personnel (4000-7439) 1) Provide supplemental materials, specialized

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	English Only and Dual Immersion pathways—with the instructional strategies necessary to close the achievement gap. By fostering a culture of continuous improvement and collective efficacy, McKinley ensures that Best First Instruction leads to high academic achievement for every student. Strategic Initiatives: Collaborative Learning & Teacher Release Time: Provide structured release time for all staff to participate in peer observations, grade-level team meetings, and leadership sessions. These windows are dedicated to intensive data analysis and the collaborative refinement of evidence-based practices that support diverse learners. Specialized Instructional Frameworks: Offer on-site and off-site PD opportunities that support a unified approach to excellence, focusing on: Solution Tree PLCs: Strengthening the Professional Learning Community model to ensure a shared responsibility for the success of both EO and DLI students. MTSS (Multi-Tiered System of Supports): Developing a robust, school-wide framework for academic, behavioral, and social-emotional interventions. CORE Literacy & Leverage Writing: Implementing advanced writing and literacy strategies that promote high-level communication skills, supporting both English proficiency and bilingualism/biliteracy goals. Evidence-Based "Best First Instruction": Support staff in attending workshops that align with high-leverage teaching practices. This ensures that daily instruction is rigorous, culturally responsive, and differentiated to meet the needs of all student subgroups. Targeted Impact: The intended outcome is a significant and equitable increase in academic performance across the entire school. The effectiveness of this strategy will be evaluated by: Measurable individual student growth on STAR Assessments. Improved performance on state and local standardized metrics. Classroom grades and progress reports that reflect mastery of grade-level standards for all students, regardless of their program pathway.		personnel (coach), and evidence-based resources, reprographics 2) Conference expenses, lodging, transportation, meals, registration fees 6000 Title I Personnel (1000-3999) 1) Substitute coverage for teacher release time
2.4	2.4 Tiered Academic Supports for Multilingual Students Provide comprehensive support and targeted interventions to accelerate English language	All Students	2132 Title I Non-Personnel (4000-7439)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	proficiency and academic achievement for all English Learners (ELs). By focusing on high-quality instruction and robust family engagement, McKinley aims to increase reclassification rates and decrease the number of Long-Term English Learners (LTELs). Strategic Initiatives: Data-Driven Monitoring & Software: Renew and utilize the Ellevation site license to track EL student progress, manage individual language plans, and monitor reclassification eligibility. This software ensures that interventions are timely and based on real-time data. Targeted Support: Offer dedicated before- and after-school interventions. Professional Development: Provide staff with specialized training, including attendance at the CABE (California Association for Bilingual Education) conference. Training will focus on evidence-based strategies for EL intervention, designated/integrated ELD, and supporting students toward ELPAC mastery. Personnel & Leadership: Provide an EL Representative allocation to oversee program compliance and student progress. Offer hourly compensation for staff facilitating additional support activities, tutoring, or EL-focused clubs during or after school. Supplemental Resources: Purchase specialized materials, supplies, and curriculum specifically designed for ELPAC preparation and targeted literacy/math interventions for English Learners. Parent & Community Engagement: Support the ELAC (English Learner Advisory Committee) representative and foster increased EL parent involvement. This includes hosting community meetings and providing resources to help families support language development at home. Targeted Impact: The success of these strategies will be measured by a measurable increase in the English Learner Progress Indicator (ELPI), an increase in reclassification rates, and improved achievement in Math and ELA as measured by: ELPAC (English Language Proficiency Assessments for California) scores. STAR Assessments and local benchmarks. Ellevation monitoring reports and a decrease in the percentage of Long-Term English Learners.		1)Provide books, materials, resources, and supplies to support EL students. 1,172 District Funded – Title III Non-Personnel (4000-7439) 1) Conference expenses, lodging, transportation, meals, registration fees CABE 1000 District Funded – Title III Personnel (1000-3999) d) Provide Intervention and/or Extended Learning Support Personnel (Certificated or Classified) for EL students. e) Provide Certificated Support personnel for monitoring EL students
2.5	2.5 Supplemental Digital Learning & Assessment Utilize supplemental online instructional programs and assessment tools to identify and address the specific academic needs of all students. By	All Students	4500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	leveraging real-time data, McKinley will provide targeted "learning recovery" and enrichment opportunities, ensuring that every student—regardless of their starting point—reaches grade-level proficiency. Strategic Initiatives: Data Disaggregation & Tiered Support: Use assessment data from digital platforms to identify gaps in student learning. Literacy & Math Engagement: Implement and maintain site licenses for high-impact web-based programs such as myON and Accelerated Reader. These platforms will be used to increase reading volume, monitor comprehension, and foster a love for literacy across both English and Spanish pathways. These programs allow for self-paced progress and provide teachers with immediate feedback to adjust small-group instruction. Site Licenses & Subscriptions: Provide funding for supplemental site licenses and web-based subscriptions that support core instruction and intervention. Technical Integration: Ensure all students have the necessary access and hardware to utilize these digital resources effectively during the school day and for extended learning opportunities. Targeted Impact: The effectiveness of this goal will be measured by a significant increase in student achievement in Mathematics, English Language Arts, and Science as evidenced by: State Assessments (CAASPP), CAST, and local benchmark data. Individual student growth reports within the myOn, Accelerated Reader, Discovery Education platforms. Reductions in the achievement gap for unduplicated student groups through consistent monitoring and tiered response. To address the 3.7% decline in science performance among Hispanic students, we will implement targeted supports focused on engagement and instructional equity. This includes providing professional development in culturally responsive teaching to better connect curriculum to student experiences. Additionally, we will increase hands-on science interactions by leveraging site licenses for interactive programs, such as Discovery Education, to bridge achievement gaps through immersive, experiential learning.		a) Provide supplemental site licenses & subscriptions for web-based programs to support learning. Accelerated Reader 3000. Title I Non-Personnel (4000-7439) a) Provide supplemental site licenses & subscriptions for web-based programs to support learning. myON

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

McKinley implemented myON and Accelerated Reader, which seem to support the growth in both ELA and Math scores. Writing is still an area in need of growth and support. Science is also implemented and a focus on all grade levels implementing science has been an ongoing discussion, since the science test is cumulative.
The data on the reading intervention teacher did not yield strong results, due to the fact only 2 grades were being supported, 18 students in total and 9 students in just one class. Additionally the program was a pull out program.

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

There have been no major differences in the intended and budgeted expenditures during this school year

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

The staff will work together for possible solutions to address the needs of our students in the area of both ELA and Math for the new school year. The staff will be planning an implementation of small group instruction to meet the need of students for all students as well as SED and Hispanic subgroups.

When looking at the individual areas within the CAASPP - ELA and Math - the percentage of students near standard and above are significantly higher than the overall achievement at standard or above. This indicates a need to focus additional instruction with those students that are achieving "near" standard.
In the 2026- 2027 school year McKinley will not fund a reading intervention teacher, but can pay for hourly support.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$54,950.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$115,434.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$57,250.00
Title I Parent Involvement	$1,062.00

Subtotal of additional federal funds included for this school: $58,312.00

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

State or Local Programs	Allocation ($)
District Funded – Title III	$2,172.00
LCAP - Supplemental & Concentration Grant (LCAP)	$54,950.00

Subtotal of state or local funds included for this school: $57,122.00

Total of federal, state, and/or local funds for this school: $115,434.00

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 – Title III	2,172.00
LCAP - Supplemental & Concentration Grant (LCAP)	54,950.00
Title I	57,250.00
Title I Parent Involvement	1,062.00

Expenditures by Budget Reference

Budget Reference	Amount
Non-Personnel (4000-7439)	65,384.00
Personnel (1000-3999)	50,050.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Non-Personnel (4000-7439)	District Funded – Title III	1,172.00
Personnel (1000-3999)	District Funded – Title III	1,000.00
Non-Personnel (4000-7439)	LCAP - Supplemental & Concentration Grant (LCAP)	27,450.00
Personnel (1000-3999)	LCAP - Supplemental & Concentration Grant (LCAP)	27,500.00
Non-Personnel (4000-7439)	Title I	36,250.00
Personnel (1000-3999)	Title I	21,000.00
Non-Personnel (4000-7439)	Title I Parent Involvement	512.00
Personnel (1000-3999)	Title I Parent Involvement	550.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	41,512.00

Goal 2	73,922.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Minerva Castorena	Principal
Deserea Caldera	Other School Staff
Abdilene Abitia	Parent or Community Member
Pietro Corsaro	Parent or Community Member
Megan Mitchell	Parent or Community Member
Stephanie Mackabee	Parent or Community Member
Julissa Ayala	Parent or Community Member
Vanessa Flynn	Classroom Teacher
Lisa Meyers	Classroom Teacher
Alyssa Cavanaugh	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

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 .

Attested:



Principal, Minerva Castorena on 4/15/2026



SSC Chairperson, Abdilene Abitia on 4/30/26

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mentone Elementary School	36-67843-6036560	May 26, 2026	July 21, 2026

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Mentone Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page 1
Table of Contents....2
Plan Description....3
Educational Partner Involvement....3
Comprehensive Needs Assessment Components....3
California School Dashboard (Dashboard) Indicators....3
Other Needs....4
School and Student Performance Data....5
Student Enrollment....5
CAASPP Results....8
ELPAC Results....12
Student Population....16
Overall Performance....18
Academic Performance....20
Academic Engagement....27
Conditions & Climate....29
Goals, Strategies, & Proposed Expenditures....31
Goal 1....31
Goal 2....36
Budget Summary....42
Budget Summary....42
Other Federal, State, and Local Funds....42
Budgeted Funds and Expenditures in this Plan....43
Funds Budgeted to the School by Funding Source....43
Expenditures by Funding Source....43
Expenditures by Budget Reference....43
Expenditures by Budget Reference and Funding Source....43
Expenditures by Goal....43
School Site Council Membership....45
Recommendations and Assurances....46

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Mentone Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☑ Schoolwide Program

The 2026-2027 School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of School Plan for Student Achievement (SPSA) under-served student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of under-served 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). 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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA community partnership team reviewed the programs that were indicated to support student learning. This was reviewed with our SSC, site leadership, coffee with the principal attendees, PTA, and ELAC. During our meetings with each of these groups of partners, data was presented for ELs, ELA, and Math scores for SBAC, ELPAC, and common assessments. The data was presented to address the needs of the school in areas of reading, math, attendance, and struggling students. We discussed the different support systems needed in order to improve learning for all students and the next steps. We also discussed the programs and goals that were set in the Fall of 2025. SSC met in September 2025, October 2025, January 2026, February 2026, March 2026, and April 2026 to approve allocations and approve any changes in the 2025-26 SPSA.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Chronic Absenteeism (All Student Group: Orange): Three student groups, SED, SWD, and White, were identified as an 'Orange" performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Suspension Rate (All Student Group: Blue): Three student groups, white, SWD and SED were two or more performance levels below the “all student” performance, and identified in the 'Yellow' and 'Orange' categories.

Other Needs

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

To support our district’s unduplicated count (Homeless, foster, low-income & EL) population, some schools, including ours, offer after school programming named “Exploration Experience”. This is the merged programs of Expanded Learning Opportunity Program (ELOP) and After School Education and Safety (ASES). This opportunity allows a safe learning environment after school where students can experience an increased sense of belonging as students connect with their peers and additional program staff in positive ways after school. This opportunity also contributes to areas of high academic achievement by offering homework & academic support .

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Mentone Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.23%	%	%	1		
African American	2.56%	2.91%	1.33%	11	11	5
Asian	0.93%	%	1.07%	4		4
Filipino	0.70%	0.79%	0.80%	3	3	3
Hispanic/Latino	69.46%	69.58%	72.53%	298	263	272
Pacific Islander	0.70%	0.53%	0.53%	3	2	2
White	21.21%	19.84%	17.33%	91	75	65
Two or More Races	3.73%	5.03%	4.53%	16	19	17
Not Reported	0.47%	1.32%	1.87%		5	7
			Total Enrollment	429	378	375

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		33	25
Kindergarten	48		50
Grade 1	61		50
Grade 2	63		59
Grade3	65		58
Grade 4	61		70
Grade 5	94		63
Total Enrollment	429		375

Conclusions based on this data:

1. Our demographics indicate that we have a majority of student population who are Hispanic (72.5%) and White (17.33%) as the second highest student population. We also have approximately 4.5% of the school population that is two or more races. Due to these demographics we have put in place programs that focus on diverse learners, ELs, and students in poverty. Our teaching staff has received training on MTSS and PBIS.

2. Our teachers will continue to provided designated ELD for all students to support their language development. We will also encourage all teachers to attend our District provided ELD PD, rigor, PBIS, and AVID.

3. Our EL Rep will collaborate with our staff to provided opportunities for professional development at our site to support our EL students in their language development skills.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	47	30	31	11.0%	7.9%	8.3%
Fluent English Proficient (FEP)	12	19	18	2.8%	5.0%	4.8%
Reclassified Fluent English Proficient (RFEP)	9	17	16	2.1%	4.5%	4.3%

Conclusions based on this data:

1. We have 8.3% of our student population that are classified as English Language Learners. We had 4.3% of our EL students who met the reclassified criteria as English Proficient. This data indicates a need in supporting our EL population as it reflects the SBAC overall performance of our school. The ELPAC was administered Spring of 2026.
2. Our teachers will continue to provide designated ELD as extra support to increase the language skills of all EL students.
3. Our teachers will participate in professional development opportunities to increase EL instruction for our students. We will provide AVID, ELD, and Rigor and standards PD to address the needs of our EL students.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	62	66	66	62	66	65	62	66	65	100.0	100	98.5
Grade 4	93	59	63	93	59	63	93	59	63	100.0	100	100
Grade 5	62	97	61	61	96	60	61	96	60	98.4	99	98.4
All Grades	217	222	190	216	221	188	216	221	188	99.5	99.5	98.9

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	2379.	2418.	2410.	8.06	25.76	20.00	17.74	22.73	16.92	35.48	21.21	32.31	38.71	30.30	30.77
Grade 4	2448.	2434.	2459.	17.20	8.47	23.81	20.43	20.34	26.98	31.18	30.51	17.46	31.18	40.68	31.75
Grade 5	2489.	2476.	2486.	18.03	12.50	11.67	29.51	30.21	31.67	16.39	25.00	30.00	36.07	32.29	26.67
All Grades	N/A	N/A	N/A	14.81	15.38	18.62	22.22	25.34	25.00	28.24	25.34	26.60	34.72	33.94	29.79

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	6.45	9.09	12.31	67.74	72.73	60.00	25.81	18.18	27.69
Grade 4	15.05	5.08	15.87	70.97	76.27	55.56	13.98	18.64	28.57
Grade 5	19.67	13.54	10.00	60.66	62.50	68.33	19.67	23.96	21.67
All Grades	13.89	9.95	12.77	67.13	69.23	61.17	18.98	20.81	26.06

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	1.61	15.15	6.15	61.29	53.03	61.54	37.10	31.82	32.31
Grade 4	9.68	5.08	7.94	61.29	50.85	71.43	29.03	44.07	20.63
Grade 5	13.11	4.17	8.33	60.66	64.58	71.67	26.23	31.25	20.00
All Grades	8.33	7.69	7.45	61.11	57.47	68.09	30.56	34.84	24.47

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	6.45	12.12	16.92	79.03	74.24	64.62	14.52	13.64	18.46
Grade 4	13.98	8.47	7.94	72.04	89.83	71.43	13.98	1.69	20.63
Grade 5	8.20	6.25	8.33	85.25	78.13	76.67	6.56	15.63	15.00
All Grades	10.19	8.60	11.17	77.78	80.09	70.74	12.04	11.31	18.09

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	9.68	19.70	18.46	62.90	65.15	70.77	27.42	15.15	10.77
Grade 4	8.60	6.78	17.46	75.27	79.66	65.08	16.13	13.56	17.46
Grade 5	16.39	18.75	23.33	57.38	63.54	55.00	26.23	17.71	21.67
All Grades	11.11	15.84	19.68	66.67	68.33	63.83	22.22	15.84	16.49

Conclusions based on this data:

1. Overall ELA performance has shown gradual improvement across the school, particularly in the percentage of students meeting or exceeding standards. From 2022–2023 to 2024–2025, the percentage of students who met or exceeded standards increased from 37.03% to 43.62%, while the percentage of students not meeting standards decreased from 34.72% to 29.79%. This suggests that schoolwide instructional supports and interventions are helping more students reach proficiency.
2. Teachers will attend AVID Path to receive high impact instructional strategies through AVID PDs, receive CORE training, and other ELA PD opportunities will be provided for our staff to enhance student learning the areas of reading and writing. Our teachers will also receive professional development in the areas of reading and writing. Our school will have an additional support during small group instruction to provide intervention for students. All students will receive small group intervention support, based on needs, four days per week.
3. Professional development on the understanding of standards and rigor will be provided for all staff. We will also have monthly PDs on the areas of focus to increase students engagement and achievement and district LCAP goals.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	62	66	66	62	66	65	62	66	65	100.0	100	98.5
Grade 4	93	59	63	93	59	63	93	59	63	100.0	100	100
Grade 5	62	97	61	61	96	60	61	96	60	98.4	99	98.4
All Grades	217	222	190	216	221	188	216	221	188	99.5	99.5	98.9

* 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	2397.	2413.	2409.	6.45	15.15	13.85	25.81	24.24	23.08	32.26	22.73	32.31	35.48	37.88	30.77
Grade 4	2452.	2411.	2448.	10.75	1.69	15.87	18.28	16.95	19.05	40.86	32.20	25.40	30.11	49.15	39.68
Grade 5	2483.	2466.	2460.	13.11	10.42	10.00	18.03	13.54	16.67	37.70	31.25	21.67	31.15	44.79	51.67
Grade 11															
All Grades	N/A	N/A	N/A	10.19	9.50	13.30	20.37	17.65	19.68	37.50	28.96	26.60	31.94	43.89	40.43

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	9.68	18.18	26.15	54.84	45.45	46.15	35.48	36.36	27.69
Grade 4	10.75	1.69	19.05	60.22	40.68	38.10	29.03	57.63	42.86
Grade 5	18.03	11.46	13.33	55.74	44.79	41.67	26.23	43.75	45.00
Grade 11									
All Grades	12.50	10.86	19.68	57.41	43.89	42.02	30.09	45.25	38.30

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	9.68	18.18	15.38	53.23	51.52	52.31	37.10	30.30	32.31
Grade 4	10.75	6.78	19.05	59.14	42.37	46.03	30.11	50.85	34.92
Grade 5	8.20	7.29	6.67	55.74	47.92	45.00	36.07	44.79	48.33
All Grades	9.72	10.41	13.83	56.48	47.51	47.87	33.80	42.08	38.30

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	8.06	15.15	12.31	69.35	60.61	63.08	22.58	24.24	24.62
Grade 4	12.90	1.69	12.70	60.22	67.80	57.14	26.88	30.51	30.16
Grade 5	8.20	9.38	10.00	62.30	61.46	48.33	29.51	29.17	41.67
All Grades	10.19	9.05	11.70	63.43	62.90	56.38	26.39	28.05	31.91

Conclusions based on this data:

1. Overall mathematics achievement showed modest improvement in 2024–2025 compared to the previous year, particularly in the percentage of students exceeding standards. Schoolwide, students exceeding standards increased from 9.50% to 13.30%, and students nearly meeting standards decreased from 28.96% to 26.60%. However, the percentage of students not meeting standards remains high at 40.43%, indicating that while progress is being made, a significant number of students still require targeted intervention and support in mathematics. Mentone ES will continues to focus on collaboration among grade level teams and the implementation of STAR Math as one form of assessment to monitor instruction for struggling students. Math small group instruction and co-plan and co-teach with teachers, will continue to support student achievement. We will also schedule data meetings to progress monitor the learning of our students in all grades.
2. Teams will work together to review STAR Data and create common formative assessments, analyze student data, and develop targeted reteach lessons and interventions based on identified areas of need.
3. Mentone ES will strengthen Professional Learning Community (PLC) practices by focusing on the identification and prioritization of essential standards across grade levels. Teachers will collaborate to deepen their understanding of the standards, clarify learning expectations, and align instructional practices to ensure all students receive rigorous, standards-based instruction. Through ongoing PLC discussions and data analysis, staff will work together to refine instruction and improve student outcomes.

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	1448.9	*	*	1456.3	*	*	1431.6	*	*	11	6	7
1	*	*	*	*	*	*	*	*	*	6	6	*
2	*	*	*	*	*	*	*	*	*	4	6	5
3	1504.7	*	*	1521.5	*	*	1487.4	*	*	11	4	6
4	*	*	*	*	*	*	*	*	*	9	10	*
5	*	*	*	*	*	*	*	*	*	6	9	9
All Grades										47	41	31

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	36.36	*	*	18.18	*	*	36.36	*	*	9.09	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	9.09	*	*	63.64	*	*	27.27	*	*	0.00	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.02	21.95	12.90	46.81	29.27	25.81	23.40	9.76	48.39	12.77	39.02	12.90	47	41	31

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	45.45	*	*	18.18	*	*	18.18	*	*	18.18	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	45.45	*	*	45.45	*	*	9.09	*	*	0.00	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.55	36.59	25.81	36.17	21.95	35.48	12.77	17.07	25.81	8.51	24.39	12.90	47	41	31

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	0.00	*	*	18.18	*	*	54.55	*	*	27.27	*	*	11	*	*
All Grades	6.38	4.88	9.68	21.28	24.39	25.81	42.55	26.83	35.48	29.79	43.90	29.03	47	41	31

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	54.55	*	*	27.27	*	*	18.18	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	45.45	*	*	54.55	*	*	0.00	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.30	31.71	29.03	53.19	46.34	64.52	8.51	21.95	6.45	47	41	31

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	36.36	*	*	54.55	*	*	9.09	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	63.64	*	*	36.36	*	*	0.00	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	57.45	34.15	22.58	34.04	39.02	51.61	8.51	26.83	25.81	47	41	31

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	18.18	*	*	81.82	*	*	0.00	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	0.00	*	*	54.55	*	*	45.45	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.51	9.76	6.45	55.32	41.46	51.61	36.17	48.78	41.94	47	41	31

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	27.27	*	*	27.27	*	*	45.45	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	9.09	*	*	90.91	*	*	0.00	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.89	7.32	16.13	61.70	60.98	64.52	23.40	31.71	19.35	47	41	31

Conclusions based on this data:

1. Overall ELPAC results indicate that students demonstrate stronger skills in oral language development than in written language development. In 2024–2025, 61.29% of students performed at Levels 3 or 4 in Oral Language, while only 35.49% reached Levels 3 or 4 in Written Language. Additionally, Reading had the highest percentage of students performing at the beginning level (41.94%), suggesting that literacy-based English language development remains a significant area of need, particularly in reading comprehension and academic writing.

2. We will continue to have our expanded learning teachers support our EL students in reading comprehension and vocabulary building.
3. Professional development in reading and writing will be provided for our staff to support EL students.

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**
378	**79.6%**	**7.9%**	**0.0%**
Total Number of Students enrolled in Mentone Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	30	7.9%
Foster Youth	0	0.0%
Homeless	14	3.7%
Socioeconomically Disadvantaged	301	79.6%
Students with Disabilities	72	19%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	11	2.9%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	3	0.8%
Hispanic	263	69.6%
Two or More Races	19	5%
Pacific Islander	2	0.5%
White	75	19.8%

Conclusions based on this data:

1. According to Dataquest, our student population is 378 and we have 79.6% SES, 7.9% ELs, 3.7% Homeless, and 19% SWD. Although our EL population is only 7.9%, this is an area of need at our school.

2. Our demographics are 2.9% African American, 69.6% Hispanic, 5% two or more races, 0.5% Pacific Islander, and 19.8% White. Our greatest populations are Hispanic and White.

3. This means that we will need to focus on providing professional development for our staff to increase the learning of our struggling demographics in all academic areas. We will provide these opportunities in our monthly PDs.

School and Student Performance Data

Overall Performance

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Blue
Mathematics Yellow		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Our suspension rate is low at Mentone ES which is why we are on the highest performance level in this category. Implementation of PBIS, Second Step, and scope and sequence has contributed to this positive trend. Our Mathematics and English Language Arts scores indicate a need to enhance the learning of our students and the need to build efficacy among our teaching staff.

2. California Dashboard results indicate that students are performing 16.9 points below standard in ELA and 41.2 points below standard in Mathematics. These results highlight the continued need to support both students and staff through targeted interventions, high-quality instruction, and strategic collaboration to strengthen students' conceptual understanding and overall achievement in literacy and mathematics.

3. Our chronic absenteeism is currently at 15.5%, which is 57 students total that are chronically absent. The student group 'SES' has the highest chronic absenteeism rate. We have monthly data reports to monitor our Chronic Absenteeism and counselors complete the check in and check out process for targeted students. Administrators complete home visits and SART and SARB meetings as needed. We also provide incentives for improved attendance.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	1	0

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

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

All Students	English Learners	Long-Term English Learners
 Yellow	 No Performance Color	
14.1 points below standard	21.7 points below standard	
Increased 11.5 points	Increased 36.8 points	
180 Students	30 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	27.6 points below standard	19.4 points below standard
	11 Students	Increased 21.5 points
		153 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
64.8 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Increased 13.2 points	5 Students	
40 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	20.4 points below standard
0 Students	2 Students	Increased 10 points
		124 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	2.8 points below standard
8 Students	1 Student	Increased 9.8 points
		35 Students

Conclusions based on this data:

1. Achievement gaps continue to exist for certain student groups, particularly Students with Disabilities and Homeless students. Students with Disabilities performed 64.8 points below standard despite showing a 13.2-point increase, while Homeless students performed 27.6 points below standard. These results indicate a continued need for differentiated instruction, targeted interventions, and additional academic and social-emotional supports to ensure equitable access to grade-level learning and improved outcomes for all students.

2. Overall English Language Arts performance is improving across the school, although achievement remains below standard. All Students scored 14.1 points below standard in ELA; however, this reflects a significant increase of 11.5 points from the previous year, resulting in a Yellow performance level on the California Dashboard. This growth suggests that current instructional practices and interventions are positively impacting student achievement and moving the school in the right direction.
Several student groups demonstrated notable academic growth, particularly English Learners and Socioeconomically Disadvantaged students. English Learners increased 36.8 points from the previous year, while Socioeconomically Disadvantaged students increased 21.5 points. Hispanic students also improved by 10 points. These gains indicate that targeted supports, intervention programs, and instructional strategies for historically underserved student groups are contributing to improved literacy outcomes.

3. We will continue to focus on professional development to support our students in the areas of ELA reading and writing, conceptual understanding of mathematics, and early literacy.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	1	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
 Yellow	 No Performance Color	
40.9 points below standard	57.9 points below standard	
Increased 11.7 points	Increased 35.9 points	
180 Students	30 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	77.1 points below standard	46.7 points below standard
	11 Students	Increased 19.2 points
		153 Students

Students with Disabilities	African American	American Indian
 Yellow 82.9 points below standard Increased 8.4 points 40 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 Yellow 50 points below standard Increased 8.2 points 124 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 Green 6.4 points below standard Increased 24.6 points 35 Students

Conclusions based on this data:

1. Overall mathematics achievement is improving, although performance remains below grade-level standards. All Students scored 40.9 points below standard in Mathematics; however, the school demonstrated an increase of 11.7 points from the previous year, earning a Yellow performance level on the California Dashboard. This growth suggests that instructional supports and intervention efforts are beginning to positively impact student achievement in mathematics.
2. Mentone ES will continue strengthening Professional Learning Community (PLC) practices by prioritizing essential standards, developing common formative assessments, and engaging in regular data chats to monitor student progress and identify areas of need. Teachers will collaborate to analyze student data, share effective instructional strategies, and create targeted reteach lessons and interventions to enhance student learning outcomes.
3. Achievement gaps in mathematics continue to persist for historically underserved student groups, especially Students with Disabilities and Homeless students. Students with Disabilities performed 82.9 points below standard, while Homeless students performed 77.1 points below standard. Hispanic students also remained significantly below standard at 50 points below standard despite growth. These results highlight the continued need for differentiated instruction, targeted math interventions, conceptual understanding strategies, and ongoing support systems to improve equitable outcomes for all learners.

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.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	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
 Yellow	 No Performance Color	 No Performance Color
47.4 science points	45.3 science points	0 Students
Declined 4.7 points	14 Students	
58 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	46.6 science points
	5 Students	Maintained -1.7 points
		51 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
40.9 science points	Fewer than 11 students - No Data for Privacy	0 Students
13 Students	3 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
0 Students	0 Students	47 science points
		Declined 4 points
		39 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	44.9 science points
2 Students		Declined 13.5 points
		11 Students

Conclusions based on this data:

1. Overall science performance indicates that students continue to perform in the Yellow performance level, but achievement declined slightly from the previous year. All Students scored 47.4 science points with a decline of 4.7 points, suggesting that students are maintaining moderate performance levels. This indicates a continued need for differentiated instruction, scaffolded supports, collaboration, and inquiry-based learning opportunities.

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**
	
No Performance Color	No Performance Color
59.1 making progress.	making progress.
Number Students: 22 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**
13.6%	27.3%	0%	59.1%

Conclusions based on this data:

1. The English Learner Progress data indicates that the majority of English Learners are making positive progress toward English language proficiency. In 2025, 59.1% of English Learners progressed at least one ELPI level, demonstrating that current ELD instruction and language supports are helping students develop their English language skills and move toward proficiency.
2. Focus is needed on differentiated ELD instruction, academic vocabulary development, and targeted interventions to accelerate language acquisition and help students reach and sustain higher levels of proficiency.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Green	
15.9% Chronically Absent	5.3% Chronically Absent	
Increased 0.5	Declined 4.4	
397 Students	38 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Orange
0 Students	31.3% Chronically Absent	17.7% Chronically Absent
	Increased 7.7	Maintained 0.4
	16 Students	327 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
18.1% Chronically Absent	28.6% Chronically Absent	0 Students
Increased 2	Increased 20.9	
94 Students	14 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	14.1% Chronically Absent
2 Students	3 Students	Declined 2.2
		276 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
24% Chronically Absent	Fewer than 11 students - No Data for Privacy	16% Chronically Absent
Declined 4	2 Students	Increased 5.1
25 Students		75 Students

Conclusions based on this data:

1. Overall chronic absenteeism remains an area of concern, as 15.9% of students were chronically absent, resulting in an Orange performance level and a slight increase of 0.5 percentage points from the previous year. Students with Disabilities (18.1%), Socioeconomically Disadvantaged students (17.7%), and White students (16%) also remained in the Orange performance level. These trends indicate a continued need for proactive attendance interventions, including regular attendance monitoring, counselor supports, home visits, attendance incentives, and increased communication and collaboration with families. Mentone ES will continue utilizing SART, AIMS, and SARB meetings to develop individualized attendance plans and strengthen student engagement in order to improve overall attendance outcomes.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	0	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
 Blue	 Blue	
0.5% suspended at least one day	0% suspended at least one day	
Maintained 0.1%	Maintained 0%	
406 Students	40 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	0% suspended at least one day	0.6% suspended at least one day
	Maintained 0%	Increased 0.3%
	17 Students	332 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
1.1% suspended at least one day	0% suspended at least one day	0 Students
Maintained 0%	Maintained 0%	
95 Students	15 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
3 Students	3 Students	Declined 0.6%
		281 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
3.8% suspended at least one day	Fewer than 11 students - No Data for Privacy	1.3% suspended at least one day
Increased 3.8%	2 Students	Increased 1.3%
26 Students		76 Students

Conclusions based on this data:

1. Overall suspension rates indicate a positive school climate and strong behavioral supports, as only 0.5% of students were suspended at least one day, earning a Blue performance level. The suspension rate remained relatively stable with only a slight increase of 0.1%, suggesting that schoolwide expectations, PBIS practices, restorative approaches, and proactive behavior interventions are contributing to a safe and supportive learning environment for students.
2. Although overall suspension rates remain low, some student groups continue to require additional behavioral and social-emotional supports. Students with Disabilities had a suspension rate of 1.1% and remained in the Yellow performance level, while White students increased to 1.3%, resulting in an Orange performance level. Students identified as Two or More Races also showed an increase to 3.8%. These trends highlight the importance of continuing targeted interventions, counselor supports, restorative practices, and proactive communication with families to address behavioral concerns early and ensure equitable discipline practices for all students.
3. We will continue to attend our county PBIS PDs, our monthly site PBIS team meetings, our monthly PBIS incentives for students who follow our school expectations, and revisiting our systems to meet the needs of our current population. We will also focus on refining our PBIS Tier II interventions.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Positive School Climate
Foster a positive, safe, and engaging school climate by implementing tiered PBIS and socio-emotional supports, with a targeted focus on decreasing chronic absenteeism for historically underserved student groups and maintaining low overall suspension rates

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to school programs, activities, and tiered social-emotional and behavioral supports. These supports will foster a sense of connectedness, especially for English Learners (EL), Foster Youth (FY), African American Students, student experiencing homelessness, Low Income students (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

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.

School attendance is necessary for student success. Mentone is committed to increasing overall student attendance by decreasing chronic absenteeism. The more students who attend school, the more connected they will be to the school community, which in turn will contribute to academic success. Mentone had a 0.5% suspension rate this past year and continues to provide SEL supports through a character education program, positive behavior interventions, and a culture building systems to develop a sense of student connectedness with school and community to reduce the possibility of an increase as well as support student achievement areas. Our school-wide PBIS expectations will guide students' behaviors and actions to ensure a safe learning environment for all. The end goal is an academic achievement that will be met with these basic supports in place.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A - Attendance Rate Percentage of students who were present by student group. Source: District Analysis	Spring 2026 District Analysis All -- 83.9% African American -- 75% Hispanic -- 83.4% White -- 89.2% Low Income -- 81.4% English Learner -- 93.3% Homeless Youth -- 100% Students with Disabilities -- 74.1%	All: Increase of Overall Attendance by 1%. Increase subgroups lower than 92%, to increase by 2%.
1B Chronic Absenteeism Rate: Percentage of students in grades K-5 who were absent for 10% or more of the total instructional days, by student groups.	2026 CA Dashboard ALL | 15% Hispanic | 15.1% White | 10.8%	Decrease Chronic Absenteeism by 2%

Source: California School Dashboard	English Learner | 3.3% Homeless Youth | 0% Socioeconomically Disadvantaged | 17.5% Students with Disabilities | 0%	
1C Suspension Rate: Percentage of students suspended 1 or more times during the school year by student group. Source: California School Dashboard	2026 CA Dashboard ALL | 0.5% Hispanic | 0.4% White | 1.3% English Learner | 0% Homeless Youth | 16.7% Socioeconomically Disadvantaged | 0.8% Students with Disabilities | 0%	Decrease Suspension Rate by 2%
1D School Climate Survey: Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management. Source: Local Climate Survey	March 2026 Overall Percent Favorable 74%	Increase the overall percentage rate of favorable school climate by 2%
1E SEL/Positive Behavior Systems (TFI/Self Survey)/SWIS: (describe measure used) Source: Local Survey	PBIS Implementation at Platinum	Increase implementation of PBIS to remain the same
1F School Connectedness/Visual and Performing Arts Enrollment: Percentage of students participating in Visual and Performing Arts. Source: District Analysis	2025-2026 Visual and Performing Arts (4th and 5th grades) 72% Aeries Parent Portal: Percent of families connected- 97% 5 Star: Percent of families connected- 78.7%	Increase school connectedness by 5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Activity 1 Mentone will support the Social and Emotional Behaviors (SEB), P.B.I.S., Safety, and AVID	All Students	18000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	implementation of all students and staff. Staff will build competency in self-management, self-awareness, responsible decision-making, relationship skills, and social awareness to help in learning communities that are safe, positive, inclusive, and welcoming in the classroom and on the playground. Our school counselor, administration, and P.B.I.S. team will collaborate in the development and coordination of tiered supports including, but not limited to, access to mental health support for students, staff, and the community. Mentone will promote a positive and safe school climate that fosters a culture of open-mindedness, self-awareness, compassion, and inclusiveness in the classroom and on the playground through a tiered behavior framework. Mentone will provide materials, supplies, and curriculum to support SEB, P.B.I.S., A.V.I.D., social skills/conflict resolution, safety, and small group counseling opportunities; professional development opportunities for the implementation of SEB programs within every classroom setting as well as tiered supports (i.e. Second Step and other supplemental resources) as a means to continuously review, analyze and enhance school safety protocols. The school will also provide Social Emotional Learning for staff and students, PD for staff, personnel support, materials, supplies, incentives, recognition, field trips, transportation, reprographics, murals, and signage for common school expectations, equipment, and gear in order to build a positive school climate, support common school expectations, culture and a sense of community. In addition, hourly compensation for tiered support team (i.e. Leadership, P.B.I.S.) meetings in support of campus climate, culture, P.B.I.S., and SEL, safety, staff participating/offering additional activities to support students during lunch and after school will be available. Mentone will support positive learning environments, and provide behavior/school-wide expectation incentives, resources for restorative practices, principal rewards/incentives, and attendance incentives, along with the use of 5-Star License for PBIS points and rewards. We will implement additional attendance incentives and increased communication tools between home and school, including home visits, community partnerships, culturally responsive family engagement strategies, health assistance, notification letters, and parent education. Furthermore, extended learning opportunities will be offered before, during, and/or after school that focus on the social, emotional, and physical development of at-promise students through supplemental programs, resources, and staff.		4000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	This activity will be directly related to and measured through comprehensive school counseling implementation, the Tiered Fidelity Inventory (TFI), and P.B.I.S. Self-Assessment Survey, data on suspensions, expulsions, attendance, and chronic absenteeism. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increasing student connectedness and attendance while decreasing discipline infractions.		
1.2	Activity 2 Mentone administration and staff will build a welcoming environment with increased collaborative parent and community partnerships. Opportunities for families to participate in various school events will be available including student recognition, PTA, SSC, ELAC, Pastries with the Principal, Coffee with the Counselor, Kindergarten Orientation, Back-to-School Night, Attendance Recognition Events, PBIS Recognition, and Family Engagement Nights. Mentone will provide meeting supplies, refreshments, materials, books, reprographics, guest speakers, outside vendors, event costs, translation services, child care, and parent communication tools, including postage and subscriptions. Compensation for webmaster, and social media liaison to regularly maintain/update the school internet presence to ensure timely and informative communication to families, and EL Representative Compensation. This activity will be directly related to and measured through Parent Involvement, participation, and engagement in parent/family workshops, parent input in decision-making, attendance, and chronic absenteeism. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increasing student connectedness and attendance.	All students	400 Title I Parent Involvement Personnel (1000-3999) 980 Title I Parent Involvement Non-Personnel (4000-7439) 5000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999)

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Mentone uses an electronic PBIS incentives program. This has allowed students to track incentives and use the points to attend activities offered throughout the year. An increase in PBIS engagement and implementation has occurred as students are engaged with the system and have a positive interaction with the school. The staff has completed surveys

to identify parent involvement preferences and utilized this information to form family engagement nights. This strategy has proven effective as sign in sheets have shown an increase in family involvement at events held throughout the school year.

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

Funds were used for PBIS recognition events for students and the original allocation was increased with the change in pricing costs of items.

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

The school is going to focus on unduplicated students in building the school to home connection. This can be found in Goal 1, Activity 2, which identifies the focus on unduplicated family support.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Tiered Academic Support
Accelerate academic achievement in ELA and Mathematics through robust Tier 1 instruction, targeted small-group interventions, and data-driven PLC practices to close existing performance gaps, specifically targeting Students with Disabilities, Homeless youth, and Hispanic students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will progress towards meeting standards in academics through tiered supports and services.

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.

It is our goal to provide all students with a high-quality instructional program that promotes equality through equity. This will be done by increasing the percentage of students that show growth, meet or exceed their grade level standards as measured by RUSD metrics as well as the California state standards (CAASPP assessment).

Note:
In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low-Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	2025 CA School Dashboard (points from standard) ALL: -16.9 Hispanic: -20.4 White: 2.8 Students with Disabilities: -64.8 Socioeconomically Disadvantaged: -19.4	Improve ELA State Assessment by 5 points.
2B Mathematics State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	2025 CA School Dashboard (points from standard) ALL | -40.9 Hispanic: -50 White: -6.4	Improve Math State Assessment by 5 points.

	Students with Disabilities: -82.9 Socioeconomically Disadvantaged: -46.7	
2C California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST Grade 5 student group. Source: Power BI	Spring 2025 CAST ALL- 20% EL-0.0% Foster Youth-0.0% Homeless-0% Economically Disadvantaged- 19.23% SWD-16.67% African American-0.0% Asian-0.0% Hispanic- 17.07% White-20%	Improve CAST State Assessment by 5 points.
2D English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC). Source: California School Dashboard	2025 CA School Dashboard 59.1%	Increase by 5% of students making progress toward proficiency
2E STAR Assessment (English/Reading) Source: Internal District Reporting	STAR Reading February 2026 ALL – 40.1% African American – 50% Other – 100% Asian – 0% Hispanic – 36.3% Pacific Islander – 66.6% White – 51% EL – % SWD – 22.8% 1st Grade – 31.1% 2nd Grade – 38.2% 3rd Grade – 50.9% 4th Grade - 33.4% 5th Grade - 47.3%	Increase STAR Reading scores by 5%
2F STAR Assessment (Mathematics) Source: Internal District Reporting	STAR Math February 2026 ALL – 32.6% African American –25% Other- 50% Asian – 0% Hispanic – 28.8% Pacific Islander – 33.3% White – 47.8% EL – % SWD – 21.7% 1st Grade – 44.9% 2nd Grade – 23.7% 3rd Grade – 42.3% 4th Grade – 29.6% 5th Grade – 25%	Increase STAR Math scores by 5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Activity 1 Mentone administration and staff will enhance learning through the use of cutting-edge technology, providing opportunities in classrooms, the library, or other innovation spaces that promote student engagement while practicing digital citizenship. The Mentone community will also provide professional development and training opportunities to support 21st century learning through innovation. Students and staff will have opportunities to engage in professional development, on/off-site field trips, and guest speakers as well as have access to STEAM activities in our Lab, resources, materials, subscriptions, equipment, devices, machines, flexible seating, furniture, and supplies. Mentone will provide innovative learning spaces for reciprocal teaching, visible learning, and collaborative options for students as they access and interact with grade-level standards and 21st Century Learning expectations. Items such as, but not limited to, write/wipe tabletops, connecting desks and tables with/without wheels for quick collaboration opportunities, and chairs, stools, and other seating which allow for quick collaboration, student-teacher interaction, and facilitation of reciprocal teaching, will be provided as a supplement to regular classroom furniture. The activity will be directly related to and measured through Instructional technology professional development. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increasing student connectedness and attendance.	All students will be provided with a variety of support systems to increase student achievement.	5550 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) 1100 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 5000 Title I Non-Personnel (4000-7439) 27100 Title I Personnel (1000-3999)
2.2	Activity 2 All students will progress towards meeting standards in the core curriculum (English Language Arts, Mathematics, Next Generation Science Standards, Social Studies). All students will be equipped for College and Career Readiness, through participation in A.V.I.D. Elementary. Staff will provide the best first instruction with a focus on instructional strategies and materials that support all students. To improve student achievement in English Language Arts and Mathematics, Mentone will implement small group instruction school-wide. The groups will be formed based on student performance data and will focus on targeted skill developments to address gaps in understanding. Research has shown that small-group instruction can lead to significant improvements in mathematics achievement	All students	30000 Title I Personnel (1000-3999) 1200 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) 20000 Title I Non-Personnel (4000-7439) 30700 LCAP - Supplemental & Concentration Grant (LCAP)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	(Gersten et al., 2009). By targeting specific skill gaps, students receive the support they need to improve their understanding and performance in mathematics. All students identified for academic intervention will receive a strategic system of support. Additionally, students will have access to enrichment opportunities including visual and performing arts. Intervention/enrichment opportunities offered during, before, and/or after school and intersession, including push-in and/or pull-out support that focuses on the academic development of at-promise students through supplemental programs, resources, and staff. Mentone will provide substitutes for teacher release time for peer observation, grade-level team meetings, data analysis, and/or professional development that supports best first instruction and best practice along with any materials and resources needed for the professional development. This activity will support the curriculum with reprographic orders that support core curriculum best practices instruction. As a result of the implementation of the goal, students will demonstrate increased student achievement in math and English Language Arts as measured by local assessments (STAR). Mentone will support supplemental Math, English Language Arts (ELA), Science, Social Studies, and supplemental materials, resources, licenses (specifically Renaissance), subscriptions, manipulatives, books, reprographics, ink, outside printing, signage, supplies, professional development, conferences, workshops, consultants, technology, equipment, transportation, field trips, and flexible seating or furniture for small groups. Mentone will provide personnel or compensation for release time, data analysis, planning, observations, curriculum dialogue, AVID strategies, student work analysis, tiered supports, and any other identified academic need. Title 1 and SSP funds will be used to provide supplemental resources for small group instruction, including materials, software, and training for staff implementing the program. Mentone will also provide Professional Learning Communities (PLCs) and Leadership Development through professional development for classified and certificated staff to support PLCs and the guiding coalition, including accommodations, airfare, and event costs As a result of the implementation of the goal, students will demonstrate increased student achievement in Math and English Language Arts as measured by local and state assessments and student grades. Student completion of Common Formative Assessments and STAR assessments will be used throughout the school year to determine progress, provide a comparison, and		Non-Personnel (4000-7439)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	track movement within ELA and Math standards. State testing data will be used to monitor progress on a yearly basis. This action will be reviewed annually to assess its effectiveness in improving student achievement in mathematics and to make any necessary adjustments.		
2.3	Activity 3 Mentone will increase educational opportunities and support for English Learners, at-promise students, and their families. Priority will be provided to unduplicated student groups. This will be accomplished by the purchase of materials, supplies, resources, parent meetings, conferences for staff, professional development, collaboration opportunities, and the ELLevation Data Software. Our school site will provide hourly personnel for students K-5 who are identified as EL, at-promise, and/or unduplicated students. Mentone will provide hourly support for intervention/enrichment, and hourly compensation for being the identified EL representative or the intervention support team lead. The intended outcome is increased growth on the ELPAC, as measured by English Learning Progress Indicator (ELPI) and reclassification rates. In addition, the outcome is to have increased academic performance, focused on individual student growth on assessments and grades.	EL Learners, At-Promise Students, and Unduplicated Students	3000 Title I Personnel (1000-3999) 2180 District Funded – Title III Personnel (1000-3999) 3000 District Funded – Title III Non-Personnel (4000-7439)
2.4	Activity 4 Intervention/enrichment opportunities offered during, before and/or afterschool and intersession, including push-in and/or pull-out support that focuses on the academic development of at-promise students through supplemental programs, resources and staff. The intended outcome is an increase in student academic achievement and supporting attendance. Effectiveness of this strategy will be measured by individual student growth on assessments and attendance rates.	All Students	4000 Title I Non-Personnel (4000-7439) 2000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Mentone Elementary implemented tiered academic supports through small group instruction, PLC collaboration, intervention programs, AVID strategies, and data analysis meetings. Teachers used STAR assessments, Common Formative Assessments, and district Benchmark data to monitor progress and provide targeted support. English Learners and at-promise students received additional intervention and enrichment opportunities.

These strategies resulted in growth in ELA and Mathematics for several student groups, and 59.1% of English Learners made progress toward proficiency. While progress was made, achievement gaps remain for Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students, particularly in Mathematics.

During the coming school year, staff will place an increased focus on identifying essential standards and developing Common Formative Assessments through PLC collaboration. Teachers will work together to analyze assessment data, monitor student progress, and create targeted reteach lessons and interventions based on student needs. This process will help strengthen instructional consistency, deepen teacher understanding of standards, and improve student achievement across all grade levels.

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

The strategies and activities were implemented mostly as planned. Funds supported intervention programs, instructional materials, technology, professional development, and personnel for targeted student support. Additional time was dedicated to PLC collaboration, data analysis, and intervention planning.

Some adjustments were made to prioritize intervention supports and teacher collaboration based on student needs. No major differences in expenditures significantly impacted implementation of the goal.

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

Mentone Elementary will continue strengthening PLCs with a focus on essential standards, Common Formative Assessments, data chats, and reteach opportunities. Additional emphasis will be placed on Mathematics instruction, small group intervention, and support for targeted student groups.

Collaboration opportunities, intervention programs, and enrichment supports will continue to be expanded. These changes are reflected in Goal 2, specifically Activities 2.2, 2.3, and 2.4 of the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$163,210.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$89,100.00
Title I Parent Involvement	$1,380.00

Subtotal of additional federal funds included for this school: $90,480.00

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

State or Local Programs	Allocation ($)
District Funded – Title III	$5,180.00
LCAP - Supplemental & Concentration Grant (LCAP)	$67,550.00

Subtotal of state or local funds included for this school: $72,730.00

Total of federal, state, and/or local funds for this school: $163,210.00

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 – Title III	5,180.00
LCAP - Supplemental & Concentration Grant (LCAP)	67,550.00
Title I	89,100.00
Title I Parent Involvement	1,380.00

Expenditures by Budget Reference

Budget Reference	Amount
Non-Personnel (4000-7439)	84,780.00
Personnel (1000-3999)	78,430.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Non-Personnel (4000-7439)	District Funded – Title III	3,000.00
Personnel (1000-3999)	District Funded – Title III	2,180.00
Non-Personnel (4000-7439)	LCAP - Supplemental & Concentration Grant (LCAP)	51,800.00
Personnel (1000-3999)	LCAP - Supplemental & Concentration Grant (LCAP)	15,750.00
Non-Personnel (4000-7439)	Title I	29,000.00
Personnel (1000-3999)	Title I	60,100.00
Non-Personnel (4000-7439)	Title I Parent Involvement	980.00
Personnel (1000-3999)	Title I Parent Involvement	400.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	28,380.00

Goal 2	134,830.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

N/A Secondary Students

Name of Members	Role
Naomi Serrato	Parent or Community Member
Veronica Ramirez	Parent or Community Member
Steve Carias	Parent or Community Member
Melissa Bohannon	Parent or Community Member
Jessica Soriano	Parent or Community Member
Amy Brandon	Classroom Teacher
Pichara Oung	Classroom Teacher
Crystal Mayo	Other School Staff
Blake Hardeman	Principal
Miriam Mejia	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 26, 2026.

Attested:



Principal, Blake Hardeman on May 26, 2026



SSC Chairperson, Veronica Ramirez on May 26, 2026

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mission Elementary School	36-67843-0123851	May 20, 2026	July 21, 2026

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by

the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Mission Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page 1
Table of Contents....3
Plan Description....4
Educational Partner Involvement....4
Comprehensive Needs Assessment Components....5
California School Dashboard (Dashboard) Indicators....5
Other Needs....6
School and Student Performance Data....8
Student Enrollment....8
CAASPP Results....11
ELPAC Results....15
Student Population....19
Overall Performance....21
Academic Performance....23
Academic Engagement....30
Conditions & Climate....32
Goals, Strategies, & Proposed Expenditures....34
Goal 1....34
Goal 2....42
Budget Summary....49
Budget Summary....49
Other Federal, State, and Local Funds....49
Budgeted Funds and Expenditures in this Plan....50
Funds Budgeted to the School by Funding Source....50
Expenditures by Funding Source....50
Expenditures by Budget Reference....50
Expenditures by Budget Reference and Funding Source....50
Expenditures by Goal....50
School Site Council Membership....51
Recommendations and Assurances....52

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Mission Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☑ Schoolwide Program

This plan is used by Mission Elementary School to meet ESSA Schoolwide Program (SWP) planning requirements in alignment with the Redlands USD Local Control and Accountability Plan (LCAP) and other federal, state, and local programs for the 2026-27 school year.

Mission Elementary School's goals are aligned with the Redlands USD LCAP goals, designed to help all students — including English Language Learners, under-performing student groups, and Advanced Learners — achieve academic, behavioral, social, and emotional success. The SPSA consolidates all school-level planning efforts, maximizes available resources, and minimizes duplication of effort with the ultimate goal of increasing student achievement.

The 2025 California School Dashboard confirms persistent challenges in ELA (Orange, 20.9 below standard), Mathematics (Orange, 37.1 below standard), and Chronic Absenteeism (Red, 24.1%). Students with Disabilities represent the school's most acute academic need at -98.5 pts below standard in ELA, and warrant a dedicated goal and restructured delivery model in 2026-27.These indicators, combined with local STAR and ELPAC data, form the data foundation for every goal, strategy, and expenditure described in this plan.

This plan addresses these areas through schoolwide systems and targeted supports for identified student groups. Mission will continue strengthening MTSS systems for academics and behavior through Tier I, Tier II, and Tier III supports, targeted interventions, instructional coaching, collaboration, attendance interventions, counseling supports, restorative practices, PBIS systems, and family engagement opportunities.

The 2026-27 SPSA deepens implementation of CORE 2.0 (ELA), Engage New York with Building Thinking Classrooms (Math), Solution Tree Professional Learning Communities, and a redesigned attendance intervention system — all strategies piloted in 2025-26 with promising early results that warrant continued and expanded investment. The school will continue focusing on improving student achievement in English Language Arts and Mathematics, reducing chronic absenteeism and suspension disparities, increasing student connectedness, and strengthening meaningful family engagement. LCAP, Title I, Title III, and Title I Parent Involvement funds will be used to support instruction, intervention, professional development, student supports, family engagement, and schoolwide systems aligned to identified needs.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC) and English Learner Advisory Committee (ELAC) met a minimum of five times throughout the 2025-26 school year. Meeting dates were posted on the school website, SSC agendas, ELAC agendas, and the Sunday Message. The SSC consists of the principal, three certified staff members, one classified staff member, and five parents.

Mission involves educational partners by sharing school data, projected goals, plan implementation, PBIS updates, attendance data, and No Excuses University information during College Rallies, Parent University, Sunday Messages, and ongoing year-round communications.

In developing the 2026-27 SPSA, the SSC and ELAC reviewed:

- 2025 California School Dashboard data across all state indicators
- Local STAR Reading and STAR Math assessment data (April 2025)
- CAASPP/CAST results for grades 3-5 by domain and student group
- ELPAC Summative Assessment results by domain and grade level
- Chronic absenteeism trends disaggregated by student group

- Feedback from teachers, parents, and community members gathered through surveys and school events

The ELAC specifically reviewed progress of English Learner supports and provided recommendations for continued and expanded EL services. The Gifted and Talented Education Program Advisory Committee also provided input. The attendance team shared disaggregated absenteeism data with SSC and ELAC, and that ELAC provided input on barriers facing EL and Hispanic families specifically. The SSC held a public meeting on May 29, 2026 to formally adopt this plan.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

A review of state and local data, including CAASPP, ELPAC, CA Dashboard indicators, and local assessment data such as STAR Reading and Math, indicates that the greatest areas of need are academic achievement in English Language Arts and Mathematics, chronic absenteeism, and suspension rates for identified student groups

English Language Arts: The all-students score of 20.9 below standard (Orange) has been nearly flat for two consecutive years, while the state improved by 5.1 points. This divergence is a warning signal. The school is not keeping pace with statewide improvement and risks falling further behind if instruction is not intensified. The Writing domain is the primary drag on ELA scores (33.77% below standard in Grade 3; 38.78% in Grade 4). CORE 2.0 writing and reading instruction was introduced in 2025-26 and must be deepened with fidelity-monitoring walkthroughs and ongoing coaching in 2026-27. Identifying dedicated intervention time throughout the week to support SWD and students below standard will be built into the schedule to deepen intervention strategies and increase consistency.

Mathematics: The all-students score of 37.1 below standard (Orange) has also been flat. Notably, Mission's score is more favorable than the state average (42.4), suggesting that foundational Engage New York implementation is working. However, the flat trajectory indicates that instructional rigor must be elevated — particularly through Building Thinking Classrooms strategies that target conceptual reasoning and problem-solving, where below-standard rates remain highest (Grade 5 Concepts & Procedures: 45.36% below standard).

Chronic Absenteeism: Chronic absenteeism remains the most significant area of need. The increase from 23.0% to 24.1% (Red) is deeply concerning, especially because the state rate improved during the same period. Mission's rate is now 7 percentage points above the state. Two or More Races group (40.5%, +16.2 pts) and Homeless students (50%) worsened dramatically and systemic barriers require community agency partnerships. Five student groups are in the Red category for this indicator. Research consistently shows that students who miss 10% or more of school days fall significantly behind in reading and math. Addressing absenteeism is the single highest-leverage intervention the school can make for all other academic indicators.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

ELA and Mathematics are both in the Orange category and remain as priority areas for the 2026-27 plan. Chronic Absenteeism in the Red category is the most urgent area requiring immediate intervention. Students with Disabilities are the lowest-performing subgroup in ELA (98.5 points below standard, Red). English Learners, Hispanic, and Socioeconomically Disadvantaged students also score below the all-student average.

In Mathematics, the overall all-student score is 37.1 points below standard (Orange). Socioeconomically Disadvantaged students (50.7 points below) and Students with Disabilities (83.8 points below) show the largest gaps. White students are the only group at Green (1.9 points below standard).

ELA and Mathematics are both in the Orange category and remain as priority areas for the 2026-27 plan. Chronic Absenteeism in the Red category is the most urgent area requiring immediate intervention. Students with Disabilities are the lowest-performing subgroup in ELA (98.5 points below standard, Red). English Learners, Hispanic, and Socioeconomically Disadvantaged students also score below the all-student average.

In Mathematics, the overall all-student score is 37.1 points below standard (Orange). Socioeconomically Disadvantaged students (50.7 points below) and Students with Disabilities (83.8 points below) show the largest gaps. White students are the only group at Green (1.9 points below standard).

To address these gaps, the school will continue focusing on strengthening Tier I instruction, increasing access to grade level standards, and providing targeted intervention through MTSS. Professional development will continue focusing on differentiated instruction, small group instruction, culturally responsive practices, de-escalation strategies, play based instructional approaches, and strategies to support Students with Disabilities and English Learners. CORE ELA coaching, ELLevation software, ELPAC supports, intervention systems, and targeted small group instruction will continue to support identified student groups.

Other Needs

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

Beyond Dashboard metrics, Mission Elementary identified the following additional needs through locally collected data:

- STAR Reading (April 2025): Overall 56.7% at/above benchmark. English Learners at 21.74% and Students with Disabilities at 17.14% are significantly below. Target is 10% growth across all groups to reach 66.7% overall for 2026-27.
- STAR Math (April 2025): Overall 60.8% at/above benchmark. English Learners at 17.02% and Students with Disabilities at 23.88% are significantly below. Target is 10% growth to reach 70.8% overall.
- Writing: Grade 4 students show 38.78% Below Standard in writing; Grade 3 shows 33.77% Below Standard. Continued targeted writing instruction with CORE 2.0 support is needed.
- ELPAC: 45.76% of EL students are Well Developed in Speaking, but only 10.17% in Writing. Bridging oral-to-written language development is a priority for 2026-27. Adding an ELD mentor check in to support progression of our EL students.
- Attendance Team data shows students in the EL, Hispanic, Two or More Races, Students with Disabilities, and Socioeconomically Disadvantaged groups chronically absent at rates above the all-student average.
- Students with Disabilities require dedicated teacher release time for co-teaching collaboration and specialized paraprofessional training. Building paraprofessional training will increase connections to grade level content. The 98.5 below standard Red rating is unsustainable without restructured support delivery.
- English Learners need supplemental designated/integrated ELD materials with a specific focus on academic writing development, Ellevation monitoring software, and after-school EL intervention.
- Socioeconomically Disadvantaged students (68.5% of enrollment) and Homeless students (1.7%) need the ELOP after-school program to receive academic support that their home environments may not be able to provide.
- Chronic Absenteeism intervention resources are insufficient: a reactive system is not adequate given that five student groups are at Red. A proactive tiered system with dedicated personnel is needed.
- Writing instruction resources are insufficient in Grades 3-4. CORE 2.0 coaching, model lessons, and grade-level writing protocols must be funded and sustained.

To support the needs identified, Mission Elementary will utilize CORE 2.0 and Solution Tree PLC frameworks which began in 2025-26; continued and deepened implementation is planned for 2026-27.

- ATTENDANCE: The attendance crisis requires a school-wide, tiered, data-driven response. Every teacher, counselor, and administrator should know their class/caseload chronic absenteeism rate and have a clear protocol to follow. Weekly Attendance Huddles have been implemented, led by the Assistant Principal, to review attendance data, monitor chronic absenteeism, identify students in need of support, and develop intervention plans. The team includes the Assistant Principal, counselor, office clerk, ELOP program specialist, and a rotating general education teacher. The school counselor provides Tier II and Tier III supports, including attendance incentives, mentoring opportunities, counseling supports, and weekly student check-ins. Teachers support attendance efforts through communication with families regarding attendance trends. Additional supports, including monthly Saturday attendance recovery opportunities, transportation assistance coordination, hygiene and clothing supports, and community resource connections, will continue supporting students experiencing chronic absenteeism and barriers to attendance.
- WRITING: Writing deficits in Grades 3-4 are holding down ELA Dashboard scores for the whole school. Collaborate with CORE coach to identify dedicated 10 minutes of writing daily for students and professional development to assist implementation.
- SWD ACADEMIC SUPPORT: The 98.5 below standard Red rating for SWD cannot be addressed through existing structures alone. Develop a collaborative planning schedule for sped/gen ed teachers to increase access to grade level content. Ensure SWD representation is a part of the PLC professional development.

- EL WRITTEN LANGUAGE: Every classroom should be using structured academic writing scaffolds daily, which is identified in the daily schedule.
- POSITIVE CLIMATE: The school's low suspension rate and growth data show that relationships and instruction are fundamentally sound.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Mission Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.17%	%	0.17%	1		1
African American	9.42%	9.76%	10.98%	54	58	64
Asian	8.90%	9.76%	9.95%	51	58	58
Filipino	3.66%	3.54%	3.43%	21	21	20
Hispanic/Latino	58.64%	58.42%	59.35%	336	347	346
Pacific Islander	%	0.34%	0.34%		2	2
White	12.91%	12.12%	9.61%	74	72	56
Two or More Races	5.24%	4.88%	3.95%	30	29	23
Not Reported	1.05%	1.18%	2.23%		7	13
			Total Enrollment	573	594	583

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		54	49
Kindergarten	100	90	84
Grade 1	79	76	78
Grade 2	86	108	111
Grade3	89	84	83
Grade 4	94	87	81
Grade 5	94	92	97
Total Enrollment	573	594	583

Conclusions based on this data:

1. Enrollment has declined slightly from 594 to 583, while the proportion of African American students grew from 9.76% to 10.98% — the largest percentage-point increase among racial/ethnic groups. White enrollment declined from 12.12% to 9.61%, representing a loss of 16 students. These demographic shifts are relevant to academic planning because they affect the composition of student groups that drive Dashboard performance colors.

2. Grades 3 through 5 show remarkable stability, maintaining cohorts between 84 and 92 students. This consistency allows for more predictable long-term planning for the targeted math interventions and ELOP support mentioned in the plan.

3. Hispanic/Latino students remain the dominant demographic at 59.35%, a remarkably stable proportion across three years. The socioeconomically disadvantaged proportion (68.5%) combined with the EL population (9.8%) underscores the school's ongoing responsibility to resource equity-focused programming. The stability in Grades 3-5 cohort sizes (81-97 students per grade) allows for reliable multi-year tracking and planning for targeted interventions.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	66	59	57	11.5%	9.9%	9.8%
Fluent English Proficient (FEP)	38	47	42	6.6%	7.9%	7.2%
Reclassified Fluent English Proficient (RFEP)	8					

Conclusions based on this data:

1. Mission Elementary School's English Learner (EL) population currently represents 9.9% of the total student enrollment, totaling 59 students. According to the 2025 California School Dashboard, these students have demonstrated significant academic growth, achieving a Yellow performance level in English Learner Progress with 57.1% of students making progress toward English language proficiency. While the group currently scores 39.8 points below standard in English Language Arts, they outperformed the "all student" average by one performance level, reaching the Yellow category compared to the schoolwide Orange status.
2. To maintain this momentum, the school provides daily designated and integrated English Language Development (ELD) along with specialized after-school support through the Extended Learning Opportunity Program.
3. The gap between ELPAC Speaking (45.76% Well Developed) and ELPAC Writing (10.17% Well Developed) is the clearest signal in all local data: EL students can communicate orally but cannot yet transfer that competence to academic writing. Instruction must explicitly bridge this gap through daily structured writing activities within ELD.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	89	92	78	88	90	77	88	90	77	98.9	97.8	98.7
Grade 4	100	92	99	98	91	98	98	91	98	98.0	98.9	99
Grade 5	90	97	98	89	97	97	89	97	97	98.9	100	99
All Grades	279	281	275	275	278	272	275	278	272	98.6	98.9	98.9

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	2408.	2386.	2409.	15.91	11.11	20.78	26.14	17.78	20.78	27.27	32.22	27.27	30.68	38.89	31.17
Grade 4	2441.	2446.	2420.	25.51	18.68	11.22	11.22	21.98	22.45	23.47	25.27	20.41	39.80	34.07	45.92
Grade 5	2478.	2495.	2498.	19.10	26.80	16.49	23.60	21.65	30.93	23.60	17.53	26.80	33.71	34.02	25.77
All Grades	N/A	N/A	N/A	20.36	19.06	15.81	20.00	20.50	25.00	24.73	24.82	24.63	34.91	35.61	34.56

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.64	8.89	11.69	65.91	60.00	59.74	20.45	31.11	28.57
Grade 4	18.37	16.48	8.16	54.08	63.74	70.41	27.55	19.78	21.43
Grade 5	13.48	16.49	16.49	62.92	58.76	63.92	23.60	24.74	19.59
All Grades	15.27	14.03	12.13	60.73	60.79	65.07	24.00	25.18	22.79

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	10.23	10.00	14.29	65.91	38.89	51.95	23.86	51.11	33.77
Grade 4	14.29	12.09	8.16	50.00	54.95	53.06	35.71	32.97	38.78
Grade 5	13.48	21.65	18.56	58.43	55.67	61.86	28.09	22.68	19.59
All Grades	12.73	14.75	13.60	57.82	50.00	55.88	29.45	35.25	30.51

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	7.95	12.22	12.99	73.86	67.78	63.64	18.18	20.00	23.38
Grade 4	10.20	12.09	6.12	69.39	67.03	74.49	20.41	20.88	19.39
Grade 5	10.11	14.43	9.28	69.66	65.98	76.29	20.22	19.59	14.43
All Grades	9.45	12.95	9.19	70.91	66.91	72.06	19.64	20.14	18.75

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.36	10.00	12.99	61.36	65.56	66.23	27.27	24.44	20.78
Grade 4	10.20	9.89	6.12	62.24	72.53	67.35	27.55	17.58	26.53
Grade 5	15.73	19.59	16.49	60.67	57.73	61.86	23.60	22.68	21.65
All Grades	12.36	13.31	11.76	61.45	65.11	65.07	26.18	21.58	23.16

Conclusions based on this data:

1. Grade 3 ELA shows meaningful improvement: 41.56% met/exceeded (up from 28.89%), and the below-standard rate in Research/Inquiry dropped to 20.78%. This suggests that early literacy interventions — particularly Benchmark Phonics and CORE-based instruction — are beginning to yield results for third graders. However, Writing at 33.77% below standard remains a significant concern, and this cohort will move into Grade 4 (the highest-need writing grade) in 2026-27, requiring intentional cross-grade articulation planning.
2. Grade 4 ELA is the most urgent concern: overall met/exceeded declined from 40.66% to 33.67%, and Writing below-standard reached 38.78%. The Research/Inquiry domain also worsened to 26.53% below standard. This multi-domain decline in Grade 4 is likely interconnected — students who struggle to write also struggle to complete research tasks. Intensive writing intervention for the current Grade 4 cohort (who will be Grade 5 in 2026-27) must be prioritized now.
3. Grade 5 shows the strongest overall performance (47.42% met/exceeded) and the best Writing below-standard rate (19.59%), suggesting that the cumulative effect of multi-year literacy instruction is working. Listening at 76.29% at/above standard is a particular strength for Grade 5.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	89	92	78	88	90	76	88	90	76	98.9	97.8	97.4
Grade 4	100	92	99	98	92	97	98	92	97	98.0	100	98
Grade 5	90	97	98	89	97	97	89	97	97	98.9	100	99
All Grades	279	281	275	275	279	270	275	279	270	98.6	99.3	98.2

* 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	2415.	2395.	2408.	11.36	7.78	17.11	30.68	18.89	25.00	21.59	27.78	30.26	36.36	45.56	27.63
Grade 4	2463.	2454.	2444.	18.37	15.22	8.25	21.43	20.65	24.74	30.61	36.96	34.02	29.59	27.17	32.99
Grade 5	2461.	2481.	2476.	10.11	14.43	12.37	12.36	15.46	20.62	25.84	31.96	21.65	51.69	38.14	45.36
Grade 11															
All Grades	N/A	N/A	N/A	13.45	12.54	12.22	21.45	18.28	23.33	26.18	32.26	28.52	38.91	36.92	35.93

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	13.64	12.22	22.37	53.41	41.11	46.05	32.95	46.67	31.58
Grade 4	22.45	13.04	12.37	44.90	45.65	51.55	32.65	41.30	36.08
Grade 5	11.24	15.46	10.31	43.82	46.39	44.33	44.94	38.14	45.36
Grade 11									
All Grades	16.00	13.62	14.44	47.27	44.44	47.41	36.73	41.94	38.15

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	21.59	14.44	15.79	47.73	41.11	55.26	30.68	44.44	28.95
Grade 4	16.33	15.22	7.22	50.00	55.43	52.58	33.67	29.35	40.21
Grade 5	8.99	13.40	8.25	52.81	53.61	54.64	38.20	32.99	37.11
All Grades	15.64	14.34	10.00	50.18	50.18	54.07	34.18	35.48	35.93

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	17.05	6.67	19.74	57.95	61.11	55.26	25.00	32.22	25.00
Grade 4	19.39	15.22	8.25	54.08	60.87	65.98	26.53	23.91	25.77
Grade 5	10.11	9.28	12.37	55.06	58.76	58.76	34.83	31.96	28.87
All Grades	15.64	10.39	12.96	55.64	60.22	60.37	28.73	29.39	26.67

Conclusions based on this data:

1. Grade 3 Mathematics shows the strongest improvement in the school: 42.11% met/exceeded is a dramatic increase from 26.67% in the prior year, and below-standard rates dropped significantly in Concepts & Procedures (from 46.67% to 31.58%) and Problem Solving (from 44.44% to 28.95%). This improvement correlates with the first year of full Engage New York implementation and early Building Thinking Classrooms (BTC) strategies in Grade 3. This is a proof point that the instructional approach works when implemented with fidelity.
2. Grade 4 Mathematics declined from 35.87% to 32.99% met/exceeded, with Problem Solving & Data Analysis reaching 40.21% below standard — the highest domain below-standard rate in the school. This suggests that Grade 4 is where the gap between procedural knowledge and applied reasoning becomes most visible. Students who enter Grade 4 without strong conceptual foundations from Grade 3 are not able to apply their knowledge to multi-step problems.
3. Grade 5 Concepts & Procedures at 45.36% below standard is the highest single-domain below-standard rate in the school, despite modest overall improvement. Students who have accumulated procedural gaps across Grades 3-4 are experiencing compounding difficulty in Grade 5. Communicating Reasoning (28.87% below standard) is a relative strength across all three grades, suggesting BTC discussion-based learning is building mathematical language even if procedural fluency lags.

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	1457.6	1440.4	*	1470.9	1459.7	*	1426.4	1394.9	*	14	23	8
1	1456.2	*	1452.9	1483.4	*	1477.7	1428.5	*	1427.5	11	*	19
2	*	*	*	*	*	*	*	*	*	10	10	8
3	*	*	*	*	*	*	*	*	*	4	9	8
4	*	*	*	*	*	*	*	*	*	9	6	10
5	1531.6	*	*	1531.0	*	*	1531.8	*	*	13	10	6
All Grades										61	61	59

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	28.57	13.04	*	50.00	52.17	*	14.29	30.43	*	7.14	4.35	*	14	23	*
1	9.09	*	10.53	45.45	*	36.84	27.27	*	36.84	18.18	*	15.79	11	*	19
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	30.77	*	*	53.85	*	*	7.69	*	*	7.69	*	*	13	*	*
All Grades	21.31	22.95	22.03	49.18	36.07	32.20	16.39	26.23	35.59	13.11	14.75	10.17	61	61	59

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	42.86	21.74	*	50.00	52.17	*	0.00	21.74	*	7.14	4.35	*	14	23	*
1	54.55	*	36.84	27.27	*	36.84	9.09	*	21.05	9.09	*	5.26	11	*	19
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	46.15	*	*	46.15	*	*	0.00	*	*	7.69	*	*	13	*	*
All Grades	44.26	39.34	38.98	45.90	31.15	38.98	3.28	16.39	16.95	6.56	13.11	5.08	61	61	59

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	5.00	4.35	*	30.00	17.39	*	60.00	65.22	*	5.00	13.04	*	20	23	*
1	*	*	10.53	*	*	26.32	*	*	15.79	*	*	47.37	*	*	19
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	0.00	*	*	27.27	*	*	63.64	*	*	9.09	*	*	11	*	*
4	7.69	*	*	23.08	*	*	53.85	*	*	15.38	*	*	13	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.20	4.92	8.47	26.23	24.59	27.12	39.34	45.90	35.59	26.23	24.59	28.81	61	61	59

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	42.86	21.74	*	50.00	69.57	*	7.14	8.70	*	14	23	*
1	63.64	*	47.37	27.27	*	52.63	9.09	*	0.00	11	*	19
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	23.08	*	*	69.23	*	*	7.69	*	*	13	*	*
All Grades	39.34	34.43	40.68	50.82	52.46	50.85	9.84	13.11	8.47	61	61	59

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	64.29	39.13	*	28.57	52.17	*	7.14	8.70	*	14	23	*
1	36.36	*	26.32	54.55	*	57.89	9.09	*	15.79	11	*	19
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	92.31	*	*	0.00	*	*	7.69	*	*	13	*	*
All Grades	65.57	39.34	45.76	27.87	44.26	45.76	6.56	16.39	8.47	61	61	59

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	14.29	4.35	*	78.57	91.30	*	7.14	4.35	*	14	23	*
1	27.27	*	15.79	9.09	*	31.58	63.64	*	52.63	11	*	19
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	7.69	*	*	76.92	*	*	15.38	*	*	13	*	*
All Grades	13.11	8.20	8.47	57.38	63.93	54.24	29.51	27.87	37.29	61	61	59

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	35.71	8.70	*	28.57	69.57	*	35.71	21.74	*	14	23	*
1	9.09	*	5.26	72.73	*	63.16	18.18	*	31.58	11	*	19
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	30.77	*	*	61.54	*	*	7.69	*	*	13	*	*
All Grades	21.31	6.56	10.17	55.74	67.21	74.58	22.95	26.23	15.25	61	61	59

Conclusions based on this data:

1. Across all grades, Mission Elementary students are performing significantly better in oral domains than in written domains, with 45.76% of all EL students rated as Well Developed in speaking compared to only 10.17% in writing. While the percentage of students at the lowest overall proficiency level (Level 1) has decreased to 10.17%, a large majority (67.79%) remain in the middle-performance tiers of Level 2 and Level 3. Continued support will prioritize daily designated and integrated ELD to bridge the gap between oral fluency and academic writing.

2. The ELPAC data reveals a critical imbalance in EL language development: strong oral skills (Speaking: 45.76% Well Developed) but extremely weak written language (Writing: 10.17% Well Developed; Reading: 8.47% Well Developed). This pattern is consistent with students who receive strong conversational ELD but insufficient academic language instruction in literacy. The school must treat EL Reading and Writing as a school-wide instructional priority, not just an ELD-period concern.

3. The ELPI shows a concerning reversal in 2025: after reaching 64.5% in 2024 (the highest since 2019), the rate dropped to 57.1% in 2025. Critically, zero students maintained ELPI Level 4 for the third consecutive year, meaning no EL student is achieving the highest proficiency level. The 16.7% regression rate (ELs losing ELPI levels) must be addressed. This regression often correlates with the Language Arts and Math performance gaps described above — students who are not making academic progress in core subjects also stall in English proficiency development.

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**
594	**68.5%**	**9.9%**	**0.5%**
Total Number of Students enrolled in Mission Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	59	9.9%
Foster Youth	3	0.5%
Homeless	10	1.7%
Socioeconomically Disadvantaged	407	68.5%
Students with Disabilities	90	15.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	58	9.8%
American Indian	0	0.0%
Asian	58	9.8%
Filipino	21	3.5%
Hispanic	347	58.4%
Two or More Races	29	4.9%
Pacific Islander	2	0.3%
White	72	12.1%

Conclusions based on this data:

1. A significant majority (68.5%) of the 594 students enrolled at Mission Elementary are Socioeconomically Disadvantaged. Additionally, 15.2% of the student body are Students with Disabilities, while 9.9% are English Learners.
2. The Growth data contains an important signal that the overall color ratings obscure: 76.2% of students improved their math scores from the prior year (Average growth), and SWD students in Math show Accelerated growth (84.4% improved). This means SWD students, despite being far below standard, are growing at an above-average rate. The school's instructional strategies are working for many students — the problem is that too many started too far behind, and the growth is not yet fast enough to close the gap.
3. The contrast between Suspension Rate (Yellow, 1.4% — well below the state's 2.9%) and Chronic Absenteeism (Red, 24.1% — well above the state's 17.1%) is striking. It means that when students are in school, the environment is positive and safe. The challenge is getting them there. This insight should shape strategy: rather than asking 'what is wrong with our school climate?' (which is actually strong), the question should be 'what barriers outside school prevent students from attending?'

School and Student Performance Data

Overall Performance

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Dashboard data shows Chronic Absenteeism has reached the lowest performance level, represented by the color Red. Efforts will be focused on supporting all students through best first, rigorous instruction, daily small group instruction, targeted intervention, and Professional Development and collaboration to support teachers with additional support given to our EL, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities Continued designated and integrated EL development will be offered daily in the classroom, and the Extended Learner Opportunity Program will be available after school.

2. Both English Language Arts and Mathematics are in the Orange category, indicating low overall performance across these primary academic indicators

3. The school maintains a Yellow performance level for both the Suspension Rate and English Learner Progress, representing a medium tier of performance compared to the critical needs in other areas.

School and Student Performance Data

Academic Performance
English Language Arts

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

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
1	1	3	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	 Yellow	
20.9 points below standard	39.8 points below standard	
Maintained 1.5 points	Increased 6.9 points	
250 Students	41 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	35.8 points below standard
0 Students	7 Students	Increased 4.1 points
		188 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
98.5 points below standard	40.7 points below standard	0 Students
Declined 5.3 points	Increased 3 points	
45 Students	20 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
24.2 points above standard	12.3 points above standard	28.5 points below standard
Maintained -0.7 points	Declined 10.7 points	Increased 3.7 points
19 Students	11 Students	150 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
18.5 points below standard	Fewer than 11 students - No Data for Privacy	7.3 points below standard
Increased 48.9 points	1 Student	Declined 15.7 points
11 Students		36 Students

Conclusions based on this data:

1. Significant Performance Gap for Students with Disabilities: This group is the lowest-performing student group, reaching the Red category at 98.5 points below standard and experiencing a decline of 5.3 points. Widespread Performance Below Standard: The "All Students" group is in the Orange category at 20.9 points below standard. Most major groups, including Hispanic (28.5 points below), Socioeconomically Disadvantaged (35.8 points below), and English Learners (39.8 points below), are also performing significantly below grade-level standards. Mixed Growth Trends Across Demographic Groups: While English Learners, Hispanic, and Socioeconomically Disadvantaged students showed performance increases ranging from 3.7 to 6.9 points , the White student group saw a significant decline of 15.7 points, moving them into the Orange category.
2. Mission will continue the implementation of Benchmark Phonics across all grade levels with the addition of CORE. Benchmark Phonics intervention will be used to support SWD and students identified significantly below standard.
3. We will closely monitor the STAR Reading Data to monitor progress with PLCs At Work. Mission will continue to use grade level data meeting, individual Teacher-Administration data meetings, and teacher release time for continued data conversations.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	1	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	
37.1 points below standard	36.2 points below standard	
Maintained -1.7 points	Maintained -1.4 points	
248 Students	41 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	50.7 points below standard
0 Students	7 Students	Maintained -1.6 points
		186 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
83.8 points below standard	68.3 points below standard	0 Students
Maintained -2.5 points	Increased 15.7 points	
44 Students	20 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
14.8 points above standard	11.5 points above standard	50.8 points below standard
Declined 5.7 points	Declined 31.5 points	Declined 5.7 points
19 Students	11 Students	149 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
63.1 points below standard	Fewer than 11 students - No Data for Privacy	1.9 points below standard
Increased 7.1 points	1 Student	Increased 10.3 points
11 Students		36 Students

Conclusions based on this data:

1. Student achievement in the area of Mathematics is "Yellow." Efforts will be focused on supporting all students, with additional support given to our homeless, EL, Hispanic, and Socioeconomically Disadvantaged student groups. Targeted math instruction, professional development for teachers, daily small group instruction and support from the ELOP teachers for intervention groups.
2. Mission will continue the implementation of Engage New York across all grade levels with the addition of Building Thinking Classrooms strategies to target higher level thinking, collaboration and math vocabulary.
3. We will closely monitor the STAR Math data to monitor progress with PLCs At Work. Mission will continue to use AMS time, grade level data meeting, individual Teacher-Administration data meetings, and teacher release time for continued data conversations.

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.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	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
 Yellow	 No Performance Color	 No Performance Color
53.5 science points	50.6 science points	0 Students
Maintained -1.9 points	16 Students	
91 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	48.9 science points
0 Students	4 Students	Declined 3.2 points
		65 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
36.7 science points	Fewer than 11 students - No Data for Privacy	0 Students
Declined 6.1 points	7 Students	
13 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	51.9 science points
8 Students	3 Students	Maintained 1.3 points
		57 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
7 Students		9 Students

Conclusions based on this data:

1. Science is an area that has maintained since the previous year.
2. Socioeconomically Disadvantaged students decreased slightly in science
3. The Hispanic group maintained in the yellow category.

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**
	
Yellow	No Performance Color
57.1 making progress.	making progress.
Number Students: 42 Students	Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
16.7%	26.2%	0%	57.1%

Conclusions based on this data:

1. Dashboard data reveals our English Leaners Progress is at an "Blue." Continued designated and integrated EL development will be offered daily in the classroom along with after school Extended Learning Opportunity support.
2. We will closely monitor the EL Progress by using STAR data to monitor progress with PLCs At Work. Mission will continue to use AMS time, grade level data meeting, individual Teacher-Administration data meetings, and teacher release time for continued data conversations.
3. 57% of students progressed at least one ELPI level.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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

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

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

All Students	English Learners	Long-Term English Learners
 Red	 Red	
24.1% Chronically Absent	22.7% Chronically Absent	
Increased 1.1	Maintained -0.3	
647 Students	75 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	50% Chronically Absent	27.4% Chronically Absent
8 Students	Increased 14.3	Maintained 0.4
	14 Students	482 Students

Students with Disabilities	African American	American Indian
 Red	 Orange	 No Performance Color
23.2% Chronically Absent	26.8% Chronically Absent	0 Students
Increased 6.2	Declined 4	
112 Students	71 Students	

Asian	Filipino	Hispanic
 Yellow	 No Performance Color	 Red
15.6% Chronically Absent	8.7% Chronically Absent	26.2% Chronically Absent
Declined 8.4	Declined 12.1	Increased 2.7
64 Students	23 Students	374 Students

Two or More Races	Pacific Islander	White
 Red	 No Performance Color	 Orange
40.5% Chronically Absent	Fewer than 11 students - No Data for Privacy	14.5% Chronically Absent
Increased 16.2	2 Students	Increased 2
37 Students		76 Students

Conclusions based on this data:

1. Dashboard data reveals that Mission Elementary students declined significantly in Chronic Absenteeism by -6.3. Our focus groups with a decline in attendance are the EL, SWD, SED, TOM, and Hispanic population. We will maintain a targeted focus on improving student attendance, which will, in turn, positively affect student achievement. This focus includes our attendance clerk, teachers, counselors, attendance team, and assistant principal monitoring students, meeting with families, celebrating improvement, and offering incentives.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	4	1

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	
1.4% suspended at least one day	2.5% suspended at least one day	
Maintained -0.1%	Increased 1.2%	
664 Students	80 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	0% suspended at least one day	1.4% suspended at least one day
8 Students	Maintained 0%	Declined 0.3%
	14 Students	495 Students

Students with Disabilities	African American	American Indian
 Green	 Green	 No Performance Color
2.5% suspended at least one day	1.4% suspended at least one day	0 Students
Declined 1.1%	Declined 1.6%	
119 Students	73 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Green
0% suspended at least one day	0% suspended at least one day	1.3% suspended at least one day
Maintained 0%	Maintained 0%	Declined 0.3%
64 Students	24 Students	386 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Orange
2.6% suspended at least one day	Fewer than 11 students - No Data for Privacy	2.6% suspended at least one day
Increased 2.6%	2 Students	Increased 1.4%
38 Students		77 Students

Conclusions based on this data:

1. Dashboard data reveals that our suspension rate has decreased significantly, putting us in the "Green." Continued focus on social-emotional lessons, PBIS, teaching self-regulation skills, and PeaceBuilder strategies/activities will support improving a positive school culture, directly affecting student achievement. Furthermore, support from our school counselors will contribute to improving this area. We will continue seeking support from our full-time school counselors and assistant principal for proactive support. We will focus our efforts on the EL, SWD, and Hispanic.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Positive School Climate
Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social-Emotional and behavioral supports. These supports will foster a sense of connectedness, especially for EL, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic/Latino, African American, and other student groups whose outcomes indicate the greatest need.

Mission Elementary will continue strengthening MTSS systems and supports for academics and behavior through Tier I, Tier II, and Tier III interventions focused on attendance, student engagement, behavior, school connectedness, and social emotional well being. Additional focus will be placed on culturally responsive interventions, counseling supports, restorative practices, attendance interventions, tangible supports for Homeless Youth, family engagement, and student engagement opportunities designed to improve outcomes for identified student groups.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to school programs, activities, and tiered social-emotional and behavioral supports. These supports will foster a sense of connectedness, especially for English Learners (EL), Foster Youth (FY), African American Students, student experiencing homelessness, Low Income students (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

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.

Chronic Absenteeism increased to 24.1% (Red), with five student groups in the Red category. The Attendance Team created in 2025-26 provided a foundation, but data shows the intervention was insufficient to reverse the trend. Two or More Races students (40.5%, 16.2 pts), Hispanic students (26.2%, ?2.7 pts), and Socioeconomically Disadvantaged students (27.4%) each worsened year-over-year. Suspension rate improved and remains strong (1.4%, Yellow) — well below the state average — and PBIS Platinum status was maintained.

Mission had a significant decrease in suspensions this past year. Mission will continue to provide social-emotional lessons, positive behavior interventions, self-regulation skills, and a culture-building system of Equity with the intent to develop a sense of student connectedness with school and community, and to reduce suspensions as well as increase student achievement areas. Our school-wide PBIS expectations will guide students' behaviors and actions to ensure a safe learning environment for all. The PBIS Team will focus on increasing their Tier 3 support as identified by the TFI Walk Through.

mission will continue implementing targeted interventions, counseling supports, student incentives, family engagement opportunities, attendance interventions, PBIS systems, and tangible supports for students and families to address barriers to attendance and improve outcomes for ATSI identified student groups

The section below (Measuring and Reporting Results) uses abbreviations for student groups. These include EL (English Learners), FY(Foster Youth), HY (Homeless Youth), Socioeconomically Disadvantaged (SED), SWD (Students with Disabilities), AA (African American students), A (Asian
students), H/L (Hispanic/Latino students), Two or More Races (TMR), and W (White students).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A - Average Daily Attendance Rate Percentage of students who were present by student group. Source: District Analysis	March 2026 All -- 93% African American - 93.6% American Indian -97.5 Asian -94.7% English Learner -- 97.6% Filipino - 95% Foster Youth - 96.6% Hispanic -92.4% Homeless Youth - 92.6% Long Term EL- 93.6% Multiple Races/Two or More 93.3% Socioeconomically Disadvantaged 92.5% Students with Disabilities - 91.8% White --92.7%	Mission attendance rate among all student groups will increase by at least 2%, for all student groups below 95%. All -- 95% African American - 95% American Indian -NA Asian -97% English Learner -- 97.6% Filipino - 95% Foster Youth - 96.6% Hispanic -94.6% Homeless Youth - 94.6% Long Term EL- 95% Multiple Races/Two or More 95% Socioeconomically Disadvantaged 94.3% Students with Disabilities - 93.8% White --94.7%
1B Chronic Absenteeism Rate: Percentage of students in grades K-5 who were absent for 10% or more of the total instructional days, by student groups. Source: California School Dashboard	ALL | 22% African American | 23% American Indian -NA Asian | 18% English Learner | 22% Filipino 4.8% Hispanic | 25% Homeless Youth 20% Long Term EL- NA Multiple Races/Two or More | 22.7% Socioeconomically Disadvantaged | 25% Students with Disabilities | 23% White | 26%	Mission chronic absenteeism rate should, at a minimum, decrease by 2%. ALL | 20% African American | 21% American Indian -NA Asian | 16% English Learner | 20% Filipino -NA Hispanic | 23% Homeless Youth 18% Long Term EL- NA Multiple Races/Two or More | 20% Socioeconomically Disadvantaged | 23% Students with Disabilities | 23% White | 24%
1C Suspension Rate: Percentage of students suspended 1 or more times during the school year by student group. Source: California School Dashboard	ALL | 1.8% Black/African American |1.6% Asian | 1.6% Hispanic | 2.1% Multiple Races/Two or More | 0.0% White | 1.7% English Learner | 0.0% Homeless Youth | 0% Socioeconomically Disadvantaged | 1.9% Students with Disabilities | 0%	Mission's overall suspension rate will decrease by 1% among all student groups. ALL | 0.8% African American | 1% American Indian -NA Asian | 0.6% English Learner | 0% Filipino -NA Foster Youth- NA Hispanic | 1% Homeless Youth | 0% Long Term EL- NA Multiple Races/Two or More | 0% Socioeconomically Disadvantaged | 1% Students with Disabilities | 0% White | 0.7%
1D School Climate Survey: Percentage of positive responses in the areas of:	March 2026 Overall Percent Favorable 77%	Mission staff will help encourage students to take the survey when prompted in the hopes that more

Relationships, Sense of Belonging, School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management. Source: Local Climate Survey		participation will increase the overall percentage 80% to favorable to at the next survey.
1E SEL/Positive Behavior Systems (TFI/Self Survey)/SWIS: (describe measure used) Source: Local Survey	(SEL/PBIS/SWIS - site to enter baseline) Spring 2026 TFI Walk Through: Identified areas of need for growth- Tier 3 Supports 24 Staff Members use SWIS 2026	PBIS: Mission's goal is to grow our Tier 3 support. Mission team continues to receive Platinum status in PBIS for the 25-26 school year. SWIS Mission's goal is to increase the Staff Members using SWIS by 2%. 26 Staff Members will use SWIS

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1 Promote a positive school culture and environment through social-emotional learning, self-regulation skills, positive behavior intervention supports, equitable practices, and support for schoolwide climate/expectations. Provide supplemental SEL materials and resources, professional development, and training opportunities for tiered supports/services. PBIS Leadership will attend the PBIS conference for professional development in Tier 3 supports. Provide Mission Mentors/Leaders materials/resources, signage/flags/ materials/ transportation needed to support common school expectations and positive school climate and culture; hourly pay for Leadership Meetings in support of campus climate, culture, and SEL; hourly compensation for staff participating/offering additional activities to support students during lunch and after school; behavior/school-wide expectation incentives/rewards. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increasing student connectedness and attendance. Provide personnel in class, before and after school, to support student behaviors and social/emotional development. The success of this approach will be measured by SWIS data and an increase in the number of students who demonstrate improved behavior and academic performance. Attendance huddles will continue weekly with the school clerk, assistant principal, ELOP program specialist, a general education teacher, and the school counselor when available. The team will review attendance trends, chronic absenteeism	All students English Learners Homeless Students Foster Youth Students with Disabilities Socioeconomically Disadvantaged Students Hispanic Students African American Students	18,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) 17,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	data, subgroup data, and individual student needs to coordinate timely support plans. Additional culturally responsive practices, mentoring opportunities, restorative conversations, relationship building strategies, and targeted attendance interventions will continue supporting student groups identified through attendance and suspension data. Supports may include check-ins with trusted adults, review of discipline and attendance data by subgroup, targeted family outreach, and intervention planning to reduce disproportionality and increase student connectedness. Supports within the MTSS framework may include restorative practices, PBIS systems, counseling services, SEL lessons, behavior supports, attendance interventions, de-escalation strategies, sensory and regulation supports, small group supports, check-in/check-out systems, and student engagement opportunities. The school will continue using schoolwide expectations, student incentives, Positive Office Referrals, relationship building practices, and targeted intervention supports to create structured and supportive learning environments across campus. Teacher support and collaboration during and outside of the school day may continue to strengthen MTSS systems, intervention planning, attendance supports, and implementation of targeted strategies for identified student groups. Attendance recovery opportunities and supplemental supports outside of the school day may also be provided to improve attendance, student connectedness, academic engagement, and access to intervention supports. Progress will be monitored through attendance data, suspension data, SWIS data, office referrals, student support meetings, counseling service logs, local survey data, and ongoing analysis of Dashboard indicators and subgroup data.		
1.2	2 College/career focus; hourly pay for clubs/activities/opportunities that foster and promote student engagement and college and career readiness; materials/resources to support college and career readiness; field trips, assemblies, and activities that support college and career readiness and equity enhanced learning; College T-shirts for students to support their connection to the school culture and our College/Career focus; No Excuses University, network membership fee, and professional development costs to include registration fees/lodging; Materials, resources, and supports needed for annual college/career fair. Increased participation and access will improve school	All students	4400 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 3,000.00 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	engagement and provide a sense of belonging for Students with Disabilities, Socioeconomically Disadvantaged students, Hispanics, and English Learners, increasing student connectedness and attendance.		
1.3	3 Collaborative community and parent partnerships; Mission Elementary will continue strengthening partnerships with families and the community through school events, parent meetings, family workshops, SSC, ELAC, PTA meetings, Coffee with the Principal, Kindergarten Orientation, Back-to-School Night, attendance recognition events, PBIS recognition, and family engagement nights. Mission Elementary will provide resources for these events, including meeting supplies, refreshments, materials, books, reprographics, supplies, guest speakers, outside vendors, event costs, translation services, childcare, and parent communication tools. Compensation may also be provided for a webmaster and social media liaison to ensure the school's online communication remains timely and accessible for families. The EL Representative will be compensated for participation in ELAC meetings, community outreach, translation support at family engagement events, and serving as a liaison between English Learner families and the school. This required annual expenditure is funded through LCAP. Language Line services will provide real-time interpretation support for school-family communication, SSC meetings, ELAC meetings, counseling sessions, parent-teacher conferences, and other school communication requiring language access for multilingual families. This required annual expenditure is funded through LCAP. The effectiveness of these efforts will be monitored through family participation, parent input, ELAC and SSC participation, attendance data, family engagement survey results, and reduction in chronic absenteeism. These supports are designed to increase access, strengthen communication, and improve student connectedness and attendance. One School One Book Family Reading materials/Resources. Compensation to regularly maintain/update the school website to ensure timely and informative communication to families; family events (refreshments, materials, supplies, guest speakers, outside vendors, event costs); host parent nights on campus and community; newsletters, home-school connection, outside printing, reprographics; meeting refreshments/resources PTA/SSC/ELAC/Parent University; Teacher pay for EL and GATE representatives in support of campus climate; hourly pay for childcare for parent meetings; Supplemental mailings/postage; Language Line.	All students	5000.00 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 3000.00 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) 1,574.00 Title I Parent Involvement Non-Personnel (4000-7439)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Increased participation and access will improve school engagement and provide a sense of belonging for students with disabilities, foster youth, homeless, socioeconomically disadvantaged students, and English Learners, increasing student connectedness and attendance.		
1.4	4. Enhanced learning through the expanded learning program, STEAM, innovation, and Digital Citizenship resources and materials for classrooms; hourly compensation for extended day opportunities offered to students; professional development and training opportunities to support learning through STEAM, innovation, and digital awareness. This strategy will be developed to support the needs of our Students with Disabilities, English Language Learners, Hispanic students, and Socioeconomically Disadvantaged Students as they work towards college and career readiness. The success of this approach will be measured by an increase in the number of students who demonstrate academic growth, improved study habits, and Progress Adviser walk-throughs. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increasing student connectedness and attendance.	All Students	2,000.00 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 4000.00 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999)
1.5	5. Mission will supplement the Visual and Performing Arts to purchase materials/supplies to increase school participation in the arts. Research shows that increased participation and access to the programs help improve school engagement and provide a sense of belonging for H/L, SED, SWD, and EL, improving the Mission's attendance.	All Students	2,500.00 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)
1.6	6. Reduce suspensions by providing additional support and resources to students at risk of suspension, such as self-regulation skills, restorative practice, counseling, mentoring, or academic interventions. Provide para support in class to support student behaviors and social/emotional development. Implement calming corners and calming stations to help students self-regulate in the classroom, counselor's room, and administrator's offices. Additional resources may include intervention materials, counseling supports, PBIS/MTSS materials, signage, technology resources, student headphones, PE equipment, recess equipment, learning through play materials, play based learning resources, structured recess supports, sensory and regulation materials, student recognition systems, and supplies that support structured, engaging, and inclusive learning environments. The success of this approach will be measured by a decrease in the number of suspensions and an	All Students	2,000.00 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	increase in the number of students who demonstrate improved behavior and academic performance for, A, EL, H/L, TOM, SED, White, and SWD.		
1.7	7. Monitor student attendance closely and intervene early when students show signs of chronic absenteeism. This can be achieved through regular check-ins with students and their families, as well as targeted interventions such as mentoring or counseling. Tier 1 — monthly classroom attendance report + teacher "We Miss You" call; Tier 2 — attendance mentor for 5–9% absent students; Tier 3 — home visit + community agency referral for 10%+ absent students. The success of this approach will be measured by a decrease in the number of students who are chronically absent. Implement an Attendance Team, a rewards program for students who have good attendance, such as recognition at school assemblies or special privileges. The success of this approach will be measured by an increase in student attendance rates in the EL, Hispanic, Two or More Races, Homeless, Students with Disabilities, and Socioeconomically Disadvantaged. Professional development and collaboration opportunities outside of the regular work day may also be provided for classified staff to strengthen MTSS systems, student behavior supports, attendance interventions, supervision practices, relationship building, and student engagement. Additional classified staff support may also be provided during the school day to assist with student supervision, intervention supports, student connectedness, and implementation of schoolwide systems.	All Students	2,000.00 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

SPSA contains evidence that the school is responding and making reasonable changes to address ongoing or new student needs to reduce suspensions by providing additional support and resources to students at risk of suspension, such as self-regulation skills, restorative practice, counseling, mentoring, or academic interventions, and ongoing professional development. The strategies and actions will be monitored throughout the year, and progress will be documented in the fall SPSA Review Progress monitoring. : Suspension rate is 1.4% vs. state average of 2.9%. The school's PBIS framework, restorative practices, and counselor support are demonstrably working. Protect and sustain these investments.

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

We will continue to build on the self-regulation skills to meet the needs of continuing the decrease in suspension rates. An attendance team was created to help track data, support students, connect the school to students and families. Chronic absenteeism is worsening across multiple groups simultaneously, which is unusual. This suggests systemic factors (transportation, family hardship, health, school connection) rather than isolated individual factors.

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

Attendance continues to be a need identified in the needs assessment. Educating families about requirements, including information provided at home visits will be created. The attendance team will meet monthly to help support the goal and review regularly with educational partners. Those changes can be found in Action 1.7. In 2026-27, every teacher should receive a report of their classroom absenteeism rate at the start of each month. Teachers who see students missing school should be the first line of outreach — before the Attendance Team — through a relationship-based 'We Miss You' phone call system. Use Hourly personnel to meet with teachers monthly to give updates on tiered students in need.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Tiered Academic Support
Tiered supports and services will provide deliberate instruction and extended learning opportunities that accelerate students in meeting and exceeding academic standards.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will progress towards meeting standards in academics through tiered supports and services.

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.

Our Fall 2025 Dashboards reports for ELA and Math Data:
Both ELA and Mathematics are in the Orange category. Students with Disabilities are the lowest-performing group in ELA (98.5 below standard, Red, declining). Students with Disabilities require a restructured instructional delivery model which will be implemented with restructured support time. A protected co-planning time for sped/gen-ed will be established and budgeted. In Mathematics, SWD (83.8 below), Hispanic (50.8 below), and Socioeconomically Disadvantaged (50.7 below) show the largest gaps. Locally, STAR Reading shows only 56.7% at/above benchmark overall, with EL at 21.74% and SWD at 17.14%. Grade 4 Writing (38.78% below standard) is the highest-need instructional area school-wide. EL students show a critical gap between oral proficiency (Speaking: 45.76% Well Developed) and written language (Writing: 10.17% Well Developed).

Mssion will continue strengthening Tier 1 implementation through organization strategies, student agendas, goal setting, academic discussions, writing opportunities, and family communication systems. Play based instructional approaches will be integrated into Tier I instruction, especially in Transitional Kindergarten and Kindergarten, to support language acquisition, mathematical concept development, and academic engagement for all students, including English Learners and Students with Disabilities. Professional development, CORE coaching, instructional coaching, collaborative team meetings, teacher support within classrooms, and opportunities for collaboration will continue supporting teachers in strengthening mathematics instruction, English Learner supports, intervention systems, play based instructional design, and differentiated small group instruction.

The section below (Measuring and Reporting Results) uses abbreviations for student groups. These include EL (English Learners), FY(Foster Youth), HY (Homeless Youth), SED (Socioeconomically Disadvantaged), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	2024 CA School Dashboard (points from standard) ALL | -22.4 African American- NA American Indian- NA Asian -NA English Learner | -46.7 Filipino - NA Foster Youth- NA Hispanic | -32.2 Homeless Youth - NA Long-Term EL-NA Multiple Races/Two or More -NA Socioeconomically Disadvantaged | -39.9 Students with Disabilities | -93.2 White- NA	Mission's goal is to decrease the number of students at "below standard" by 1%. ALL | -21.4 African American- NA American Indian- NA Asian -NA English Learner | -45.7 Filipino - NA Foster Youth- NA Hispanic | -31.2 Homeless Youth - NA Long-Term EL-NA Socioeconomically Disadvantaged | -38.9 Multiple Races/Two or More -NA Students with Disabilities | -92.2 White- NA
2B Mathematics State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	2024 CA School Dashboard (points from standard) ALL | -35.5 African American- NA American Indian- NA Asian -NA English Learner -34.8 Filipino - NA Foster Youth- NA Hispanic | -45.1 Homeless Youth - NA Long-Term EL-NA Multiple Races/ Two or More -NA Socioeconomically Disadvantaged | -49.2 Students with Disabilities | -81.3 White- NA	Mission's goal is to continue decreasing the number of students at "below standard" by 1%. ALL | -34.5 African American- NA American Indian- NA Asian -NA English Learner | -33.8 Filipino - NA Foster Youth- NA Hispanic | -44.1 Homeless Youth - NA Long-Term EL-NA Multiple Races/Two or More -NA Socioeconomically Disadvantaged | -48.2 Students with Disabilities | -80.3 White- NA
2C California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST Grade 5 student group. Source: CDE Dataquest Reporting	2024 CA School Dashboard (points below standard) ALL | -8.6 African American- NA American Indian- NA Asian -NA English Learner NA Filipino - NA Foster Youth- NA Hispanic | -13.4 Homeless Youth - NA Long-Term EL- NA Multiple Races/Two or More -NA Socioeconomically Disadvantaged | -11.9 Students with Disabilities | -21.2 White- NA	Mission's goal is to decrease the number of students at "below standard" by 1%. ALL | -7.6 African American- NA American Indian- NA Asian -NA English Learner NA Filipino - NA Foster Youth- NA Hispanic | -12.4 Homeless Youth - NA Long-Term EL- NA Multiple Races/Two or More -NA Socioeconomically Disadvantaged | -10.9 Students with Disabilities | -20.2 White- NA
2D English Learner Progress Indicator (ELPI)	2024 CA School Dashboard 64.5%	Mission will support our ELS to increase the percent of ELs making progress toward proficiency by 1% as measured by the ELPAC.

Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC). Source: California School Dashboard		65.5%
2E STAR Assessment (English/Reading) Source: Internal District Reporting	STAR READING April 2025 OVERALL – 56.7% African American – 44.4% Asian – 83.7% Hispanic – 52.9% Pacific Islander – 64.7% Two or More Races – 65% White – 65% EL – 21.74% SWD – 17.14% 1st Grade – 53.7% 2nd Grade – 58.4% 3rd Grade – 61.3% 4th Grade – 50% 5th Grade – 61.2%	Mission will continue to use intervention groups, Benchmark Phonics, CORE 2.0, and STAR reading to support a 10% increase in their STAR scores. OVERALL – 66.7% African American – 54.4% Asian – 93.7% Hispanic – 62.9% Pacific Islander – 74.7% Two or More Races – 75% White – 75% EL – 31.74% SWD – 27.14% 1st Grade – 63.7% 2nd Grade – 68.4% 3rd Grade – 71.3% 4th Grade – 60% 5th Grade – 71.2%
2F STAR Assessment (Mathematics) Source: Internal District Reporting	STAR MATH April 2025 OVERALL – 60.8% African American – 45.5% Asian – 72.1% Hispanic – 57.5% Pacific Islander – 70.6% Two or More Races – 70% White – 74.6% EL – 17.02% SWD – 23.88% 1st Grade – 61.5% 2nd Grade – 59.5% 3rd Grade – 62% 4th Grade – 58.2% 5th Grade – 62.4%	Mission will continue to use intervention groups, Engage New York, and STAR Math to support students in increasing their STAR scores by 10%. OVERALL – 70.8% African American – 55.5% Asian – 82.1% Hispanic – 67.5% Pacific Islander – 80.6% Two or More Races – 80% White – 84.6% EL – 27.02% SWD – 33.88% 1st Grade – 71.5% 2nd Grade – 69.5% 3rd Grade – 72% 4th Grade – 68.2% 5th Grade – 72.4%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	1. Provide supplemental instructional materials, personnel, and resources to support students' academic achievement in Math, ELA, writing, and science. In 2025-2026, Mission Teachers will implement Core and Solution Tree PLCs to support academic growth. Dedicated writing, number talks, and intervention blocks. CORE learning will support	All students	8,500.00 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 5,000.00

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	ELA instruction, including writing, reading, and phonics. Additionally, 1st grade through 5th grade will use myON to increase reading scores. This will be measured by a 3% increase in quizzes taken. The intended outcome is increased academic performance. The effectiveness of this strategy will be measured by individual student growth on STAR, AMIRA, myOn, other assessments, and grades. Supplemental materials and supports may include student materials and supplies, AVID student agendas, organizational materials, intervention resources, manipulatives, supplemental instructional materials, printing and copying services for students and families, classroom resources, play based learning kits, and materials designed to support student achievement and engagement across content areas. MTSS systems and supports will continue focusing on collaboration, intervention planning, progress monitoring, and implementation of targeted academic supports. The effectiveness of these supports will be monitored through STAR benchmark data, CAASPP data, ELPAC data, local assessments, short cycle assessments, collaborative team meetings, and grade level data analysis.		LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Certified and classified hourly 20000 Title I Non-Personnel (4000-7439) 5,500.00 Title I Personnel (1000-3999) Certified and classified hourly
2.2	2 Extended Learning Opportunity Program offers intervention/enrichment opportunities during, before, and/or after school and intersessions, including push-in by ELOP teachers and small group intervention support focusing on the academic development of at-promise students through supplemental programs, resources, and staff. Increased academic performance is the intended outcome. The effectiveness of this strategy will be measured by individual student growth STAR, other assessments, and grades. Mission Elementary will continue providing intervention and enrichment opportunities before school, during the school day, after school, and during intersession periods to support student achievement in English Language Arts and Mathematics through the MTSS framework. Academic intervention and tutoring supports will continue for students identified through Dashboard and local assessment data, particularly ATSI identified groups, including Students with Disabilities, English Learners, Socioeconomically Disadvantaged students, Homeless students, and Hispanic students. Students with Disabilities remain significantly below standard in Mathematics. In addition to CORE coaching and MTSS supports, Mission Elementary will continue strengthening intensive mathematics intervention for students with extensive support needs. Supports may include specialized intervention	All students working to achieve grade-level standards	10,500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Supplemental programs, resources 14,000.00 Title I Personnel (1000-3999) 2000 Title I Non-Personnel (4000-7439) Supplemental programs, resources

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	materials, concrete-representational-abstract strategies, math manipulatives, visual models, small group instruction, progress monitoring, and targeted instruction provided by special education staff or trained intervention personnel. Progress will be monitored every 4–6 weeks and reviewed through IEP meetings, MTSS data reviews, STAR Math data, and local assessments. ELLevation software will be maintained as a required annual Title III tool to support English Learner progress monitoring, ELPAC data analysis, ELD instructional planning, and progress toward reclassification. ELLevation allows teachers to access EL profiles, monitor language development, and align instructional strategies to proficiency levels. Before and after school tutoring, daytime interventions, and intersession learning opportunities will prioritize students with the greatest academic needs. Tier II and Tier III intervention supports during designated MTSS time will continue to be supported by ELOP teachers and supplemental intervention staff. Supplemental intervention supports may include small group instruction, tutoring opportunities, intervention materials, instructional supplies, student resources, progress monitoring tools, and supplemental academic supports designed to improve student achievement and access to intervention systems. Collaborative team meetings, essential standards planning, short cycle assessments, intervention planning, and data analysis will continue supporting targeted interventions and instructional decision making. The effectiveness of these supports will be monitored through STAR benchmark data, CAASPP data, ELPAC data, local assessments, intervention progress monitoring, short cycle assessments, and grade level data analysis.		
2.3	3 Professional Development opportunities to support teachers with instructional strategies needed to close the achievement gap; provide teacher release time for peer observation, grade level team meetings, leadership meetings, data analysis, and/or evidence-based professional development. Offer on-site/off-site professional development opportunities that support instructional strategies, best first instruction, and best practice approaches, with a focus on Solution Tree PLCs and CORE 2.0 instruction. Increased academic performance is the intended outcome. Coplanning time to support SWD and paraprofessional training. The effectiveness of this strategy will be measured by individual student growth on STAR, other assessments, and grades.	At-Promise students working to achieve grade-level standards	27,000.00 Title I Personnel (1000-3999) Substitute pay for teacher release time, peer observation, grade-level leadership, data analysis supporting CORE 2.0 and PLCs. Hourly compensation and substitute pay for teacher-student support Time/Data planning, preparation, and professional development, consultants 40000 Title I Non-Personnel (4000-7439) On-Site, Off-Site, Professional development

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			opportunities, CORE 2.0, and Solution Tree PLC
2.4	4. Increased academic opportunities to support English learners, as well as hourly compensation for staff participating in/offering additional activities to support EL students during or after school. Supplemental materials, supplies, and resources to support EL intervention and/or ELPAC preparation; EL Representative allocation; Ellevation Data Software. Ellevation Data Analysis through the PLC process. The effectiveness of this strategy will be measured by the English Learning Progress Indicator (ELPI), reclassification rates, and a decrease in Long-term English Learners. Staff attendance at the CABE Annual Conference may be supported through District Funded Title III as a professional development opportunity. CABE provides professional learning on English Learner instruction, biliteracy development, culturally responsive pedagogy, and ELD alignment to California standards. Attendance may include registration, travel, and substitute coverage as needed. Conference learning will be shared with staff through PLCs or grade level collaboration to extend the benefit schoolwide. Tier II and Tier III intervention supports during designated MTSS time will continue to be supported by ELOP teachers and supplemental intervention staff. Supplemental supports may include small group instruction, tutoring opportunities, intervention materials, instructional supplies, student resources, progress monitoring tools, and supplemental academic supports designed to improve student achievement and increase access to intervention systems. Collaborative team meetings, essential standards planning, short cycle assessments, intervention planning, and data analysis opportunities will support targeted interventions and instructional decisions. Additional opportunities for teacher collaboration, instructional support, and intervention planning during and outside of the school day may also be provided. Supplemental intervention and enrichment opportunities at Mission Elementary may include educational field trips, enrichment activities, college and career readiness opportunities, and instructional experiences designed to support student engagement, academic achievement, and access to standards-aligned learning opportunities. The effectiveness of these supports will be monitored through STAR benchmark data, CAASPP data, ELPAC data, local assessments, intervention progress monitoring, short cycle assessments, and grade level data analysis.	All EL students	2000.00 District Funded – Title III Personnel (1000-3999) Extra duty hourly intervention (Includes benefits) 7525 District Funded – Title III Non-Personnel (4000-7439) Supplemental materials and supplies and/or CABE conference registration, lodging, transportation, Ellevation Software, Cafe Literario

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

There has been a steady focus on professional development in CORE and PLC to improve data and teacher collaboration to improve data. The strategies, actions, and data will regularly be monitored throughout the year, and progress will be documented in the fall SPSA Review Progress monitoring. Grade 3 improvements in both ELA and Math (41.56% and 42.11% met/exceeded respectively) are the school's clearest evidence that CORE 2.0 and Engage New York work. Use Grade 3 teachers as model/lead teachers in 2026-27 PD.

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

One significant difference is the implementation of CORE 2.0 and Solution Tree PLC training to help support continued academic growth and professional growth for teachers.

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

This goal aims to increase growth in ELA and mathematics for all students. CAASPP data and STAR data will be used to analyze progress toward the goal for EL, Hispanics, SWD, and SED groups.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$206,499.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$108,500.00
Title I Parent Involvement	$1,574.00

Subtotal of additional federal funds included for this school: $110,074.00

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

State or Local Programs	Allocation ($)
District Funded – Title III	$9,525.00
LCAP - Supplemental & Concentration Grant (LCAP)	$86,900.00

Subtotal of state or local funds included for this school: $96,425.00

Total of federal, state, and/or local funds for this school: $206,499.00

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 – Title III	9,525.00
LCAP - Supplemental & Concentration Grant (LCAP)	86,900.00
Title I	108,500.00
Title I Parent Involvement	1,574.00

Expenditures by Budget Reference

Budget Reference	Amount
Non-Personnel (4000-7439)	124,999.00
Personnel (1000-3999)	81,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Non-Personnel (4000-7439)	District Funded – Title III	7,525.00
Personnel (1000-3999)	District Funded – Title III	2,000.00
Non-Personnel (4000-7439)	LCAP - Supplemental & Concentration Grant (LCAP)	53,900.00
Personnel (1000-3999)	LCAP - Supplemental & Concentration Grant (LCAP)	33,000.00
Non-Personnel (4000-7439)	Title I	62,000.00
Personnel (1000-3999)	Title I	46,500.00
Non-Personnel (4000-7439)	Title I Parent Involvement	1,574.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	64,474.00
Goal 2	142,025.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Mollee O'Day	Principal
Andrew Christopherson	Other School Staff
Jessyca Cantu	Other School Staff
Nicol Watanabe	Classroom Teacher
Katherine Kaisershot	Classroom Teacher
Jeannine Meza	Parent or Community Member
Veronica Bodnar	Parent or Community Member
Stacie Rigall	Parent or Community Member
Fatima Tremazi	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

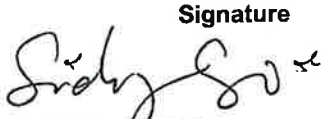
Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 21, 2025.

Attested:



Principal, Mollee O'Day on May 21, 2026

SSC Chairperson, on May 21, 2026

School Year: **2026-27**



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Smiley Elementary School	36-67843-6036586	May 20, 2026	July 21, 2026

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Smiley Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

  Schoolwide Program
  The purpose of the school-wide plan is to identify school-wide goals and allocated funds that support student academic and social emotional growth, school culture, interventions, and upkeep for the entire facility. Our students that need additional and targeted support and improvement with chronic attendance (students with disbilties and two or more races) will have addtional and targeted attendance supports.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page 1
Table of Contents 3
Plan Description 4
Educational Partner Involvement 5
Comprehensive Needs Assessment Components 5
California School Dashboard (Dashboard) Indicators 5
Other Needs 6
School and Student Performance Data 7
Student Enrollment 7
CAASPP Results 9
ELPAC Results 13
Student Population 16
Overall Performance 18
Academic Performance 19
Academic Engagement 26
Conditions & Climate 28
Goals, Strategies, & Proposed Expenditures 30
Goal 1 30
Goal 2 36
Budget Summary 42
Budget Summary 42
Other Federal, State, and Local Funds 42
Budgeted Funds and Expenditures in this Plan 43
Funds Budgeted to the School by Funding Source 43
Expenditures by Funding Source 43
Expenditures by Budget Reference 43
Expenditures by Budget Reference and Funding Source 43
Expenditures by Goal 43
School Site Council Membership 44
Recommendations and Assurances 45

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Smiley Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Schoolwide Program
The purpose of the school-wide plan is to identify school-wide goals and allocated funds that support student academic and social emotional growth, school culture, interventions, and upkeep for the entire facility. Our students that need additional and targeted support and improvement with chronic attendance (students with disbilties and two or more races) will have addtional and targeted attendance supports.

The School Plan for Student Achievement (SPSA) is a plan of action to improve student academic performance by coordinating all educational services and resources. Pursuant to California Education Code (EC), Section 64001 and the Every Student Succeeds Act (ESSA, Section 1114), schools receive state and federal funds. The Local Control Funding Formula (LCFF) and the District's Title I LCAP Federal Addendum provides schools the flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning as well as supplement and support the educational program at each school site.

The SPSA documents the site's approach in maximizing the impact of federal and state funds to support all students, particularly the lowest-achieving students. The SPSA addresses all school-wide and community engagement requirements, and provides the framework of how the site plans to improve the entire educational program and improve academic achievement so all students are able to demonstrate proficiency on the State's academic standards.

The SPSA is aligned with (1) specific, articulated, academic goals, (2) makes full use of the instructional time with courses necessary to provide a well-rounded education, (3) a commitment to ongoing professional development and continuous improvement, (4) effective assessment methods to monitor the progress of students, (5) strategies to intervene at the earliest point if students are not making progress, and (6) parent involvement opportunities that encourage parent/family engagement.

Through extensive work with all stakeholders throughout the district, Redlands Unified School District has established five goals that will direct the work of our schools. Smiley Elementary School has aligned its programs to help meet these goals:

Goal 1: Continue existing efforts to foster positive school environments to effectively support student learning: Smiley Elementary School will provide a positive research-based behavior management system to encourage a positive and productive learning environment. Students will also receive explicit instruction in a character building curriculum.

Goal 2: Ensure that all students participate in a high-quality K-12 instructional program aligned to California Common Core State Standards: Smiley Elementary school will provide students access to curriculum and support materials and experiences that ensure students' academic achievement levels increase. Students will also be provided with the tools necessary for learning in the 21st century as outlined by our district's EMPOWER vision. Increase the number of students successfully ready for college and career: Smiley Elementary school will provide students with enrichment and leadership programs that will foster their ability to be ready for college and career after high school. Smiley will make concerted efforts to develop a STEAM program that demonstrates that which is outlined in our district's RUSD 2025 vision. Smiley will also nurture and grow its music programs, as well as its running club. Close the achievement gap for under-performing student groups: Smiley Elementary School will provide opportunities for identified students to participate in Intervention programs in both English Language Arts and Mathematics. These programs will be accessible to all students demonstrating need.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council will meet 5 times per year to discuss and plan the current school budget, to review and evaluate the current SPSA, and to review progress toward goals established in the SPSA. This Council consists of an administrator, 3 teachers, 1 classified staff member, and 5 parents and /or community members. Within the 5 scheduled meetings Council members will participate in the discussion, pose questions, and make decisions with regard to the following topics: parent involvement activities, uniform complaint procedures, program evaluations, data analysis, elections, budget development, review, and approval, program monitoring, needs assessments, and other site-based needs. The Council will actively participate in the evaluation of current goals and assist with the creation of new goals based upon data shared. In addition, the Council will review the end-of-year Program Evaluation and Parent Involvement Evaluation, which must be submitted to the district office for final approval. The intent of the Council is to ensure that educational opportunities provided to Smiley students are determined through a joint effort of parents, teachers, administrators, and other school personnel whose common goal is the increased academic achievement and overall success of ALL students.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Based on the 2025 California School Dashboard, Smiley Elementary School's overall performance was in the Red category for the following indicators: Chronic Absenteeism and English Learner Progress Indicator (ELPI) Chronic Absenteeism: The Chronic Absenteeism rate indicates a high percentage of students missing 10% or more of instructional days. Planned Supports: Strengthen Tier 1 attendance messaging and incentives; implement MTSS attendance monitoring; increase parent communication and conferencing; utilize Short-Term Independent Study when appropriate; provide targeted Tier 2/3 interventions for students with persistent absenteeism. English Learner Progress Indicator (ELPI): ELPI results indicate that a lower percentage of English Learners are making expected progress toward English proficiency. Planned Supports: Strengthen designated and integrated ELD instruction; utilize ELPAC data to group students and monitor progress; provide targeted small group instruction; implement PLC cycles focused on language development strategies; increase use of academic language supports across content areas.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

English Language Arts (ELA): Based on the most recent California School Dashboard, Smiley Elementary's ELA performance was not in the Red or Orange category. Overall performance remained in the Yellow, Green, or Blue levels. The school will continue to strengthen Tier 1 instruction and targeted interventions through PLC collaboration and progress monitoring.

Mathematics: Based on the Dashboard, Mathematics performance was not in the Red or Orange category. Smiley maintained performance in the Yellow, Green, or Blue levels. Ongoing focus will include strengthening foundational skills, particularly in number sense, through aligned instruction and intervention supports.

Root Cause Analysis (Dashboard: Chronic Absenteeism & ELPI)
Chronic Absenteeism (Red) Chronic absenteeism reflects students missing 10% or more of instructional days . Based on 2024-2025 trends and subgroup patterns, likely root causes include:
1. Socioeconomic & Family Barriers (High-Impact Root Cause) Higher rates among socioeconomically disadvantaged, homeless, and foster youth students. Barriers include transportation, illness, housing instability, and lack of access to healthcare.
2. Attendance Habits in Early Grades (TK–2). Elementary (especially TK/K) sets long-term attendance patterns. Families may underestimate the importance of early attendance.

3. Disproportionate Impact on Key Subgroups. Higher rates among students with disabilities, English learners, and historically underserved racial groups

High-Leverage Strategies for Growth. Chronic Absenteeism – Targeted Strategies
Tier 1 (Universal – All Students) Schoolwide attendance campaign (Smiley Knights identity, PBIS alignment). Weekly attendance recognition (class + individual). Clear messaging: “Attendance = Achievement” tied to EMPOWER vision. Tier 2 (At-Risk Students) Biweekly MTSS attendance monitoring (data dashboard by subgroup). Parent conferences for students at 5–9% absence. Mentorship/check-in systems (trusted adult connection). Tier 3 (Chronically Absent Students). Individual attendance plans (barrier-based problem solving). Collaboration with counselor, nurse, and community resources. Use of Short-Term Independent Study to preserve ADA when appropriate System Improvement Strategy (High Impact). Shift from compliance to engagement model (relationship-building, culturally relevant experiences). Family workshops on attendance habits (especially TK–2 families)

English Learner Progress Indicator (ELPI – Red/Declining)
ELPI measures annual progress toward English proficiency based on ELPAC growth . 1. Inconsistent Designated & Integrated ELD Implementation. Lack of systematic, protected ELD time or inconsistent strategies across classrooms. 2. Long-Term English Learners (LTELs). Students not reclassified within 7 years stagnate and lower overall ELPI performance. 3. Limited Academic Language Development Across Content Areas. ELs may access content but lack structured opportunities to speak, write, and justify thinking. 4. Attendance Connection. Chronic absenteeism directly impacts ELPI growth (missed language exposure and instruction).

ELPI – Targeted Strategies
Instructional Core (Tier 1). Daily designated ELD block with clear language objectives. Schoolwide expectation: student talk, writing, and discourse in every lesson. Use of sentence frames, structured academic conversations, and language scaffolds. PLC & Data Systems (High Leverage). PLC cycles focused on EL student work + ELPAC alignment. Use ELPAC domain data (speaking, writing, listening, reading) for grouping. Progress monitoring every 6–8 weeks. Targeted Supports (Tier 2/3). Small group instruction for ELs not making progress. Focus on LTEL students (explicit vocabulary + writing development). Pre-teaching and re-teaching of academic vocabulary. Reclassification Pipeline (System Strategy). Clear RFEP criteria tracking and monitoring. Student goal-setting around reclassification.

Root Cause Summary: Chronic absenteeism is driven by socioeconomic barriers, inconsistent attendance habits, and student engagement challenges, disproportionately impacting key subgroups. ELPI decline is attributed to inconsistent ELD implementation, limited academic language development, LTEL stagnation, and lack of targeted progress monitoring. Attendance and EL progress are interrelated. Planned Actions: Implement MTSS attendance systems, strengthen family engagement, and increase targeted interventions for at-risk students. Improve ELD instruction through consistent designated and integrated practices, PLC data cycles, and targeted support for EL and LTEL students. Align attendance and EL supports to maximize student engagement and language development.

Other Needs

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

None

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Smiley Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.48%	0.63%	0.35%	3	4	2
African American	7.01%	7.57%	7.50%	44	48	43
Asian	7.01%	7.10%	6.28%	44	45	36
Filipino	2.55%	2.37%	2.62%	16	15	15
Hispanic/Latino	50.64%	55.05%	54.45%	318	349	312
Pacific Islander	0.96%	0.79%	0.70%	6	5	4
White	24.84%	20.19%	19.37%	156	128	111
Two or More Races	5.25%	5.05%	5.58%	33	32	32
Not Reported	1.27%	1.26%	3.14%		8	18
			Total Enrollment	628	634	573

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		51	39
Kindergarten	84		74
Grade 1	80		80
Grade 2	95		99
Grade3	120		85
Grade 4	101		91
Grade 5	108		105
Total Enrollment	628		573

Conclusions based on this data:

1. Over the past three years, student enrollment increased but declined during the 2025–2026 school year. Looking ahead to the 2026–2027 school year, enrollment in grades K–5 is expected to remain consistent with the previous year. Staffing will be reduced by 1.0 FTE for the 2026–2027 school year. Teachers will continue to provide activities and instruction integrated into the curriculum that promote awareness of diversity.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	69	40	37	11.0%	6.3%	6.5%
Fluent English Proficient (FEP)	25	36	32	4.0%	5.7%	5.6%

Conclusions based on this data:

1. Over the past 3 years, the EL population at Smiley School has stayed relatively stable. With supports in place for this current school our reclassification will increase. EL diversity has increased, as evidenced by the 24 different home languages represented at Smiley. As of Spring 2026 we have 27 students who are RFEP.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	87	96	92	87	94	90	87	94	90	100.0	97.9	97.8
Grade 4	102	97	93	101	96	92	101	96	92	99.0	99	98.9
Grade 5	84	101	101	84	96	101	84	96	101	100.0	95	100
All Grades	273	294	286	272	286	283	272	286	283	99.6	97.3	99

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	2444.	2422.	2448.	41.38	25.53	32.22	17.24	22.34	25.56	19.54	21.28	22.22	21.84	30.85	20.00
Grade 4	2474.	2496.	2494.	31.68	37.50	40.22	24.75	25.00	21.74	18.81	18.75	17.39	24.75	18.75	20.65
Grade 5	2538.	2505.	2513.	32.14	25.00	26.73	33.33	29.17	30.69	21.43	19.79	21.78	13.10	26.04	20.79
All Grades	N/A	N/A	N/A	34.93	29.37	32.86	25.00	25.52	26.15	19.85	19.93	20.49	20.22	25.17	20.49

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	24.14	20.21	25.56	60.92	58.51	60.00	14.94	21.28	14.44
Grade 4	19.80	22.92	23.91	64.36	66.67	63.04	15.84	10.42	13.04
Grade 5	26.19	20.83	13.86	63.10	58.33	65.35	10.71	20.83	20.79
All Grades	23.16	21.33	20.85	62.87	61.19	62.90	13.97	17.48	16.25

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	26.44	19.15	24.44	55.17	51.06	56.67	18.39	29.79	18.89
Grade 4	15.84	31.25	23.91	68.32	53.13	60.87	15.84	15.63	15.22
Grade 5	28.57	17.71	22.77	63.10	65.63	65.35	8.33	16.67	11.88
All Grades	23.16	22.73	23.67	62.50	56.64	61.13	14.34	20.63	15.19

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	11.49	10.64	15.56	82.76	74.47	71.11	5.75	14.89	13.33
Grade 4	15.84	9.38	13.04	71.29	75.00	72.83	12.87	15.63	14.13
Grade 5	19.05	12.50	13.86	72.62	66.67	74.26	8.33	20.83	11.88
All Grades	15.44	10.84	14.13	75.37	72.03	72.79	9.19	17.13	13.07

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	22.99	15.96	20.00	58.62	59.57	67.78	18.39	24.47	12.22
Grade 4	24.75	23.96	23.91	62.38	63.54	55.43	12.87	12.50	20.65
Grade 5	32.14	19.79	17.82	52.38	58.33	66.34	15.48	21.88	15.84
All Grades	26.47	19.93	20.49	58.09	60.49	63.25	15.44	19.58	16.25

Conclusions based on this data:

1. ELA results show improvement overall, with Smiley performing in the Green category on the Dashboard. All Students increased 10.2 points and performed 15.4 points above standard. However, Socioeconomically Disadvantaged students and Students with Disabilities remain in Yellow, indicating a continued need for targeted intervention, progress monitoring, and strong Tier 1 instruction in reading, writing, and academic language. Teachers will use data analysis to determine who their Tier 2 students will be. Teachers will use the PLC framework to analyze data to progress monitoring.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	87	96	92	87	95	89	87	95	89	100.0	99	96.7
Grade 4	102	97	93	101	96	92	101	96	92	99.0	99	98.9
Grade 5	84	101	101	84	96	100	84	96	100	100.0	95	99
All Grades	273	294	286	272	287	281	272	287	281	99.6	97.6	98.3

* 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	2439.	2426.	2447.	24.14	18.95	30.34	28.74	28.42	20.22	22.99	26.32	25.84	24.14	26.32	23.60
Grade 4	2497.	2491.	2489.	29.70	32.29	22.83	26.73	22.92	29.35	30.69	27.08	33.70	12.87	17.71	14.13
Grade 5	2529.	2524.	2500.	25.00	34.38	19.00	33.33	16.67	17.00	19.05	26.04	33.00	22.62	22.92	31.00
Grade 11															
All Grades	N/A	N/A	N/A	26.47	28.57	23.84	29.41	22.65	22.06	24.63	26.48	30.96	19.49	22.30	23.13

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	29.89	23.16	34.83	47.13	51.58	43.82	22.99	25.26	21.35
Grade 4	37.62	34.38	28.26	45.54	43.75	50.00	16.83	21.88	21.74
Grade 5	29.76	35.42	23.00	52.38	35.42	48.00	17.86	29.17	29.00
Grade 11									
All Grades	32.72	31.01	28.47	48.16	43.55	47.33	19.12	25.44	24.20

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	28.74	22.11	24.72	49.43	51.58	55.06	21.84	26.32	20.22
Grade 4	22.77	29.17	22.83	58.42	52.08	53.26	18.81	18.75	23.91
Grade 5	20.24	28.13	14.00	63.10	50.00	62.00	16.67	21.88	24.00
All Grades	23.90	26.48	20.28	56.99	51.22	56.94	19.12	22.30	22.78

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	28.74	15.79	29.21	56.32	58.95	51.69	14.94	25.26	19.10
Grade 4	26.73	31.25	28.26	60.40	52.08	56.52	12.87	16.67	15.22
Grade 5	17.86	22.92	14.00	69.05	58.33	60.00	13.10	18.75	26.00
All Grades	24.63	23.34	23.49	61.76	56.45	56.23	13.60	20.21	20.28

Conclusions based on this data:

1. Mathematics performance remains an area of focus. Smiley's overall math performance is Yellow, with All Students 7.5 points below standard and a 3-point decline. English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities are also in Yellow. Smiley will continue strengthening Tier 1 math instruction, using PLC data cycles, and providing targeted intervention in foundational math skills, problem solving, and mathematical reasoning.

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	1426.6	1468.9	*	1426.9	1492.4	*	1425.6	1414.1	*	14	14	*
1	*	*	*	*	*	*	*	*	*	9	6	7
2	1494.9	*	*	1498.7	*	*	1490.5	*	*	12	9	5
3	*	*	*	*	*	*	*	*	*	9	8	7
4	*	*	*	*	*	*	*	*	*	5	9	4
5	*	*	*	*	*	*	*	*	*	8	5	*
All Grades										57	51	27

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	28.57	35.71	*	28.57	28.57	*	14.29	35.71	*	28.57	0.00	*	14	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	16.67	*	*	58.33	*	*	16.67	*	*	8.33	*	*	12	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.54	43.14	3.70	49.12	31.37	33.33	22.81	17.65	33.33	10.53	7.84	29.63	57	51	27

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	28.57	42.86	*	28.57	28.57	*	28.57	28.57	*	14.29	0.00	*	14	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	16.67	*	*	66.67	*	*	16.67	*	*	0.00	*	*	12	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.11	54.90	22.22	36.84	25.49	44.44	17.54	17.65	22.22	3.51	1.96	11.11	57	51	27

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	5.88	21.43	*	35.29	14.29	*	47.06	50.00	*	11.76	14.29	*	17	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.28	17.65	0.00	35.09	45.10	18.52	31.58	21.57	33.33	21.05	15.69	48.15	57	51	27

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	21.43	28.57	*	57.14	71.43	*	21.43	0.00	*	14	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	16.67	*	*	83.33	*	*	0.00	*	*	12	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.58	39.22	14.81	61.40	56.86	66.67	7.02	3.92	18.52	57	51	27

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	35.71	57.14	*	42.86	42.86	*	21.43	0.00	*	14	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	33.33	*	*	66.67	*	*	0.00	*	*	12	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.61	58.82	37.04	49.12	37.25	48.15	5.26	3.92	14.81	57	51	27

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	28.57	14.29	*	42.86	78.57	*	28.57	7.14	*	14	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	16.67	*	*	66.67	*	*	16.67	*	*	12	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.54	13.73	3.70	56.14	72.55	40.74	26.32	13.73	55.56	57	51	27

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	35.71	21.43	*	28.57	64.29	*	35.71	14.29	*	14	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	25.00	*	*	58.33	*	*	16.67	*	*	12	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.07	27.45	3.70	50.88	58.82	66.67	21.05	13.73	29.63	57	51	27

Conclusions based on this data:

1. ELPAC data indicates a need for stronger language development support. In 2024–2025, 50% of English Learners decreased one ELPI level and only 26.9% progressed at least one level. Smiley will prioritize daily designated ELD, integrated academic language supports, structured student talk, vocabulary development, and regular ELPAC progress monitoring to increase English Learner growth.

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**
634	**57.4%**	**6.3%**	**0.3%**
Total Number of Students enrolled in Smiley Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	40	6.3%
Foster Youth	2	0.3%
Homeless	7	1.1%
Socioeconomically Disadvantaged	364	57.4%
Students with Disabilities	115	18.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	48	7.6%
American Indian	4	0.6%
Asian	45	7.1%
Filipino	15	2.4%
Hispanic	349	55%
Two or More Races	32	5%
Pacific Islander	5	0.8%
White	128	20.2%

Conclusions based on this data:

1. Smiley's student population includes 57.4% Socioeconomically Disadvantaged students, 18.1% Students with Disabilities, and 6.3% English Learners. These data show the need for continued academic, social-emotional,

attendance, and intervention supports. Smiley will continue aligning resources to meet the needs of unduplicated student groups and ensure equitable access to instruction and enrichment.

School and Student Performance Data

Overall Performance

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

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Smiley demonstrates strengths in ELA and Suspension Rate, with ELA in Green and Suspension Rate in Blue. Areas of need include Mathematics in Yellow, English Learner Progress in Red, and Chronic Absenteeism in Red. Smiley will continue to focus on Best First Instruction, PLC collaboration, targeted academic intervention, attendance monitoring, and family engagement to improve outcomes for all student groups.

School and Student Performance Data

Academic Performance
English Language Arts

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	3	0

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

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

All Students	English Learners	Long-Term English Learners
 Green	 Green	
15.4 points above standard	0.1 points below standard	
Increased 10.2 points	Increased 7 points	
297 Students	37 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	9 points below standard
	7 Students	Increased 16.2 points
		199 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
41.3 points below standard	6.9 points below standard	Fewer than 11 students - No Data for Privacy
Increased 17.3 points	Maintained 1 points	2 Students
69 Students	24 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
16.3 points above standard	Fewer than 11 students - No Data for Privacy	1.4 points above standard
Declined 34.3 points	10 Students	Increased 11.9 points
22 Students		159 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
80.4 points above standard	Fewer than 11 students - No Data for Privacy	40.3 points above standard
Increased 173.5 points	2 Students	Increased 9.1 points
11 Students		66 Students

Conclusions based on this data:

1. While overall ELA performance is a strength for the school (performing in the "Green" category at 15.4 points above standard), there are noticeable performance gaps among subgroups. Socioeconomically Disadvantaged students (9 points below standard) and Students with Disabilities (41.3 points below standard) remain in the "Yellow" performance category. To elevate these groups, the school must continue to provide targeted reading and writing interventions, utilize strong Tier 1 instruction, and closely monitor subgroup progress through PLC cycles.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	2	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	
7.5 points below standard	23.4 points below standard	
Declined 3 points	Maintained -1.9 points	
295 Students	37 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	26 points below standard
	7 Students	Increased 9.9 points
		197 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
63.5 points below standard	43.8 points below standard	Fewer than 11 students - No Data for Privacy
Increased 5.4 points	Declined 25.1 points	2 Students
69 Students	24 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
9.3 points below standard	Fewer than 11 students - No Data for Privacy	17.1 points below standard
Declined 43.7 points	10 Students	Increased 6 points
22 Students		157 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
30.9 points above standard	Fewer than 11 students - No Data for Privacy	20 points above standard
Increased 120.7 points	2 Students	Maintained -2.6 points
11 Students		66 Students

Conclusions based on this data:

1. The school's overall math performance is in the "Yellow" category, sitting at 7.5 points below the standard following a 3-point decline. Significant achievement gaps exist for specific student groups, including English Learners (23.4 points below standard), Socioeconomically Disadvantaged students (26 points below standard), and Students with Disabilities (63.5 points below standard). Improvements should focus on strengthening foundational math skills, particularly number sense, problem-solving, and mathematical reasoning, through robust Tier 1 instruction, Professional Learning Community (PLC) data cycles, and small-group interventions.

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.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	0	1

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
58.3 science points	44.9 science points	0 Students
Declined 2 points	11 Students	
101 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	52.1 science points
	5 Students	Maintained -1.8 points
		65 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
45.9 science points	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 3.7 points	10 Students	1 Student
20 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	59.2 science points
10 Students	2 Students	Increased 7 points
		55 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	60.1 science points
1 Student	1 Student	Declined 5.7 points
		21 Students

Conclusions based on this data:

1. Similar to ELA, overall science performance is in the "Green" category, but Socioeconomically Disadvantaged students are performing in the "Yellow" category. Improvements for this subgroup can be made by continuing to integrate hands-on science instruction, inquiry-based learning, academic vocabulary, and cross-curricular reading and writing strategies.

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
	
Red	No Performance Color
41.2 making progress.	making progress.
Number Students: 34 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
50%	23.1%	0%	26.9%

Conclusions based on this data:

1. English Learner progress is also in the "Red" category, indicating a lower percentage of students making expected progress toward English proficiency. During the 2024-2025 school year, 50% of English Learners decreased one ELPI level, while only 26.9% progressed at least one level. The school identified root causes such as inconsistent implementation of English Language Development (ELD) instruction, stagnation among Long-Term English Learners, and limited academic language development across content areas. To improve, the school needs to prioritize daily designated ELD blocks, utilize ELPAC data to group students and monitor progress, pre-teach academic vocabulary, and implement targeted small-group instruction.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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

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

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

All Students	English Learners	Long-Term English Learners
 Red	 Red	
27.4% Chronically Absent	33.3% Chronically Absent	
Increased 1.9	Maintained 0	
667 Students	54 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	81% Chronically Absent	35.1% Chronically Absent
6 Students	Increased 53.7	Increased 2.4
	21 Students	453 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
39.1% Chronically Absent	28.8% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 1.8	Increased 2.3	4 Students
151 Students	52 Students	

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Red
21.7% Chronically Absent	26.7% Chronically Absent	32.7% Chronically Absent
Declined 4.8	Increased 1.7	Increased 2.3
46 Students	15 Students	370 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Orange
32.6% Chronically Absent	Fewer than 11 students - No Data for Privacy	12.2% Chronically Absent
Declined 2.3	6 Students	Maintained 0.1
43 Students		131 Students

Conclusions based on this data:

1. Smiley Elementary is in the "Red" performance category on the California School Dashboard, with an overall chronic absenteeism rate of 27.4%. This issue disproportionately impacts English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, African American students, and Hispanic students, who are all independently in the "Red" category for this metric. Root causes include socioeconomic and family barriers (such as transportation, housing instability, and healthcare access), as well as poor attendance habits forming in early grades (TK-2). Improvements can be made by implementing MTSS attendance monitoring, increasing parent communication and conferencing, utilizing individualized attendance plans, offering attendance incentives, and using Short-Term Independent Study when appropriate to preserve attendance.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	1	6

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
 Blue	 Blue	
0.4% suspended at least one day	0% suspended at least one day	
Declined 1.7%	Maintained 0%	
688 Students	59 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	4.8% suspended at least one day	0.6% suspended at least one day
8 Students	Increased 4.8%	Declined 2.1%
	21 Students	467 Students

Students with Disabilities	African American	American Indian
 Blue	 Yellow	 No Performance Color
0.6% suspended at least one day	1.9% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 3.7%	Maintained -0.1%	4 Students
156 Students	53 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Blue
0% suspended at least one day	0% suspended at least one day	0.3% suspended at least one day
Declined 2%	Maintained 0%	Declined 2.1%
49 Students	15 Students	383 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Green
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0.8% suspended at least one day
Declined 4.4%	6 Students	Declined 0.5%
45 Students		133 Students

Conclusions based on this data:

1. Suspension Rate is a strength for Smiley, with All Students in Blue at 0.4%. Most student groups also performed in Blue, showing the positive impact of PBIS, restorative practices, and other means of correction. Smiley will continue using proactive behavior supports, relationship-building strategies, and consistent supervision to maintain low suspension rates while addressing individual student needs.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Positive School Climate
Smiley Elementary students will be provided an equity focused education that provides all students a safe and supportive environment that focuses on their social and emotional well being, physical well- being, safety, and college and career readiness. This will be done through a tiered support system and in a positive school culture.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to school programs, activities, and tiered social-emotional and behavioral supports. These supports will foster a sense of connectedness, especially for English Learners (EL), Foster Youth (FY), African American Students, student experiencing homelessness, Low Income students (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

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.

Smiley will provide data that will identify the need for this goal. This will be done through making strong parent connections and providing opportunities for parents and community involvement. We will also provide clear standards for behavior expectations as well as tiered support through Equity, PBIS and MTSS to help support both the behavior and social and emotional needs of our students, staff, and parents. Students identified in our ATSI group will receive additional supports in attendance. The area of focus for supporting and monitoring this goal will be relationships, sense of belonging, emotional and physical safety, climate of support and academic learning, and self-management. This goal specifically addresses the priorities of learning in safe and secure environments, enhanced learning through innovation, collaboration community and parent partnerships, and access through equity. The actions and services in this goal will support high expectations for all students and creating opportunities for connection and involvement.

Note:
In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A - Attendance Rate Percentage of students who were present by student group. Source: District Analysis	As of March 2026 our attendance rate: All -- 94.9% African American -- 95.0% American Indian or Alaskan Native -- 85.80% Asian -- 94.9% Filipino -- 92.4% Hispanic -- 93.4% Pacific Islander -- 93.80% White -- 95.7% Two or More Races -- 94.5% Low Income -- 93% English Learner -- 93.80% Foster Youth -- 94% Homeless Youth -- 82% Students with Disabilities -- 91.4%	Increase attendance rate of 96% during the 2026-2027 school year.
1B Chronic Absenteeism Rate: Percentage of students in grades K-5 who were absent for 10% or more of the total instructional days, by student groups. Source: California School Dashboard	2025 CA Dashboard ALL | 27.4% Black/African American | 28.8% Asian | 21.7% Hispanic | 32.7% Multiple Races/Two or More | 32.6% White | 12.2% English Learner | 33.3% Homeless Youth | N/A Socioeconomically Disadvantaged | 35.1% Students with Disabilities | 39.1%	For the 2026-2027 school year, decrease by 5%
1C Suspension Rate: Percentage of students suspended 1 or more times during the school year by student group. Source: California School Dashboard	2025 CA Dashboard ALL | 0.4% Black/African American | 1.9% Asian | 0% Hispanic | 0.3% Multiple Races/Two or More | 0.0% White | 0.8% English Learner | 0% Homeless Youth | N/A Socioeconomically Disadvantaged | 0.6%	For the 2026-2027 school year, decrease by 1%

	Students with Disabilities | 0.6%	
1D School Climate Survey: Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management. Source: Local Climate Survey	March 2026 Overall Percent Favorable 87.3%	By the end of the 2026-27 school year increase student favorability rating by 10%
1E SEL/Positive Behavior Systems (TFI/Self Survey)/SWIS: (describe measure used) Source: Local Survey	2025-2026 Tier 1 % Implementation - 100% Tier 2 % Implementation - 100% Tier 3 % Implementation - 97% Recognition: Gold	Increase Overall Implementation by the end of 2026-2027 school year. Tier 1 100% Tier 2 100% Tier 3 100%
1F School Connectedness/Visual and Performing Arts Enrollment: Percentage of students participating in Visual and Performing Arts. Source: District Analysis	2025-2026 100.0%	Continue to maintain high levels of student involvement in after school clubs and performing arts.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Social Emotional Learning (SEL)- The site Climate and Culture team and counselor will coordinate a school-wide tiered SEL program implemented by all staff that will support students and staff to integrate Social Emotional Learning (SEL) into classroom and activities. Supports may include Tier I instruction during the school day and activities to reinforce support through assemblies, counselor classroom visits, small group meetings, character strong lessons and restorative practices. Staff will participate in District/site professional learning opportunities to support implementation of Tier I SEL programs and support. Staff will collaborate to develop Tier II supports such as small group counseling/support, restorative circle groups, and others as identified. Counselor will attend professional development to support and lead these efforts. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance. Effectiveness of this strategy will be measured by student surveys and attendance rate. a. supplemental materials, supplies, and curriculum to support social skills/conflict resolution, and small group counseling opportunities b. supplemental materials, supplies, and curriculum to support student council and student body in building school climate, culture, and sense of community	All students	2000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 250 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	c. rewards and incentives to promote SEL and Tier I behavior supports d. professional development, sub coverage and consultant/training opportunities for Tier I supports and services and SEL		
1.2	Smiley staff will promote a positive and safe school climate by encouraging positive student behaviors in the classroom and on the playground through a proactive universal Tier I, Tier II and Tier III behavior framework. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance. Effectiveness of this strategy will be measured by student surveys and attendance. a. signs, materials, banners, posters, community communication marque, murals needed to support common school expectations and positive school climate and culture b. hourly pay for MTSS meetings in support of campus climate, culture, SEL, and tier I,II and III supports the needs of at-promise students. c. hourly pay for staff participating/offering additional activities to support students during lunch and after school. d. behavior/school-wide expectation incentives/instruction and token economy system e. student rewards/incentives f. student attendance incentives g. hourly pay for behavior support	All Students especially students identified for additional targeted support and improvement	6000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 5000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999)
1.3	Smiley staff will build collaborative community and parent partnerships. The partnership between Smiley and families of unduplicated students is incredibly important. Parental involvement in education has been shown to be a factor in improving students' social emotional development and learning outcomes (Young, Austin, & Growe, 2013). Additionally, building family and student resiliency helps to reduce harmful effects of ACEs and directly impacts engagement (Bethell, et al., 2014). These partnerships are principally directed toward providing support for unduplicated student group families to increase student attendance. Effectiveness of this strategy will be measured by parent surveys and attendance. a. Language Line b. family nights (refreshments, materials, supplies, guest speakers, outside vendors, event costs) c. newsletters and home-school connection agendas d. meeting refreshments PTA/SSC/ELAC/Coffee with the Principal e. meeting supplies PTA/SSC/ELAC/Coffee with the Principal/Kindergarten Orientation f. childcare for parent meetings g. Workshops for parents	All students	1419 Title I Parent Involvement Non-Personnel (4000-7439) 300 Title I Non-Personnel (4000-7439) 250 Title I Personnel (1000-3999)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.4	Smiley staff will provide enhanced learning through innovation and academic instruction for GATE students. Site staffing will be provided to further advance innovation projects and extended learning opportunities. These actions and strategies will be developed to principally support the needs of Foster Youth, English language learners, and low-income students which will result in increased attendance and academic and behavior outcomes. Effectiveness of this strategy will be measured by student surveys, district benchmarks and common formative assessments. a. purchase robotics, coding, and other STEM/STEAM resources and materials b. equipment, hardware, software, supplies, materials, resources, and curriculum needed to support enhanced learning and innovation c. hourly pay/stipends for clubs, student council and GATE coordinator/activities/opportunities that foster and promote student engagement, innovation, and college, and career readiness d. materials, supplies, resources, curriculum to support college and career readiness e. field trips, assemblies, activities that enhanced learning and college and career readiness f. professional development opportunities and training that support enhanced learning and innovation.	All Students	250 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 250 Title I Non-Personnel (4000-7439) 25,000 Title I Personnel (1000-3999) 250 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999)
1.5	Smiley administration and staff will provide enhanced learning through visual and performing arts. Effectiveness of this strategy will be measured by student surveys and an increase in student group participation in the VAPA programs. a. purchase supplies and materials	All students	300 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)
1.7			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Effectiveness of the strategies and activities to achieve the articulated goal will occur throughout the 2026-2027 School Plan monitoring cycle. Smiley's attendance team worked to identify and support the needs of students with chronic absenteeism.

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

Effectiveness of the strategies and activities to achieve the articulated goal will occur throughout the 2026-2027 School Plan monitoring cycle. Smiley's attendance team were able to purchase necessary materials, resources and incentives to increase attendance.

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

Effectiveness of the strategies and activities to achieve the articulated goal will occur throughout the 2026-2027 School Plan monitoring cycle. Smiley's attendance team and the entire staff will focus on improving our attendance rate schoolwide. Our goal is to increase schoolwide attendance by 2%. Students identified in our ATSI group will receive additional support throughout the school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Tiered Academic Support
Provide students with high quality standards-based instructional program utilizing tiered systems of supports to ensure all students achieve at high levels.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will progress towards meeting standards in academics through tiered supports and services.

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.

Excellence for All vision, this goal specifically addresses the priorities of Excellence in Education and Equality through Equity. The actions and services in this goal will ensure staff sets high expectations for all students, and they will provide high-quality, standards/research-based learning opportunities to support student success.

Note:
In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	2025 CA School Dashboard (points from standard) ALL | +8 Hispanic | -5.0 White | +35.1 English Learner | -3 Socioeconomically Disadvantaged | -20 Students with Disabilities | -54	Academic achievement scores will show an increase of no less than 3 points in all student groups.
2B Mathematics State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group.	2025 CA School Dashboard (points from standard) ALL | +9 Hispanic | -18 White | +29	Academic achievement scores will show an increase of no less than 3 points in all student groups.

Source: California School Dashboard	English Learner | -18 Socioeconomically Disadvantaged | -30 Students with Disabilities | -62	
2C California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST Grade 5 student group. Source: CDE Dataquest Reporting	Spring 2025 CAST ALL- 49% EL- N/A Foster Youth- N/A Homeless- N/A Economically Disadvantaged- 35% SWD- 21% African American- N/A Asian- N/A Hispanic- 21% White- 35%	Academic achievement scores will show an increase of no less than 3% in all student groups.
2D English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC). Source: California School Dashboard	2024 CA School Dashboard 65.9%	Students will move up one level by June 2025
2E STAR Assessment (English/Reading) Source: Internal District Reporting	STAR Reading March 2026 Data grades over all 1st-5th 71% OVERALL – 71% African American – 58% American Indian – n/a Asian – 81% Hispanic – 67% Pacific Islander – 90% Two or More Races – 78% White – 83% EL – 70% SWD – 45% 1st Grade – 71% 2nd Grade – 65% 3rd Grade – 74% 4th Grade - 74% 5th Grade - 72%	Academic achievement scores will show an increase of no less than 3% in all student groups.
2F STAR Assessment (Mathematics) Source: Internal District Reporting	As of March 2026 Star-Math Data grades overall 1st-5th 71% OVERALL – 71% African American – 58% American Indian – n/a Asian – 95% Hispanic – 67% Pacific Islander – 90% Two or More Races – 76% White – 78% EL – 65% SWD – 54%	Academic achievement scores will show an increase of no less than 3% in all student groups.

	1st Grade – 74% 2nd Grade – 63% 3rd Grade – 76% 4th Grade - 71% 5th Grade - 71%	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide best first instruction with a focus on instructional strategies and materials that support all students. This will be done by purchasing supplemental math and ELA materials resources including but not limited to instructional materials, intervention materials, math manipulatives, books, software subscriptions and math supplies, level books to support ELA instruction, software subscriptions ELA supplies; the purchase of Science materials and resources including but not limited to instructional materials, science manipulatives and kits, software subscriptions, Science, and ELA supplies. In addition by not limited to the purchase writing materials and resources to support writing instruction, consultants and resources that support instructional and the core curriculum. Smiley will provide substitutes for teacher release time for peer observation, grade-level team meetings, data analysis and/or professional development that supports best first instruction and best practice along with any materials and resources needed for the professional development. This activity will support curriculum with reprographic orders that support core curriculum best practices instruction. As a result of the implementation of the goal, students will demonstrate increased student achievement in math and English Language Arts as measured by local assessments (STAR). Ensure best first instruction with a focus on instructional strategies and materials that support "best practices" and tiered supports. The actions and services in this goal will ensure staff set high expectations for ALL students and provide supplemental research-based learning opportunities to support student success. Effectiveness of this strategy will be measured by student work samples, academic progress on CFAs, Lalio, RTI progress monitoring, Freckle, meeting of IEP goals, and language proficiency progress based on LCAP. a. purchase math materials and resources including but not limited to instructional materials, math manipulatives, books, software subscriptions and math supplies b. purchase ELA materials and resources including but not limited to instructional materials, level	All students	30350 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 1000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) 19200 Title I Non-Personnel (4000-7439)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	books to support ELA instruction, Tier I, Tier II and Tier III instructional, supports software subscriptions, ELA supplies c. purchase science materials and resources including but not limited to instructional materials, science manipulatives and kits, software subscriptions, science supplies d. purchase writing materials, consultant fee and resources to support writing instruction supports and supplemental e. purchase materials, supplies, furniture and resources that support instruction and the core curriculum f. provide teacher release time for peer observation, grade-level team meetings, data analysis, and/or professional development/and conferences. g. offer on-site/off-site professional development opportunities that support instructional strategies, best first instruction and best practice approaches h. materials, resources and supplies for professional development i. fund reprographics orders that support core curriculum and supplemental for best practices instruction		
2.2	Targeted Math and Science Support- With support from Elementary Education Department, teachers will receive professional development focused on using STEM (Science, Engineering, Technology and Math). C-STEM will be provided supplemental access to project based learning focused on coding, robotics, and to further develop their college and career competencies. Additionally, C-STEM math and science curriculum will be coupled with grade level instruction in a more engaging, problem-based real world experiences. Effectiveness of this strategy will be measured by student's SBAC Math and CAST scores. a. purchase robotics, coding, and other STEM/STEAM resources and materials b. equipment, hardware, software, supplies, materials, resources, and curriculum needed to support enhanced learning and innovation c. hourly pay/stipends for clubs/activities/opportunities that foster and promote student engagement, innovation, and college, and career readiness d. materials, supplies, resources, curriculum to support college and career readiness e. field trips, outdoor science school, assemblies, competitions, activities that enhanced learning and college and career readiness/and conferences. f. professional development opportunities and training that support enhanced learning and innovation	All student	7600 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 4000 Title I Non-Personnel (4000-7439) 12000 Title I Personnel (1000-3999)
2.3	Increased educational opportunity and support for at-promise students to meet or exceed grade-level standards. Data are reported and analyzed for	At- promise groups	23000 Title I Personnel (1000-3999)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	effectiveness of programs, and new goals and strategies are implemented based on need. Student progress and academic achievement based on STAR Reading and Math, as well as curriculum-embedded assessments, will be monitored to determine success and possible needed changes in supports. Smiley will increase the educational opportunity and support for at-promise students to meet or exceed grade-level ELA standards. Priority support will be provided to unduplicated student groups. School Librarian to support school students AR goals and digital storytelling. Smiley will provide hourly intervention support personnel for students K-5; provide materials and resources to support ELA enrichment to include but not limited to books, licenses, and subscriptions. Increased academic performance is the intended outcome, focused on individual student growth on assessments and grades. Monthly meetings and professional development are held at the site level to discuss data, upcoming math topics for each grade level, and areas needing additional support. a. compensation, salary, or hourly support personnel for students K-5 b. materials, supplies, furniture, resources to support and conferences c. after school tutoring for students K-5		9000 Title I Non-Personnel (4000-7439) 25000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999)
2.4	Increase educational opportunity and support for English Learners. Provide before or after school tutoring opportunities for ELL students. Effectiveness of this strategy will be measured by reclassification rate and ELL student group performance on STAR Reading and Math. a. hourly intervention support personnel for students K-5 who are identified as EL b. paper or online learning materials, supplies, and resources to support EL intervention and/or ELPAC preparation c. Ellevation Data Software d. EL representative allocation	English Learners not at grade level in ELA and Math	5900 District Funded – Title III Non-Personnel (4000-7439) 283 District Funded – Title III Personnel (1000-3999) 800 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) EL Rep. Allocation

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Effectiveness of the strategies and activities to achieve the articulated goal will occur throughout the 2026-2027 School School Plan monitoring cycle.

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

Analysis of the 2026-2027 outcomes and metrics will occur throughout the year with input from School Site Council and Leadership Team Members.

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

Analysis of the 2026-2027 outcomes and metrics will occur throughout the year with input from School Site Council and Leadership Team Members.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$179,402.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$93,000.00
Title I Parent Involvement	$1,419.00

Subtotal of additional federal funds included for this school: $94,419.00

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

State or Local Programs	Allocation ($)
District Funded – Title III	$6,183.00
LCAP - Supplemental & Concentration Grant (LCAP)	$78,800.00

Subtotal of state or local funds included for this school: $84,983.00

Total of federal, state, and/or local funds for this school: $179,402.00

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 – Title III	6,183.00
LCAP - Supplemental & Concentration Grant (LCAP)	78,800.00
Title I	93,000.00
Title I Parent Involvement	1,419.00

Expenditures by Budget Reference

Budget Reference	Amount
Non-Personnel (4000-7439)	86,569.00
Personnel (1000-3999)	92,833.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Non-Personnel (4000-7439)	District Funded – Title III	5,900.00
Personnel (1000-3999)	District Funded – Title III	283.00
Non-Personnel (4000-7439)	LCAP - Supplemental & Concentration Grant (LCAP)	46,500.00
Personnel (1000-3999)	LCAP - Supplemental & Concentration Grant (LCAP)	32,300.00
Non-Personnel (4000-7439)	Title I	32,750.00
Personnel (1000-3999)	Title I	60,250.00
Non-Personnel (4000-7439)	Title I Parent Involvement	1,419.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	41,269.00
Goal 2	138,133.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Danita Slaughter	Principal
Lauren Lipinski	Classroom Teacher
Lidia Tekin	Classroom Teacher
Kirste Mitre	Classroom Teacher
Ofeilia Garcia	Other School Staff
Michael Newell	Parent or Community Member
Paul Lucero	Parent or Community Member
Sierra Miller	Parent or Community Member
Chanel Sams	Parent or Community Member
Michael Newell	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

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 05-20-26.

Attested:



Principal, Danita Slaughter on 5-29-26

SSC Chairperson, Paul Lucero on 6-3-26

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Victoria Elementary School	36-67843-6036594	May 20, 2026	July 21, 2026

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Victoria Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page 1
Table of Contents 2
Plan Description 3
Educational Partner Involvement 3
Comprehensive Needs Assessment Components 3
- California School Dashboard (Dashboard) Indicators 4
- Other Needs 4

School and Student Performance Data 5
- Student Enrollment 5
- CAASPP Results 7
- ELPAC Results 11
- Student Population 15
- Overall Performance 17
- Academic Performance 19
- Academic Engagement 26
- Conditions & Climate 28

Goals, Strategies, & Proposed Expenditures 30
- Goal 1 30
- Goal 2 39

Budget Summary 48
- Budget Summary 48
- Other Federal, State, and Local Funds 48

Budgeted Funds and Expenditures in this Plan 49
- Funds Budgeted to the School by Funding Source 49
- Expenditures by Funding Source 49
- Expenditures by Budget Reference 49
- Expenditures by Budget Reference and Funding Source 49
- Expenditures by Goal 49

School Site Council Membership 50
Recommendations and Assurances 51

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Victoria Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☑ Schoolwide Program

The School Plan for Student Achievement (SPSA) serves as Victoria Elementary School's roadmap for improving student learning and supporting the success of all students. The plan brings together the school's goals, programs, services, and funding into one comprehensive document to help ensure resources are used effectively and with the greatest impact on student achievement.

The SPSA is guided by California Education Code and the Every Student Succeeds Act (ESSA). Its purpose is to strengthen the overall school program by aligning available resources and services to student needs while reducing duplication of efforts. The ultimate goal is to improve outcomes for all students academically, socially, and emotionally.

Each year, the School Site Council (SSC), in collaboration with staff, families, and educational partners, reviews and updates the SPSA, establishes the school budget connected to the plan, and makes adjustments as student needs and school priorities change throughout the year.

California's ESSA State Plan places a strong focus on supporting student groups who may need additional academic or social-emotional support. The SPSA gives schools the opportunity to identify student needs, review data, and thoughtfully plan how federal, state, and local resources will be used to better support underserved students.

Through the Local Control Funding Formula (LCFF), schools and districts are provided flexibility to design programs and services that best meet the unique needs of their students and school communities. The SPSA process supports ongoing cycles of planning, progress monitoring, reflection, and continuous improvement to help ensure students are prepared for college, career, and lifelong learning.

Victoria Elementary's school goals are aligned with the district's Local Control and Accountability Plan (LCAP) goals and focus on supporting all students, especially students who may require additional support, including English Learners, students with disabilities, socioeconomically disadvantaged students, GATE students, and students needing intervention or enrichment opportunities.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

During SSC meetings, members participate in discussions and provide input on topics connected to the School Plan for Student Achievement (SPSA), including student achievement data, budget reviews and approvals, school safety, parent involvement, program evaluations, needs assessments, and state accountability measures. The SSC is responsible for reviewing, monitoring, and approving the SPSA and categorical funds to help ensure resources are aligned to identified student needs and school goals in support of the district's Local Control and Accountability Plan (LCAP).

The School Site Council (SSC) meets approximately eigth times during the school year to review programs and services identified within the SPSA that support student learning and achievement. Victoria Elementary also gathers input from additional stakeholder groups, including the Guiding Coalition, ELAC, Pastries with the Principal, staff teams, Grade-level Leaders, and families. Throughout the year, groups review and discuss student data to help identify schoolwide strengths, areas of need, and priorities for improvement.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

After reviewing the California School Dashboard and local data, Victoria Elementary identified several areas where additional support and targeted interventions are needed for specific student groups.

Chronic Absenteeism remained an area of concern for Victoria Elementary with an overall performance category of Yellow. However, homeless students students were identified in the Red performance level for Chronic Absenteeism, while English Learners, Hispanics, and Students with Disabilities were identified in the Orange performance level.

Victoria Elementary will continue to provide targeted academic, attendance, behavioral, and social-emotional supports to improve outcomes for all students, with additional focus on student groups identified through Dashboard and local data review with performance levels in the red, orange and yellow performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Dashboard data identified several student groups performing below the overall student performance level.

In Chronic Absenteeism, Homeless students were identified in the Red performance category, while English Learners and Students with Disabilities were identified in the Orange performance category.

In English Language Arts and Mathematics, English Learners, Hispanic students, and Socioeconomically Disadvantaged students were identified in the Yellow performance category and continue performing below grade-level standards. Students with Disabilities demonstrated significant academic needs, performing 94.2 points below standard in English Language Arts and 90.2 points below standard in Mathematics.

Other Needs

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

Victoria Elementary reviewed locally collected data including district benchmark assessments, ELPAC results, attendance reports, growth data, behavior data, and stakeholder input. Local data showed that 78.3% of students improved their English Language Arts scores and 76.7% improved their Mathematics scores from the previous year. However, Students with Disabilities demonstrated minimal growth in English Language Arts and moderate growth in Mathematics, indicating a continued need for targeted intervention and support.

Additional local data identified continued needs in attendance, academic intervention, English language development, and social-emotional supports, particularly for English Learners, Students with Disabilities, homeless students, and Socioeconomically Disadvantaged students. Stakeholder input also identified the need for continued PBIS and SEL supports, increased family engagement, academic intervention opportunities, and professional development to improve student achievement and school connectedness.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Victoria Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.22%	0.21%	0.21%	1	1	1
African American	3.88%	5.70%	4.02%	18	27	19
Asian	7.33%	8.44%	8.25%	34	40	39
Filipino	4.31%	4.43%	4.65%	20	21	22
Hispanic/Latino	75.22%	71.94%	72.09%	349	341	341
Pacific Islander	0.65%	0.42%	0.42%	3	2	2
White	3.45%	3.80%	4.65%	16	18	22
Two or More Races	4.31%	3.80%	3.38%	20	18	16
Not Reported	0.65%	1.27%	2.33%		6	11
			Total Enrollment	464	474	473

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		38	30
Kindergarten	72		64
Grade 1	68		72
Grade 2	67		72
Grade3	84		71
Grade 4	67		78
Grade 5	75		86
Total Enrollment	464		473

Conclusions based on this data:

1. Victoria's enrollment has increase over the last three years. Overall, enrollment has steadily increased from 433 in 21-22 to 456 in 22-23 to 464 in 23-24 over three years.
2. Victoria has a strong Hispanic/Latino representation at 75% school-wide. The largest student group.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	136	104	99	29.3%	21.9%	20.9%
Fluent English Proficient (FEP)	37	50	44	8.0%	10.5%	9.3%

Conclusions based on this data:

1. The number and percentage of English Learners at Victoria Elementary has gradually decreased over the past three school years, from 136 students (29.3%) in 2023–2024 to 99 students (20.9%) in 2025–2026.
2. The number of Fluent English Proficient (FEP) students increased from 37 students (8.0%) in 2023–2024 to 50 students (10.5%) in 2024–2025, with a slight decrease to 44 students (9.3%) in 2025–2026. This may indicate continued progress in English language acquisition and language proficiency among students.
3. Although English Learner enrollment has decreased, English Learners continue to represent a significant student group at Victoria Elementary, highlighting the continued importance of designated and integrated ELD instruction, academic language development, intervention supports, and family engagement opportunities for multilingual learners and their families.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	67	82	74	66	80	73	66	80	73	98.5	97.6	98.6
Grade 4	73	67	84	72	63	82	72	63	82	98.6	94	97.6
Grade 5	86	80	61	84	78	60	84	78	60	97.7	97.5	98.4
All Grades	226	229	219	222	221	215	222	221	215	98.2	96.5	98.2

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	2396.	2390.	2373.	13.64	12.50	8.22	21.21	18.75	21.92	27.27	35.00	26.03	37.88	33.75	43.84
Grade 4	2447.	2464.	2449.	16.67	22.22	20.73	23.61	22.22	20.73	22.22	25.40	24.39	37.50	30.16	34.15
Grade 5	2435.	2445.	2495.	8.33	7.69	28.33	19.05	16.67	20.00	21.43	26.92	26.67	51.19	48.72	25.00
All Grades	N/A	N/A	N/A	12.61	13.57	18.60	21.17	19.00	20.93	23.42	29.41	25.58	42.79	38.01	34.88

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	15.15	10.00	5.48	59.09	67.50	58.90	25.76	22.50	35.62
Grade 4	12.50	14.29	10.98	58.33	69.84	68.29	29.17	15.87	20.73
Grade 5	5.95	8.97	18.33	58.33	57.69	65.00	35.71	33.33	16.67
All Grades	10.81	10.86	11.16	58.56	64.71	64.19	30.63	24.43	24.65

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	9.09	7.50	5.48	56.06	53.75	52.05	34.85	38.75	42.47
Grade 4	9.72	12.70	12.20	61.11	63.49	59.76	29.17	23.81	28.05
Grade 5	3.57	8.97	16.67	50.00	53.85	60.00	46.43	37.18	23.33
All Grades	7.21	9.50	11.16	55.41	56.56	57.21	37.39	33.94	31.63

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	9.09	11.25	6.85	69.70	72.50	61.64	21.21	16.25	31.51
Grade 4	15.28	7.94	4.88	70.83	84.13	74.39	13.89	7.94	20.73
Grade 5	5.95	5.13	11.67	67.86	66.67	75.00	26.19	28.21	13.33
All Grades	9.91	8.14	7.44	69.37	73.76	70.23	20.72	18.10	22.33

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.61	5.00	2.74	68.18	72.50	64.38	21.21	22.50	32.88
Grade 4	12.50	23.81	9.76	70.83	65.08	71.95	16.67	11.11	18.29
Grade 5	13.10	6.41	26.67	47.62	65.38	55.00	39.29	28.21	18.33
All Grades	12.16	10.86	12.09	61.26	67.87	64.65	26.58	21.27	23.26

Conclusions based on this data:

1. Students are making progress in reading, but many still need support with understanding grade-level texts and explaining their thinking in writing.
   Victoria students showed growth in ELA scores over the past few years, especially in 2025. However, many students are still working toward meeting grade-level standards in reading comprehension, vocabulary, and written responses. English Learners, Hispanic students, students with disabilities, and low-income students continue to need additional support.
2. English Learners are growing, especially in language development, but continued support is important.
   English Learners made strong growth in both ELA and English language proficiency. This shows that targeted supports are helping students build confidence in reading, speaking, and writing in English. Continued focus on academic vocabulary, reading fluency, and opportunities for students to talk and write about learning will help students continue progressing and will focus our support systems.
3. Early literacy skills will remain an important area of focus in the primary grades.
   Data shows that many students in grades 1–3 are still developing foundational reading skills. Strengthening phonics, fluency, comprehension, and writing at the early grade levels will continue to be a priority so students are prepared for more challenging reading and writing tasks in upper grades.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	67	82	74	66	82	74	66	82	74	98.5	100	100
Grade 4	74	67	84	73	64	84	73	64	84	98.6	95.5	100
Grade 5	86	80	61	84	80	61	84	80	61	97.7	100	100
All Grades	227	229	219	223	226	219	223	226	219	98.2	98.7	100

* 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	2428.	2401.	2392.	15.15	10.98	6.76	31.82	25.61	20.27	27.27	21.95	28.38	25.76	41.46	44.59
Grade 4	2459.	2474.	2450.	15.07	14.06	9.52	28.77	28.13	25.00	27.40	37.50	32.14	28.77	20.31	33.33
Grade 5	2442.	2446.	2487.	3.57	6.25	18.03	8.33	12.50	21.31	28.57	31.25	26.23	59.52	50.00	34.43
Grade 11															
All Grades	N/A	N/A	N/A	10.76	10.18	10.96	21.97	21.68	22.37	27.80	29.65	29.22	39.46	38.50	37.44

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	19.70	21.95	12.16	62.12	37.80	44.59	18.18	40.24	43.24
Grade 4	21.92	21.88	16.67	47.95	51.56	51.19	30.14	26.56	32.14
Grade 5	3.57	7.50	9.84	50.00	42.50	59.02	46.43	50.00	31.15
Grade 11									
All Grades	14.35	16.81	13.24	52.91	43.36	51.14	32.74	39.82	35.62

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	22.73	8.54	5.41	54.55	50.00	52.70	22.73	41.46	41.89
Grade 4	12.33	14.06	10.71	54.79	60.94	52.38	32.88	25.00	36.90
Grade 5	3.57	3.75	14.75	42.86	51.25	52.46	53.57	45.00	32.79
All Grades	12.11	8.41	10.05	50.22	53.54	52.51	37.67	38.05	37.44

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	15.15	13.41	9.46	65.15	43.90	55.41	19.70	42.68	35.14
Grade 4	20.55	21.88	10.71	54.79	59.38	65.48	24.66	18.75	23.81
Grade 5	2.38	3.75	13.11	58.33	61.25	59.02	39.29	35.00	27.87
All Grades	12.11	12.39	10.96	59.19	54.42	60.27	28.70	33.19	28.77

Conclusions based on this data:

1. Victoria students are making growth in mathematics, but many students are still performing below grade-level standards.
   CAASPP mathematics scores increased by 9.7 points overall in 2025, showing improvement from previous years. However, overall student performance remains below grade level standard, indicating students continue to need support with foundational math skills, problem-solving, and applying mathematical thinking to grade-level tasks.
2. Foundational math skills remain an area of need across multiple grade levels.
   This suggests students need continued support in number sense, fluency, problem-solving, and explaining mathematical reasoning to strengthen overall achievement in mathematics.

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	1476.3	1396.1	1443.8	1459.4	1410.2	1453.5	1515.5	1362.9	1420.5	27	20	16
1	1449.0	1432.7	1448.9	1467.8	1436.9	1466.8	1429.6	1428.2	1430.6	17	18	12
2	1489.8	1467.7	1464.2	1531.8	1470.0	1479.5	1447.2	1464.9	1448.3	26	20	19
3	1507.9	1454.7	1476.9	1528.7	1459.8	1471.9	1486.5	1449.3	1481.3	23	19	22
4	1487.9	1514.4	1479.5	1500.2	1517.3	1473.7	1475.3	1511.0	1484.9	19	20	26
5	1544.3	1498.0	1530.9	1556.5	1500.2	1531.1	1531.8	1495.1	1530.3	32	21	15
All Grades										144	118	110

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	48.15	10.00	18.75	29.63	15.00	56.25	14.81	45.00	25.00	7.41	30.00	0.00	27	20	16
1	17.65	0.00	0.00	47.06	33.33	50.00	23.53	44.44	41.67	11.76	22.22	8.33	17	18	12
2	38.46	5.00	5.26	26.92	45.00	31.58	19.23	30.00	47.37	15.38	20.00	15.79	26	20	19
3	17.39	0.00	4.55	52.17	10.53	40.91	21.74	57.89	27.27	8.70	31.58	27.27	23	19	22
4	21.05	20.00	7.69	42.11	45.00	34.62	21.05	25.00	30.77	15.79	10.00	26.92	19	20	26
5	31.25	4.76	33.33	46.88	61.90	40.00	18.75	9.52	20.00	3.13	23.81	6.67	32	21	15
All Grades	30.56	6.78	10.91	40.28	35.59	40.91	19.44	34.75	31.82	9.72	22.88	16.36	144	118	110

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	29.63	10.00	18.75	44.44	30.00	62.50	18.52	25.00	18.75	7.41	35.00	0.00	27	20	16
1	47.06	5.56	33.33	41.18	44.44	33.33	0.00	22.22	33.33	11.76	27.78	0.00	17	18	12
2	65.38	30.00	26.32	23.08	40.00	26.32	7.69	10.00	42.11	3.85	20.00	5.26	26	20	19
3	52.17	10.53	22.73	47.83	52.63	36.36	0.00	5.26	22.73	0.00	31.58	18.18	23	19	22
4	57.89	50.00	26.92	21.05	30.00	38.46	10.53	10.00	11.54	10.53	10.00	23.08	19	20	26
5	59.38	19.05	66.67	40.63	57.14	26.67	0.00	4.76	0.00	0.00	19.05	6.67	32	21	15
All Grades	52.08	21.19	30.91	36.81	42.37	37.27	6.25	12.71	20.91	4.86	23.73	10.91	144	118	110

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	16.67	10.00	18.75	25.00	15.00	37.50	25.00	45.00	37.50	33.33	30.00	6.25	24	20	16
1	10.53	0.00	0.00	26.32	22.22	16.67	21.05	38.89	50.00	42.11	38.89	33.33	19	18	12
2	0.00	5.00	0.00	40.00	35.00	15.79	35.00	35.00	47.37	25.00	25.00	36.84	20	20	19
3	0.00	0.00	0.00	20.00	0.00	31.82	56.67	36.84	36.36	23.33	63.16	31.82	30	19	22
4	6.25	5.00	3.85	18.75	35.00	23.08	31.25	45.00	34.62	43.75	15.00	38.46	16	20	26
5	11.76	0.00	0.00	5.88	19.05	46.67	52.94	42.86	40.00	29.41	38.10	13.33	17	21	15
All Grades	13.19	3.39	3.64	25.69	21.19	28.18	33.33	40.68	40.00	27.78	34.75	28.18	144	118	110

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	44.44	5.00	18.75	40.74	85.00	81.25	14.81	10.00	0.00	27	20	16
1	64.71	22.22	33.33	23.53	61.11	66.67	11.76	16.67	0.00	17	18	12
2	57.69	40.00	21.05	38.46	45.00	73.68	3.85	15.00	5.26	26	20	19
3	26.09	31.58	9.09	65.22	36.84	68.18	8.70	31.58	22.73	23	19	22
4	26.32	50.00	15.38	63.16	45.00	57.69	10.53	5.00	26.92	19	20	26
5	21.88	33.33	40.00	75.00	47.62	53.33	3.13	19.05	6.67	32	21	15
All Grades	38.89	30.51	20.91	52.78	53.39	66.36	8.33	16.10	12.73	144	118	110

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	29.63	25.00	31.25	55.56	30.00	62.50	14.81	45.00	6.25	27	20	16
1	29.41	0.00	16.67	64.71	72.22	75.00	5.88	27.78	8.33	17	18	12
2	73.08	25.00	21.05	19.23	60.00	68.42	7.69	15.00	10.53	26	20	19
3	82.61	26.32	45.45	17.39	42.11	36.36	0.00	31.58	18.18	23	19	22
4	68.42	50.00	34.62	15.79	40.00	38.46	15.79	10.00	26.92	19	20	26
5	93.75	33.33	80.00	6.25	47.62	13.33	0.00	19.05	6.67	32	21	15
All Grades	65.28	27.12	38.18	27.78	48.31	47.27	6.94	24.58	14.55	144	118	110

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	40.74	10.00	6.25	55.56	60.00	87.50	3.70	30.00	6.25	27	20	16
1	23.53	11.11	0.00	23.53	61.11	41.67	52.94	27.78	58.33	17	18	12
2	30.77	0.00	0.00	19.23	75.00	68.42	50.00	25.00	31.58	26	20	19
3	0.00	0.00	9.09	73.91	21.05	50.00	26.09	78.95	40.91	23	19	22
4	0.00	5.00	3.85	52.63	65.00	50.00	47.37	30.00	46.15	19	20	26
5	18.75	0.00	0.00	62.50	42.86	86.67	18.75	57.14	13.33	32	21	15
All Grades	20.14	4.24	3.64	49.31	54.24	62.73	30.56	41.53	33.64	144	118	110

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	51.85	20.00	37.50	29.63	40.00	56.25	18.52	40.00	6.25	27	20	16
1	5.88	0.00	0.00	88.24	66.67	91.67	5.88	33.33	8.33	17	18	12
2	23.08	20.00	5.26	53.85	55.00	63.16	23.08	25.00	31.58	26	20	19
3	8.70	0.00	0.00	78.26	52.63	81.82	13.04	47.37	18.18	23	19	22
4	5.26	20.00	3.85	68.42	60.00	57.69	26.32	20.00	38.46	19	20	26
5	9.38	9.52	6.67	78.13	61.90	80.00	12.50	28.57	13.33	32	21	15
All Grades	18.75	11.86	8.18	64.58	55.93	70.00	16.67	32.20	21.82	144	118	110

Conclusions based on this data:

1. English Learners demonstrated positive growth on the 2025 ELPAC.

2. Many students made progress toward English language proficiency, showing growth in listening, speaking, reading, and writing skills on the ELPAC.

3. Continued support is still needed for students working toward full proficiency. Continued focus on academic vocabulary, reading comprehension, writing, and structured speaking opportunities will help students continue progressing toward English proficiency and academic success.

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**
474	**85.4%**	**21.9%**	**0.2%**
Total Number of Students enrolled in Victoria Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	104	21.9%
Foster Youth	1	0.2%
Homeless	30	6.3%
Socioeconomically Disadvantaged	405	85.4%
Students with Disabilities	52	11%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	27	5.7%
American Indian	1	0.2%
Asian	40	8.4%
Filipino	21	4.4%
Hispanic	341	71.9%
Two or More Races	18	3.8%
Pacific Islander	2	0.4%
White	18	3.8%

Conclusions based on this data:

1. Victoria is a high-need population. The data shows that 85.4% of students are identified as socioeconomically disadvantaged. Conclusion based on this data shows the need to provide intervention programs targeting foundational literacy and foundational math skills.
2. Victoria's highest student group is predominately Hispanic/Latino. 71.9% of students identify as Hispanic/Latino. 21.9% of students are classified as English Learners. Victoria's student population is diverse. The second largest ethnic group at 8.4% are Asian students. The data indicates the need to ensure a positive school culture and sense of belonging for all racial/ethnic student groups.
3. Students with Disabilities (SWD) is another significant student group at Victoria at 11%. The data results shows the need for tiered support systems (MTSS) to meet the needs of all students including SWD, ELs, low SES, and homelessness.

School and Student Performance Data

Overall Performance

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Overall student performance showed growth in English Language Arts and Mathematics, demonstrating that students are making academic progress and benefiting from continued instructional supports and interventions.
2. Victoria Elementary maintained positive outcomes in areas such as Suspension Rate, English Learner Progress, and Science, reflecting strong schoolwide supports, student engagement, and a positive school climate.

3. Chronic absenteeism and academic achievement in English Language Arts and Mathematics continue to be areas of need, especially for some student groups, indicating the importance of continued attendance supports, intervention programs, and family engagement efforts.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	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
 Yellow	 Yellow	
25.3 points below standard	31 points below standard	
Increased 11.2 points	Increased 17.8 points	
199 Students	71 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	73.6 points below standard	29.4 points below standard
	Increased 6.7 points	Increased 9.6 points
	11 Students	185 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
94.2 points below standard	70.1 points below standard	0 Students
Declined 17.7 points	Declined 30.6 points	
25 Students	13 Students	

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Yellow
0.8 points above standard	11.5 points above standard	33.5 points below standard
Declined 4.7 points	13 Students	Increased 14 points
17 Students		140 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
10 Students		5 Students

Conclusions based on this data:

1. English Language Arts performance improved overall for Victoria Elementary, with all student groups demonstrating growth in distance from standard. English Learners showed the greatest improvement, increasing by 17.8 points, while Hispanic students increased by 14 points and Socioeconomically Disadvantaged students increased by 9.6 points.
2. Although growth was demonstrated across student groups, overall performance in English Language Arts remains below grade-level standards for several unduplicated student groups, particularly English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities.
3. The data indicates that continued focus is needed on early literacy, reading comprehension, writing, language development, and targeted small-group intervention to help close achievement gaps and move more students toward grade-level proficiency in English Language Arts.

   Some smaller student groups, including African American students, Asian students, and Filipino students, demonstrated a decline in points from the previous year. While some groups were not assigned a Dashboard color category due to small student populations, the data indicates the need to continue monitoring student progress, strengthening targeted supports, and providing differentiated instruction to ensure all student groups continue to grow academically.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	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
 Yellow	 Yellow	
34 points below standard	28.7 points below standard	
Increased 9.7 points	Increased 17.6 points	
201 Students	73 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	56.3 points below standard	38.4 points below standard
	Increased 15.9 points	Increased 7 points
	12 Students	186 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
90.2 points below standard	58.5 points below standard	0 Students
Maintained -0.2 points	Declined 7.9 points	
25 Students	13 Students	

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Yellow
9.1 points above standard	0.5 points below standard	41.4 points below standard
Increased 11.1 points	13 Students	Increased 11.2 points
18 Students		141 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
10 Students		5 Students

Conclusions based on this data:

1. Mathematics performance improved overall for Victoria Elementary, with all significant student groups demonstrating growth in distance from standard. English Learners showed the strongest growth, increasing by 17.6 points, while Hispanic students increased by 11.2 points and Socioeconomically Disadvantaged students increased by 7 points.
2. Although growth was demonstrated across many student groups, overall Mathematics performance remains below grade-level standards for several unduplicated student groups, particularly Hispanic students, Socioeconomically Disadvantaged students, English Learners, and Students with Disabilities. Students with Disabilities remained significantly below standard at 90.2 points below standard.
3. While several student groups were not assigned Dashboard color categories due to small student populations, the data indicates a continued need for foundational math instruction, targeted intervention, math discourse opportunities, and differentiated support to help all students progress toward grade-level standards.

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.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
52.8 science points	57.9 science points	0 Students
Increased 6.7 points	Increased 18.4 points	
56 Students	19 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
0 Students	Fewer than 11 students - No Data for Privacy	52.1 science points
	4 Students	Increased 6.1 points
		54 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 Green 50.9 science points Increased 5.5 points 39 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Conclusions based on this data:

1. Overall, All Students were identified in the Green performance category and scored 52.8 points above standard, reflecting an increase of 6.7 points from the previous year.
2. Several student groups also demonstrated positive performance and growth in Science. Hispanic students and Socioeconomically Disadvantaged students were identified in the Green performance category and increased their performance from the previous year. English Learners also demonstrated strong growth, increasing by 18.4 points above standard.
3. Although overall Science performance was positive, some student groups, including Students with Disabilities, African American students, and students experiencing homelessness, continue to demonstrate achievement gaps or limited available data due to small student populations. The data supports the continued need for hands-on science instruction, academic language support, and equitable access to engaging STEM and science learning opportunities for all students.

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
51.8 making progress.	making progress.
Number Students: 85 Students	Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7.1%	41.2%	1.2%	50.6%

Conclusions based on this data:

1. English Learner Progress was an area of strength for Victoria Elementary. English Learners were identified in the Green performance category, with 51.8% of English Learners making progress toward English language proficiency, reflecting an increase of 24.8% from the previous year.
2. The data demonstrates that targeted English language development supports, intervention opportunities, and instructional strategies are positively impacting English Learners' language growth and academic progress.
3. Although English Learners demonstrated strong progress in language acquisition, continued support is needed to help students strengthen academic vocabulary, reading comprehension, writing, and overall academic achievement in English Language Arts and Mathematics to ensure continued success toward proficiency.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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

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

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

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	
22.3% Chronically Absent	18.4% Chronically Absent	
Declined 3.7	Increased 2	
503 Students	125 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Red	 Yellow
0 Students	41.7% Chronically Absent	22.7% Chronically Absent
	Increased 1.7	Declined 4.8
	36 Students	463 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
27.1% Chronically Absent	41.4% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 7.2	Declined 6.2	1 Student
70 Students	29 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Orange
2.3% Chronically Absent	0% Chronically Absent	25.5% Chronically Absent
Declined 2.9	Maintained 0	Declined 2.6
43 Students	21 Students	361 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
14.8% Chronically Absent	Fewer than 11 students - No Data for Privacy	15.8% Chronically Absent
Declined 33	2 Students	Increased 10.2
27 Students		19 Students

Conclusions based on this data:

1. Chronic Absenteeism continues to be an area of need for Victoria Elementary. Overall, All Students were identified in the Yellow performance category with 22.3% of students chronically absent, although the school demonstrated improvement with a decline of 3.7 percentage points from the previous year.
2. Several student groups continue to experience higher rates of chronic absenteeism. Students experiencing homelessness were identified in the Red performance category at 41.7% chronically absent, while English Learners and Students with Disabilities were identified in the Orange performance category. Hispanic students also demonstrated elevated chronic absenteeism rates at 25.5%.
3. The data indicates the continued need for targeted attendance interventions, family communication, student engagement opportunities, and social-emotional supports to improve school attendance and strengthen students' connection to school. Victoria Elementary will continue focusing on positive attendance habits and supports for student groups most impacted by chronic absenteeism.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	5

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	 Blue	
0.6% suspended at least one day	0% suspended at least one day	
Maintained 0%	Declined 0.7%	
519 Students	130 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Blue	 Green
Fewer than 11 students - No Data for Privacy	0% suspended at least one day	0.6% suspended at least one day
1 Student	Maintained 0%	Maintained 0%
	39 Students	476 Students

Students with Disabilities	African American	American Indian
 Blue	 No Performance Color	 No Performance Color
0% suspended at least one day	3% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 1.4%	Declined 1.5%	1 Student
72 Students	33 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Blue
0% suspended at least one day	0% suspended at least one day	0.5% suspended at least one day
Maintained 0%	Maintained 0%	Maintained 0%
43 Students	21 Students	373 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Maintained 0%	2 Students	Maintained 0%
27 Students		19 Students

Conclusions based on this data:

1. Suspension Rate was an area of strength for Victoria Elementary. Overall, All Students were identified in the Green performance category with a suspension rate of 0.6%, maintaining the same rate as the previous year and remaining below the state average.
2. Several student groups demonstrated positive outcomes in this area. English Learners, Hispanic students, Homeless students, Asian students, and Students with Disabilities were identified in the Blue or Green performance categories, reflecting the positive impact of schoolwide PBIS systems, social-emotional supports, and proactive behavior interventions.
3. Although overall suspension rates remain low, the data supports the continued importance of maintaining strong PBIS practices, restorative approaches, SEL supports, and positive student engagement opportunities to ensure all students continue to feel safe, supported, and connected to school.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Positive School Climate
Victoria Elementary will provide all students with a safe, inclusive, and positive learning environment that promotes equitable access to programs, college and career readiness, and tiered social-emotional and behavioral supports. The desired outcome is to decrease chronic absenteeism and maintain exceptionally low suspension rates by fostering a safe, inclusive school climate. Through tiered PBIS and SEL behavioral supports, Victoria Elementary will specifically target severe chronic absenteeism rates among Homeless Youth, African American students, Students with Disabilities, and English Learners."

Victoria Elementary will continue implementing Positive Behavioral Interventions and Supports (PBIS), social-emotional learning (SEL) supports, attendance interventions, and expanded learning opportunities offered during, before, and after school to support students' academic, social, emotional, and behavioral development. Through strong school-family partnerships, student engagement opportunities, and tiered systems of support, Victoria Elementary will continue fostering a positive school culture where all students feel safe, supported, and ready to learn.

The desired outcome is to maintain low suspension rates, reduce chronic absenteeism, strengthen student connectedness, and improve academic achievement for all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to school programs, activities, and tiered social-emotional and behavioral supports. These supports will foster a sense of connectedness, especially for English Learners (EL), Foster Youth (FY), African American Students, student experiencing homelessness, Low Income students (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

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.

Victoria Elementary identified Chronic Absenteeism as the primary area of need based on the 2025 California School Dashboard and local data. Overall, Victoria was identified in the YELLOW performance level for Chronic Absenteeism at 22.3%. Student groups identified in need of additional attendance support include Homeless Youth in the RED performance level, and English Learners and Students with Disabilities in the ORANGE performance level. Hispanic students also demonstrated elevated chronic absenteeism rates. Because regular school attendance is critical to student success, Victoria Elementary remains committed to strengthening attendance systems, increasing student connectedness, improving family communication & outreach, and providing early intervention and support for students identified as chronically absent.

1. Suspension rates at Victoria Elementary remained in the GREEN performance level overall at 0.6%, demonstrating the continued positive impact of PBIS, SEL supports, and proactive behavior interventions. While overall suspension rates remain low, Victoria will continue strengthening tiered social-emotional and behavioral supports to maintain a safe, positive, and inclusive learning environment for all students. Additional focus will continue on supporting student connectedness, self-management skills, and positive peer relationships through schoolwide PBIS expectations, SEL supports, extracurricular opportunities, and intervention systems.
2. Chronic absenteeism continues to be an area requiring focused intervention and ongoing monitoring. CA Dashboard and local data indicates that attendance challenges continue to impact student achievement, engagement, and school connectedness, particularly for Students with Disabilities, English Learners, students experiencing homelessness, and Socioeconomically Disadvantaged students. Victoria Elementary will continue implementing attendance incentives, family outreach, student engagement opportunities, expanded learning opportunities, and intervention supports to improve school attendance and reduce chronic absenteeism rates for all student groups.
3. Victoria Elementary recognizes the importance of providing students with engaging and enriching learning opportunities that strengthen school connectedness and student engagement. STEAM, Visual and Performing Arts, extracurricular activities, AVID, and expanded learning opportunities support students' creativity, collaboration, problem-solving, and college and career readiness skills. These opportunities are intended to increase student engagement, foster a positive school culture, and provide equitable access to enriching educational experiences for all students, particularly unduplicated student groups.
Victoria Elementary will continue implementing schoolwide PBIS expectations, tiered SEL supports, attendance interventions, and positive behavior systems to strengthen school climate, improve student connectedness, and ensure students feel safe, supported, and ready to learn.

Note:
In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A - Attendance Rate Percentage of students who were present by student group. Source: District Analysis	Victoria's attendance rate among all student groups were as follows: All -- 76.6% African American -- 52% American Indian or Alaskan Native --% Asian -- % Filipino -- % Hispanic -- 74.8% Pacific Islander – % White -- 88.5% Two or More Races -- % Low Income -- 75.6% English Learner --83% Homeless Youth -- 44.4% Students with Disabilities - • 63.4%	Victoria's attendance rate among all student groups will increase by at least 1 percent. All -- 77.6% African American -- 53% American Indian or Alaskan Native --% Asian -- % Filipino -- % Hispanic -- 76% Pacific Islander – % White -- 89.5% Two or More Races -- % Low Income -- 76.5% English Learner --84% Homeless Youth -- 46% Students with Disabilities - • 65%
1B Chronic Absenteeism Rate: Percentage of students in grades K-5 who were absent for 10% or more of the total instructional days, by student groups. Source: California School Dashboard	2025 CA Dashboard ALL | 22.3% Asian | 2.3% Hispanic | 25.2% English Learner | 17.0% Socioeconomically Disadvantaged | 24.4% Students with Disabilities | 36.6%	Victoria's Chronic Absenteeism rate will decrease by at least 5 percent overall. And, decrease between 3-5% by student group: 2026 CA Dashboard ALL | 23.3% Asian | 3.3% Hispanic | 26.2% English Learner | 18% Socioeconomically Disadvantaged | 25.4% Students with Disabilities | 37.6%
1C Suspension Rate: Percentage of students suspended 1 or more times during the school year by student group. Source: California School Dashboard	Overall, Victoria's suspension rate has maintained for 2025. CA Dashboard Data: 2019 2.50%, 2022 .80%, 2023 .40%, 2024 .60%, 2025 .60%	Victoria's overall suspension rate will decrease for the 2026 CA Dashboard overall and for all student groups by at least .5%.
1D School Climate Survey: Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management. Source: Local Climate Survey	March 2026 Overall Percent Favorable 79% Student	Victoria staff will help encourage students to take the survey when prompted on their Chromebooks for an increase in survey participation will increase the overall participation and percent favorable to 85% at the next survey. For September 2026 Overall Percent Favorable 85%
1E SEL/Positive Behavior Systems (TFI/Self Survey)/SWIS: (describe measure used) Source: Local Survey	April 2024 Overall, percentage of Staff and Student knowledge of Victoria's School-wide PBIS Expectations was	Victoria PBIS Team will continue to meet monthly and focus on school-wide goals. From the 2023-2024 school year, Victoria went from Bronze to Gold! The PBIS Team will work on

	90% using the Tiered Fidelity Inventory. April 2025 Overall, Victoria's school-wide PBIS Expectations was 94% as determined by the Tiered Fidelity Inventory.	Tier II strategies as noted on the outcomes from the TFI report. The Team will also continue to implement strategies and strive for Platinum status for the 2025-2026 SY. Victoria's goal for the upcoming school year is to increase staff, students, and families' knowledge of the schoolwide PBIS Expectations to 96%.
1F School Connectedness/Visual and Performing Arts Enrollment: Percentage of students participating in Visual and Performing Arts. Source: District Analysis	5.1% 100% of students participated in the VAPA program.	Victoria will use LCAP and Prop. 28 funds to support the Visual and Performing Arts program at Victoria. Victoria's goal maintain full student participation of the VAPA program.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Activity 1.1 Provide a positive school culture in a safe and supportive learning environment Victoria Elementary will continue promoting a safe, inclusive, and positive school culture through the implementation of Positive Behavioral Interventions and Supports (PBIS), social-emotional learning (SEL) supports, attendance interventions, and tiered systems of support for students. Professional development, training opportunities, and contracting with consultants will be provided to support schoolwide PBIS implementation, SEL strategies, attendance supports, restorative practices, and identified student needs based on local and Dashboard data. Victoria Elementary will provide SEL paraeducators support to assist with Tier II student behaviors, social-emotional needs, conflict resolution, playground supports, and Check-In/Check-Out systems for students needing additional behavioral and attendance interventions. Additonally, restorative circles and restorative conversations will be part of our SEL supports. Supplemental SEL resources, materials, incentives, and student engagement activities will continue supporting positive student behavior, attendance, and school connectedness. The school will continue providing extracurricular and enrichment opportunities, including student leadership opportunities, clubs such as, run club, cheer, visual and performing arts, student recognition activities, and expanded learning opportunities offered during, before, and after school to strengthen student engagement and connection to school. Attendance interventions, attendance incentives, family communication/outreach, and early	All Students	7150 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) materials, supplies, incentives, rewards, repro, books 35,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) compensate paraeducator personnel 3,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) SEL, PBIS supplies and materials, including Professional Development and trainings for school-wide initiatives. 8000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Compensate teachers and staff at the hourly rate for extracurricular clubs and activities outside of contract hours. Compensate leadership team and webmaster with an annual stipend.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	intervention systems will continue to support reducing chronic absenteeism, particularly for student groups identified in the Red, Orange, and Yellow performance levels, including Students with Disabilities, English Learners, students experiencing homelessness, Hispanic students, and Socioeconomically Disadvantaged students. The effectiveness of these supports will be measured through CA Dashboard indicators, attendance and chronic absenteeism data, SWIS data, PBIS Tiered Fidelity Inventory (TFI), local surveys, Kelvin data, suspension data, and student engagement data.		
1.2	Activity 1.2 Provide collaborative parent and community partnerships (family engagement/outreach) Victoria Elementary administration and staff will continue building collaborative parent, family, and community partnerships through family engagement opportunities that strengthen school connectedness, student achievement, attendance, and positive school culture. Family engagement activities will include literacy, mathematics, STEAM, AVID, attendance awareness, and college and career readiness events designed to strengthen the partnership between home and school while supporting student learning and engagement. Family events may include Family Reading/Math/STEAM Nights, One School One Book/Tigers United in Reading (TRU) activities, college and career activities, parent workshops, TK/Kindergarten orientation and enrollment support, and student performance/showcase events that encourage family participation and school connectedness. Victoria Elementary will continue hosting SSC, ELAC, Pastries with the Principal, PTO meetings, and parent meetings to review schoolwide initiatives and discuss student attendance, academic achievement, school safety, suspension data, and student supports. Parent workshops, including workshops supporting families of Students with Disabilities, English Learners, and unduplicated student groups, will continue building families' capacity to support student success academically, socially, and emotionally. The school will continue supporting communication and outreach through ParentSquare, school websites, social media, translation services, Language Line supports, flyers, family meeting materials, and outreach resources to ensure timely and meaningful communication with families. Childcare support, family meeting resources,	All Students	1000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Compensation staff at the hourly rate to support family events and parent workshops after school 1,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Materials, supplies, reprographics, parent/family center, language line 2,225 Title I Parent Involvement Non-Personnel (4000-7439) family outreach resources & materials and light Refreshments 2000 Title I Non-Personnel (4000-7439) Materials and resources including books, technology, machines and supplies for to enhance home school connection. 500 District Funded – Title III Non-Personnel (4000-7439) Materials, supplies, reprographics

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	outside printing, reprographics, and supplies/materials for family engagement activities and workshops will continue supporting increased participation and accessibility for families. Victoria Elementary will continue providing compensation for personnel supporting family engagement activities, workshops, student events, expanded learning opportunities, after-school activities, webpage/social media, and schoolwide initiatives connected to student achievement, attendance, school climate, AVID, STEAM, PBIS, and SEL supports. Compensation may include hourly pay, stipends, substitutes, collaboration time, and extended-day opportunities for certificated and classified staff supporting implementation of SPSA goals and activities. Victoria Elementary will continue strengthening partnerships with families and community volunteers by creating welcoming opportunities for parent involvement and participation on campus, including the continued development of family engagement spaces and collaborative opportunities that support positive school-home relationships. The effectiveness of this activity will be measured through participation data, family surveys, local indicators including Kelvin survey data, attendance data, suspension data, and the California School Dashboard.		
1.3	1.3 Enhanced learning through innovation STEM/STEAM and literacy initiatives. Victoria Elementary will continue providing students with engaging and enriching learning opportunities through STEAM, innovation, literacy initiatives, and expanded learning opportunities that promote student engagement, creativity, collaboration, critical thinking, and college and career readiness. Resources, materials, technology, and Library/Tinker Space supports will continue supporting hands-on learning experiences in science, technology, engineering, arts, and mathematics. Professional development and training opportunities will support teachers and staff in implementing effective instructional technology, STEAM practices, and enrichment opportunities within the classroom and intervention/enrichment programs offered during, before, and after school. Victoria Elementary will continue supporting literacy initiatives including Accelerated Reader (AR), Tigers United in Reading (TRU), library resources, and STEAM activities that strengthen student engagement, attendance, literacy development,	All Students	500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Library supplies, materials and books 7,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Compensate at the hourly rate for staff to support implementation of literacy support and STEAM enrichment initiatives.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	and school connectedness. Compensation to support the organization, maintenance, and implementation of literacy initiatives, including support for library resources, literacy activities, and student access to the Library/Tinker Space. Additional compensation and/or extended hours may be provided to staff supporting intervention, enrichment, STEAM opportunities, extracurricular activities, and expanded learning opportunities connected to these goals. Expanded learning opportunities and STEAM activities will provide students with collaborative, hands-on learning experiences that increase motivation, creativity, problem-solving skills, and participation in school, particularly for students identified with chronic absenteeism concerns and unduplicated student groups including English Learners and Students with Disabilities. Student showcases, performances, exhibitions, STEAM nights, and enrichment events will continue providing opportunities for students to demonstrate learning while increasing family participation and strengthening positive school-home connections. The effectiveness of this activity will be measured through local assessment data, student participation, attendance data, student engagement surveys, SWIS data, suspension data, chronic absenteeism data, and California School Dashboard indicators.		
1.4	1.4 AVID College/career focus. Victoria Elementary will continue implementing schoolwide AVID strategies that promote organization, academic engagement, inquiry, collaboration, critical thinking, student goal-setting, and college and career readiness for all students. Teachers will continue implementing WICOR strategies, focused note-taking, writing, inquiry, collaboration, reading strategies, and organizational systems to support student success in English Language Arts, Mathematics, and across all content areas. AVID strategies will support students in developing academic ownership, communication skills, critical thinking, and habits that promote college and career readiness. AVID materials, student agendas, classroom resources, binders, notebooks, college and career readiness activities, assemblies, field trips, motivational activities, college-themed materials, banners, and visual displays will continue supporting students' connection to college and career pathways and a positive school culture.	All Students	10000 Title I Non-Personnel (4000-7439) Teacher professional development (conferences, trainings) related to improving student academic achievement. 15,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) AVID materials and supplies to implement WICOR including AVID t-shirts. 2,500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) college fieldtrips 1,500 Title I Personnel (1000-3999)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Professional development, collaboration time, classroom observations, substitutes, conferences, release time, and training opportunities will continue supporting staff implementation of schoolwide AVID strategies. AVID lead teachers will continue supporting staff collaboration, implementation, modeling of strategies, and vertical articulation across grade levels. Compensation, including stipends/hourly pay, substitute teacher for release time for AVID lead teachers supporting AVID implementation and related activities connected to this SPSA goals. AVID supports, intervention/enrichment activities, and organizational systems will continue supporting student engagement, attendance, organization, and academic success for English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and other unduplicated student groups. Victoria Elementary will continue promoting family understanding of AVID strategies and college and career readiness through family engagement activities, AVID family nights, workshops, and schoolwide events that strengthen the connection between home, school, and student achievement. The effectiveness of this activity will be measured through student engagement data, attendance data, local assessments, classroom implementation data, AVID strategy implementation, student goal-setting/data tracking, and California School Dashboard indicators.		Cost of substitute teacher pay to enable personnel to collaborate, plan and/or be trained; and AVID teacher stipend.
1.7			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Victoria Elementary implemented schoolwide PBIS, SEL supports, attendance interventions, AVID strategies, extracurricular opportunities, family engagement activities, and expanded learning opportunities throughout the school year to support a positive school climate and student connectedness. These supports contributed to maintaining low suspension rates and increasing opportunities for student engagement and enrichment. Family events connected to student performances and activities were well attended and positively supported school-home connections. However, chronic absenteeism continues to be an area of need for several student groups, and implementation of PBIS, SEL supports, attendance interventions, and AVID strategies will continue to be strengthened to improve consistency and effectiveness schoolwide.

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

Overall, the planned strategies and activities were implemented substantially as intended. Some adjustments were made throughout the year based on student needs, staffing availability, scheduling, and participation levels. While family engagement events connected to student performances demonstrated strong participation, attendance at ELAC, SSC, Pastries with the Principal, and PTO meetings remained limited. As a result, continued efforts are needed to strengthen family outreach, communication, and participation opportunities. Budget expenditures remained aligned to the identified goal areas, including PBIS, SEL supports, attendance interventions, family engagement/outreach, AVID implementation, and extracurricular/enrichment opportunities.

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

Based on this analysis and the 2025 Dashboard and local data, Victoria Elementary will continue Goal 1 with refinements to strengthen schoolwide PBIS and SEL implementation, attendance interventions, AVID strategies, and family engagement efforts. Additional emphasis will be placed on reducing chronic absenteeism for identified student groups, increasing meaningful family participation in school meetings and workshops, and strengthening consistent implementation of tiered student supports. Expanded student engagement opportunities, attendance incentives, and targeted supports for English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and students experiencing homelessness will continue throughout the 2026–2027 school year. These updates are reflected in Goal 1 activities, actions, services, and annual measurable outcomes within the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Tiered Academic Support
All students will participate in an equitable, high-quality, standards-based instructional program that provides rigorous learning opportunities, promotes academic achievement and growth, and supports college and career readiness. Victoria Elementary

Tiered student supports will include small-group instruction, academic intervention, English language development, push-in and pull-out support services, and intervention/enrichment opportunities offered during, before, and/or after school to support English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and other students identified as needing additional academic support.

The desired outcome is to increase academic achievement in ELA and Mathematics, and accelerate English Learner progress, moving all subgroups out of the 'Yellow' performance category. Through robust Tier 1 instruction, PLCs, and targeted Tier II interventions, we will focus on closing specific proficiency gaps for Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students

Professional Learning Communities (PLCs), collaboration opportunities, instructional coaching, and professional development will support teachers and staff in analyzing student data, monitoring student progress, strengthening instructional practices, implementing targeted interventions, and refining high-quality first instruction to better meet the academic needs of all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will progress towards meeting standards in academics through tiered supports and services.

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.

Based on the 2025 California School Dashboard, the identified areas of need are English Language Arts and Mathematics.

The overall performance level for all students in both English Language Arts and Mathematics is YELLOW.

Student groups identified as continuing to perform below standard in English Language Arts include English Learners (EL), Hispanic/Latino (H/L), Socioeconomically Disadvantaged/Low Income (LI), and Students with Disabilities (SWD). Students with Disabilities demonstrated the greatest area of need in English Language Arts, performing 94.2 points below standard.

In Mathematics, student groups identified as performing below standard include English Learners (EL), Hispanic/Latino (H/L), Socioeconomically Disadvantaged/Low Income (LI), and Students with Disabilities (SWD). Students with Disabilities demonstrated the greatest area of need in Mathematics, performing 90.2 points below standard. While student groups demonstrated growth from the previous year, achievement gaps continue to exist among unduplicated student groups.

As evidenced by the California School Dashboard and local assessment data, students continue needing deliberate, targeted, and research-based instruction, intervention, and academic supports to address foundational learning gaps, strengthen academic language development, and increase overall academic achievement in English Language Arts and Mathematics.

Note:
In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	2025 CA School Dashboard ELA (distance from standard) ALL | -25.3 points below standards, an increase of 11.2 points Hispanic | -33.5 points below standard. an increase of 14 points English Learner | -31 points below standard, an increase of 17.8 points Socioeconomically Disadvantaged | -29.4 points below standard, an increase of 9.6 points	Victoria will decrease 10 points from all significant subgroups as listed below. That is 10 points distance from standard (DFS) from ELA Performance. Estimated: 2026 CA School Dashboard ELA (distance from standard) ALL | -15.3 points below standards, Hispanic | -23.5 points below standard. English Learner | -21 points below standard, Socioeconomically Disadvantaged | -19.4 points below standard,
2B Mathematics State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	2025 CA School Dashboard Distance From Standard ALL | -34 points below standard, an increase of 9.7 points Hispanic | -41.4 points below standard, an increase of 11.2 points	Victoria will decrease 10 points from all significant subgroups as listed below. That is 10 points from standard from the Math Performance as shown on the CA Dashboard. Estimated 2026 CA School Dashboard Distance From Standard

	English Learner | -28.7 points below standard, an increase of 17.6 points Socioeconomically Disadvantaged | -38.4 points below standard, an increase of 7 points	ALL | -24 points below standard, Hispanic | -31.4 points below standard, English Learner | -18.7 points below standard, Socioeconomically Disadvantaged | -28.4 points below standard,
2C California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST Grade 5 student group. Source: CDE Dataquest Reporting	Spring 2025 CAST ALL-27.9% Standard met or exceeded. 52.8 points, an increased by 6.7 points EL-30.7% -12.5 DFS Foster Youth-n/a Homeless- 0% -28.8 DFS Economically Disadvantaged- 28% SWD- 0% -33 DFS African American-0% -38.8 DFS Asian- 33.3% -4.3 DFS Hispanic- 24.3% -14.1 DFS White- 66.6% -3.3 DFS Source: CDE Dataquest, Power BI, CAASPP	Victoria will increase 10 points from all significant sub groups as listed below. That is 10 points increase from standard on the CAST as shown on the CA Dashboard. Estimated Spring 2026 CAST ALL-17.9% Standard met or exceeded. 52.8 points, EL-20.7% Foster Youth-n/a Homeless- n/a Economically Disadvantaged- 18% SWD- n/a African American n/a Asian- 23.3% Hispanic- 14.3% White- 56.6%
2D English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC). Source: California School Dashboard	2025 ELPI Indicator shows that Victoria's EL students are making progress towards English Language proficiency by 51.8% are making progress, an increase of 24.8%	Victoria will provide support to English Learners (ELs) to increase the overall percentage of ELs making progress towards proficiency on the ELPAC. Estimated 2026 CA Dashboard ELPI will increase by 10%.
2E STAR Assessment (English/Reading) Source: Internal District Reporting	STAR Reading Spring 2026 STAR ELA 2026 1st Grade – 30.5% 2nd Grade – 45.8% 3rd Grade – 24.3% 4th Grade - 37.3% 5th Grade - 40.2% Source: Local STAR Results Canva	Victoria will continue to provide instructional support in the area of ELA to help students increase their scores on the STAR assessment such as SST intervention, Benchmark Phonics, CORE 2.0, and STAR Reading. Victoria's STAR scores for all student subgroups will increase by at least 10%. STAR Reading April 2027 1st Grade – 40.5% 2nd Grade – 55.8% 3rd Grade – 34.3% 4th Grade - 47.3% 5th Grade - 50.2% Source: Local STAR Results Canva
2F STAR Assessment (Mathematics) Source: Internal District Reporting	STAR Math Spring 2026 1st Grade – 37.3% 2nd Grade – 32.9%	Victoria will continue to provide instructional support in the area of math to help students increase their

	3rd Grade – 33.4% 4th Grade – 32.9% 5th Grade – 19.8% Source: Local STAR Results Canva	scores on the STAR math assessment such as Engage New York, small group intervention, and STAR Math. Victoria's STAR scores for all student subgroups will increase by at least 10%. STAR Math Spring 2027 1st Grade – 47.3% 2nd Grade – 42.9% 3rd Grade – 43.4% 4th Grade – 42.9% 5th Grade – 29.8% Source: Local STAR Results Canva

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.1 Best first instruction Victoria Elementary will continue providing best first instruction focused on high-quality teaching practices, standards-based instruction with an emphasis on essential standards, differentiated instruction, and research-based instructional strategies that support academic achievement for all students. Supplemental instructional materials for reading/ELA and math, resources, supplies, technology, leveled books, writing resources, science materials, software subscriptions, and literacy supports including Accelerated Reader (AR) will continue supporting instruction in English Language Arts, Mathematics, writing, science, foundational literacy skills, and academic vocabulary development across content areas. Tiered instructional supports will continue providing targeted academic intervention and enrichment opportunities for students performing below grade-level standards, including English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and other unduplicated student groups. Supports may include small-group instruction, push-in intervention services, paraprofessional support, supplemental instructional personnel, foundational literacy intervention support in grades TK–3, and intervention opportunities offered during, before, and/or after school. Victoria Elementary will continue supporting teachers and staff through Professional Learning Communities (PLCs), collaboration opportunities, peer observations, data analysis, substitutes for release time, and professional development focused on strengthening best first instruction, tiered supports, foundational literacy, and student	All Students	7000 Title I Non-Personnel (4000-7439) Supplemental materials, resources, professional development, and supplies 2000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Supplies and materials 90,000 Title I Personnel (1000-3999) Compensate staff at the hourly rate including general education paras to support students not achieving grade level standards in reading/ELA and Math. 5500 Title I Personnel (1000-3999) substitute teacher release time, compensate at the hourly rate to collaborate, plan, training, data analyze 11,500 Title I Personnel (1000-3999) Compensate certificated staff at the hourly rate to support students not achieving grade level standards in reading/ELA and Math during

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	achievement in reading, writing, mathematics, and academic language development. PLC collaboration and intervention teams will continue utilizing student data and progress monitoring cycles to monitor intervention effectiveness, identify student needs, refine instructional practices, and adjust supports for students needing additional academic intervention. Compensation, substitutes, and extended-day opportunities may be provided for certificated and classified staff participating in collaboration, intervention supports, data analysis, and instructional planning connected to this SPSA goal. The effectiveness of this activity will be measured through report card data, STAR Reading and Mathematics data, intervention progress monitoring, local assessments, and California School Dashboard indicators.		and before/after school intervention support.
2.2	2.2 Professional Development Victoria Elementary will continue providing professional development opportunities that strengthen instructional practices, best first instruction, PLC collaboration, and targeted instructional strategies to support academic growth and close achievement gaps among student groups. Professional development opportunities may include instructional coaching, consultants, peer observations, classroom walkthroughs, collaboration time, data analysis, release time, conferences, and training opportunities focused on evidence-based instructional strategies in reading, writing, mathematics, English Language Development, differentiated instruction, and inclusive instructional practices for Students with Disabilities. Professional learning opportunities will continue supporting implementation of CORE, PLC at Work practices, Building Thinking Classrooms, AVID strategies, and research-based instructional practices aligned to identified student needs and Dashboard and STAR data trends. Professional Learning Communities (PLCs) will continue supporting staff collaboration through ongoing analysis of student data, monitoring of student progress, instructional planning, intervention refinement, and identification of effective teaching practices to improve student achievement outcomes. Classroom walkthroughs, peer observations, and instructional collaboration opportunities will support implementation and consistency of instructional strategies schoolwide. Compensation, substitutes, materials, reprographics, resources, and extended-day opportunities will be provided for certificated and	All students	30,000 Title I Non-Personnel (4000-7439) Professional Development trainings and conferences opportunities, consultants, supplies and materials.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	classified staff participating in professional development, collaboration, intervention planning, walkthroughs, data analysis, and instructional support activities connected to meet this SPSA goal. The effectiveness of this activity will be measured through staff participation in professional learning opportunities, implementation of instructional strategies, PLC collaboration data, walkthrough/classroom observation data, STAR data, report card data, and California School Dashboard indicators.		
2.3	2.3 Provide intervention and enrichment resources to enhance implementation of Common Core State Standards Intervention and enrichment opportunities offered during, before, and/or after school will continue supporting academic development in reading, writing, mathematics, foundational literacy, foundational math skills, and language development for English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, GATE students, and students identified as academically low performing. Supports may include tutoring, paraprofessional support, supplemental instructional personnel, targeted intervention programs, research-based instructional strategies, and enrichment opportunities that promote critical thinking, problem-solving, and academic growth. Technology, instructional materials, books, software subscriptions, devices, equipment, innovation/enrichment resources, and supplemental academic materials will continue enhancing classroom instruction, literacy initiatives, intervention programs, enrichment opportunities, and student engagement throughout the school. Progress monitoring cycles, intervention data analysis, and PLC collaboration will continue supporting identification of student needs, monitoring of intervention effectiveness, refinement of instructional supports, and adjustments to intervention and enrichment services based on student progress data. Compensation, extended-day opportunities, substitutes, and supplemental support may be provided for certificated and classified staff supporting intervention, enrichment, tutoring, instructional technology, data analysis, and supplemental academic programs connected to this SPSA goal.	All students	7,920 Title I Non-Personnel (4000-7439) Purchase technology, materials, supplies, and equipment to enhance classrooms; software license, subscriptions (such as AR, Odyssey of the Mind) 2,500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Purchase materials, supplies, books, software, and equipment to enhance the library and classrooms. 8,180 Title I Personnel (1000-3999) Extra duty pay for teachers providing before and after-school academic learning support and enrichment, such as specific intervention in math and reading including enriching opportunities CSTEM and Odyssey of the Mind.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	The effectiveness of this activity will be measured through report card data, site assessments, STAR Reading and Mathematics data, intervention progress monitoring, local assessments, and California School Dashboard indicators.		
2.4	2.4 English Learners Victoria Elementary will continue increasing educational opportunities and targeted instructional supports for English Learners through designated and integrated English Language Development (ELD), intervention and enrichment opportunities, supplemental instructional resources, academic vocabulary development, and oral language supports. English Learners will continue receiving targeted academic and language development support through intervention opportunities offered during, before, and/or after school, ELPAC preparation supports, supplemental instructional materials, Ellevation Data Software, and instructional strategies designed to strengthen reading, writing, speaking, listening, and academic language skills across all content areas. Instructional supports will continue focusing on language acquisition, academic vocabulary development, oral language practice, and access to grade-level standards and curriculum. Professional development opportunities, collaboration, and instructional support for staff will continue strengthening effective instructional practices for English Learners, academic language development, and implementation of designated and integrated ELD strategies. PLC collaboration and student data monitoring will continue supporting identification of English Learner needs, monitoring of student progress, refinement of instructional practices, and monitoring of long-term English Learner progress. Parent workshops, communication opportunities, and instructional resources will continue supporting families in understanding ELPAC expectations, language development, and strategies to support English Learners academically at home and school. Compensation, substitutes, intervention support personnel, instructional materials, extended-day opportunities, and supplemental resources may be provided for certificated and classified staff supporting English Learner intervention, enrichment, collaboration, and SPSA implementation activities.	All EL students	3000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) EL Site Representative and staff hourly compensation 2,500 District Funded – Title III Non-Personnel (4000-7439) Supplemental materials and supplies to support EL students and families outreach. 11,543 District Funded – Title III Personnel (1000-3999) hourly compensation for paraeducator and certificated staff to support across content areas including intervention/enrichment for EL. 2000 District Funded – Title III Non-Personnel (4000-7439) Ellevation Data Software, software, subcriptions, conferences

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	The effectiveness of this activity will be measured through ELPAC results, STAR Reading and Mathematics data, site assessments, report card data, local assessments, English Learner progress monitoring, and California School Dashboard indicators.		
2.9			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Victoria Elementary implemented tiered academic supports, intervention and enrichment opportunities, PLC collaboration, professional development, English Learner supports, after-school intervention, and supplemental instructional programs throughout the school year to support student learning and academic growth. Students demonstrated overall growth in both English Language Arts and Mathematics on the 2025 California School Dashboard and local assessments. Supplemental instructional materials, intervention supports, collaboration opportunities, and professional development helped strengthen classroom instruction and provide additional academic support for students needing extra assistance.

Professional Learning Communities (PLC at Work) implementation began after winter break and provided teachers with opportunities to collaborate, review student data, monitor student progress, and strengthen instructional practices and intervention supports to better meet student needs.

English Learners demonstrated strong growth in both English Language Arts and Mathematics, as well as improvement in English Learner Progress outcomes. While students demonstrated academic growth, overall student performance in English Language Arts and Mathematics remains below grade-level standards for several student groups, including English Learners, Students with Disabilities, Hispanic students, and Socioeconomically Disadvantaged students. The data shows there is still important work to continue in strengthening foundational literacy, mathematics instruction, academic language development, intervention supports, and high-quality instruction to improve outcomes for all students.

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

Overall, the planned strategies and activities were implemented largely as intended. PLC at Work implementation began after winter break and provided teachers with additional opportunities to collaborate, review student data, strengthen instructional practices, and support student learning needs. After-school intervention opportunities were also provided to support students needing additional academic assistance.

Some adjustments were made throughout the school year based on staffing, scheduling, student needs, and professional development opportunities. While students demonstrated growth in English Language Arts and Mathematics, the data shows there is still continued work needed in foundational literacy, mathematics instruction, academic language development, and targeted intervention supports for identified student groups. Budget expenditures remained aligned to instructional supports, intervention services, supplemental materials, technology, and professional development connected to this SPSA goal.

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

Based on the analysis of the 2025 California School Dashboard and local assessment data, Victoria Elementary will continue Goal 2 with refinements focused on strengthening foundational literacy, mathematics instruction, academic language development, intervention systems, and high-quality first instruction. Additional focus will continue on targeted intervention and academic supports for English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and students performing below grade-level standards.

Victoria Elementary will continue strengthening PLC collaboration, progress monitoring practices, data analysis, and professional learning opportunities to support effective instructional practices and student achievement. Continued emphasis will also be placed on intervention and enrichment opportunities offered during, before, and/or after school to support student learning and academic growth. We will continue with our school-wide AVID and PBIS initiatives as our framework along with PLC at Work.

These updates and refinements are reflected throughout Goal 2 activities, strategies, services, and annual measurable outcomes within the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$280,018.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$173,600.00
Title I Parent Involvement	$2,225.00

Subtotal of additional federal funds included for this school: $175,825.00

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

State or Local Programs	Allocation ($)
District Funded – Title III	$16,543.00
LCAP - Supplemental & Concentration Grant (LCAP)	$87,650.00

Subtotal of state or local funds included for this school: $104,193.00

Total of federal, state, and/or local funds for this school: $280,018.00

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 – Title III	16,543.00
LCAP - Supplemental & Concentration Grant (LCAP)	87,650.00
Title I	173,600.00
Title I Parent Involvement	2,225.00

Expenditures by Budget Reference

Budget Reference	Amount
Non-Personnel (4000-7439)	97,795.00
Personnel (1000-3999)	182,223.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Non-Personnel (4000-7439)	District Funded – Title III	5,000.00
Personnel (1000-3999)	District Funded – Title III	11,543.00
Non-Personnel (4000-7439)	LCAP - Supplemental & Concentration Grant (LCAP)	33,650.00
Personnel (1000-3999)	LCAP - Supplemental & Concentration Grant (LCAP)	54,000.00
Non-Personnel (4000-7439)	Title I	56,920.00
Personnel (1000-3999)	Title I	116,680.00
Non-Personnel (4000-7439)	Title I Parent Involvement	2,225.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	96,375.00
Goal 2	183,643.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Estella Patel	Principal
Robin O'Brine	Classroom Teacher
Nancy Marin	Other School Staff
Miranda Breyer	Classroom Teacher
Jesse Villarreal	Other School Staff
Rose Hart	Parent or Community Member
Cindy Ramirez	Parent or Community Member
Brenda Ramirez	Parent or Community Member
Nancy Cabrera	Parent or Community Member
Marilyn Contreras	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 20 , 2025.

Attested:

	Principal, Estella Patel on May 20, 2026
	SSC Chairperson, Robin O'Brine on May 20, 2026

School Year: **2026-27**



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Beattie Middle School	36-67843-0102558	May 27, 2026	July 21, 2026

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Beattie Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

  Beattie Middle School is designated as a Title 1 school operating as a Title 1 schoolwide program.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page 1
Table of Contents 3
Plan Description 4
Educational Partner Involvement 4
Comprehensive Needs Assessment Components 4
    California School Dashboard (Dashboard) Indicators 4
    Other Needs 5
School and Student Performance Data 6
    Student Enrollment 6
    CAASPP Results 8
    ELPAC Results 12
    Student Population 15
    Overall Performance 17
    Academic Performance 19
    Academic Engagement 26
    Conditions & Climate 28
Goals, Strategies, & Proposed Expenditures 30
    Goal 1 30
    Goal 2 39
Budget Summary 46
    Budget Summary 46
    Other Federal, State, and Local Funds 46
Budgeted Funds and Expenditures in this Plan 47
    Funds Budgeted to the School by Funding Source 47
    Expenditures by Funding Source 47
    Expenditures by Budget Reference 47
    Expenditures by Budget Reference and Funding Source 47
    Expenditures by Goal 47
School Site Council Membership 48
Recommendations and Assurances 49

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Beattie Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Beattie Middle School is designated as a Title 1 school operating as a Title 1 schoolwide program.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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). 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.

Educational Partner Involvement

How, when, and with whom did Beattie Middle School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Stakeholders were involved in the development of the SPSA during School Site Council meetings, ELAC meetings, PTSA meetings, Leadership Team meetings and at Department/Grade level meetings. Each year the School Site Council meets 4-5 times to review and discuss site goals, curriculum updates and budget items as they pertain to curriculum initiatives . The PTSA meets monthly where they are kept informed of school activities, district goals/initiatives, and other pertinent information. Our ELAC parents meet every other month starting in September where site goals, curriculum updates, and budgets items as they pertain to curriculum needs and initiatives. The Leadership Team meets monthly starting in August to review data and discuss school wide goals and grade level/department meetings meet monthly as well.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

English Language Arts: Performance for Hispanic students and Students with Disabilities remains in Orange. While "All Students" improved to Yellow, these groups require targeted intervention.

Mathematics: The overall status for Beattie remains Orange, performing 52.5 points below standard. Student groups in Orange include African American, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities. Long-Term English Learners (LTELs) are also in Orange.

Chronic Absenteeism: This indicator is in the Orange category with a 16.2% rate. Critical concern exists for Homeless students, LTELs, and Students with Disabilities, who are all in the Red category. Other groups in Orange include African American, English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged, and White students.

Suspension Rate: While the overall school rate is Green (1.3%), African American and Homeless students are in the Orange category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

For the 2025 California School Dashboard, Beattie Middle School's student groups performed as follows:

Suspension Rate Gap: A two-level performance gap exists for African American students and Homeless Youth. Both groups are in the Orange category, while the "All Student" group is in the Green category.

Chronic Absenteeism Gap: A one-level gap exists between the "All Student" status (Orange) and the Red status of Homeless Youth, Long-Term English Learners, and Students with Disabilities. These groups show the highest need for attendance intervention.

English Language Arts Gap: Although the schoolwide performance is Yellow, Students with Disabilities and Hispanic students are performing one level below at the Orange level.

Mathematics Gap: While the schoolwide status is Orange, Students with Disabilities are performing significantly further from the standard (144.5 points below) compared to the school average (52.5 points below), representing a substantial internal achievement gap.

English Learner Progress: There are no performance gaps in this area. Both English Learners and Long-Term English Learners achieved a Blue status, which is the highest performance level, with 73.7% of students making progress toward English proficiency.

Other Needs

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

To support our district’s unduplicated count (Homeless, foster, low-income & EL) population, some schools, including ours, offer after school programming named “Exploration Experience”. This is the merged programs of Expanded Learning Opportunity Program (ELOP) and After School Education and Safety (ASES). This opportunity allows a safe learning environment after school where students can experience an increased sense of belonging as students connect with their peers and additional program staff in positive ways after school. This opportunity also contributes to areas of high academic achievement by offering homework & academic support.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Beattie Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.18%	%	0.10%	2		1
African American	6.41%	5.50%	5.57%	71	59	58
Asian	9.30%	8.96%	7.88%	103	96	82
Filipino	1.62%	2.71%	2.40%	18	29	25
Hispanic/Latino	58.94%	59.24%	61.29%	653	635	638
Pacific Islander	0.09%	0.47%	0.29%	1	5	3
White	18.68%	17.72%	12.78%	207	190	133
Two or More Races	4.60%	4.57%	4.61%	51	49	48
Not Reported	0.18%	0.84%	5.09%		9	53
			Total Enrollment	1108	1072	1041

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	354	326	336
Grade 7	386	361	348
Grade 8	368	384	357
Total Enrollment	1,108	1071	1,041

Conclusions based on this data:

1. Enrollment by student group has remained relatively stable however enrollment continues to slightly decline. Beattie's Hispanic student population has increased slightly each year, while the white and asian population have slightly declined. It will be important to monitor data (academic, attendance, suspension) for our student groups to ensure we are serving all of the students enrolled at Beattie equitably.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	92	74	60	8.3%	6.9%	5.8%
Fluent English Proficient (FEP)	172	168	161	15.5%	15.7%	15.5%

Conclusions based on this data:

1. Beattie's English Learner population has shown a notable decrease, moving from a stable 8.3% in the previous two years to 6.9% (74 students) in the 2024-25 school year. Despite this decline in total numbers, English Learner students continue to be served by a full-time EL teacher and a full-time EL paraprofessional. Our students participate in ELD instruction throughout their school day in their ELD lab class as well as in their core classes. EL students are also clustered in English classes to allow for targeted support as well as push-in support from our EL paraprofessional.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	345	348	322	341	345	318	341	345	318	98.8	99.1	98.8
Grade 7	361	384	355	359	375	353	359	375	353	99.4	97.7	99.4
Grade 8	372	364	379	367	354	374	367	354	374	98.7	97.3	98.7
All Grades	1078	1096	1056	1067	1074	1045	1067	1074	1045	99.0	98	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2520.	2514.	2517.	18.77	16.52	13.52	29.91	26.67	32.08	26.10	28.70	29.25	25.22	28.12	25.16
Grade 7	2539.	2549.	2539.	15.04	16.53	15.01	35.10	35.73	31.44	21.17	22.40	24.36	28.69	25.33	29.18
Grade 8	2554.	2552.	2564.	14.71	12.71	18.18	32.43	32.49	30.21	26.16	29.66	26.47	26.70	25.14	25.13
All Grades	N/A	N/A	N/A	16.12	15.27	15.69	32.52	31.75	31.20	24.46	26.82	26.60	26.90	26.16	26.51

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	16.72	15.07	14.47	53.08	54.20	56.60	30.21	30.72	28.93
Grade 7	14.21	20.00	15.01	60.45	59.47	64.02	25.35	20.53	20.96
Grade 8	18.26	14.41	20.86	55.86	57.91	52.67	25.89	27.68	26.47
All Grades	16.40	16.57	16.94	56.51	57.26	57.70	27.09	26.16	25.36

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	15.84	17.10	12.58	58.65	54.49	59.12	25.51	28.41	28.30
Grade 7	24.23	22.13	20.40	49.58	52.80	53.54	26.18	25.07	26.06
Grade 8	14.44	18.36	17.91	60.22	55.37	53.74	25.34	26.27	28.34
All Grades	18.18	19.27	17.13	56.14	54.19	55.31	25.68	26.54	27.56

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	13.78	8.99	11.95	74.49	77.97	76.42	11.73	13.04	11.64
Grade 7	12.53	9.60	12.75	72.42	78.13	70.82	15.04	12.27	16.43
Grade 8	15.53	13.28	16.31	72.48	74.86	70.59	11.99	11.86	13.10
All Grades	13.96	10.61	13.78	73.10	77.00	72.44	12.93	12.38	13.78

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	17.30	15.36	15.72	65.69	63.48	67.92	17.01	21.16	16.35
Grade 7	16.16	20.53	16.15	64.90	62.40	64.02	18.94	17.07	19.83
Grade 8	19.07	17.23	21.39	62.67	68.36	65.24	18.26	14.41	13.37
All Grades	17.53	17.78	17.89	64.39	64.71	65.65	18.09	17.50	16.46

Conclusions based on this data:

1. English Language Arts data suggests that we have large groups of students across all domains who are scoring in the at or near standard performance band (ranging from 55% to 72%). We will continue to identify best practices and strategies to help students achieve at more rigorous levels to move them into the above standard performance band. Our staff has selected targeted groups of students to work with and will continue to focus on best instructional practices, targeted reteaching, and Tier 1 classroom supports.
2. When looking at students performing above standard, the Reading, Listening, and Research/Inquiry domains showed slight increases over the last year, while the Writing domain showed a decline (dropping to 17.13%). It will be important for Beattie teachers to address this by ensuring we are offering rigorous, differentiated instruction with multiple writing strategies across all content areas.
3. The Writing Claim currently has the largest percentage of students scoring below standard at 27.56%, which is a steady increase from previous years. It will be important for all teachers at Beattie to focus on being writing teachers by providing cross-curricular writing instruction and embedding academic vocabulary and text annotation strategies into their lessons. We will also examine our reading practices to continue lowering the percentage of students scoring below standard in that domain.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	345	348	322	337	347	318	337	347	318	97.7	99.7	98.8
Grade 7	361	384	355	356	376	352	356	376	352	98.6	97.9	99.2
Grade 8	372	364	379	368	356	371	368	356	371	98.9	97.8	97.9
All Grades	1078	1096	1056	1061	1079	1041	1061	1079	1041	98.4	98.4	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2508.	2498.	2506.	16.32	15.56	16.35	22.26	17.29	22.33	26.11	27.38	27.36	35.31	39.77	33.96
Grade 7	2510.	2517.	2510.	13.76	15.96	15.63	16.29	18.88	16.48	27.53	26.06	26.70	42.42	39.10	41.19
Grade 8	2531.	2525.	2522.	18.21	13.76	19.68	15.22	15.45	14.29	26.36	28.93	18.87	40.22	41.85	47.17
Grade 11															
All Grades	N/A	N/A	N/A	16.12	15.11	17.29	17.81	17.24	17.48	26.67	27.43	24.11	39.40	40.22	41.11

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	17.51	14.41	17.92	46.29	44.09	43.71	36.20	41.50	38.36
Grade 7	14.33	16.49	13.07	41.57	43.88	44.32	44.10	39.63	42.61
Grade 8	16.30	13.76	16.98	50.27	51.12	40.97	33.42	35.11	42.05
Grade 11									
All Grades	16.02	14.92	15.95	46.09	46.34	42.94	37.89	38.74	41.11

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	11.87	9.51	10.38	52.82	51.01	53.14	35.31	39.48	36.48
Grade 7	13.76	14.63	13.64	53.65	56.12	54.26	32.58	29.26	32.10
Grade 8	15.76	10.67	16.98	51.63	60.67	45.01	32.61	28.65	38.01
All Grades	13.85	11.68	13.83	52.69	55.98	50.62	33.46	32.34	35.54

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	16.02	12.68	13.84	60.83	63.11	61.95	23.15	24.21	24.21
Grade 7	12.08	13.30	11.36	60.67	62.77	57.67	27.25	23.94	30.97
Grade 8	12.50	10.11	14.29	59.24	66.01	53.64	28.26	23.88	32.08
All Grades	13.48	12.05	13.16	60.23	63.95	57.54	26.30	24.00	29.30

Conclusions based on this data:

1. Mathematics data indicates that a significant percentage of Beattie Middle School students are performing below standard. The Concepts and Procedures claim has the highest percentage of students scoring below standard at 41.11%, which is an increase from the previous year. It is critical that our math department continues to identify best practices to build foundational math skills and conceptual understanding.
2. In the Problem Solving and Modeling/Data Analysis Claim, 35.54% of all students scored below standard. To enhance development in this area, teachers will need to implement targeted instructional strategies to ensure students build stronger real-world problem-solving skills.
3. The Communicating Reasoning claim showed a decline in students performing at or near standard, dropping to 57.54%, while the below standard group increased to 29.30%. We will need to focus on providing students with more opportunities to explain their mathematical thinking and justify their conclusions in class.

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
6	1537.6	1552.4	1532.8	1549.8	1565.8	1545.6	1525.0	1538.5	1519.5	20	30	25
7	1557.9	1545.5	1570.9	1562.5	1557.9	1593.9	1552.7	1532.7	1547.3	26	23	18
8	1593.0	1561.1	1542.0	1619.1	1570.5	1560.3	1566.5	1551.1	1523.3	24	18	21
All Grades										70	71	64

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	20.00	46.67	44.00	50.00	23.33	16.00	20.00	20.00	24.00	10.00	10.00	16.00	20	30	25
7	38.46	30.43	66.67	34.62	34.78	11.11	19.23	21.74	16.67	7.69	13.04	5.56	26	23	18
8	50.00	22.22	38.10	29.17	44.44	14.29	20.83	22.22	23.81	0.00	11.11	23.81	24	18	21
All Grades	37.14	35.21	48.44	37.14	32.39	14.06	20.00	21.13	21.88	5.71	11.27	15.63	70	71	64

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	60.00	63.33	56.00	30.00	23.33	24.00	5.00	3.33	4.00	5.00	10.00	16.00	20	30	25
7	50.00	60.87	77.78	38.46	21.74	11.11	3.85	13.04	5.56	7.69	4.35	5.56	26	23	18
8	58.33	44.44	52.38	33.33	44.44	23.81	0.00	0.00	4.76	8.33	11.11	19.05	24	18	21
All Grades	55.71	57.75	60.94	34.29	28.17	20.31	2.86	5.63	4.69	7.14	8.45	14.06	70	71	64

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	15.00	10.00	8.00	25.00	36.67	24.00	25.00	33.33	20.00	35.00	20.00	48.00	20	30	25
7	7.69	13.04	16.67	42.31	26.09	44.44	38.46	21.74	16.67	11.54	39.13	22.22	26	23	18
8	20.83	16.67	4.76	33.33	27.78	23.81	37.50	33.33	19.05	8.33	22.22	52.38	24	18	21
All Grades	14.29	12.68	9.38	34.29	30.99	29.69	34.29	29.58	18.75	17.14	26.76	42.19	70	71	64

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	20.00	43.33	28.00	70.00	46.67	52.00	10.00	10.00	20.00	20	30	25
7	3.85	13.04	22.22	76.92	69.57	66.67	19.23	17.39	11.11	26	23	18
8	45.83	16.67	23.81	50.00	55.56	57.14	4.17	27.78	19.05	24	18	21
All Grades	22.86	26.76	25.00	65.71	56.34	57.81	11.43	16.90	17.19	70	71	64

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	85.00	76.67	80.00	10.00	13.33	4.00	5.00	10.00	16.00	20	30	25
7	84.62	86.96	88.89	11.54	8.70	5.56	3.85	4.35	5.56	26	23	18
8	87.50	88.89	71.43	4.17	0.00	9.52	8.33	11.11	19.05	24	18	21
All Grades	85.71	83.10	79.69	8.57	8.45	6.25	5.71	8.45	14.06	70	71	64

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	10.00	13.33	12.00	35.00	50.00	20.00	55.00	36.67	68.00	20	30	25
7	15.38	13.04	11.11	53.85	47.83	50.00	30.77	39.13	38.89	26	23	18
8	25.00	22.22	14.29	33.33	38.89	23.81	41.67	38.89	61.90	24	18	21
All Grades	17.14	15.49	12.50	41.43	46.48	29.69	41.43	38.03	57.81	70	71	64

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	35.00	20.00	28.00	35.00	66.67	56.00	30.00	13.33	16.00	20	30	25
7	30.77	13.04	33.33	61.54	69.57	55.56	7.69	17.39	11.11	26	23	18
8	12.50	11.11	4.76	87.50	77.78	71.43	0.00	11.11	23.81	24	18	21
All Grades	25.71	15.49	21.88	62.86	70.42	60.94	11.43	14.08	17.19	70	71	64

Conclusions based on this data:

1. Beattie has a large percentage of students scoring at level 4 on the oral language portion of the ELPAC (6th grade = 80.00%, 7th grade = 88.89%, 8th grade = 71.43%). While most of our students are scoring a level 3 or 4, we have a percentage of students scoring at level 1 (6th grade = 16.00%, 7th grade = 5.56%, 8th grade = 19.05%). It will be important for our staff to know these level 1 and 2 students by name and support them through appropriate academic vocabulary strategies in all classes.
2. Beattie students scoring at the beginning phase of the Reading domain continues to be a significant challenge, with percentages increasing this year (6th grade = 68.00%, 7th grade = 38.89%, 8th grade = 61.90%). It will be critical for Beattie staff to support our multilingual students with targeted reading strategies across all content areas, focusing on reading fluency, reading practice, and providing accessible books at independent reading levels.
3. A large percentage of our multilingual students are scoring in the somewhat/moderately developed category for the Writing domain (6th grade = 56.00%, 7th grade = 55.56%, 8th grade = 71.43%). It will be important for Beattie staff to support our multilingual students with their writing skills across the curriculum in all content area classrooms.

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**
1072	**63.6%**	**6.9%**	**0.7%**
Total Number of Students enrolled in Beattie Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	74	6.9%
Foster Youth	7	0.7%
Homeless	89	8.3%
Socioeconomically Disadvantaged	682	63.6%
Students with Disabilities	150	14%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	59	5.5%
American Indian	0	0.0%
Asian	96	9%
Filipino	29	2.7%
Hispanic	635	59.2%
Two or More Races	49	4.6%
Pacific Islander	5	0.5%
White	190	17.7%

Conclusions based on this data:

1. With 63.6% of Beattie Middle School students identified as Socioeconomically Disadvantaged, it is essential for teachers to best meet their needs by prioritizing building relationships and understanding their students, with a strong emphasis on Social Emotional Learning to support this effort.
2. At Beattie Middle School, 14% of students have disabilities. It is essential for teachers to identify these students and implement differentiated instruction to effectively support their unique needs in the classroom.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Chronic Absenteeism**  Orange	**Suspension Rate**  Green
Mathematics  Orange		
English Learner Progress  Blue		

Conclusions based on this data:

1. Data from the 2025 California Dashboard indicates the following:

   Chronic Absenteeism Indicator - With our overall performance in the Orange tier, students who are chronically absent need to be a continued focus. Attention to ensuring that students and families know we are monitoring attendance and that attendance directly correlates with academic performance will be critical.

Suspension Rate Indicator - Our overall suspension rate is in the Green tier, which is a good level; however, suspensions for our African American student group is data that needs to be addressed as their suspension rate is higher than the other groups.

English Language Arts Indicator - ELA performance improved to the Yellow tier, however a large percentage of our students still fall in the at or near standard performance band. It will be important to ensure we focus on standards and rigorous instruction to increase student achievement.

Mathematics Indicator - Math performance is in the Orange tier with a large percentage of our student population falling in the at or nearly met performance band. It will be important to ensure we focus on teaching the standards at a scaffolded, rigorous level in order to increase student achievement.

English Learner Progress Indicator - Our English Learner Progress reached the Blue tier, highlighting the success of our language acquisition supports.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	2	5	2	1

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
 Yellow	 Yellow	 Yellow
6.5 points below standard	38.6 points below standard	66 points below standard
Increased 4 points	Increased 25.7 points	Increased 29.8 points
1012 Students	123 Students	52 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Yellow	 Yellow
Fewer than 11 students - No Data for Privacy	18.6 points below standard	22.7 points below standard
5 Students	Increased 8.3 points	Increased 3 points
	88 Students	688 Students

Students with Disabilities	African American	American Indian
 Orange	 Yellow	 No Performance Color
93.6 points below standard	21.6 points below standard	0 Students
Increased 22.3 points	Increased 12.1 points	
142 Students	56 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Orange
51.8 points above standard	71.6 points above standard	26.9 points below standard
Increased 7.4 points	Increased 9.7 points	Maintained 0.9 points
97 Students	27 Students	598 Students

Two or More Races	Pacific Islander	White
 Green	 No Performance Color	 Green
5.8 points above standard	Fewer than 11 students - No Data for Privacy	18.7 points above standard
Increased 16.5 points	5 Students	Maintained 2.9 points
42 Students		180 Students

Conclusions based on this data:

1. Data indicates that our Students with Disabilities and our English Learner student groups are achieving below standard. However, our English Learners showed a significant increase of 25.7 points this year, scoring 38.6 points below standard and reaching the Yellow tier. It will be important to continue clustering these students in small groups to ensure classroom teachers can effectively support their ongoing academic needs.
2. Data shows that our Long-Term English Learner student group is also performing below standard, scoring 66 points below standard, though they demonstrated an impressive increase of 29.8 points this year. A thorough analysis of Tier 1 instruction is needed to identify specific strategies to better support these students in the general education classroom to maintain this positive growth.
3. Overall, Beattie's student population is currently in the Yellow performance tier, scoring just 6.5 points below standard after a 4-point increase. Conversely, our White student group is performing in the Green tier at 18.7 points above standard. It will be important to devote attention to how we can ensure all student groups are receiving the rigorous, differentiated instruction needed to close these gaps and reach the Green tier.

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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	5	3	2	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Yellow	 Orange
52.5 points below standard	95 points below standard	131.9 points below standard
Maintained 0.7 points	Increased 23.5 points	Increased 14.4 points
1012 Students	126 Students	52 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Yellow	 Orange
Fewer than 11 students - No Data for Privacy	64.9 points below standard	72.5 points below standard
5 Students	Increased 10.4 points	Maintained -0.2 points
	88 Students	688 Students

Students with Disabilities	African American	American Indian
 Orange	 Orange	 No Performance Color
144.5 points below standard	88.1 points below standard	0 Students
Increased 8.9 points	Declined 21.3 points	
141 Students	56 Students	

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Orange
20.9 points above standard	28.4 points above standard	78.5 points below standard
Increased 13.4 points	Declined 6.3 points	Maintained -1.4 points
97 Students	28 Students	598 Students

Two or More Races	Pacific Islander	White
 Green	 No Performance Color	 Yellow
12.1 points below standard	Fewer than 11 students - No Data for Privacy	21.3 points below standard
Increased 30.8 points	5 Students	Declined 4.7 points
42 Students		180 Students

Conclusions based on this data:

1. Data indicates that our Students with Disabilities and Long-Term English Learner student groups are achieving at significantly low levels in mathematics, scoring 144.5 and 131.9 points below standard respectively. It is critical to ensure teachers identify these specific students and implement differentiated instruction, small group interventions, and additional targeted practice opportunities in all math classrooms to support their academic progress.
2. Data shows that our African American student group experienced a significant decline of 21.3 points, dropping to 88.1 points below standard in the Orange tier. Additionally, our Hispanic and Socioeconomically Disadvantaged student groups also maintained their status in the Orange tier. A thorough analysis of Tier 1 math instruction is needed to identify strategies to better support these students and reverse these trends in the classroom.
3. Overall, Beattie's student population is currently in the Orange performance tier, scoring 52.5 points below standard. Conversely, our Asian student group is performing in the Green tier at 20.9 points above standard. It will be important to devote attention to how we can ensure all student groups are receiving the rigorous, differentiated instruction needed to close these achievement gaps and move closer to grade-level standards.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	3	2

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Green	Yellow	No Performance Color
55.4 science points	42.2 science points	36.7 science points
Increased 4.5 points	Increased 3 points	Increased 3.4 points
362 Students	41 Students	17 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	Green	Green
Fewer than 11 students - No Data for Privacy	54.1 science points	51.3 science points
2 Students	Increased 4 points	Increased 3.1 points
	31 Students	245 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
35.3 science points	51.1 science points	0 Students
Maintained 1.1 points	Increased 6.4 points	
46 Students	16 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Green
68.7 science points	Fewer than 11 students - No Data for Privacy	50.1 science points
Increased 9.5 points	9 Students	Increased 2.5 points
34 Students		214 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
50.3 science points	Fewer than 11 students - No Data for Privacy	63.3 science points
Maintained -1.6 points	1 Student	Increased 7 points
16 Students		71 Students

Conclusions based on this data:

1. Overall science performance increased by 4.5 points, resulting in a Green performance tier for all students. Our Asian and White student groups reached the Blue tier, while our Hispanic, Homeless, and Socioeconomically Disadvantaged student groups also performed well in the Green tier. Beattie staff will continue to provide high-quality science instruction to maintain this positive growth.
2. Data indicates that our Students with Disabilities group is currently our lowest-performing subgroup, falling in the Orange performance tier at 35.3 science points. Additionally, our English Learner student group is currently in the Yellow tier. It will be critical for our staff to implement targeted science supports, differentiated instruction, and hands-on accommodations specifically designed to meet the needs of these student groups in the science classroom.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Blue	Blue
73.7 making progress.	84.4 making progress.
Number Students: 57 Students	Number Students: 32 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
7.4%	16.7%	1.9%	74.1%

Conclusions based on this data:

1. Data indicates that 74.1% of our students grew at least one ELPI Level. Furthermore, 1.9% of our students maintained at a Level 4 and 16.7% maintained at a Level 1, 2, or 3, while only 7.4% of students decreased one level
.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 Red
16.2% Chronically Absent	24.3% Chronically Absent	27.6% Chronically Absent
Increased 0.8	Declined 0.5	Increased 4.3
1118 Students	103 Students	58 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Red	 Orange
Fewer than 11 students - No Data for Privacy	20.8% Chronically Absent	19.8% Chronically Absent
8 Students	Increased 3.9	Increased 0.9
	96 Students	773 Students

Students with Disabilities	African American	American Indian
 Red	 Orange	 No Performance Color
25.2% Chronically Absent	16.9% Chronically Absent	0 Students
Increased 1.7	Increased 4.6	
159 Students	65 Students	

Asian	Filipino	Hispanic
 Yellow	 No Performance Color	 Orange
5.8% Chronically Absent	6.5% Chronically Absent	19.8% Chronically Absent
Maintained 0.1	Declined 12.6	Increased 1
104 Students	31 Students	662 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Orange
18.6% Chronically Absent	Fewer than 11 students - No Data for Privacy	9.9% Chronically Absent
Maintained 0.1	5 Students	Increased 1.8
59 Students		192 Students

Conclusions based on this data:

1. Chronic Absenteeism for our Long-Term English Learners (27.6%), Students with Disabilities (25.2%), and English Learners (24.3%) represent the student groups with the highest percentages of students chronically absent. Additionally, our Homeless student group experienced a significant increase, placing them in the Red performance tier at 20.8%. It will be important for our administration team to consistently review student attendance data and focus our specific efforts to support these student groups.
2. Beattie's overall Chronic Absenteeism rate is currently 16.2%, which reflects a slight increase of 0.8% from the previous year. It will be critical to continue developing a focused plan to identify and support students and families who are chronically absent. This work was started throughout the previous school year, but the data indicates it requires continued, targeted attention to improve our overall attendance

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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	5	3

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	 Green	 Green
1.3% suspended at least one day	1% suspended at least one day	1.7% suspended at least one day
Declined 1.7%	Declined 3.9%	Declined 5%
1132 Students	105 Students	59 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Orange	 Green
Fewer than 11 students - No Data for Privacy	2.1% suspended at least one day	1.8% suspended at least one day
8 Students	Increased 0.3%	Declined 2.1%
	97 Students	783 Students

Students with Disabilities	African American	American Indian
 Blue	 Orange	 No Performance Color
1.8% suspended at least one day	6.1% suspended at least one day	0 Students
Declined 4.7%	Increased 4.8%	
163 Students	66 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Green
0% suspended at least one day	0% suspended at least one day	1.3% suspended at least one day
Maintained 0%	Declined 4.8%	Declined 2.8%
106 Students	31 Students	669 Students

Two or More Races	Pacific Islander	White
 Green	 No Performance Color	 Blue
1.7% suspended at least one day	Fewer than 11 students - No Data for Privacy	0.5% suspended at least one day
Declined 3.8%	5 Students	Maintained 0%
59 Students		196 Students

Conclusions based on this data:

1. Our African American student group currently has the highest suspension rate at 6.1% (an increase of 4.8%), which places them in the Orange performance tier alongside our Homeless student group (2.1%). Our administration and counseling teams will work directly with these specific students to identify appropriate behavioral supports, restorative practices, and targeted social-emotional learning interventions to support this population and reduce these rates.
2. The overall suspension rate for Beattie Middle School dropped significantly to 1.3%, placing our school in the Green performance tier. The suspension rate for most of our student groups remains consistently in the Green and Blue ranges, indicating a highly positive trend in reducing suspensions across the campus. However, it is essential to sustain our efforts in implementing PBIS, restorative practices, and proactive strategies to maintain these low percentages.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Positive School Climate
Maintain and expand upon ways to provide and promote a safe, positive, and community-oriented school culture and learning environment for all students.
This will include tiered behavior intervention and supports through PBIS, social emotional learning through Character Strong and counselor workshops, 6th grade transition to middle school through the Where Everybody Belongs (WEB) program, Parent Involvement, RSCL Middle School Sports, AVID, Student Leadership (ASB), Exploratory activities (STEM, Garner Holt, Paxton Learning Labs (CRYROP), and performing arts programs.
We will actively promote attendance and reduce suspension rates with intentional, targeted interventions designed specifically to support our African American, unhoused and students with disabilities subgroups

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to school programs, activities, and tiered social-emotional and behavioral supports. These supports will foster a sense of connectedness, especially for English Learners (EL), Foster Youth (FY), African American Students, student experiencing homelessness, Low Income students (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

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.

1. The suspension rate for Beattie MS demonstrates a decrease from previous years (4.6% in 2023, 5.4% in 2024, and as of 4/17/25 it is 3%). A focus on continuing to decrease suspensions through positive behavior interventions, restorative practices and character education programs to develop a sense of student connectedness with school and community should remain a priority.

2. School attendance is a critical component of student success. Beattie's current attendance rate is 94.5% as of 5/1/24. In addition as of 4/17/25 data indicates that Beattie's chronic absenteeism rate has decreased from 19% in 2024 to 15.4% currently. It will be critical that Beattie Middle School admin, counselors and teachers work as a team to increase student attendance while decreasing chronic absenteeism.

3. To promote the focus on College and Career Readiness, Beattie MS will ensure that all students and student groups have equitable access to and success in rigorous coursework and be given the opportunities to participate in enhanced, enriched, or advanced learning opportunities. In addition, it will be a priority for Beattie to increase student participation in our AVID program across all grade levels as data demonstrates that our AVID students are earning a C- or better in both Math and English classes at a higher percentage than our general student population.

4. Beattie MS recognizes the importance of a safe school campus that meets the physical and social-emotional needs of staff and students. Therefore staff will continue to support social emotional learning for all students through character education.

5. Beattie MS recognizes the importance of parent and community involvement in the success of a students academic performance and mental health.

State Priorities:
3. Parent Involvement
5. Student Engagement
6. School Climate

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A - Attendance Rate Percentage of students who were present by student group. Source: District Analysis	Spring 2024 All -- 94.6% African American -- 96.0% LTEL-- Hispanic -- 94.0% White -- 95.2% Low Income -- 94.2% English Learner --93.6% Foster Youth --97.1% Homeless Youth --93.4% Students with Disabilities --93.2%	2025 Overall - Increase 1% to be above 95% overall African American -- 96% - increase .5% LTEL-- Hispanic -- 94.0% - increase 1% White -- 95.2% - increase .5% Low Income -- 94.2% - increase 1% English Learner --93.6% - increase 1% Foster Youth --97.1% - maintain Homeless Youth --93.4% - increase 1% Students with Disabilities --93.2% - increase 1%
1B Chronic Absenteeism Rate Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: California School Dashboard	2024 CA Dashboard ALL | 15.4% Black/African American | 12.3% Asian | 5.7 Filipino | 19% Hispanic | 18.8 % Multiple Races/Two or More | 18.5%	2025 CA Dashboard ALL | 13% - Decrease by 2.4% Black/African American | 11% - decrease by 1.3% LTEL-- Hispanic | 18% - decrease by .8% White | 17.5% - decrease by 1%

	White | 8.1% English Learner | 24.8% Homeless Youth | 17% Students with Disabilities | 23.5%	English Learner | 23.5% - decrease by 1.3% Homeless Youth | 16% -decrease by 1% Socioeconomically | 0.7% Students with Disabilities | 23% - decrease by .5%
1C Suspension Rate: Percentage of students suspended 1 or more times during the school year by student group. Source: California School Dashboard	2024 CA Dashboard ALL | 3% Black/African American | 1.3% LTEL-- Hispanic | 4.2% White | 0.5% English Learner | 4.9% Homeless Youth | 1.8% Socioeconomically Disadvantaged | 6.4% Students with Disabilities | 6.5%	2025 CA Dashboard ALL | 2% - decrease by 1% Black/African American | 1% - - decrease by 0.3% LTEL-- Hispanic | 3.2% - decrease by 1% White | 0% - - decrease by 0.5% English Learner | 3.9% - - decrease by 1% Homeless Youth | 1.0% - - decrease by 0.8% Socioeconomically Disadvantaged | 5.4% - - decrease by 1% Students with Disabilities | 5.5% - - decrease by 1%
1D School Climate Survey: Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management. Source: Local Climate Survey	March 2024 Overall Percent Favorable 58%	March 2025 Overall Percent Favorable - 58% - Increase to 65% Favorable
1E SEL/Positive Behavior Systems/Self Assessment Survey /TFI/SWIS: (describe measure used) Source: Local Survey	(SEL/PBIS/SWIS) - site to enter baseline)	Will updated once data is received

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.1 - Social Emotional Learning (SEL) - The Beattie MTSS/SEB team and counselors will coordinate and support implementation of a tiered, school-wide SEL program implemented by all staff members in support of all students. Supports for students will build competency in self-management, self-awareness, responsible decision-making, relationship skills, social awareness, and growth mindset beliefs facilitating learning communities that are safe, positive, inclusive, and welcoming. Supports for students may include tier one instruction, activities, assemblies, classroom visits, interactive lessons, small group meetings, restorative practices, and inclusive practices. Staff will participate in district/site professional learning opportunities to	All Students	1,500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Materials, supplies, and incentives. 1,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Staff will be compensated for leading various teams to address this goal.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	support SEL implementation along with inclusive practices for all students. Staff will also coordinate and work with with the RCSS team to support Tier One and Tier Two supports as well seek guidance for Tier Three supports and/or trainings to increase access to mental health supports and community resources. The development of SEL tiered supports will focus on meeting the needs of unduplicated student groups and increasing student connectedness and attendance. Specifically, administration and counseling teams will work directly with our African American students to identify appropriate behavioral supports, restorative practices, and targeted social-emotional learning interventions to reduce their disproportionate suspension rate (currently at 6.1%). Furthermore, specific attendance interventions and outreach protocols will be implemented for our Homeless students, Long-Term English Learners (LTEL), and Students with Disabilities to address their high rates of chronic absenteeism. In addition, extended learning opportunities will be offered before school school that focus on the social, emotional, and physical development of at-promise students through supplemental programs, resources, and staff This strategy will require the purchase of materials, supplies and student participation incentives/rewards as well as a staff compensation for meetings, planning and collaboration.		
1.2	1.2 - Positive Behavior Supports - Beattie will promote a positive school climate, and build a positive campus culture through the use of the Bobcat Way (Respect, Responsible and Safe), our school-wide Positive Behavior Intervention and Support Program. A positive campus climate will be promoted by encouraging positive student behaviors to increase student connectedness, improve attendance, and decrease undesired behaviors as measured by a decrease in office referrals, suspensions and expulsions. Beattie SEB and Leadership Teams will collaborate to define and create a positive system of Tier One supports including recognition such as Student of the Month, the Bobcat Way and other student incentives as well as assemblies. Staff will also collaborate to develop Tier Two behavior interventions such as student incentives, group counseling, restorative circle groups, behavior contracts, check-in/check-out protocols and additional supports as needed. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increasing student connectedness and attendance. To address specific Dashboard data, tier two behavior interventions—such as group counseling, restorative circle groups, and behavior contracts—	All students	13,370 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) materials and supplies 2,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Hourly compensation for meetings and collaboration.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	will intentionally target our African American and Homeless student groups to reduce their higher suspension rates. Additionally, attendance support protocols will specifically monitor and engage our Homeless, LTEL, and Students with Disabilities subgroups to reverse their Red and Orange chronic absenteeism performance. This strategy will require the purchase of materials, supplies, student incentives/rewards, student assemblies, motivational speakers, reward breakfasts/lunches in conjunction with CNS as well as hourly compensation for school personnel for meetings, planning and collaboration.		
1.3	1.3 - Character Education - Beattie WEB and ASB student groups will lead student-connection activities throughout the school year to foster positive campus culture and school-wide campus pride and connectedness. Beattie WEB & ASB students will attend trainings and workshops as needed to facilitate their leadership role. Effectiveness of this action will be evaluated based on increased student attendance (1A), increased participation in school activities. This strategy will require funding of trainings and workshops for students and/or teachers as well as materials, supplies and funds for busing and fieldtrips to support leadership initiatives. In addition hourly compensation as well as pay for substitutes will be provided for staff and personnel to plan, collaborate and participate in professional development.	All Students	1,500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) materials and supplies
1.4	1.4 - Parent and Community Involvement - With the RUSD 2025 vision of Equality through Equity and Strong Parent and Community partnerships, Beattie will provide online and in-person resources and meetings for parents. The school website, bulletin, the marquee, and Parent Square communication will be used for communication about events and opportunities. Site counselors will develop a "parent resource center" for onsite support for families which may include computer/internet access, resources for counseling, assistance with Aeries Parent Portal and form completion, and meetings with site counselors. Parents will be encouraged to join and participate in the PTSA, ELAC, SSC, and Site Safety Committee and will be invited to attend school site events such as Back-to-School night, parent education nights, performing arts events and AVID college fair. Effectiveness of this action/strategy will be monitored through feedback surveys. This strategy will require funding for materials, supplies and light refreshments for parent meetings and parent communication.	All Students, but principally directed toward unduplicated student groups (English Learners, Foster/Homeless, Low Income).	2,165 Title I Parent Involvement Non-Personnel (4000-7439) The purchase of snacks, and supplies for parent nights.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.5	1.5 - Parent Involvement/Translation Services. - Beattie will provide translation services using site/district staff or outside contractors including Language Line to support a wide range of communication efforts between the school and families. When needed, interpretation support or separate, small group meetings will be used to respond to parents in their home language as much as possible. The result of these actions and services will result in increased student attendance and parent participation in decision making opportunities.	Multilingual students	1,000 Title I Parent Involvement Personnel (1000-3999) Translation services
1.6	1.6 - Instructional Technology and Innovation - With support from the Instructional Technology and Accountability Department Beattie will support teachers with innovative technology and technology programs, professional development, and technology tools designed to provide students equitable access to college and career preparedness. Instructional Technology and Innovation Programs at Beattie Include: 1. STEAM and Innovation Labs/Opportunities (Garner Holt, Coding and Robotics, C-STEM, 21st century learning spaces and Computer Science/Coding electives). 2. Digital Storytelling electives. 3. ROP College and Career Exploratory 4, Classroom Innovation These opportunities provide students with engaging/interactive learning environments focused on technology and connections to future high school and career pathways. Effectiveness of this action/strategy will be measured through attendance (1A) and participation in these elective opportunities. This strategy will require funding for materials, supplies, hourly compensation and substitutes for planning, collaboration and trainings and field trips.	All Students	2,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) materials needed
1.7	1.7- AVID - With the support from the Educational Services Division, Beattie will provide continued support for the AVID (Advancement Via Individual Determination) program in order to support students in developing the skills necessary to be successful throughout their K-12 education and in college. Staff will attend professional development focused on AVID strategies and an emphasis will be placed on implementing AVID strategies schoolwide. Areas of focus will include school-wide use of an essential question, focused note taking strategies and note processing strategies. Beattie will further support staff and students through staff compensation, AVID program organizational materials and supplies, college visitation fieldtrips, college tutors, professional	All Students	14,500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) materials and supplies 1,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Hourly compensation for meetings and collaboration.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	development and additional materials for AVID-focused events. Effectiveness will be measured by an increase of "C" or better grades for AVID students. This strategy will require funding for materials, supplies, equipment, student incentives, refreshments, substitutes, field trips and trainings as well as hourly compensation for planning, collaboration and meetings.		
1.8	1.8 - Career Technical Education (CTE) - In partnership with Colton Redlands Yucaipa Regional Occupational program provides for a College and Career Teacher who teaches the Paxton Patterson Career Exploration class. There are currently five sections of this semester course available to students in the 2021-2022 school year. This class provides students with basic skills in future career opportunities such as Emergency and Fire Management, Computer Graphics and Animation, Introduction to Health Science careers, Personal Finance, Child Development, Speech Therapy, Home Maintenance, Video Production, Hospitality and Tourism Management, Introduction to Computer Science, Material Processing, Digital Manufacturing, Computer-Aided Design, Energy and Power, Flight and Drones, Introduction to Culinary Arts, and Robotics. This exploration into college and career opportunities provides students with hands on learning experiences and introduces them to courses aligned with the high school career pathways. It will be important to provide recruitment opportunities so our students are aware of the elective options available to them. Release time will be provided to ensure the ROP teacher can provide college and career focused lessons to various classes through the year. Increased access and participation in engaging elective opportunities will help improve student engagement and provide a sense of belonging and connectedness which will lead to an increase in student attendance.	All students, but princpally directed toward unduplicated student groups (English Learners, Foster/Homeless, Low Income)	500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) materials and supplies
1.9	1.9 - Visual and Performing Arts (VAPA) - With the support of RUSD Educational Services, Beattie will provide expanded course access for all students. Beattie will look for ways to support staff in offering clubs, enrichment activities at lunch or outside of the school day in order to provide opportunities for all students to engage in VAPA enrichment. Zero period PE is offered to allow for students to take two elective courses during the school day, thus, providing great opportunities for all students to participate in multiple electives. VAPA enrichment field trips, as well as transportation for RUSD performances and	All students, but principally directed toward unduplicated student groups (English Learners, Foster, Homeless, Low Income)	20,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) materials and supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	festivals will be supported, and site-level shows and concerts will be emphasized throughout the year. Connection activities between middle school and feeder elementary schools will also be explored and encouraged to provide recruitment opportunities for all students. Increased participation and access to VAPA programs helps improve school engagement and provides a sense of belonging for foster youth, low-income students, and English Learners which will lead to an increase in student attendance as well as increased participation in elective enrollment. This strategy will require funding for materials, supplies, equipment, uniforms and instructional resources and materials as well as hourly personnel to support our VAPA programs.		
1.10	1.10 - Redlands Connection League (RSCL) - With the support of RUSD Student Services Department, Beattie will provide a middle school sports program - RSCL. The programs consists of four sports: volleyball, soccer, basketball, and softball. The RSCL program focuses on character building by fostering a sense of connectedness encouraging school pride and uplifting school culture. The RSCL teams compete against the other three middle schools in RUSD fostering sportsmanship, teamwork, cooperation and and opportunity for students to participate in athletic activities connected to their school. In addition to the RSCL program, Beattie will also implement intramural lunch time sports run by teachers. Intramural sports will further engage students in athletic experiences and improve school connectedness. The RSCL and Intramural programs at Beattie will be supported through equipment, uniforms, awards, recognition and banners as well as substitute coverage for coaches and compensation. These opportunities for students will foster an increased sense of connectedness leading to increased attendance (1A) for unduplicated student groups in the RSCL program. This strategy will require funding for RSCL and Intramural programs through equipment, uniforms, awards, recognition and incentives, team banners as well as compensation for coaches and support personnel and substitute coverage for coaches and custodians.	All students, but principally directed toward unduplicated student groups (English Learners, Foster, Homeless, Low Income)	2,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) materials and supplies 1,500 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Staff to run the programs during non contractual time.

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Beattie staff made great strides with our implementation of Goal 1 strategies. Our counselors implemented small group support sessions for our students in the areas of SEL, Academics and Attendance allowing our students to self identify their needs as well as using data to select students for these extra supports. Our PBIS team also worked diligently to create common school lessons at the beginning of the year that were delivered by all teachers. Our student store continues to grow, offering students incentives to support positive behaviors in the classroom as well as on campus. Our AVID students also took various field trips at all grade levels with our 6th graders attending a leadership camp as well as field trips to Cal State San Bernardino and Valley College, our 7th Graders road the metrolink to Cal State Los Angeles and visited University California Riverside and our 8th graders visited CBU, UCR and Crafton Hills College and also participated in the all night AVID field trip at Knotts Berry Farm. Our VAPA program continues to excel with our choir teacher working to expand our numbers which have increased across the board in our Choir, Band and Theater classes. Our RSCL sports teams have focused on including students who need a school connection and are looking to continue that targeted focus next year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There have not been any major differences between our School Site Council's intended implementation of Goal 1 strategies and our expenditures. Some unspent money was shifted to strategy 1.2 in order to support the purchase of additional student store items for student incentives, but the move was minimal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

School Site Council's recommendations for the 2026-2027 SPSA will be for funding for the strategies under Goal 1 to remain consistent with the funds allocated and spent this year. School Site Council did make recommendations in order to support the funds allocated for Parent & Community Involvement by suggesting topics for parent nights as well as staggering the times when parent nights are offered to allow different parent groups to attend during AM/PM sessions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Tiered Academic Support
All students will be provided with a high quality, standards-based, rigorous instructional program utilizing tiered supports in all core subjects as well as exploratory courses to ensure that all students achieve at high levels.
Ensure all students meet or exceed state academic standards by providing a rigorous, high-quality core instructional program supplemented by data-driven, tiered academic supports. We will focus on accelerating learning, closing achievement gaps, and promoting multi-literacy, relying on targeted personnel and extended opportunities designed specifically for our Multilingual learners, African American students, Students with Disabilities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will progress towards meeting standards in academics through tiered supports and services.

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.

Beattie's 23-24 CAASPP data revealed that 47.02% of students met or exceeded ELA standards which was a decrease from 22-23 which was 49%. With regard to Math, 23-24 CAASPP data demonstrated that 37.13% of students met or exceeded math standards which was a increase from 34% from the 22-23 school year.

Current STAR data from 24-25 assessments reveal that 46% of our students are at or above grade level with their reading proficiency compared to 48% at this time in 23-24. With regard to math, current STAR data from 24-25 assessments indicate that 32.9% of our students are scoring at or above grade level compared to 31.1% at this time in 23-24. Current RUSD Benchmark data indicates that 58% of our 6th graders, 46% of our 7th graders, and 67% of our 8th graders are scoring at or above grade-level standards in English Language Arts. This Benchmark data indicates an increase from 57% to 58% in 6th grade. However, 7th and 8th grade declined from 23-24 (7th grade down from 54% and 8th grade down from 76%). With regard to math, 60% (+3% increase from 23-24) of our 6th graders, 43% (-16% decrease from 23-24) of our 7th graders, and 26% (+2% increase) of our 8th graders are scoring at or above grade-level standards in Math. It will be critical for Beattie staff to focus on data analysis and outcome-based teaching strategies in order to support the needs of our students. Staff will build on work during the current school year related to instructional strategies such as using Essential Questions to ensure teacher clarity, close reading of complex text, and providing specific positive praise to foster successful, supportive classroom environments.

In alignment with the RUSD Board-adopted RUSD 2025: Excellence for all vision, the strategies outlined throughout this goal specifically address the priorities of Excellence in Education and Equality through Equity. The actions and services in this goal will support staff in setting high expectations for all students, providing high-quality, standards/research-based learning opportunities for all students.

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A - ELA State Assessment Average Distance from "Standard Met" on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 6-8 by student group. Source: California Dashboard	2024 CA School Dashboard (points from standard) ALL | -10.5 Black/African American | -33.5 LTEL-- -95.9 Hispanic | -27.8 White | 13.7 English Learner | -64.3 Homeless Youth | -27 Socioeconomically Disadvantaged | -25.7 Students with Disabilities | -115.9	2025 CA School Dashboard (points from standard) ALL | - decrease by 5 points Black/African American | - decrease by 5 points LTEL-- decrease by 5 points Hispanic | - decrease by 5 points White | - increase by 2 points English Learner | - decrease by 10 points Homeless Youth | - decrease by 5 points Socioeconomically Disadvantaged - decrease by 5 points Students with Disabilities | - decrease by 10 points
2B - Math State Assessment Average Distance from "Standard Met" on Mathematics Smarter Balanced Summative Assessment for grades 3-8 and 11 by student group. Source: California Dashboard	2024 CA School Dashboard (points from standard) ALL | -66.8 Black/African American | -67 LTEL-- 146.3 Hispanic | -77.2 White | -19.5 English Learner | -118.5 Homeless Youth | -81.7 Socioeconomically Disadvantaged | -72.4 Students with Disabilities | -153.3	2025 CA School Dashboard (points from standard) ALL | -50.5 - decrease by 10 10 points Black/African American | -67 - decrease by 10 points LTEL-- decrease by 5 points Hispanic | -76.4 - decrease by 5 points White | -19.5 - decrease by 5 points English Learner | -120.1 - decrease by 10 points Homeless Youth | -81.7 - decrease by 5 points Socioeconomically Disadvantaged | -71 - decrease by 5 points Students with Disabilities | -163.7 - decrease by 10 points
2C - California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST (Grades 5, 8, 12) by student group. Source: CDE Dataquest Reporting	Spring 2024 CAST Total - 14.1% below Standard N/A	Spring 2025 CAST Total - 14.1% - Increase by 5%
2D - English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELAPC) Source: California School Dashboard	2024 CA School Dashboard 60.3%	2025 CA School Dashboard 62.3% - Increase by 2%
2E STAR Assessment (English/Reading) Source: Internal District Reporting	STAR Reading April 2024 ALL – 48.1% African American – 39.1% LTEL-- Hispanic-- 40.3% White – 60.9% EL – 10.6 % SWD – 25.6%	STAR Reading April 2025 ALL – 48.1% - increase by 2% African American – 39.1% - increase by 2% LTEL-- Hispanic – 40.3% - increase by 2% White – increase by .5% EL – increase by 2% SWD – increase by 2%

2F STAR Assessment (Mathematics) Source: Internal District Reporting	STAR Math April 2024 ALL – 30.9% African American – 26.6% LTERL-- Hispanic – 21.6% White – 47.2% EL – 3.4% SWD – 11.3%	STAR Math April 2025 ALL – increase by 5% African American – increase by 2% LTEL-- Hispanic – increase by 5% White – increase by 2% EL – increase by 5% SWD – increase by 5%
2G AVID Student Marks/ C- or better (English/Reading) in grades 4-8 Source Internal District Reporting	1st Semester 23-24 - English AVID students 89.7% Non-AVID students 81.4%	1st Semester 24-25 - English AVID students 89.7% - increase by 3% Non-AVID students 81.4%
2H AVID Student Marks/ C- or better (Mathematics) in grades 4-8 Source Internal District Reporting	1st Semester 23-24 - Math AVID students 87.4% Non-AVID students 74.3%	1st Semester 24-25 - Math AVID students 87.4% - increase by 3% Non-AVID students 74.3%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.1 - Professional Development & Teacher Collaboration to Support Implementation of State Standards - With the support of the Educational Services Division, Beattie will provide teachers with professional development opportunities focusing on resources and supports to fully implement the Common Core Standards. Professional development will include guidance on the use of grade level scope and sequence, administration and analysis of the district's formative assessments such as the STAR and benchmark assessments to find trends in learning needs of unduplicated students, research based instructional strategies, questioning strategies, AVID instructional strategies, student engagement strategies, and differentiation of the curriculum. In addition, teachers will be provided the opportunity for team/grade level collaboration as well as release time for colleague observations. Materials and supplies will be purchased to support this work and release time will be provided to support teacher collaboration, lesson planning and data review. In addition, conferences and off-site professional development will be supported based on teacher interest and the connection to district and school related goals. As a result of the implementation of the goal, students will demonstrate increased student achievement in math and English Language Arts as measured by local assessments such as STAR (2E, 2F) and CAASPP (2A, 2B). This strategy will require the purchase of materials, supplies and equipment and release time to support teacher collaboration, lesson planning, data review and school-wide planning meetings. In	All students	7,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Professional development for staff

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	addition, conferences and off-site professional development will be supported based on teacher interest and the connection to district and school related goals.		
2.2	2.2 - Tiered Academic Supports - Programs, materials and resources will be needed to incorporate differentiation and UDL into all classroom lessons. Various extended learning opportunities will be offered before school, after school and during the school day targeting students' areas of weakness, as identified by the STAR or progress report/quarterly grades. Increased academic performance as measured by individual student growth on assessments and grades will be monitored for effectiveness. Data will be monitored closely as supported by a Categorical Program Specialist. Our Categorical Program Specialist will also support the implementation of tiered/differentiated instruction in our classrooms by being available for teacher lesson/planning and collaboration as well as push-in/modeling support. In addition to tier 2, targeted supports and extended learning opportunities will be offered before school and after school that focus on the academic development of at-promise students through supplemental programs, resources, and staff. Because Dashboard data shows our African American student group experienced a significant decline of 21.3 points in Mathematics, a thorough analysis of Tier 1 math instruction will be conducted to identify and implement specific strategies to better support these students and reverse this trend. As a result of the implementation of the goal, students will demonstrate increased student achievement in math and English Language Arts as measured by local assessments such as STAR (2E, 2F) and CAASPP (2A, 2B). This strategy will require the purchase of instructional resources, materials, supplies, technology and equipment for both base and supplemental programs including CTE. Funding for a Categorical Program Specialist will also be required to support intervention for at-promise students as well as professional development for teachers and support with data analysis. In additional to a categorical program specialist, hourly compensation for current staff to support before and after school programs will also be needed.	All students not achieving grade level standards, with a specific focus on African American students	48,585 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) materials and supplies 169,395 Title I Personnel (1000-3999) categorical program specialist
2.3	2.3 - Tiered Academic Supports for Multilingual Students - Beattie staff will implement programs to support language acquisition for English Learners. Professional development will be provided to increase implementation of the ELD standards across all grade levels and content areas. English Learners will be "clustered" among designated English teachers and elective ELD instruction will	Identified Multilingual Students	33,350 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) paraprofeeisonal to support EL classes 5,000

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	be provided in our ELD Lab with ELD I, ELD II and ELD III being offered. Program effectiveness will be monitored through ELPAC/ELPI (2D) scores, STAR (2E, 2F) scores as well as reclassification rates. This strategy will require funding for materials, supplies, instructional resources, programs and equipment. In addition staff will be hired to support the ELD Lab as well as the "clustered" English classes and conference/professional development opportunities will be offered.		LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) materials and supplies 5,000 District Funded – Title III Non-Personnel (4000-7439) materials and supplies
2.4	2.4 - Targeted Special Education Supports - Professional development around inclusion/co-teaching and differentiation of instruction will be provided to special education and general education teachers. This goal will also support the implementation of inclusion classes in support of integration of Special Education students into the general education setting. In addition, hourly compensation/subs for teachers will be offered for planning and collaboration as well as hourly compensation for IEP administration. Effectiveness of this strategy will be measured by increased STAR (2E, 2F) and CAASPP (2A, 2B) scores. This strategy will require funding for materials, supplies, instructional resources and equipment as well as substitute pay and hourly compensation for planning, meetings and collaboration.	All Special Education Students	1,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) materials and supplies 2,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) staff hourly compensation
2.5	2.5 - Supplemental Online Instructional Programs - Beattie will continue to use online instructional programs to enhance and support student learning across all content areas. Online instructional programs will be purchased to foster student engagement as well as provide support intervention/support/extended learning opportunities and for extra independent practice for students. Staff will receive professional development and/or training with program implementation and how to analyze results to best support students. The online instructional programs as well as the assessment data will be monitored for effectiveness as measured by increased student achievement on local assessments such as STAR (2E, 2F). This strategy will require funding for online instructional programs, instructional materials, supplies and resources as well as equipment and technology needed for implementation.	All students, but principally directed toward unduplicated student groups (English Learner, Foster, Homeless, Low Income)	7,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) materials and supplies 5,808 Title I Non-Personnel (4000-7439) materials and supplies
2.6	2.6 - Targeted Math and Science Supports - With support from the Secondary Education Departments, teachers will receive professional development on using STEM (Science, Engineering, Technology and Math).	All students, but principally directed toward unduplicated student groups (English Learner, Foster, Homeless, Low Income),	1,500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) materials and supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	C-STEM electives (Beginning Computer Science and Advanced Computer Science) will be offered in 6th grade to provide all students access to project based learning focused on coding and robotics and to further develop their college and career competencies. To provide more intensive, targeted math instruction at the 7th and 8th-grade levels, master scheduling will be adjusted to allow for decreased math class sizes and specific math intervention elective classes. Because Students with Disabilities are our lowest-performing subgroup in Science and African American students saw a significant decline in Mathematics, these smaller class sizes and intervention blocks will provide the necessary environment for teachers to deliver targeted outreach, differentiated instruction, and hands-on instructional accommodations. Effectiveness will be monitored by an increase in student achievement on local assessments such as STAR (2E, 2F) and CAASPP (2A, 2B). This strategy will require funding for materials and supplies to support hands on lab based activities as well as materials, supplies and instructional resources that support STEM/STEAM.	African American students, and Students with Disabilities	25,497 Title I Personnel (1000-3999) staff extra periods/hourly compensation
2.7	2.7- English Learner Programs - Beattie will have a designated English Learner teacher who will teach our ELD I, II and III classes, serve as our EL Site Representative attending DELAC meetings, hold regular site ELAC meetings, provide professional development for staff regarding effective EL instructional strategies, monitor ELLevation data, and organize, monitor and facilitate ELPAC testing. Compensation for ELAC representative will be provided. Effectiveness will be monitored for an increase in reclassification rates at Beattie and a decrease in long term English Learners. This strategy will require funding for support personnel as well as materials, supplies, and instructional resources..	All Multilingual Students	1,500 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) El Rep compensation 5,545 District Funded – Title III Non-Personnel (4000-7439) ELLevation software

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Beattie staff made good strides with our implementation of Goal 2 strategies and actions. Teacher collaboration time was supported by offering our general education and special education inclusion teachers a common planning day at least once per quarter to support our implementation of inclusion. Classroom materials and supplies were purchased based on teachers' requests and a system for purchasing consumable science materials to support our teachers in implementing science labs with our newly adopted science curriculum was created. Our Title 1 money was also spent

according to plan this year with the hiring of a full-time categorical specialist who supported our work with student interventions, data analysis, and staff professional development. We were also able to offer targeted interventions in our 6th grade classrooms by utilizing our study skills elective classes and STAR data. Students were targeted and supported in both math and reading support classes based on ongoing, flexible data. Our 7th and 8th graders were also targeted using STAR and benchmark data and standards in which students were identified for intensive support in both math and English for four week intervention blocks. In addition, our 7th and 8th grade STEM/STEAM students participated in a leadership/STEM workshop at Universal Studios and a select group of students also enjoyed a field trip to the Angels STEAM Education Day.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There have not been any major differences between our School Site Council's intended implementation of Goal 2 strategies and our expenditures. There was a need to move some unspent funds to strategy 2.5 to support the work of our special education teachers in collaborating and working together as well as one teacher supporting administrative designee work with IEPs, but the movement of additional funds was minimal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

School Site Council's recommendations for the 2026-2027 SPSA will be for funding for the strategies under Goal 2 to remain consistent with the funds allocated and funded this year. School Site Council did make recommendations in order to ensure support for teacher collaboration and planning as well as release time for observation of model lessons. In addition school site council recommended tiered supports and intervention for multilingual students in the form of homework support and as well as focused efforts to support students in the constructs of their core classrooms or before and after school to provide all students the opportunity to participate in elective classes.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$382,215.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$200,700.00
Title I Parent Involvement	$3,165.00

Subtotal of additional federal funds included for this school: $203,865.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded – Title III	$10,545.00
LCAP - Supplemental & Concentration Grant (LCAP)	$167,805.00

Subtotal of state or local funds included for this school: $178,350.00

Total of federal, state, and/or local funds for this school: $382,215.00

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 – Title III	10,545.00
LCAP - Supplemental & Concentration Grant (LCAP)	167,805.00
Title I	200,700.00
Title I Parent Involvement	3,165.00

Expenditures by Budget Reference

Budget Reference	Amount
Non-Personnel (4000-7439)	136,973.00
Personnel (1000-3999)	245,242.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Non-Personnel (4000-7439)	District Funded – Title III	10,545.00
Non-Personnel (4000-7439)	LCAP - Supplemental & Concentration Grant (LCAP)	118,455.00
Personnel (1000-3999)	LCAP - Supplemental & Concentration Grant (LCAP)	49,350.00
Non-Personnel (4000-7439)	Title I	5,808.00
Personnel (1000-3999)	Title I	194,892.00
Non-Personnel (4000-7439)	Title I Parent Involvement	2,165.00
Personnel (1000-3999)	Title I Parent Involvement	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	64,035.00
Goal 2	318,180.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

4 Secondary Students

Name of Members	Role
J.J. Martinez	Principal
Shelbi Roque	Other School Staff
Emily Engle	Classroom Teacher
Curtiss Allen	Classroom Teacher
Christopher Rodriguez	Classroom Teacher
Anne Montiglio	Other School Staff
Felcia Wilkerson	Parent or Community Member
Marie McCully	Parent or Community Member
Kai Wilkerson	Secondary Student
James Knapp	Secondary Student
Laylani Lukhale	Secondary Student
Crystal Nakoud	Secondary Student
Lyla Wright	Secondary Student
Isabella Perez	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 28, 2025.

Attested:



Principal, J.J. Martinez on May 27, 2026



SSC Chairperson, Kai Wilkerson on May 27, 2026

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Clement Middle School	36-67843-6059414	May 26, 2026	July 21, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Clement Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Based on the California School Dashboard, Clement Middle School has been identified for Additional Targeted Support and Improvement (ATSI) due to the performance of specific student groups, including English Learners, Long-Term English Learners, Students with Disabilities, and Black/African American students. These groups demonstrated Red performance levels in key indicators including English Language Arts, Mathematics, Chronic Absenteeism, and Suspension Rate, with chronic absenteeism particularly impacting Black/African American and Homeless student groups.

Data indicates a need to strengthen Tier 1 instruction, increase targeted academic and behavioral supports, and improve attendance systems for disproportionately impacted student groups. In response, Clement Middle School will implement targeted supports aligned to identified areas of need. These include:

- Strengthening MTSS structures through regular data cycles utilizing Aeries Analytics to monitor attendance, behavior, and academic progress for identified student groups
- Implementation of Tier 2 and Tier 3 interventions, including targeted academic support, small group instruction, and intervention classes in ELA and Mathematics
- Continued implementation and refinement of PBIS practices to reduce suspension rates and address disproportionality through consistent implementation of PBIS practices and restorative approaches
- Focused support for English Learners and Long-Term English Learners through designated and integrated ELD strategies and progress monitoring
- Increased attendance interventions, including early identification, parent communication, and tiered supports to address chronic absenteeism

Progress will be monitored through ongoing PLC collaboration, administrative data reviews every 4–6 weeks, and evaluation of student outcomes using both local assessment data and California Dashboard indicators.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page 1
Table of Contents 3
Plan Description 4
Educational Partner Involvement 4
Comprehensive Needs Assessment Components 5
    California School Dashboard (Dashboard) Indicators 5
    Other Needs 5
School and Student Performance Data 7
    Student Enrollment 7
    CAASPP Results 10
    ELPAC Results 14
    Student Population 17
    Overall Performance 19
    Academic Performance 21
    Academic Engagement 28
    Conditions & Climate 30
Goals, Strategies, & Proposed Expenditures 32
    Goal 1 32
    Goal 2 36
Budget Summary 40
    Budget Summary 40
    Other Federal, State, and Local Funds 40
Budgeted Funds and Expenditures in this Plan 41
    Funds Budgeted to the School by Funding Source 41
    Expenditures by Funding Source 41
    Expenditures by Budget Reference 41
    Expenditures by Budget Reference and Funding Source 41
    Expenditures by Goal 41
School Site Council Membership 42
Recommendations and Assurances 43

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Clement Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Based on the California School Dashboard, Clement Middle School has been identified for Additional Targeted Support and Improvement (ATSI) due to the performance of specific student groups, including English Learners, Long-Term English Learners, Students with Disabilities, and Black/African American students. These groups demonstrated Red performance levels in key indicators including English Language Arts, Mathematics, Chronic Absenteeism, and Suspension Rate, with chronic absenteeism particularly impacting Black/African American and Homeless student groups.

Data indicates a need to strengthen Tier 1 instruction, increase targeted academic and behavioral supports, and improve attendance systems for disproportionately impacted student groups. In response, Clement Middle School will implement targeted supports aligned to identified areas of need. These include:

- Strengthening MTSS structures through regular data cycles utilizing Aeries Analytics to monitor attendance, behavior, and academic progress for identified student groups
- Implementation of Tier 2 and Tier 3 interventions, including targeted academic support, small group instruction, and intervention classes in ELA and Mathematics
- Continued implementation and refinement of PBIS practices to reduce suspension rates and address disproportionality through consistent implementation of PBIS practices and restorative approaches
- Focused support for English Learners and Long-Term English Learners through designated and integrated ELD strategies and progress monitoring
- Increased attendance interventions, including early identification, parent communication, and tiered supports to address chronic absenteeism

Progress will be monitored through ongoing PLC collaboration, administrative data reviews every 4–6 weeks, and evaluation of student outcomes using both local assessment data and California Dashboard indicators.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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). 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.

Educational Partner Involvement

How, when, and with whom did Clement Middle School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Throughout the 2025–2026 school year, Clement Middle School engaged educational partners in the development, review, and refinement of the SPSA through multiple structured opportunities. The School Site Council (SSC) met regularly to analyze student performance data, review program effectiveness, and guide the development of the 2026–2027 SPSA.

Input was gathered from a variety of educational partner groups, including teachers, staff, students, and families. Specific efforts were made to include targeted student groups identified through the California School Dashboard, including English Learners, Long-Term English Learners, Students with Disabilities, and families of students experiencing chronic absenteeism. This included participation through SSC, ELAC meetings, and schoolwide communication tools such as ParentSquare and family surveys administered during the school year.

The SPSA development process included collaborative data analysis, identification of student needs, and alignment of site priorities with district LCAP goals. Educational partner input directly informed the development of school goals, selection of evidence-based strategies, and allocation of resources, including targeted supports for academic achievement, attendance, and school climate.

Ongoing feedback and progress monitoring will continue through SSC, ELAC, and site leadership teams, with adjustments made as needed based on student outcomes and educational partner input. Documentation of this process is maintained through SSC meeting agendas and minutes.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The California School Dashboard and supporting site data identify several areas of focus for Clement Middle School. English Language Arts and Mathematics are in the Orange performance category for All Students, with students performing 14.1 points below standard in ELA and 57.5 points below standard in Mathematics.

Performance gaps are evident among specific student groups. English Learners, Long-Term English Learners, and Students with Disabilities are in the Red performance category in both ELA and Mathematics, indicating a need to strengthen access to core instruction and targeted academic supports.

Chronic absenteeism is in the Orange category overall at 22.8%, with significantly higher rates among student groups such as Homeless students (43.5%) and Black/African American students (35.6%). Suspension rates are in the Yellow category overall (6.9%), with higher rates for English Learners, Long-Term English Learners, and Students with Disabilities, indicating an opportunity to continue strengthening PBIS and restorative practices. At the same time, growth data indicates that approximately 59% of students improved their scores in both ELA and Mathematics, demonstrating a strong foundation to build upon.

These data highlight opportunities to strengthen Tier 1 instruction, expand targeted academic supports, and continue refining attendance and behavior systems to ensure equitable outcomes for all student groups.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Homeless Youth, Long-Term English Learners, and Students with Disabilities demonstrate performance that is two or more performance levels below the "All Students" group in key indicators, including Chronic Absenteeism, English Language Arts, and Mathematics.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

In addition to Dashboard data, local data sources including Kelvin student survey results and PBIS Tiered Fidelity Inventory (TFI) data identify areas of strength and opportunity.

Kelvin survey results indicate strong student perceptions of discipline (80%), physical safety (77%), and academic expectations (76%), reflecting a positive and structured learning environment. Overall favorable ratings increased to 72%, demonstrating continued growth in student experience.

At the same time, areas of opportunity include behavior supports (71%) and overall school climate and culture (67%), indicating a need to continue strengthening consistency in student experience across classrooms and settings.

PBIS Tiered Fidelity Inventory data indicates that Clement Middle School has strong systems in place across all tiers, with implementation rates of 97% for Tier 1, 100% for Tier 2, and 94% for Tier 3. These results reflect well-established systems for behavior support, intervention, and data-based decision making.

Opportunities for growth include strengthening consistency of Tier 1 acknowledgment practices across all staff and increasing staff capacity in Tier 3 supports, including function-based interventions and behavior plan development.

To address these needs, Clement Middle School will continue to refine PBIS implementation through professional development, coaching, and ongoing monitoring of implementation fidelity, while maintaining strong Tier 2 intervention systems. Additionally, expanded learning opportunities and targeted supports will continue to promote student engagement, positive behavior, and academic success.

To support our district's unduplicated count (Homeless, foster, low-income & EL) population, some schools, including ours, offer after school programming named "Exploration Experience". This is the merged programs of Expanded Learning Opportunity Program (ELOP) and After School Education and Safety (ASES). This opportunity allows a safe learning environment after school where students can experience an increased sense of belonging as students connect with their peers and additional program staff in positive ways after school. This opportunity also contributes to areas of high academic achievement by offering homework & academic support .

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Clement Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.10%	0.39%	0.39%	1	4	4
African American	6.47%	6.26%	6.59%	63	64	67
Asian	6.68%	6.55%	4.43%	65	67	45
Filipino	1.54%	1.17%	0.69%	15	12	7
Hispanic/Latino	63.21%	66.57%	68.90%	615	681	700
Pacific Islander	0.41%	0.29%	0.30%	4	3	3
White	17.16%	14.27%	11.81%	167	146	120
Two or More Races	4.11%	3.71%	2.56%	40	38	26
Not Reported	0.31%	0.78%	4.33%		8	44
			Total Enrollment	973	1023	1016

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	330		330
Grade 7	319		350
Grade 8	324		336
Total Enrollment	973		1,016

Conclusions based on this data:

1. Clement Middle School's enrollment has remained relatively stable over the past three years, with a slight increase in overall student population. The demographic composition reflects a diverse student body, with Hispanic/Latino students representing the majority and increasing from 63.21% to 66.57%. The school continues to serve a diverse population, including English Learners, Students with Disabilities, and other historically underserved student groups.

2. These trends highlight the importance of maintaining strong systems of support to meet the academic, behavioral, and social-emotional needs of all students. In particular, the increasing proportion of students from historically underserved groups reinforces the need to continue strengthening targeted supports, including English Learner services, intervention programs, and inclusive instructional practices. Clement Middle School will continue to align resources and supports to ensure equitable access to high-quality instruction and interventions, with a focus on improving outcomes for identified student groups and maintaining a positive and inclusive school environment.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	74	69	69	7.6%	6.7%	6.8%
Fluent English Proficient (FEP)	129	133	116	13.3%	13.0%	11.4%

Conclusions based on this data:

1. EL student enrollment has remained relatively stable in the past four years. In reviewing this data for Clement, we will continue our focus on supporting this student group through targeted core classes and designated support programs via our EL Program Rep. Eleven students were re-classified during the 19-20 shortened school year. Zero students were reclassified during the 20-21 school year due to Distance Learning. Fifteen students were reclassified during the 22-23 school year. Sixteen students have been reclassified during the 23-24 school year. Twenty-six students have been reclassified during the 24-25 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	329	316	344	322	307	336	322	307	336	97.9	97.2	97.7
Grade 7	332	306	322	322	296	307	322	296	307	97.0	96.7	95.3
Grade 8	349	320	315	341	309	299	341	309	299	97.7	96.6	94.9
All Grades	1010	942	981	985	912	942	985	912	942	97.5	96.8	96

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2507.	2515.	2513.	14.60	13.03	19.64	27.33	31.92	27.68	26.71	28.99	21.43	31.37	26.06	31.25
Grade 7	2522.	2540.	2512.	14.60	17.57	12.70	29.81	31.76	29.64	19.88	20.27	17.59	35.71	30.41	40.07
Grade 8	2549.	2558.	2568.	10.85	14.89	21.40	38.12	35.28	30.77	23.17	25.24	24.75	27.86	24.60	23.08
All Grades	N/A	N/A	N/A	13.30	15.13	17.94	31.88	33.00	29.30	23.25	24.89	21.23	31.57	26.97	31.53

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	13.98	12.70	19.05	50.62	55.37	50.89	35.40	31.92	30.06
Grade 7	12.42	18.58	14.98	62.42	60.81	55.70	25.16	20.61	29.32
Grade 8	14.96	17.15	23.75	57.18	60.84	51.84	27.86	22.01	24.41
All Grades	13.81	16.12	19.21	56.75	58.99	52.76	29.44	24.89	28.03

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	15.84	17.59	17.56	50.62	59.61	53.27	33.54	22.80	29.17
Grade 7	21.74	24.66	17.59	42.86	47.64	49.51	35.40	27.70	32.90
Grade 8	13.49	21.04	23.08	59.53	51.46	49.83	26.98	27.51	27.09
All Grades	16.95	21.05	19.32	51.17	52.96	50.96	31.88	25.99	29.72

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	10.87	12.70	13.39	75.16	70.68	68.45	13.98	16.61	18.15
Grade 7	11.49	11.49	10.42	69.25	72.97	68.40	19.25	15.54	21.17
Grade 8	13.20	8.74	18.73	73.31	77.02	71.57	13.49	14.24	9.70
All Grades	11.88	10.96	14.12	72.59	73.57	69.43	15.53	15.46	16.45

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	12.42	13.03	16.67	68.63	69.06	62.50	18.94	17.92	20.83
Grade 7	13.04	23.65	15.96	59.01	53.38	56.03	27.95	22.97	28.01
Grade 8	18.18	21.68	19.40	66.86	65.70	65.55	14.96	12.62	15.05
All Grades	14.62	19.41	17.30	64.87	62.83	61.36	20.51	17.76	21.34

Conclusions based on this data:

1. CAASPP results show consistent participation and stable performance in English Language Arts, with some areas of growth across grade levels. Data also indicates a continued need to reduce the percentage of students not meeting standards, particularly in Grades 6 and 7. Clement Middle School will continue to strengthen core instruction and targeted supports to improve outcomes for all students.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	329	316	344	322	309	337	322	309	337	97.9	97.8	98
Grade 7	332	306	323	324	299	312	324	299	312	97.6	97.7	96.6
Grade 8	349	320	315	341	308	307	341	308	307	97.7	96.3	97.5
All Grades	1010	942	982	987	916	956	987	916	956	97.7	97.2	97.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2484.	2490.	2486.	13.04	11.33	14.24	12.42	14.56	12.76	28.57	33.66	26.71	45.96	40.45	46.29
Grade 7	2490.	2508.	2484.	12.96	13.71	10.58	16.98	19.40	12.82	18.21	23.75	24.04	51.85	43.14	52.56
Grade 8	2531.	2530.	2547.	15.84	16.23	20.52	17.01	15.58	14.66	26.10	24.03	29.32	41.06	44.16	35.50
Grade 11															
All Grades	N/A	N/A	N/A	13.98	13.76	15.06	15.50	16.48	13.39	24.32	27.18	26.67	46.20	42.58	44.87

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	11.80	11.00	14.24	39.75	48.87	39.76	48.45	40.13	45.99
Grade 7	14.20	15.72	13.46	35.80	40.80	34.94	50.00	43.48	51.60
Grade 8	17.60	17.53	22.15	50.44	42.86	50.16	31.96	39.61	27.69
Grade 11									
All Grades	14.59	14.74	16.53	42.15	44.21	41.53	43.26	41.05	41.95

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	10.25	8.09	10.98	47.20	48.54	44.21	42.55	43.37	44.81
Grade 7	13.58	12.71	7.37	44.75	47.16	46.47	41.67	40.13	46.15
Grade 8	13.49	12.99	14.98	50.73	56.82	48.21	35.78	30.19	36.81
All Grades	12.46	11.24	11.09	47.62	50.87	46.23	39.92	37.88	42.68

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	11.18	10.68	13.35	59.01	60.84	52.52	29.81	28.48	34.12
Grade 7	11.73	13.04	8.33	58.33	60.87	57.37	29.94	26.09	34.29
Grade 8	10.85	13.31	14.01	65.98	64.61	60.26	23.17	22.08	25.73
All Grades	11.25	12.34	11.92	61.20	62.12	56.59	27.56	25.55	31.49

Conclusions based on this data:

1. CAASPP Mathematics results show strong participation and mixed performance across grade levels, with a continued need to reduce the percentage of students not meeting standards. Clement Middle School will focus on strengthening core instruction and targeted supports to improve outcomes for all students.

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
6	1542.4	1553.5	1512.3	1555.6	1561.5	1520.7	1528.7	1544.9	1503.3	19	26	27
7	1538.6	1548.1	1535.9	1556.8	1565.8	1545.8	1520.0	1529.8	1525.5	24	18	18
8	1514.5	1517.6	1535.1	1517.3	1511.9	1551.5	1511.2	1522.7	1518.3	16	20	14
All Grades										59	64	59

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	21.05	46.15	7.41	57.89	23.08	40.74	15.79	26.92	25.93	5.26	3.85	25.93	19	26	27
7	16.67	38.89	22.22	37.50	16.67	33.33	33.33	27.78	27.78	12.50	16.67	16.67	24	18	18
8	12.50	15.00	7.14	25.00	20.00	50.00	25.00	35.00	21.43	37.50	30.00	21.43	16	20	14
All Grades	16.95	34.38	11.86	40.68	20.31	40.68	25.42	29.69	25.42	16.95	15.63	22.03	59	64	59

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	78.95	57.69	40.74	15.79	30.77	22.22	0.00	7.69	22.22	5.26	3.85	14.81	19	26	27
7	45.83	55.56	44.44	29.17	27.78	22.22	20.83	11.11	16.67	4.17	5.56	16.67	24	18	18
8	25.00	25.00	50.00	31.25	20.00	28.57	6.25	35.00	14.29	37.50	20.00	7.14	16	20	14
All Grades	50.85	46.88	44.07	25.42	26.56	23.73	10.17	17.19	18.64	13.56	9.38	13.56	59	64	59

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	5.26	3.85	0.00	26.32	46.15	14.81	42.11	38.46	33.33	26.32	11.54	51.85	19	26	27
7	0.00	0.00	5.56	12.50	44.44	33.33	54.17	16.67	27.78	33.33	38.89	33.33	24	18	18
8	0.00	0.00	0.00	6.25	20.00	14.29	43.75	25.00	57.14	50.00	55.00	28.57	16	20	14
All Grades	1.69	1.56	1.69	15.25	37.50	20.34	47.46	28.13	37.29	35.59	32.81	40.68	59	64	59

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	15.79	26.92	14.81	78.95	65.38	59.26	5.26	7.69	25.93	19	26	27
7	4.17	16.67	33.33	70.83	55.56	50.00	25.00	27.78	16.67	24	18	18
8	12.50	15.00	7.14	56.25	35.00	85.71	31.25	50.00	7.14	16	20	14
All Grades	10.17	20.31	18.64	69.49	53.13	62.71	20.34	26.56	18.64	59	64	59

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	89.47	80.77	62.96	10.53	15.38	22.22	0.00	3.85	14.81	19	26	27
7	83.33	77.78	61.11	16.67	16.67	22.22	0.00	5.56	16.67	24	18	18
8	50.00	45.00	78.57	18.75	40.00	7.14	31.25	15.00	14.29	16	20	14
All Grades	76.27	68.75	66.10	15.25	23.44	18.64	8.47	7.81	15.25	59	64	59

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	10.53	3.85	0.00	36.84	61.54	22.22	52.63	34.62	77.78	19	26	27
7	4.17	5.56	5.56	37.50	38.89	44.44	58.33	55.56	50.00	24	18	18
8	6.25	5.00	0.00	18.75	35.00	35.71	75.00	60.00	64.29	16	20	14
All Grades	6.78	4.69	1.69	32.20	46.88	32.20	61.02	48.44	66.10	59	64	59

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	26.32	34.62	14.81	68.42	61.54	59.26	5.26	3.85	25.93	19	26	27
7	8.33	22.22	16.67	87.50	66.67	72.22	4.17	11.11	11.11	24	18	18
8	0.00	0.00	0.00	81.25	90.00	85.71	18.75	10.00	14.29	16	20	14
All Grades	11.86	20.31	11.86	79.66	71.88	69.49	8.47	7.81	18.64	59	64	59

Conclusions based on this data:

1. Current English Learner supports are demonstrating positive impact, as evidenced by the reclassification of 26 students during the 2024–2025 school year, representing a significant increase from the previous year.
2. English Learners continue to demonstrate progress toward language proficiency, with many students performing in the Level 3 range, reflecting growth in overall language development.
3. Continued focus is needed in targeted language development, particularly in reading and written language, to support increased proficiency and reclassification readiness for all English Learners

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**
1023	**69.1%**	**6.7%**	**0.5%**
Total Number of Students enrolled in Clement Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	69	6.7%
Foster Youth	5	0.5%
Homeless	62	6.1%
Socioeconomically Disadvantaged	707	69.1%
Students with Disabilities	172	16.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	64	6.3%
American Indian	4	0.4%
Asian	67	6.5%
Filipino	12	1.2%
Hispanic	681	66.6%
Two or More Races	38	3.7%
Pacific Islander	3	0.3%
White	146	14.3%

Conclusions based on this data:

1. Our entire student population continues to receive free breakfast, second-chance breakfast, and lunch daily through the National School Lunch Program, supporting student access to learning.

2. Our largest student group is Hispanic/Latino, representing approximately two-thirds of our student population, reflecting the diverse and evolving needs of our student population.

3. With approximately 16.4% of our student population qualifying for Special Education services, our inclusion model and targeted supports remain essential to meeting the needs of all learners.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Yellow
Mathematics Orange		
English Learner Progress Yellow		

Conclusions based on this data:

1. Clement Middle School’s Dashboard indicators show areas of strength in Suspension Rate (Yellow) and English Learner Progress (Yellow), reflecting positive systems of support for student behavior and language development.
2. Areas of opportunity include Chronic Absenteeism, English Language Arts, and Mathematics, which are currently in the Orange performance level, indicating a need to strengthen attendance systems and academic supports.

3. These results highlight the importance of continuing to refine Tier 1 instruction, expand targeted interventions, and provide additional support for identified student groups to improve overall student outcomes.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
4	3	2	0	1

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	 Red	 Red
14.1 points below standard	74.5 points below standard	124 points below standard
Declined 8.6 points	Declined 23.4 points	Declined 27.8 points
911 Students	101 Students	37 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Yellow	 Orange
Fewer than 11 students - No Data for Privacy	36.2 points below standard	32.7 points below standard
5 Students	Increased 11.4 points	Declined 10.4 points
	51 Students	659 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
100.2 points below standard	73.5 points below standard	Fewer than 11 students - No Data for Privacy
Declined 6.8 points	Declined 36.4 points	3 Students
150 Students	53 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Orange
108.2 points above standard	47.7 points above standard	28 points below standard
Increased 26.8 points	Increased 11.5 points	Declined 8.4 points
61 Students	12 Students	609 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Yellow
11 points below standard	Fewer than 11 students - No Data for Privacy	2.1 points above standard
Declined 8.5 points	3 Students	Declined 12.4 points
34 Students		131 Students

Conclusions based on this data:

1. ELA performance for All Students is below standard and declined, indicating a continued need to strengthen instruction and support student achievement.
2. Strengths are evident among student groups such as Asian and White students, with Asian students demonstrating strong performance and growth, indicating that high levels of achievement are attainable within the current system.
3. Performance varies among other student groups, including English Learners, Long-Term English Learners, Students with Disabilities, and African American students, highlighting the need to continue strengthening Tier 1 instruction and expanding targeted supports to improve outcomes for all students.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
3	5	1	0	1

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	 Red	 Red
57.5 points below standard	102.1 points below standard	157.6 points below standard
Declined 4.7 points	Maintained -2.7 points	Declined 20.1 points
919 Students	102 Students	37 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Yellow	 Orange
Fewer than 11 students - No Data for Privacy	86.1 points below standard	78.3 points below standard
5 Students	Increased 3.1 points	Declined 4.9 points
	53 Students	667 Students

Students with Disabilities	African American	American Indian
 Red	 Orange	 No Performance Color
148.3 points below standard	91.8 points below standard	Fewer than 11 students - No Data for Privacy
Declined 9.1 points	Maintained 0.1 points	4 Students
151 Students	52 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Orange
100.8 points above standard	20.5 points above standard	76.4 points below standard
Increased 27.1 points	Increased 4.2 points	Maintained -1 points
61 Students	12 Students	614 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Orange
70.8 points below standard	Fewer than 11 students - No Data for Privacy	32.1 points below standard
Declined 15.1 points	3 Students	Declined 15.3 points
34 Students		131 Students

Conclusions based on this data:

1. Mathematics performance for All Students is below standard and declined, indicating a continued need to strengthen instruction and support student achievement.
2. Strengths are evident among student groups such as Asian students, who are performing above standard and showing strong growth, demonstrating that high levels of achievement are attainable within the current system.
3. Performance varies among other student groups, including English Learners, Long-Term English Learners, Students with Disabilities, and African American students, highlighting the need to continue strengthening Tier 1 instruction and expanding targeted supports to improve outcomes for all students.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	3	0

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
53.5 science points	38.1 science points	25.8 science points
Increased 4.4 points	Maintained 0.3 points	Declined 5.7 points
296 Students	26 Students	14 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	44.9 science points	48.6 science points
1 Student	Increased 6 points	Increased 4 points
	27 Students	197 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
43.7 science points	48.8 science points	0 Students
Increased 10 points	Increased 5.2 points	
49 Students	16 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
79.4 science points	Fewer than 11 students - No Data for Privacy	49.6 science points
Increased 13.7 points	2 Students	Increased 5.6 points
25 Students		186 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
43.4 science points	0 Students	58.1 science points
13 Students		Declined 2.8 points
		51 Students

Conclusions based on this data:

1. Science performance for All Students increased overall, indicating continued growth and positive progress in science achievement.
2. Strengths are evident among several student groups, including Asian, White, Hispanic, and Students with Disabilities, all of whom demonstrated growth in science performance.
3. These results support the continued focus on strengthening science instruction and providing targeted supports to ensure all student groups continue to make academic progress.

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
	
Yellow	No Performance Color
51.8 making progress.	50 making progress.
Number Students: 56 Students	Number Students: 26 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
8.9%	39.3%	0%	51.8%

Conclusions based on this data:

1. Over half of Clement Middle School’s English Learners demonstrated progress toward English language proficiency, reflecting continued growth and the impact of targeted English Learner supports.
2. Strengths are evident in the percentage of students progressing at least one ELPI level, while opportunities remain to provide additional support for students maintaining or decreasing ELPI levels.
3. These results support the continued focus on designated and integrated ELD instruction, targeted interventions, and individualized support to ensure all English Learners continue making progress toward language proficiency.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 Orange
22.8% Chronically Absent	20.5% Chronically Absent	24.4% Chronically Absent
Declined 1.4	Declined 6	Declined 7.5
1077 Students	88 Students	45 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Red	 Orange
Fewer than 11 students - No Data for Privacy	43.5% Chronically Absent	27.6% Chronically Absent
9 Students	Increased 5.1	Declined 0.5
	69 Students	802 Students

Students with Disabilities	African American	American Indian
 Yellow	 Red	 No Performance Color
33% Chronically Absent	35.6% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 3.3	Increased 1.3	4 Students
188 Students	73 Students	

Asian	Filipino	Hispanic
 Yellow	 No Performance Color	 Orange
7.2% Chronically Absent	15.4% Chronically Absent	24.4% Chronically Absent
Maintained -0.3	Increased 9.1	Declined 1.6
69 Students	13 Students	716 Students

Two or More Races	Pacific Islander	White
 Yellow	 No Performance Color	 Yellow
16.3% Chronically Absent	Fewer than 11 students - No Data for Privacy	17.3% Chronically Absent
Declined 1.5	3 Students	Declined 5.7
49 Students		150 Students

Conclusions based on this data:

1. Chronic absenteeism rates declined overall for All Students, with many student groups demonstrating improvement in attendance during the 2024–2025 school year.
2. Strengths are evident among student groups such as English Learners, Long-Term English Learners, White students, and Students with Disabilities, all of whom showed decreases in chronic absenteeism rates.
3. While chronic absenteeism remains an area of focus for some student groups, Clement Middle School will continue strengthening attendance systems through weekly data reviews, family communication, and targeted interventions to support improved student attendance and engagement.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
3	3	2	1	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Red	 Red
6.9% suspended at least one day	12.2% suspended at least one day	14.9% suspended at least one day
Maintained 0.1%	Increased 7.8%	Increased 8.5%
1105 Students	90 Students	47 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Yellow	 Orange
9.1% suspended at least one day	12% suspended at least one day	8.5% suspended at least one day
Increased 3.2%	Declined 0.5%	Increased 0.3%
11 Students	75 Students	825 Students

Students with Disabilities	African American	American Indian
 Red	 Orange	 No Performance Color
13% suspended at least one day	14.7% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 0.5%	Declined 0.8%	4 Students
193 Students	75 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Yellow
0% suspended at least one day	0% suspended at least one day	7.8% suspended at least one day
Maintained 0%	Maintained 0%	Maintained 0%
71 Students	13 Students	734 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Green
7.8% suspended at least one day	Fewer than 11 students - No Data for Privacy	1.9% suspended at least one day
Increased 3.7%	3 Students	Declined 1.5%
51 Students		154 Students

Conclusions based on this data:

1. Overall suspension rates for Clement Middle School remained stable during the 2024–2025 school year, reflecting continued implementation of schoolwide behavior supports and PBIS systems.
2. Strengths are evident among student groups such as Asian and White students, who demonstrated low suspension rates, while some student groups showed decreases in suspension rates compared to the previous year.
3. Suspension rates remain an area of focus for several student groups, and Clement Middle School will continue strengthening PBIS implementation, restorative practices, and targeted behavioral supports through the work of the Campus Support Team, counselors, and site administration to support positive student outcomes.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Positive School Climate, Student Engagement, and Attendance
Foster a safe, inclusive, and highly engaging school climate using PBIS and targeted attendance interventions to significantly reduce chronic absenteeism—especially for Homeless and African American youth—and decrease disproportionate suspension rates among Students with Disabilities and African American students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to school programs, activities, and tiered social-emotional and behavioral supports. These supports will foster a sense of connectedness, especially for English Learners (EL), Foster Youth (FY), African American Students, student experiencing homelessness, Low Income students (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

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.

Clement Middle School's California School Dashboard indicates chronic absenteeism remains an area of need, with overall performance in the Orange category. While suspension rates improved to Yellow overall, several student groups, including English Learners, Long-Term English Learners, Students with Disabilities, Homeless Youth, and African American students, continue to experience disproportionate outcomes in attendance and/or behavior indicators. Local data, including Kelvin survey results and PBIS implementation data, reflect strong systems in place while also identifying opportunities to strengthen student connectedness, behavior supports, and consistent attendance interventions. Continued focus is needed to ensure all students experience a positive, safe, and inclusive school environment that supports engagement and success.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A Chronic Absenteeism Rate Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups Source: California School Dashboard	2024–2025 California School Dashboard Chronic Absenteeism rate: 22.8% (Orange), a decrease of 1.4% from the prior year.	Reduce chronic absenteeism to 20.0% or lower, with targeted improvement among identified student groups, including Homeless Youth, African American students, English Learners, and Students with Disabilities.
1B Suspension Rate: Percentage of students suspended 1 or more times during the school year by student group. Source: California School Dashboard	2024–2025 California School Dashboard Suspension Rate: 6.9% (Yellow), with disproportionate suspension rates among English Learners, Long-Term English Learners, and Students with Disabilities.	Reduce the overall suspension rate to 6.0% or lower while decreasing disproportionality among identified student groups through PBIS, restorative practices, and targeted behavioral supports.
1C School Climate / Student Connectedness (Kelvin)	Kelvin student survey results indicate 72% overall favorable responses, with 77% favorable in physical safety and	Increase Percent Favorable by 5% in 25-26.

Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management. Source: Local Climate Survey	67% favorable in school climate and culture.	
1D PBIS Implementation Fidelity (describe measure used) Source: Local Survey	PBIS Tiered Fidelity Inventory results indicate implementation rates of 97% in Tier 1, 100% in Tier 2, and 94% in Tier 3.	Maintain PBIS implementation fidelity at 95% or higher across all tiers while strengthening consistency in Tier 1 acknowledgment systems and Tier 3 intervention practices.
1A - Family Engagement / Attendance Intervention Source: District Analysis	Parent engagement survey data indicates 63% favorable perception, with attendance intervention systems in place including weekly data monitoring and tiered student supports.	Increase family engagement participation and strengthen attendance intervention systems through proactive communication, family outreach, and tiered attendance supports for identified students.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Positive Behavior Supports / PBIS / Restorative Practices - PBIS implementation, staff training in restorative practices, culturally responsive behavior supports, and targeted interventions for student groups with disproportionate suspension rates. Activities may include: a. PBIS team stipends / hourly compensation b. student recognition programs and incentives c. PBIS implementation materials d. restorative practices resources and training e. MTSS behavioral intervention supports f. climate monitoring / behavior data review	All Students	5,500 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) PBIS Stipends 22,548 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) PBIS stipends recognition / incentives PBIS materials restorative resources behavior intervention supports data review supports 48122 Title I Personnel (1000-3999) Positive Behavior Intervention Periods
1.2	Attendance & Family Engagement- Students identified as homeless will receive targeted attendance interventions through weekly monitoring, individualized outreach, wraparound supports, Academic Case Carrier check-ins, and coordination of basic needs/resources to reduce barriers to attendance. Activities may include: a. Student Center Switchboard / family engagement support personnel	All Students, with targeted supports for identified student groups	2760 Title I Parent Involvement Non-Personnel (4000-7439) parent nights mailings translation attendance incentives communication materials 54,871

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	b. attendance outreach and family communication c. parent engagement events and workshops d. translation and interpretation supports e. attendance incentives / recognition programs f. home mailings / communication materials g. targeted attendance intervention supports		LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Student Center Switchboard
1.3	Student Access / Wellness / School Climate Supports- Provide resources and supports that promote student access, belonging, wellness, and a positive school climate through welcoming learning spaces, student resources, and access to supportive programs and materials. Activities may include: a. library/media resources b. student access materials c. wellness / student support resources d. technology or materials that improve student engagement and school connectedness	All Students	6000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Books and library materials
1.4	Student Connectedness / Enrichment Opportunities- Provide enrichment opportunities that increase student connectedness, belonging, engagement, and positive school experiences to support improved attendance, behavior, and overall school climate. Activities may include: a. lunchtime clubs and student activities b. after-school enrichment opportunities c. student leadership activities d. campus engagement events e. enrichment materials and supplies	All Students	2,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Run Club stipends, after hours stipends 5000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Lunchtime enrichment materials
1.5	Performing Arts / Student Belonging Programs- Support performing arts and school-based student programs that increase student engagement, belonging, school connectedness, and positive participation in school culture. Activities may include: a. instructional support for performing arts programs b. transportation and admission costs for student performances/events c. program materials and supplies d. student recognition and participation supports	All Students	3,657 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Music assistant 8000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Arts/ Music materials, POs for instrumental repairs

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall implementation and effectiveness of Goal 1 strategies were strong during the 2025–2026 school year. Clement Middle School continued to implement high-fidelity PBIS systems, maintaining PBIS Platinum recognition and providing consistent schoolwide behavior expectations, student recognition, and tiered behavioral supports. Student engagement opportunities, including lunchtime and after-school enrichment activities, performing arts programs, and student recognition systems, contributed to a positive school climate and increased student connectedness.

Attendance intervention systems remained a strong area of implementation, including weekly cabinet-level review of student attendance data, targeted outreach to families, and ongoing support for students experiencing attendance challenges. Family engagement efforts and front office support also contributed to strengthening school-home communication.

As a result of these efforts, chronic absenteeism improved overall for many student groups, and suspension rates remained stable overall, while maintaining a positive and supportive school environment. Local climate data and PBIS implementation data reflect strong systems, while also identifying opportunities to continue strengthening targeted supports for student groups experiencing disproportionate outcomes.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Overall, the strategies and activities identified under Goal 1 were implemented as intended, with expenditures aligned to support school climate, student engagement, attendance, and behavior systems. Minor adjustments were made throughout the year to respond to evolving student needs, site priorities, and operational demands, including the allocation of resources toward student incentives, family communication, and student engagement activities. These adjustments remained aligned to the overall intent of the goal and supported implementation of PBIS, attendance interventions, and positive school climate initiatives.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on this analysis, Goal 1 will be refined for the 2026–2027 school year to more explicitly focus on student connectedness, attendance, positive school climate, and targeted behavioral supports. Annual measurable outcomes will be updated to better align with current Dashboard data, including chronic absenteeism, suspension rates, school climate survey results, and PBIS implementation fidelity. Strategies and activities will be streamlined to strengthen alignment between identified needs and resource allocation, with increased emphasis on attendance intervention, family engagement, restorative practices, and student connectedness. These updates can be found in the 2026–2027 Goal 1 section, including the revised goal description, annual measurable outcomes, and updated strategy/activity tables.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Tiered Academic Instruction and Intervention
Accelerate academic growth in ELA and Mathematics through robust Tier 1 instruction and targeted Tier 2 and Tier 3 interventions, specifically aiming to close massive achievement gaps for English Learners, Students with Disabilities, and Homeless Youth.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will progress towards meeting standards in academics through tiered supports and services.

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.

Clement Middle School's California School Dashboard identifies English Language Arts and Mathematics as areas of need, with overall performance in the Orange category and significant achievement gaps among student groups. English Learners, Long-Term English Learners, Students with Disabilities, Homeless Youth, and African American students continue to perform below standard in English Language Arts and Mathematics, with the largest performance gaps evident in Mathematics.

Additionally, English Learner Progress remains an area of focus, particularly for Long-Term English Learners, whose progress toward English proficiency indicates a need for continued targeted language development support. Local assessment data also reflects a continued need to strengthen Tier 1 instruction, intervention systems, and academic supports to accelerate learning and improve student achievement outcomes.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A – English Language Arts (Dashboard) Metric / Indicator: ELA State Assessment Average Distance from Standard Met on Smarter Balanced ELA Assessment	2025 California School Dashboard All Students: -14.1 points African American: -36.4 English Learners: -76.9 Long-Term English Learners: -124 Homeless Youth: -36.2 Students with Disabilities: -100.2	Decrease Average Distance from Standard Met in ELA for All Students and identified student groups, with measurable growth toward standard.
2B – Mathematics (Dashboard) Metric / Indicator: Mathematics State Assessment Average Distance from Standard Met on Smarter Balanced Mathematics Assessment	2025 California School Dashboard All Students: -57.5 points African American: -89.8 English Learners: -120.4 Long-Term English Learners: -157.6 Homeless Youth: -89.2 Students with Disabilities: -148.3	Decrease Average Distance from Standard Met in Mathematics for All Students and identified student groups, with measurable growth toward standard.
2C – English Learner Progress Indicator (ELPI)	2025 California School Dashboard	Increase the percentage of English Learners making progress toward English proficiency, with targeted

Metric / Indicator: English Learner Progress Indicator	English Learners making progress: 56.7% Long-Term English Learners making progress: (insert exact current % from your dashboard if you have it)	growth for Long-Term English Learners.
2D – STAR Reading Metric / Indicator: STAR Reading Assessment	Spring 2026 STAR Reading All Students: XX% Grade 6: XX% Grade 7: XX% Grade 8: XX%	Increase the percentage of students meeting benchmark on STAR Reading by 5%.
2E – STAR Mathematics Metric / Indicator: STAR Mathematics Assessment	Spring 2026 STAR Math All Students: XX% Grade 6: XX% Grade 7: XX% Grade 8: XX%	Increase the percentage of students meeting benchmark on STAR Mathematics by 5%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Professional Learning Communities / Tier 1 Instruction Provide opportunities for staff collaboration, professional learning, and instructional planning to strengthen Tier 1 standards-based instruction in English Language Arts and Mathematics and improve student achievement outcomes for identified student groups. Activities may include: a. substitute release time for PLC collaboration b. after-hours teacher collaboration / planning c. instructional professional development d. conferences directly aligned to academic priorities e. instructional coaching / data analysis support f. reprographics / materials to support collaboration	Students not achieving at grade level / identified student groups	15000 Title I Personnel (1000-3999) Substitute Supports 3050 Title I Non-Personnel (4000-7439) Conferences, repro
2.2	Supplemental Instructional Materials / Academic Resources Provide supplemental instructional materials, academic resources, intervention tools, and technology to strengthen core instruction and accelerate student achievement in English Language Arts and Mathematics. Activities may include: a. instructional materials for classrooms b. intervention curriculum/resources c. academic technology / software licenses d. classroom program materials e. reprographics / instructional supplies	All Students, with targeted benefit to identified student groups	67764 Title I Non-Personnel (4000-7439) Instructional materials for classroom environment 61,764 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Instructional materials for classroom environment
2.3	Academic Intervention / Tutoring / Learning Recovery	Students performing below grade level / identified student groups	51000 Title I Personnel (1000-3999)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Provide targeted academic intervention opportunities to accelerate learning, close achievement gaps, and support students performing below grade level in English Language Arts and Mathematics. Activities may include: a. after-school tutoring / intervention b. intervention teachers / hourly compensation c. paraprofessional support d. executive functioning supports e. learning recovery programs		Viking After School Tutoring pay for teachers, general education paraprofessional 75,000 Title I Personnel (1000-3999) Math Intervention: extra periods for Math Review, materials, and hourly support.
2.4	English Learner Supports / Language Development Strengthen English Learner language development and academic achievement through designated and integrated ELD supports, targeted interventions, and resources that increase English proficiency and reclassification readiness. Activities may include: a. EL paraprofessional support b. instructional materials c. translation supports / language access d. language development software e. professional development aligned to English Learner needs f. EL collaboration / teacher leadership support	English Learners / Long-Term English Learners	1000 Title I Personnel (1000-3999) Stipend for EL teacher 11530 District Funded – Title III Non-Personnel (4000-7439) EL Textbooks, online subscriptions, supplemental instructional materials 3000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Site Licence 33164 Title I Personnel (1000-3999) EL paraprofessional
2.5	AVID / College & Career Readiness / Academic Engagement Support AVID implementation and academic engagement strategies that promote organization, college and career readiness, academic success, and access to rigorous learning opportunities for participating students. Activities may include: a. instructional materials b. tutorials / academic supports c. conferences / professional learning d. college/career readiness activities e. field trips / enrichment	AVID students / participating students	8,000 Title I Non-Personnel (4000-7439) AVID field trips, conference 1000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) AVID instructional materials

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall implementation and effectiveness of Goal 2 strategies were strong during the 2025–2026 school year. Clement Middle School continued to prioritize high-quality Tier 1 instruction through teacher collaboration, professional learning communities, targeted intervention supports, and supplemental instructional resources aligned to student academic needs. Classroom walkthrough data and ongoing instructional monitoring indicated strong levels of student engagement, academic rigor, and standards-based instruction across classrooms.

Targeted academic supports, including intervention opportunities, tutoring, English Learner supports, and AVID implementation, provided additional layers of support for students performing below grade level and historically underserved student groups. Ongoing data analysis through site leadership and MTSS systems supported identification of students needing additional intervention and informed instructional decision-making.

Student performance data reflects areas of growth, particularly in English Language Arts and selected student groups, while also identifying continued opportunities for improvement in Mathematics and English Learner Progress. Overall, implementation of academic strategies effectively supported student learning while highlighting the continued need for targeted intervention and differentiated support.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Overall, the strategies and activities identified under Goal 2 were implemented substantially as intended, with expenditures aligned to support academic achievement, intervention, English Learner supports, and instructional resources. Minor adjustments were made throughout the year to respond to evolving student academic needs, staffing availability, and site priorities, including the timing of intervention supports, instructional material purchases, and supplemental academic resources. These adjustments remained aligned to the overall intent of the goal and supported continued implementation of Tier 1 instruction, targeted interventions, and academic support programs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on this analysis, Goal 2 will be refined for the 2026–2027 school year to strengthen focus on the school's highest academic priorities, including English Language Arts, Mathematics, and English Learner Progress. Annual measurable outcomes will be updated to better align with current California School Dashboard data, local assessment data, and identified achievement gaps among student groups. Strategies and activities will be streamlined to strengthen alignment between identified academic needs and resource allocation, with increased emphasis on Tier 1 instruction, targeted intervention, English Learner supports, and academic acceleration for historically underserved student groups. These updates can be found in the 2026–2027 Goal 2 section, including the revised goal description, annual measurable outcomes, and updated strategy/activity tables.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$489,730.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$302,100.00
Title I Parent Involvement	$2,760.00

Subtotal of additional federal funds included for this school: $304,860.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded – Title III	$11,530.00
LCAP - Supplemental & Concentration Grant (LCAP)	$173,340.00

Subtotal of state or local funds included for this school: $184,870.00

Total of federal, state, and/or local funds for this school: $489,730.00

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 – Title III	11,530.00
LCAP - Supplemental & Concentration Grant (LCAP)	173,340.00
Title I	302,100.00
Title I Parent Involvement	2,760.00

Expenditures by Budget Reference

Budget Reference	Amount
Non-Personnel (4000-7439)	200,416.00
Personnel (1000-3999)	289,314.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Non-Personnel (4000-7439)	District Funded – Title III	11,530.00
Non-Personnel (4000-7439)	LCAP - Supplemental & Concentration Grant (LCAP)	107,312.00
Personnel (1000-3999)	LCAP - Supplemental & Concentration Grant (LCAP)	66,028.00
Non-Personnel (4000-7439)	Title I	78,814.00
Personnel (1000-3999)	Title I	223,286.00
Non-Personnel (4000-7439)	Title I Parent Involvement	2,760.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	158,458.00
Goal 2	331,272.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

2 Classroom Teachers

2 Other School Staff

1 Parent or Community Members

2 Secondary Students

Name of Members	Role
Natalie Johnson	Principal
Deann Buechter	Classroom Teacher
Christine Casas	Classroom Teacher
Sujana Herrera	Other School Staff
Michelle Cordsen	Other School Staff
Vanessa Ressa	Parent or Community Member
Krystal Duncan	Parent or Community Member
Briella Romo	Secondary Student
Susanna Norwood	Secondary Student
Laura Clay	Classroom Teacher
Ava Everett	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 26, 2026.

Attested:

	Principal, Natalie Johnson on 5/26/2026
	SSC Chairperson, Sujana Herrera on 5/26/26

School Year: **2026-27**



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cope Middle School	36-67843-6059422	May 20, 2026	July 21, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Cope Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Cope Middle School is a Title I school; funding is provided through the Local Control Funding Formula and utilizes both state and local resources. The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for targeted support and improvement (TSI) and additional targeted support and improvement (ATSI). Cope is identified as ATSI for students with disabilities (SWD) as they currently underachieve when compared to other demographic groups and often have higher chronic absenteeism rates and suspension rates.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page 1
Table of Contents 3
Plan Description 4
Educational Partner Involvement 4
Comprehensive Needs Assessment Components 4
    California School Dashboard (Dashboard) Indicators 5
    Other Needs 5
School and Student Performance Data 6
    Student Enrollment 6
    CAASPP Results 8
    ELPAC Results 12
    Student Population 15
    Overall Performance 17
    Academic Performance 19
    Academic Engagement 26
    Conditions & Climate 28
Goals, Strategies, & Proposed Expenditures 30
    Goal 1 30
    Goal 2 36
Budget Summary 42
    Budget Summary 42
    Other Federal, State, and Local Funds 42
Budgeted Funds and Expenditures in this Plan 43
    Funds Budgeted to the School by Funding Source 43
    Expenditures by Funding Source 43
    Expenditures by Budget Reference 43
    Expenditures by Budget Reference and Funding Source 43
    Expenditures by Goal 43
School Site Council Membership 45
Recommendations and Assurances 46

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Cope Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Cope Middle School is a Title I school; funding is provided through the Local Control Funding Formula and utilizes both state and local resources. The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for targeted support and improvement (TSI) and additional targeted support and improvement (ATSI). Cope is identified as ATSI for students with disabilities (SWD) as they currently underachieve when compared to other demographic groups and often have higher chronic absenteeism rates and suspension rates.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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). 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 with all stakeholders.

Educational Partner Involvement

How, when, and with whom did Cope Middle School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Throughout the year, parents have the opportunity to share ideas, provide feedback, and ask questions at the monthly PTSA meetings, SSC meetings, ELAC meetings, the African American Parent Advisory Council meetings, School Safety Committee meetings, and other site committee meetings, as well as through informal contacts via phone or email. This input is shared with the Leadership Team for review and consideration for changes. Parent meetings are open to the public and a schedule of meeting dates, agendas, and minutes are available on the Cope website. Counselors also have meetings throughout the year and parent feedback is solicited at these meetings as well.

The overall process for the SPSA and Annual Review and Update occurs through Staff Meetings, Department Meetings, Leadership Team Meetings, and School Site Council Meetings. All community partners are provided with collaboration time to share ideas, to review previous goals, to evaluate student data and site activities, and to make suggestions for revisions, corrections, and new areas of focus. These changes/suggestions are then compiled and shared with the Leadership Team and then SSC, where they are voted upon and approved. The discussion and development process can be reviewed in the minutes of the Leadership and SSC meetings.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

ELA: EL students are 78.7 points below standard (decreased slightly, 5.5 points - Red). LTEL students are 134.5 points below standard (decreased significantly, 38.5 points - Red). Homeless students are 70.1 points below standard (decreased significantly, 40.1 points - Red). SES students are 42.4 points below standard (decreased 14.1 points - Orange). SWD students are 106.3 points below standard (increased 2 points - Red). African American students are 44.4 points below standard (increased significantly, 7.1 points - Yellow). Hispanic students are 39.1 points below standard (decreased 9.8 points - Orange). To improve these areas professional development opportunities with a focus on differentiated instruction techniques for diverse learners, best practices in reading and writing instruction, data-driven instructional strategies, effective use of assessments, materials, and resources.

Math: All students are 53.8 points below standard (decreased 4.7 points - Orange). EL students are 110 points below standard (increased significantly, 8.9 points - Orange). LTEL students are 173.2 points below standard (decreased significantly, 5.9 points - Red). Homeless students are 98.1 points below standard (decreased significantly, 113.6 points - Red). SES students are 90.1 points below standard (decreased 13.3 points - Orange). SWD are 150.8 points below standard (increased 4.1 points - Orange). African American students are 106.8 points below standard (decreased significantly 9 points - Red). Hispanic students are 89.8 points below standard (decreased 9.7 points - Orange). To improve these areas professional development opportunities with a focus on differentiated instruction techniques for diverse learners, small group instruction, data-driven instructional strategies, effective use of assessments, materials, and resources.

Suspensions: 4.1% of suspensions were EL students (decreased by 3.1 percent - Green). 3.4% of suspensions were LTEL students (decreased by 7.5% - Green). 9.2% of suspensions were SES students (increased by 1.5% - Orange). 13.4% of suspensions were SWD 12.9% (increased by 3.6% - Red). 13% of suspensions were African American students (decreased by .1% - Red). 3.8% of suspensions were Asian students (increased by 1.4% - Orang). 6.7% of suspensions were Filipino students (increased by 4.2% - Orange). 8% of suspensions were Hispanic students (increased by 2.7% - Orange). To improve these areas professional development opportunities with a focus on cultural competency and restorative practices; increase PBIS strategies and student incentives to increase school connectedness.

Chronic Absenteeism: 24% off All students were chronically absent (decreased by 1.2% - Orange). 24.6% of EL students were chronically absent (decreased by 2% - Orange). 25.9% of LTEL students were chronically absent (decreased by 10.5% - Orange). 40.7% of Homeless students were chronically absent (increased by 6.5% - Red). 30.7% of SES students were chronically absent (increased by .1% - Red). 37.7% of SWD were chronically absent (increased by 4.2% - Red). 27.7% of African American students were chronically absent (decreased by 1.9% - Orange). 30.6% of Hispanic students were chronically absent (increased by .8% - Red). To improve attendance, we will increase student recognition opportunities, attendance incentives, parent engagement, and community partnerships.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

To support our district's unduplicated count (Homeless, foster, low-income & EL) population, some schools, including ours, offer after school programming named "Exploration Experience". This is the merged programs of Expanded Learning Opportunity Program (ELOP) and After School Education and Safety (ASES). This opportunity allows a safe learning environment after school where students can experience an increased sense of belonging as students connect with their peers and additional program staff in positive ways after school. This opportunity also contributes to areas of high academic achievement by offering homework & academic support.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Cope Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.08%	0.17%	0.17%	1	2	2
African American	7.64%	7.47%	6.81%	93	89	81
Asian	9.69%	10.16%	9.00%	118	121	107
Filipino	3.20%	2.43%	2.35%	39	29	28
Hispanic/Latino	50.66%	52.23%	53.49%	617	622	636
Pacific Islander	0.57%	0.84%	0.76%	7	10	9
White	21.18%	19.65%	16.82%	258	234	200
Two or More Races	6.49%	5.37%	5.47%	79	64	65
Not Reported	0.49%	1.68%	5.13%		20	61
			Total Enrollment	1218	1191	1189

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	402		396
Grade 7	403		387
Grade 8	413		406
Total Enrollment	1,218		1,189

Conclusions based on this data:

1. The enrollment at Cope has remained consistent at or above 1200 students, the largest number of enrollees among the middle schools in RUSD. There has been a slight decline in attendance each year since the 20-21 school year. Cope is anticipating enrollment growth for the 2024-25 school year.
2. Student enrollment remains constant at or above 1200 students.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	106	106	97	8.7%	8.9%	8.2%
Fluent English Proficient (FEP)	157	148	163	12.9%	12.4%	13.7%

Conclusions based on this data:

1. The English Learner population at Cope has increased over the last three years. The number of FEP students has also remained consistent. The EL program continues to be a focus for Cope staff to continue to provide services and increases in reclassification rates.
2. For 23-24, the overall percentage of EL population increased, but the overall number of reclassified has remained the same at about 11%. Even with a change in leadership throughout the school year, the support and follow-through regarding the EL program has remained consistent. For 23-24, Cope implemented an EL team consisting of volunteer teachers assisting with the after school tutoring, and the use of SDAIE strategies in all classrooms.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	385	397	376	372	386	367	372	384	367	96.6	97.2	97.6
Grade 7	401	385	395	392	377	388	392	377	387	97.8	97.9	98.2
Grade 8	449	394	378	427	378	374	426	377	374	95.1	95.9	98.9
All Grades	1235	1176	1149	1191	1141	1129	1190	1138	1128	96.4	97	98.3

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2517.	2517.	2533.	19.09	17.97	23.71	27.15	31.25	30.52	23.39	22.66	21.53	30.38	28.13	24.25
Grade 7	2544.	2544.	2535.	19.39	18.30	18.35	30.36	30.50	30.75	21.43	23.61	16.80	28.83	27.59	34.11
Grade 8	2570.	2557.	2545.	22.77	15.12	16.84	30.99	35.54	25.13	22.77	23.34	23.53	23.47	25.99	34.49
All Grades	N/A	N/A	N/A	20.50	17.14	19.59	29.58	32.43	28.81	22.52	23.20	20.57	27.39	27.24	31.03

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	20.16	20.83	23.43	51.08	50.78	52.86	28.76	28.39	23.71
Grade 7	21.43	24.40	24.29	56.89	53.05	50.39	21.68	22.55	25.32
Grade 8	21.83	20.48	21.39	56.10	55.05	51.87	22.07	24.47	26.74
All Grades	21.18	21.90	23.05	54.79	52.95	51.68	24.03	25.15	25.27

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	13.98	17.06	21.25	51.61	50.92	50.41	34.41	32.02	28.34
Grade 7	23.02	22.87	22.28	49.62	47.61	45.08	27.37	29.52	32.64
Grade 8	19.95	17.29	16.58	54.46	54.26	46.79	25.59	28.46	36.63
All Grades	19.09	19.06	20.05	51.98	50.93	47.38	28.93	30.01	32.56

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	12.90	16.15	17.71	73.92	66.41	70.30	13.17	17.45	11.99
Grade 7	14.80	9.81	12.66	70.92	76.66	73.13	14.29	13.53	14.21
Grade 8	17.61	16.76	13.64	71.13	71.54	69.79	11.27	11.70	16.58
All Grades	15.21	14.25	14.63	71.93	71.50	71.10	12.86	14.25	14.27

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	16.94	19.27	21.53	61.83	60.16	61.58	21.24	20.57	16.89
Grade 7	18.88	17.24	17.05	61.48	60.48	62.02	19.64	22.28	20.93
Grade 8	23.24	17.55	19.52	62.91	66.76	60.96	13.85	15.69	19.52
All Grades	19.83	18.03	19.33	62.10	62.45	61.52	18.07	19.53	19.15

Conclusions based on this data:

1. Data indicates that Cope students continue to be most successful in Research/Inquiry and Listening standards with over 80% of students either At, Near, or Above Standard. Reading and Writing continue to be areas of need for Cope students with nearly 1/4 of all students scoring below standard. 6th grade students have the lowest overall reading and writing achievement (28.68% below standard in reading and 34.41% below standard in writing). Reading and writing across the curriculum, with a focus on the CCSS Literacy Standards, were the areas of emphasis for the 23-24 school year. English teachers and the Cope staff at large have continued to see students struggle in these areas throughout the school year; reading and writing across all curricular areas will continue to be a focus for 23-24. Targeted English intervention strategies will be implemented in 24-25 to further address achievement inequities among student groups in these areas.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	385	398	376	376	381	363	376	381	363	97.7	95.7	96.5
Grade 7	401	385	395	397	380	387	395	379	386	99.0	98.7	98
Grade 8	449	395	378	435	378	369	435	378	368	96.9	95.7	97.6
All Grades	1235	1178	1149	1208	1139	1119	1206	1138	1117	97.8	96.7	97.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2507.	2491.	2507.	15.43	16.54	19.83	19.41	14.70	14.05	29.26	27.82	28.65	35.90	40.94	37.47
Grade 7	2513.	2518.	2507.	15.70	16.62	16.58	18.48	17.68	15.54	24.81	27.18	22.80	41.01	38.52	45.08
Grade 8	2538.	2531.	2519.	22.53	20.37	18.75	14.48	13.76	11.96	23.22	22.22	18.21	39.77	43.65	51.09
Grade 11															
All Grades	N/A	N/A	N/A	18.08	17.84	18.35	17.33	15.38	13.88	25.62	25.75	23.19	38.97	41.04	44.58

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	17.29	14.21	16.53	44.95	41.05	43.80	37.77	44.74	39.67
Grade 7	16.20	19.79	16.58	43.80	39.58	40.67	40.00	40.63	42.75
Grade 8	23.22	22.75	17.17	43.91	38.62	40.33	32.87	38.62	42.51
Grade 11									
All Grades	19.07	18.91	16.76	44.20	39.75	41.58	36.73	41.34	41.67

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	12.77	13.39	15.15	53.19	47.24	51.24	34.04	39.37	33.61
Grade 7	14.43	15.30	16.84	50.63	50.40	46.37	34.94	34.30	36.79
Grade 8	18.62	16.40	14.95	49.66	50.53	47.83	31.72	33.07	37.23
All Grades	15.42	15.03	15.67	51.08	49.38	48.43	33.50	35.59	35.90

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	14.89	13.12	20.66	59.84	56.96	52.62	25.27	29.92	26.72
Grade 7	13.16	15.83	12.44	58.23	60.95	56.99	28.61	23.22	30.57
Grade 8	15.63	12.70	12.50	58.16	60.05	52.45	26.21	27.25	35.05
All Grades	14.59	13.88	15.13	58.71	59.31	54.07	26.70	26.80	30.80

Conclusions based on this data:

1. Mathematics achievement continues to be an area of concern for Cope students with consistently over 81.92% of the students scoring At, Near, or Below standard. An instructional focus will remain on all mathematical areas since the majority of students are not meeting mathematical standards. Instructional strategies focused on CCSS and the use of problem solving, communicating reasoning, collaboration, and modeling will be supported through in-class activities and after school tutoring for students, and professional development for teachers. Targeted math intervention strategies will be implemented in 24-25 to further address achievement inequities among student groups in the area of mathematics.

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
6	1548.9	1506.5	1508.6	1553.5	1513.2	1517.8	1543.8	1499.5	1498.9	24	48	30
7	1527.8	1538.6	1531.6	1516.5	1538.7	1546.2	1538.6	1538.0	1516.3	26	25	47
8	1548.8	1558.1	1560.9	1561.5	1563.3	1580.0	1535.5	1552.5	1541.3	24	33	23
All Grades										74	106	100

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	33.33	10.64	13.33	37.50	27.66	33.33	20.83	40.43	26.67	8.33	21.28	26.67	24	47	30
7	15.38	28.00	25.53	34.62	40.00	23.40	34.62	16.00	31.91	15.38	16.00	19.15	26	25	47
8	29.17	36.36	34.78	20.83	36.36	34.78	29.17	15.15	17.39	20.83	12.12	13.04	24	33	23
All Grades	25.68	22.86	24.00	31.08	33.33	29.00	28.38	26.67	27.00	14.86	17.14	20.00	74	105	100

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	54.17	29.79	36.67	37.50	48.94	33.33	0.00	6.38	13.33	8.33	14.89	16.67	24	47	30
7	19.23	44.00	51.06	46.15	28.00	29.79	15.38	16.00	6.38	19.23	12.00	12.77	26	25	47
8	29.17	48.48	65.22	33.33	30.30	17.39	20.83	6.06	8.70	16.67	15.15	8.70	24	33	23
All Grades	33.78	39.05	50.00	39.19	38.10	28.00	12.16	8.57	9.00	14.86	14.29	13.00	74	105	100

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	12.50	6.38	0.00	37.50	4.26	16.67	33.33	44.68	33.33	16.67	44.68	50.00	24	47	30
7	7.69	12.00	8.51	23.08	16.00	17.02	46.15	52.00	29.79	23.08	20.00	44.68	26	25	47
8	4.17	9.09	17.39	25.00	39.39	34.78	41.67	30.30	13.04	29.17	21.21	34.78	24	33	23
All Grades	8.11	8.57	8.00	28.38	18.10	21.00	40.54	41.90	27.00	22.97	31.43	44.00	74	105	100

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	37.50	14.89	16.67	58.33	51.06	46.67	4.17	34.04	36.67	24	47	30
7	7.69	8.00	4.26	69.23	80.00	72.34	23.08	12.00	23.40	26	25	47
8	29.17	15.15	17.39	45.83	72.73	52.17	25.00	12.12	30.43	24	33	23
All Grades	24.32	13.33	11.00	58.11	64.76	60.00	17.57	21.90	29.00	74	105	100

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	54.17	61.70	70.00	37.50	25.53	13.33	8.33	12.77	16.67	24	47	30
7	42.31	72.00	87.23	50.00	16.00	0.00	7.69	12.00	12.77	26	25	47
8	50.00	69.70	86.96	33.33	18.18	8.70	16.67	12.12	4.35	24	33	23
All Grades	48.65	66.67	82.00	40.54	20.95	6.00	10.81	12.38	12.00	74	105	100

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	16.67	2.13	0.00	45.83	27.66	30.00	37.50	70.21	70.00	24	47	30
7	11.54	16.00	6.38	46.15	44.00	34.04	42.31	40.00	59.57	26	25	47
8	12.50	24.24	30.43	33.33	39.39	30.43	54.17	36.36	39.13	24	33	23
All Grades	13.51	12.38	10.00	41.89	35.24	32.00	44.59	52.38	58.00	74	105	100

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	41.67	10.64	0.00	45.83	63.83	70.00	12.50	25.53	30.00	24	47	30
7	23.08	12.00	10.64	61.54	76.00	61.70	15.38	12.00	27.66	26	25	47
8	16.67	6.06	0.00	62.50	84.85	82.61	20.83	9.09	17.39	24	33	23
All Grades	27.03	9.52	5.00	56.76	73.33	69.00	16.22	17.14	26.00	74	105	100

Conclusions based on this data:

1. Based on past data, EL students showed growth in the areas of oral language (speaking and listening). Students will need to continue to practice their writing and reading strategies and skills using graphic organizers, close reading strategies, pre-write and editing activities, utilizing computer language programs, and focusing on academic vocabulary strategies. Targeted EL intervention will continued to be offered through the ELD II (for Level 1 and 2 students) and ELD III (for Level 3 and 4 students) classes, and ELD students will be further supported in their English classes in order to receive targeted English instruction.
2. Cope Teachers in all core content areas will also receive additional professional development in regard to ELD instruction to support vocabulary development, reading, and writing.

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**
1191	**63.4%**	**8.9%**	**0.4%**
Total Number of Students enrolled in Cope Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	106	8.9%
Foster Youth	5	0.4%
Homeless	54	4.5%
Socioeconomically Disadvantaged	755	63.4%
Students with Disabilities	189	15.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	89	7.5%
American Indian	2	0.2%
Asian	121	10.2%
Filipino	29	2.4%
Hispanic	622	52.2%
Two or More Races	64	5.4%
Pacific Islander	10	0.8%
White	234	19.6%

Conclusions based on this data:

1. Cope Middle School moved to Title I in 2022-2023 which helped support all students, but especially the 65.6% of socioeconomically disadvantaged. Almost 185 SWD and almost 109 homeless students exist, both of which impact Cope's need to provide further interventions and Tier 2 and Tier 3 supports. This will continue in 2024-2025.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Chronic Absenteeism**  Orange	**Suspension Rate**  Orange
Mathematics  Orange		
English Learner Progress  Yellow		

Conclusions based on this data:

1. Based on Fall 2023 data, math achievement is still low, and chronic absenteeism and suspension rates are still high. During 2023-24, on campus interventions and supports were continued, including the Eagle Academy for an alternative to suspension program and SOAR, Cope's schoolwide positive behavior intervention strategies. Schoolwide Tier 1 interventions/supports and targeted Tier 2 and Tier 3 interventions/supports are in place .

2. English Language Arts academic progress is improved but students continue to struggle with reading/writing. English Learner students have progressed academically; programs in place will continue with an additional focus on targeted after school programming for 24-25.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
4	2	2	2	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	 Red	 Red
8.5 points below standard	78.7 points below standard	134.5 points below standard
Declined 3.5 points	Declined 5.5 points	Declined 38.5 points
1096 Students	139 Students	52 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Red	 Orange
Fewer than 11 students - No Data for Privacy	70.1 points below standard	42.4 points below standard
5 Students	Declined 40.1 points	Declined 14.1 points
	47 Students	720 Students

Students with Disabilities	African American	American Indian
 Red	 Yellow	 No Performance Color
106.3 points below standard	44.4 points below standard	Fewer than 11 students - No Data for Privacy
Maintained 2 points	Increased 7.1 points	2 Students
175 Students	83 Students	

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Orange
51.9 points above standard	39.1 points above standard	39.1 points below standard
Declined 8.1 points	Increased 13.1 points	Declined 9.8 points
116 Students	28 Students	567 Students

Two or More Races	Pacific Islander	White
 Yellow	 No Performance Color	 Green
2.7 points above standard	Fewer than 11 students - No Data for Privacy	38.6 points above standard
Declined 7.5 points	8 Students	Increased 11.3 points
63 Students		209 Students

Conclusions based on this data:

1. Overall data indicates Asian, Filipino, and White students performed at the highest rates while African-American, Hispanic, and SWD achieved at the lowest rates. Implementing additional inclusion classes at all grade levels will continue to be an area of focus for 2024-2025.
2. English teachers and the staff as a whole recognize students' struggles in reading and writing; a continued focus on the CCSS Literacy Standards across all curriculum areas will continue to be an area of focus to help support ELA achievement for all students. Continued work with higher-level Depth of Knowledge questioning by teachers and students' answers focused on justification from the text (providing evidence), will also be emphasized.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
3	5	0	2	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 Red
53.8 points below standard	110 points below standard	173.2 points below standard
Declined 4.7 points	Increased 8.9 points	Declined 5.9 points
1087 Students	142 Students	52 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Red	 Orange
Fewer than 11 students - No Data for Privacy	98.1 points below standard	90.1 points below standard
5 Students	Declined 13.6 points	Declined 13.3 points
	46 Students	711 Students

Students with Disabilities	African American	American Indian
 Orange	 Red	 No Performance Color
150.8 points below standard	106.8 points below standard	Fewer than 11 students - No Data for Privacy
Increased 4.1 points	Declined 9 points	2 Students
171 Students	83 Students	

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Orange
21.5 points above standard	5.9 points below standard	89.8 points below standard
Declined 11.7 points	Increased 23.9 points	Declined 9.7 points
116 Students	28 Students	560 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Green
41.4 points below standard	Fewer than 11 students - No Data for Privacy	1.6 points above standard
Declined 10.9 points	8 Students	Increased 10.1 points
63 Students		208 Students

Conclusions based on this data:

1. Math instruction and progress continues to be an area of concern for Cope as a whole. Math intervention and supplemental curriculum is being considered as intervention supports, along with a more focused tutoring program on campus. Tier 2 and Tier 3 academic will be developed, targeted intervention elective classes may be implemented, and schoolwide inclusion for special education students will be implemented.

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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	3	0	2

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**
 Yellow	 Yellow	 No Performance Color
53.1 science points	44 science points	32.5 science points
Maintained 0.8 points	Increased 5.5 points	Increased 3.9 points
357 Students	36 Students	17 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
0 Students	47.2 science points	45.8 science points
	Maintained 0.1 points	Declined 2.4 points
	14 Students	228 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
34.7 science points	44.2 science points	0 Students
Maintained -1.7 points	Maintained 1.9 points	
50 Students	31 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Yellow
69.1 science points	Fewer than 11 students - No Data for Privacy	45 science points
Increased 4 points	9 Students	Declined 2.2 points
44 Students		173 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
46.8 science points	Fewer than 11 students - No Data for Privacy	64 science points
Declined 8 points	1 Student	Increased 5.5 points
19 Students		71 Students

Conclusions based on this data:

1.

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**
	
Yellow	Green
54.5 making progress.	60.4 making progress.
Number Students: 88 Students	Number Students: 48 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**
12.6%	32.2%	5.7%	49.4%

Conclusions based on this data:

1. ELD students continue to make progress with 49.1% of students progressing at least one ELPI Level. Students will continue to be placed in ELD II and ELD III classes for targeted ELD instruction, and students will also receive supported/targeted English instruction in their English classes. The ELD Site Representative will continue to actively monitor ELD students progress and plan for further Tier 2 and Tier 3 interventions as needed.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Orange	 Orange
24% Chronically Absent	24.6% Chronically Absent	25.9% Chronically Absent
Declined 1.2	Declined 2	Declined 10.5
1244 Students	118 Students	58 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Red	 Red
Fewer than 11 students - No Data for Privacy	40.7% Chronically Absent	30.7% Chronically Absent
5 Students	Increased 6.5	Maintained 0.1
	59 Students	823 Students

Students with Disabilities	African American	American Indian
 Red	 Orange	 No Performance Color
37.7% Chronically Absent	27.7% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 4.2	Declined 1.9	2 Students
212 Students	94 Students	

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Red
6.1% Chronically Absent	6.9% Chronically Absent	30.6% Chronically Absent
Declined 7.3	Declined 0.6	Increased 0.8
131 Students	29 Students	654 Students

Two or More Races	Pacific Islander	White
 Yellow	 No Performance Color	 Yellow
17.2% Chronically Absent	Fewer than 11 students - No Data for Privacy	18.6% Chronically Absent
Declined 6.9	10 Students	Declined 2.8
87 Students		237 Students

Conclusions based on this data:

1. We have had a slight improvement in chronic absenteeism, however, it remains a concern among the majority of student groups and demographics. The high use of Short Term Independent Study (STIS) following the return from COVID in 2021-2022 was not impactful in that students often did not complete the work (and the work is what converts to the attendance). Targeted interventions and supports will continue to be an area of focus for 24-25, with counselor-developed Tier 2 and Tier 3 interventions, further parent education and follow-through, and further support from the Academic Case Carriers and FACE liaison.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	5	1	3	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Green	 Green
7.4% suspended at least one day	4.1% suspended at least one day	3.4% suspended at least one day
Increased 1.6%	Declined 3.1%	Declined 7.5%
1280 Students	121 Students	59 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Green	 Orange
Fewer than 11 students - No Data for Privacy	3.3% suspended at least one day	9.2% suspended at least one day
5 Students	Declined 5.3%	Increased 1.5%
	61 Students	847 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
13.4% suspended at least one day	13% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 3.6%	Maintained 0.1%	2 Students
216 Students	100 Students	

Asian	Filipino	Hispanic
 Orange	 Orange	 Orange
3.8% suspended at least one day	6.7% suspended at least one day	8% suspended at least one day
Increased 1.4%	Increased 4.2%	Increased 2.7%
132 Students	30 Students	674 Students

Two or More Races	Pacific Islander	White
 Yellow	 No Performance Color	 Orange
8.9% suspended at least one day	9.1% suspended at least one day	5% suspended at least one day
Declined 4.9%	11 Students	Increased 1.2%
90 Students		241 Students

Conclusions based on this data:

1. Student behavior is a continued concern at Cope, with almost 7.2% of all students being suspended. This is a nearly 3% decrease in suspensions. Cope implemented schoolwide the PBIS (SOAR - Safe, Organized, Accountable, Respectful) Matrix, classroom behavior flowchart, and schoolwide reward system with scratcher cards and a SOAR Store. Additionally, the Eagle Academy, an on-campus alternative to suspension program was also implemented. Eagle Academy incorporated academic support, counseling, restorative conversations/activities, and campus community service. Suspension rates did decrease but they are still high with African American students and SWD and will continue to be addressed.
2. Counselors will continue to focus on providing greater resources and small group intervention/counseling to students as needed. Tier 2 and Tier 3 interventions will be further developed to provide additional student support.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Positive School Climate
By June 2027, Cope Middle School will foster a positive and safe learning environment by increasing positive school climate survey responses from 63% to 68% and reducing suspension rates for African American students (from 13% to 10%) and Students with Disabilities (from 13.4% to 11.4%) through tiered social-emotional and behavioral supports

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to school programs, activities, and tiered social-emotional and behavioral supports. These supports will foster a sense of connectedness, especially for English Learners (EL), Foster Youth (FY), African American Students, student experiencing homelessness, Low Income students (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

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.

Through site surveys and collaboration at Department Meetings, Leadership Team Meetings, and the School Site Council meetings, community partners expressed continued concerns over student behavior and social-emotional wellbeing, as well as providing a positive, connected, schoolwide culture for students and staff.

Chronic Absenteeism: This is a major concern for Homeless Youth (40.7%), Students with Disabilities (37.7%), and Socioeconomically Disadvantaged students (30.7%).
Suspensions: There is a significant disparity in discipline, with Students with Disabilities (13.4%) and African American students (13%) being suspended at nearly double the school-wide average of 7.4%.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A - Attendance Rate Percentage of students who were present by student group. Source: District Analysis	All -- 93.7% African American -- 91.4% White -- 94.8% SED -- 92.7% English Learner -- 93.4% Foster Youth -- 83.6% Homeless Youth -- 88% Students with Disabilities -- 90.1%	Increase attendance rate for all students by 2%. All -- 95.7% African American -- 93.4% White -- 96.8% SED -- 94.7% English Learner -- 95.4% Foster Youth -- 85.6% Homeless Youth -- 89% Students with Disabilities --92.1%
1B - Chronic Absenteeism Rate Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days	2025 CA Dashboard ALL | 24% Black/African American | 27.7% LTEL | 25.9%	Reduce Chronic Absenteeism by 2% ALL | 22% Black/African American | 25.7% LTEL 23.9%

Source: California School Dashboard	Hispanic | 30.6% White | 18.6% English Learner | 24.6% Homeless Youth | 40.7% Socioeconomically Disadvantaged | 30.7% Students with Disabilities | 37.7%	Hispanic | 28.6% White | 17.6% English Learner | 22.6% Homeless Youth | 38.7% Socioeconomically Disadvantaged | 28.7% Students with Disabilities | 35.7%
1C Suspension Rate: Percentage of students suspended 1 or more times during the school year by student group. Source: California School Dashboard	2025 CA Dashboard ALL | 7.4% Black/African American | 13% LTEL 3.4% Hispanic | 8% White | 5% English Learner | 4.1% Homeless Youth | 3.3% Socioeconomically Disadvantaged | 9.2% Students with Disabilities | 13.4%	Reduce Suspensions by .2% ALL | 5.4% Black/African American | 10% LTEL 1.4% Hispanic | 6% White | 3% English Learner | 2.1% Homeless Youth | 1.3% Socioeconomically Disadvantaged | 7.2% Students with Disabilities | 11.4%
1D School Climate Survey: Percentage of positive responses in the areas of:Relationships, Sense of Belonging, School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management. Source: Local Climate Survey	March 2024 Overall Percent Favorable on Kelvin 63%	Increase by 5% 68%
1E SEL/Positive Behavior Systems/Self Assessment Survey /TFI/SWIS: (describe measure used) Source: Local Survey	PBIS - site achieved Bronze.	Continue to improve program to attain platinum status.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.1 - Positive Behavior Supports and Interventions to increase student engagement on campus, improve school climate, reduce suspension rates, improve attendance rates, reduce chronic	All students	10000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	absenteeism across all student groups, and improve CAASPP scores in ELA/Math including. Key actions to support implementation include: a. Hourly pay for tiered interventions and supports (PBIS, SEL, Counseling. b. Professional development, planning time, collaboration, conferences, consulting, training, and workshops for students and staff (certificated and classified). c. Materials and resources to support library services, PBIS, ASB, WEB, 5-Star, and student clubs/activities. d. Student recognition and incentives (PBIS student t-shirts, PBIS student agendas, PBIS rewards events). e. Restorative practices, including but not limited to Eagle Academy (alternative to suspension). f. Professional Development/Conferences/ Training for SEL/Behavior/Mental Health/Counseling. g. Campus monitor hourly pay to support PBIS, restorative practices, and interventions designed to improve school climate, attendance, and student engagement.		Student Incentives, Recognition Awards Assemblies, Materials NSCLC for Counseling Team 55078 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Staff hourly pay, Eagle Academy teacher, sub pay, extra duties for ASB, WEB, PBIS events, campus monitor hourly pay to support PBIS 5000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Guest speakers/Consultants 10000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Professional Development/Collaboration, including but not limited to the National School Counseling Leadership Conference 5000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) ASB/5Star/WEB events
1.2	1.2 Parent and Community Involvement Programs to increase Parent engagement with school personnel, improve the Parent/School partnership and communication during the school year, increase parent access to support programs on campus, and increase student attendance rate due to higher parent involvement in school programs. a. Parent nights/events/workshops (speakers, refreshments, materials, printing). b. Home mailings. c. Hourly pay for classified personnel for childcare. d. Including but not limited to Career Day, Coffee with the Principal, Counseling Workshops, Loteria Night, Science/CSTEM Showcase, Back to School Night, RSCL Sports. e. Hourly pay for safety personnel for parent nights/events/workshops, RSCL Sports, evening showcases, Loteria Night, Back to School Night.	All students	6000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Hourly pay, subs, consultants 8000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Materials, supplies, mailings, speakers, books, refreshments 1200 Title I Parent Involvement Non-Personnel (4000-7439) Materials, Refreshments 1683 Title I Parent Involvement Personnel (1000-3999)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Hourly pay for classified personnel for childcare, hourly pay for safety personnel for parent nights/events/workshops, RSCL sports, evening showcases, Loteria Night, Back to School Night
1.3	1.3 Support teachers with innovative technology and technology programs, professional development, and technology materials and tools designed to provide students equitable access to college and career preparedness, as well as to increase student engagement in the classroom, improve CAASPP scores in English Language Arts and Math, and to improve Chronic Absenteeism data across all student groups. Instructional technology programs at Cope include, but are not limited to: a. STEAM and Innovation Labs/Opportunities (C-STEM, 21st Century Learning Spaces, and Computer Science/Coding electives). b. Classroom Innovation (iPad, laptops, speakers, ELMOs, cameras, etc.). c. Technology hardware/software [licensing: R 180, Brainpop, Jr. Library Guild, KUTA (math software), Renaissance, Delta Math, Desmos, Lexia, and MobyMax to support student learning. c. Resources and materials for, but not limited to Digital Storytelling, Eagle Media Lab, or ROP College and Career Exploratory.	All students	25000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Books, supplies, materials, licenses 3027 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Release time for professional development and collaboration
1.4	1.4 After school/lunchtime enrichment/club personnel support and materials (Including but not limited to Intramurals, STEAM, C-STEM, Run Club, and other campus clubs, etc.) to increase student engagement on campus (climate), reduce our suspension rate, improve CAASPP scores in English Language Arts and Math, and to improve Chronic Absenteeism data across all student groups. a. Hourly Pay for CJSF Coordinator. b. Membership into California Junior Scholarship Federation (CJSF). c. RSCL sports (referees, transportation, uniforms, equipment, middle school athletic director pay).	All students	15000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Tutoring, enrichment activities, hourly pay for intramurals, sub pay for RSCLS release time 5000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Supplies, materials, equipment, transportation
1.5	1.5 Support of performing and visual arts programs to increase student engagement on campus (climate), reduce our suspension rate, improve CAASPP scores in English Language Arts and Math, and to improve Chronic Absenteeism data across all student groups. VAPA support includes, but is not limited to: a. connection activities between middle school and feeder elementary schools.	All students.	8000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Release time for VAPA teachers 15000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	b. transportation and admission costs for festivals, field trips, etc. c. materials/supplies, equipment, uniforms, instructional resources, licensing for play rights and music to support VAPA Programs. d. release time and sub pay for VAPA teachers.		Field trips admission and transportation, materials, supplies, equipment, uniforms, instructional resources, licensing, connection activities

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The 2025–2026 school year marked the first full year under new school leadership, during which foundational systems and Tier I strategies that directly impact school climate were in the early stages of development. As a result, implementation was not yet fully consistent across all areas. While systems of support to address attendance and behavior were established, these systems will need to be strengthened and more consistently implemented to achieve greater impact, including the expansion and consistency of Tier I SEL counseling lessons.

Professional development opportunities were limited due to a districtwide focus on compliance procedures, which impacted the ability to fully build staff capacity in key instructional and climate-related practices. Despite these challenges, important groundwork was laid, and the school remains committed to strengthening systems of support and continuing to build a positive and inclusive school climate.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

During the 2025–2026 school year, the site focused on establishing Tier I systems of support to improve overall school climate, including student behavior, attendance, and connectedness. As these systems were newly implemented, some planned strategies—particularly expanded Tier II supports and staff professional development—were adjusted to prioritize immediate student needs and ensure effective implementation.

Moving forward, the site will prioritize consistency, continuity, and sustainability of Tier I practices, while strengthening Tier II systems and increasing professional development to support a positive and inclusive school climate.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

To address chronic absenteeism, improve student connectedness, and reduce disparities in discipline, the school will focus on the following strategic areas:

Parental Involvement
Strengthening home-school partnerships to support attendance, behavior, and student well-being—especially for families of English Learners, Foster Youth, and other high-need groups.

Culturally Responsive Enrichment and Performing Arts
Expanding inclusive programs like visual and performing arts and student enrichment to foster belonging, boost engagement, and re-engage students who are at risk of disconnection.

Technology and Innovation
Leveraging technology to increase access, personalization, and student participation—particularly for students with disabilities, English Learners, and those historically underserved.

Tiered Supports and Professional Development
Re-establishing consistent Tier 2 behavior and attendance systems and providing staff with professional learning focused on culturally responsive practices, restorative approaches, and trauma-informed care.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Tiered Academic Support
By the end of the 2026-27 school year, all students will receive standards-based instruction and tiered interventions that result in increased ELA and Math achievement, specifically targeting Students with Disabilities to reduce their gap from 'Standard Met' and increasing the English Learner progress rate toward English language proficiency.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will progress towards meeting standards in academics through tiered supports and services.

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.

Academic Performance for ELA:
Students with Disabilities (SWD) demonstrate the greatest area of need in ELA, scoring -106.3 points below standard, indicating a continued need for targeted intervention, inclusion support, and differentiated instruction.
Long-Term English Learners (LTEL) also remain a significant area of concern, scoring -134.5 points below standard in ELA, highlighting the need for continued language development, reading comprehension, and writing support.
English Learners (EL) scored -78.7 points below standard, while Homeless Youth scored -70.1 points below standard, demonstrating the need for additional academic intervention, tutoring, and support services.
Hispanic students scored -39.1 points below standard and Black/African American students scored -44.4 points below standard, indicating achievement gaps that require continued focus on culturally responsive instruction, literacy intervention, and student engagement strategies.
Socioeconomically Disadvantaged students scored -42.4 points below standard, demonstrating the need for continued academic support, access to intervention programs, and extended learning opportunities.

Academic Performance for Math:
Mathematics continues to be the most significant academic area of concern schoolwide, with all students scoring -53.8 points below standard overall.
Students with Disabilities (SWD) remain the highest area of concern in mathematics, scoring -150.8 points below standard, indicating a critical need for intensive intervention, small-group instruction, and targeted math supports.
Long-Term English Learners (LTEL) scored -173.2 points below standard, representing the largest achievement gap among student groups and highlighting the need for integrated language and math instruction.
English Learners (EL) scored -110 points below standard, while Homeless Youth scored -98.1 points below standard, demonstrating the need for continued intervention, tutoring, and academic support services.
Hispanic students scored -89.8 points below standard and Black/African American students scored -106.8 points below standard, indicating persistent achievement gaps in mathematics and the need for targeted instructional strategies, data-driven intervention, and increased academic support opportunities.
Socioeconomically Disadvantaged students scored -90.1 points below standard, reinforcing the need for equitable access to intervention programs, supplemental resources, and extended learning opportunities.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	2025 CA School Dashboard (points from standard) ALL | -8.5 Black/African American | -44.4 LTEL -134.5 Hispanic | -39.1 White | 38.6 English Learner | -78.7 Homeless Youth | -70.1 Socioeconomically Disadvantaged | -42.4 Students with Disabilities | -106.3	Increase our EL by +10 ALL | +2.5 Black/African American | -34.4 LTEL -124.5 Hispanic | -29.1 White | 48.6 English Learner | -68.7 Homeless Youth | -60.1 Socioeconomically Disadvantaged | -32.4 Students with Disabilities | -96.3
2B Mathematics State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	2025 CA School Dashboard (points from standard) ALL | -53.8 Black/African American | -106.8 LTEL 173.2 Hispanic | -89.8 White | -1.6 English Learner | -110 Homeless Youth | -98.1 Socioeconomically Disadvantaged | -90.1 Students with Disabilities | -150.8	Increase Math Scores by +10 ALL | -43.8 Black/African American | -96.8 LTEL 163.2 Hispanic | -79.8 White | 11.6 English Learner | -100 Homeless Youth | -88.1 Socioeconomically Disadvantaged | -80.1 Students with Disabilities | -140.8
2C California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST Grade 5 student group. Source: CDE Dataquest Reporting	Spring 2025 CAST Total 33.88 met or exceeded standard Student Groups N/A	Increase CAST test results by 2% Total 35.88 met or exceeded standard
2D English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC). Source: California School Dashboard	2025 CA School Dashboard 54.5%	Increase ELPAI by 2% 56.5%
2E STAR Assessment (English/Reading) Source: Internal District Reporting	Increase STAR Reading scores (Winter 2026) ALL – 71.6%	Increase STAR Reading scores BY 2% (Winter 2027) ALL – 73.6%

	African American –64.3% LTEL- Hispanic – 62.6% Pacific Islander – 80.0% White – 83.0% EL – SWD – 58.1%	African American –66.3% LTEL- Hispanic – 64.6% Pacific Islander – 82.0% White – 85.0% EL – SWD – 60.1%
2F STAR Assessment (Mathematics) Source: Internal District Reporting	Increase STAR Math scores (Winter 2026) ALL – 56.5% African American – 46.5% LTEL- Hispanic – 47.5% White – 70.2% EL – SWD – 41.5%	Increase STAR Math scores BY 2% (Winter 2027) ALL – 58.5% African American – 48.5% LTEL- Hispanic – 49.5% White – 72.2% EL – SWD – 43.5%
2G AVID Student Marks/ C- or better (English/Reading) in grades 4-8 Source Internal District Reporting	1st Semester 25-26 - English C or Better Grades AVID students 94.6% Non-AVID students 78.3%	Maintain or increase AVID ELA grades and to increase ELA grades for non-AVID students.
2H AVID Student Marks/ C- or better (Mathematics) in grades 4-8 Source Internal District Reporting	1st Semester 25-26 - Math C or Better Grades AVID students 88.7% Non-AVID students 72.4%	Increase AVID Math grades and to increase Math grades for non-AVID students.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.1: Provide opportunities for staff collaboration, professional development, inclusion, and instructional planning to improve standards-based instruction and increase student CAASPP scores in English Language Arts and Math. a. Substitute teachers/release time for Professional Learning Community (PLC) collaboration and instructional planning. b. Professional development, conferences, and travel focused on standards-based instruction, inclusion, co-teaching, and differentiated instruction. c. Instructional supplies, supplemental materials, and resources to support targeted academic instruction and intervention. d. Reprographics and printing services.	All students	35000 Title I Personnel (1000-3999) Teacher collaboration, sub coverage for release time, PLC collaboration/training 20000 Title I Non-Personnel (4000-7439) Materials, conference expenses
2.2	2.2: Support supplemental academic programs and tiered intervention systems to improve student achievement, increase CAASPP scores, and provide recognition for academic growth and success. a. Instructional and supplemental classroom/program materials. b. Site licenses, training, and materials for intervention and academic support programs. c. Release time for intervention planning, collaboration, and curriculum development.	All students but principally targeted at unduplicated students not achieving at grade level	10000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Books, materials, supplies, licenses, academic field trips 10000 Title I Personnel (1000-3999) Release time for training

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	d. After-school tutoring and academic intervention programs. e. Transportation for academic support programs and field trips, when available. f. Zero-period PE to provide students access to additional electives and academic intervention classes. g. Academic field trips and enrichment opportunities. h. Student recognition programs, including awards, certificates, CJSF membership support, and the annual 8th grade awards ceremony. i. Reprographics and printing services.		
2.3	2.3 AVID and Student Engagement Implement all components of the AVID program at Cope to increase student engagement and school climate, reduce suspension rates, improve CAASPP scores in English Language Arts and Math, and decrease chronic absenteeism across all student groups. a. Instructional materials and program supplies. b. Educational field trips and enrichment activities. c. Conferences and professional development opportunities. d. Incentives and recognition for AVID student academic achievement and engagement.	AVID Students and schoolwide supports for all students	14000 Title I Non-Personnel (4000-7439) Transportation, field trip admissions, supplies and materials, student recognition, awards 2000 Title I Personnel (1000-3999) Release time for AVID team
2.4	2.4: Provide targeted support for English Learners to improve ELPAC levels, increase reclassification rates, and support academic achievement schoolwide. a. Instructional and supplemental materials for English Learners. b. Translation services, Language Line fees, and multilingual communication support. c. Site licenses and supplemental programs, including Rosetta Stone, ELLevation, and Summit K12. d. Professional development and conference opportunities related to English Learner instruction and support. e. EL Representative compensation and EL paraprofessional support for students performing below grade level. f. ELAC meetings, parent engagement activities, and multilingual student clubs. g. After-school tutoring, transportation, and educational field trips for English Learners.	All Multilingual Students	15000 Title I Non-Personnel (4000-7439) Licenses, professional development, books, materials, supplies 3000 Title I Personnel (1000-3999) EL Rep. Compensation 31000 Title I Personnel (1000-3999) EL Para hours, tutoring 10000 District Funded – Title III Non-Personnel (4000-7439) Supplemental Materials, Workshop and Conference expenses, ELLevation 5104 District Funded – Title III Personnel (1000-3999)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Teacher hourly, substitute costs for EL collab days, intervention
2.5	2.5 Provide targeted supports for Special Education through inclusion, co-teaching, and differentiated instruction to enhance student learning and achievement. a. Professional development focused on inclusion, co-teaching, and differentiated instruction. b. Implementation of inclusive practices across grade levels and core subject areas. c. Instructional supplies, materials, and supplemental academic resources. d. Release time for collaboration between Special Education and general education teachers to support inclusive instructional practices across grade levels and core subject areas.	All Special Education Students	4000 Title I Non-Personnel (4000-7439) Professional development 5000 Title I Personnel (1000-3999) Release time for collaboration
2.6	2.6 With the support of Educational Services, provide targeted math intervention and academic support for students at all grade levels to improve mathematical proficiency, increase CAASPP math scores, close learning gaps, and ensure equitable access to standards-based instruction and intervention. a. Provide supplemental math intervention classes and targeted small-group instruction for students performing below grade level. b. Utilize intervention programs, instructional technology, and supplemental materials to support math skill development and standards mastery. c. Provide release time for math teachers to collaborate on data analysis, intervention planning, curriculum alignment, and instructional strategies. d. Offer before-school, after-school, and/or extended learning opportunities for math tutoring and intervention. e. Monitor student progress through formative assessments, benchmark data, and intervention tracking systems to identify and support students in need of additional assistance. f. Provide professional development focused on math intervention strategies, differentiated instruction, and standards-based teaching practices. g. Support student engagement and achievement in mathematics through enrichment activities, recognition programs, and academic incentives. h. Provide instructional aides, paraprofessional support, and/or intervention staff to assist students needing targeted math support. i. Purchase instructional supplies, manipulatives, software licenses, and supplemental math resources to support intervention and classroom instruction. j. Provide transportation, when available, to support participation in extended learning and intervention opportunities.	All students	30000 Title I Personnel (1000-3999) Release time for professional development and collaboration, sub pay for math department collaboration 3578 Title I Non-Personnel (4000-7439) materials, supplies, manipulatives, and licenses

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.8			

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Professional development opportunities were limited due to a districtwide focus on compliance procedures, which impacted the ability to fully build staff capacity in key instructional and climate-related practices. Despite this challenge, progress was made in several areas. AVID continues to be a strength at Cope, supporting approximately 200 students and contributing to higher academic performance and school engagement. Some targeted professional collaboration occurred with a focus on improving ELA and Math instruction, especially for English Learners (EL) and Students with Disabilities (SWD). Another key success to note is our focus to continue to support inclusion classes, where special education and general education teachers co-taught in ELA and Math. This initiative was designed to improve access and equity for SWD and represents meaningful progress toward the site's goal of providing tiered academic support.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Professional development opportunities were limited due to a districtwide focus on compliance procedures, some originally planned professional development activities did not occur, and budgeted funds were redirected to address evolving site priorities. Specifically, more resources were allocated to support the support of inclusion classes and to maintain strong core academic programs, such as AVID and ELD support. The adjustments ensured that the most critical student needs were met, though some planned expenditures for teacher collaboration and supplemental academic programs were delayed or reduced.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

To better reflect site priorities and support sustainable implementation, some strategies and goal elements have been revised. AVID was moved from Goal 1.9 to Goal 2.6 to more closely align with instructional and academic outcomes. The addition of inclusion classes will continue in 2025–26 and is reflected under Strategy 2.5, with plans to expand co-teaching and differentiated instruction for SWD. The focus remains on improving outcomes in ELA, Math, EL progress, and reclassification rates, with targeted support for underperforming student groups.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$370,670.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$172,578.00
Title I Parent Involvement	$2,883.00

Subtotal of additional federal funds included for this school: $175,461.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded – Title III	$15,104.00
LCAP - Supplemental & Concentration Grant (LCAP)	$180,105.00

Subtotal of state or local funds included for this school: $195,209.00

Total of federal, state, and/or local funds for this school: $370,670.00

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 – Title III	15,104.00
LCAP - Supplemental & Concentration Grant (LCAP)	180,105.00
Title I	172,578.00
Title I Parent Involvement	2,883.00

Expenditures by Budget Reference

Budget Reference	Amount
Non-Personnel (4000-7439)	160,778.00
Personnel (1000-3999)	209,892.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Non-Personnel (4000-7439)	District Funded – Title III	10,000.00
Personnel (1000-3999)	District Funded – Title III	5,104.00
Non-Personnel (4000-7439)	LCAP - Supplemental & Concentration Grant (LCAP)	93,000.00
Personnel (1000-3999)	LCAP - Supplemental & Concentration Grant (LCAP)	87,105.00
Non-Personnel (4000-7439)	Title I	56,578.00
Personnel (1000-3999)	Title I	116,000.00
Non-Personnel (4000-7439)	Title I Parent Involvement	1,200.00
Personnel (1000-3999)	Title I Parent Involvement	1,683.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	172,988.00

Goal 2	197,682.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

3 Secondary Students

Name of Members	Role
Wendy Caress	Principal
Tricia Gabrielson	Classroom Teacher
Chris Olsen	Parent or Community Member
Angela Vasquez	Classroom Teacher
Jeanine Meza	Parent or Community Member
Colleen Catania	Parent or Community Member
Trevor Walker	Classroom Teacher
Victoria Palenscar	Parent or Community Member
Suzanne Donovan-Marlowe	Classroom Teacher
Emma Escher	Secondary Student
Ava Anderson	Parent or Community Member
Vivienne Garcia	Secondary Student
Denise Zamora	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: School Site Council (see attachment).

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 05/20/2026.

Attested:

Principal, Wendy Caress on 5/20/26
SSC Chairperson, Angela Vasquez on 5/20/26

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:

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At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Moore Middle School	36-67843-6061881	May 5, 2026	July 21, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Moore Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Moore is currently in ATSI in Chronic Absenteeism and targeting student subgroups; African American, and Students with Disabilities for growth.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page 1
Table of Contents 2
Plan Description 3
Educational Partner Involvement 3
Comprehensive Needs Assessment Components 4
    California School Dashboard (Dashboard) Indicators 4
    Other Needs 5
School and Student Performance Data 6
    Student Enrollment 6
    CAASPP Results 8
    ELPAC Results 12
    Student Population 15
    Overall Performance 17
    Academic Performance 19
    Academic Engagement 26
    Conditions & Climate 28
Goals, Strategies, & Proposed Expenditures 30
    Goal 1 30
    Goal 2 38
Budget Summary 43
    Budget Summary 43
    Other Federal, State, and Local Funds 43
Budgeted Funds and Expenditures in this Plan 44
    Funds Budgeted to the School by Funding Source 44
    Expenditures by Funding Source 44
    Expenditures by Budget Reference 44
    Expenditures by Budget Reference and Funding Source 44
    Expenditures by Goal 44
School Site Council Membership 45
Recommendations and Assurances 46

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Moore Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Moore is currently in ATSI in Chronic Absenteeism and targeting student subgroups; African American, and Students with Disabilities for growth.

The School Plan for Student Achievement (SPSA) consolidates all school-level planning efforts into a single, comprehensive plan for programs funded through the Consolidated Application (ConApp), in accordance with California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by strategically maximizing available resources while minimizing duplication of effort, with the ultimate goal of improving student achievement.

The School Site Council (SSC) is responsible for the development, annual review, and approval of the SPSA, including establishing the annual budget and making revisions to reflect changing needs and priorities, in alignment with EC Sections 52853(b) and 52855.

California's ESSA State Plan emphasizes improving outcomes for underserved student groups through the strategic use of federal resources. The SPSA provides schools with the opportunity to document how these resources are leveraged to maximize impact. Implementation of ESSA in California continues to support innovation, allowing schools to align federally funded programs with site and district priorities under the Local Control Funding Formula (LCFF).

The LCFF provides schools and local educational agencies (LEAs) with flexibility to design programs and services that address the diverse needs of students, promoting readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of inquiry, action, reflection, and improvement.

Moore Middle School has been identified for Additional Targeted Support and Improvement (ATSI) in the areas of Pupil Engagement(Chronic Absenteeism) and School Climate (Suspension Rate) for Students with Disabilities (SWD), African American students measured by SBAC.

In response, the ATSI plan prioritizes targeted academic interventions in Chronic Absenteeism and Suspension Rate to improve Distance from Standard (DFS) outcomes. To address attendance, Moore will continue to strengthen family engagement through Attendance incentives both weekly and monthly, the Student Attendance Review Team (SART) process, and parent outreach. To improve school climate, Moore Middle School will continue implementing Positive Behavior Interventions and Supports (PBIS) and Social-Emotional Learning (SEL) through PBIS assemblies, Behavior Skills Class that focuses on with classroom-based lessons focused on conflict resolution and positive student behavior recognition through 5-STAR.

Educational Partner Involvement

How, when, and with whom did Moore Middle School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC) will meet a minimum of five times during the academic year to support the ongoing development, implementation, and evaluation of the SPSA. The committee is composed of the principal, four teachers, five parents, and five student representatives, ensuring a collaborative and representative decision-making body. The purpose of the SSC is to ensure that programs at Moore Middle School reflect the shared priorities of parents, staff, administrators, and students.

During SSC meetings, members engage in meaningful discussions and make informed decisions on key areas including the Uniform Complaint Procedures, program evaluation, parent involvement, data analysis, elections, budget review and approval, program monitoring, and needs assessment.

The SSC also plays an active role in evaluating progress toward current SPSA goals and contributes to the development of new goals based on multiple measures of accountability. These measures include student achievement data, attendance, and suspension rates. Through this process, the SSC helps identify areas of need and prioritizes the allocation of resources to support students identified as at-promise. These students may be identified through multiple indicators, including D/F grades, low performance on STAR assessments, attendance concerns, behavioral data, and "not met" or "nearly met" performance levels on the SBAC.

In addition, the principal participates in English Learner Advisory Committee (ELAC) meetings four to six times per year. ELAC focuses on analyzing data specific to English Learners' academic achievement and provides recommendations from parents regarding effective supports and interventions for students and professional learning for staff.

These meetings provide opportunities to review and explain school data, gather parent input, and inform decisions related to staff professional development, student interventions, and parent education workshops.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Moore Middle School will prioritize academic growth in English Language Arts and Mathematics for five student groups: English Learners, Long-Term English Learners, Students experiencing homelessness, Students with Disabilities, and African American students. These groups are currently performing in the red, orange, or yellow performance levels, indicating a need for targeted support and improvement.

Additional focus areas include reducing chronic absenteeism across all student groups and addressing suspension rates for Long-Term English Learners, students experiencing homelessness, and African American students. These areas are currently identified in the red performance category and require immediate and strategic intervention.

To improve academic performance, Moore staff have identified students in need of additional support and previously provided before and after-school interventions. Building on this, and through the implementation of Professional Learning Communities (PLCs), staff will collaborate during weekly department meetings to design and implement targeted interventions during designated instructional time twice per week across all subject areas, including English Language Arts and Mathematics. This structured intervention time will be during the school day and will focus on addressing identified gaps in student learning.

To address chronic absenteeism, the administration and counseling team have identified students for Student Attendance Review Team (SART) meetings and are actively partnering with families to improve attendance and punctuality. Tiered attendance supports have already demonstrated positive impact and will continue to be strengthened.

To reduce suspension rates, Moore Middle School has implemented Positive Behavior Interventions and Supports (PBIS), including restorative practices, alternative means of correction, a behavior skills class, and a tiered approach to discipline. These strategies are designed to address the root causes of behavior, support student growth, and prevent repeat incidents.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Moore Middle School identified the following student groups in need of additional support in English Language Arts: English Learners and Students with Disabilities. In Mathematics, targeted support is needed for students experiencing homelessness, English Learners, and African American students.

Chronic absenteeism remains an area of focus across all student groups. Additionally, Moore will prioritize reducing suspension rates for Students with Disabilities, African American students, and students experiencing homelessness.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Analysis of benchmark data indicates a continued need to strengthen student support in English Language Arts and Mathematics. PBIS data reflects progress in reducing disciplinary incidents; however, it also highlights the need to expand Social-Emotional Learning (SEL) supports to further develop students' self-management and conflict resolution skills.

Moore's Kelvin data shows a 1% increase overall, along with a 2% increase in student participation, demonstrating modest growth in school climate and engagement. As an ATSI-identified school, Moore will continue to focus on improving outcomes for African American students and Students with Disabilities through targeted supports. These student groups will receive additional intervention during the school day, as well as through before- and after-school programs and counseling-based SEL lessons.

To support our district's unduplicated count (Homeless, foster, low-income & EL) population, some schools, including ours, offer after school programming named "Exploration Experience". This is the merged programs of Expanded Learning Opportunity Program (ELOP) and After School Education and Safety (ASES). This opportunity allows a safe learning environment after school where students can experience an increased sense of belonging as students connect with their peers and additional program staff in positive ways after school. This opportunity also contributes to areas of high academic achievement by offering homework & academic support .

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Moore Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.19%	0.30%	0.22%	2	3	2
African American	5.26%	3.95%	5.08%	56	39	47
Asian	4.32%	5.67%	4.76%	46	56	44
Filipino	0.94%	1.01%	0.86%	10	10	8
Hispanic/Latino	54.51%	53.95%	52.86%	580	533	489
Pacific Islander	0.19%	0.30%	0.22%	2	3	2
White	29.14%	28.44%	24.97%	310	281	231
Two or More Races	4.79%	5.06%	4.43%	51	50	41
Not Reported	0.66%	1.32%	6.59%		13	61
			Total Enrollment	1064	988	925

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	333	318	299
Grade 7	354	318	312
Grade 8	377	350	314
Total Enrollment	1,064	988	925

Conclusions based on this data:

1. Our overall enrollment has decreased since 2023 and continues to decrease. Our Hispanic/Latino. American Indian, and African American populations have decreased. Despite the decrease in population, Moore's demographics continue to be very diverse and represent a widespread of social, ethnic, and academic backgrounds. Continued efforts to increase PBIS and SEL implementation will be needed to assist new and returning students as we (students, staff, and the community) work to reaffirm a safe and welcoming learning environment.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	89	68	62	8.4%	6.9%	6.7%
Fluent English Proficient (FEP)	111	99	71	10.4%	10.0%	7.7%
Reclassified Fluent English Proficient (RFEP)		59			15%	

Conclusions based on this data:

1. Although the number of EL students has steadily fallen, the percentage of EL students has increase due to the decrease in enrollment. Additionally, with the support of Moore Middle School's EL Coordinator, teachers will have increased opportunities to participate in Professional Development opportunities that highlight strategies in the four domains, reading, listening, writing, and speaking, for creating functional integrated classrooms for both EL students and general education students. Our focus is to have students move one level on the ELPAC until they are eligible for reclassification.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	358	324	307	346	308	300	346	308	300	96.6	95.1	97.7
Grade 7	359	347	296	348	328	285	348	328	285	96.9	94.5	96.3
Grade 8	326	362	337	305	344	329	305	344	328	93.6	95	97.6
All Grades	1043	1033	940	999	980	914	999	980	913	95.8	94.9	97.2

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2538.	2526.	2537.	23.12	19.48	22.00	30.35	28.90	32.33	24.86	27.27	22.00	21.68	24.35	23.67
Grade 7	2532.	2538.	2542.	14.08	21.65	20.70	31.03	27.13	29.12	23.85	20.12	17.54	31.03	31.10	32.63
Grade 8	2546.	2520.	2563.	14.75	11.92	19.21	31.80	23.84	32.01	22.62	24.71	23.78	30.82	39.53	25.00
All Grades	N/A	N/A	N/A	17.42	17.55	20.59	31.03	26.53	31.22	23.82	23.98	21.25	27.73	31.94	26.94

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	23.48	20.78	24.33	53.04	54.87	49.00	23.48	24.35	26.67
Grade 7	14.66	22.26	21.05	62.36	55.18	54.04	22.99	22.56	24.91
Grade 8	15.74	12.50	21.04	57.05	48.84	55.49	27.21	38.66	23.48
All Grades	18.04	18.37	22.12	57.52	52.86	52.90	24.45	28.78	24.97

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	20.58	19.81	20.00	56.81	50.65	58.00	22.61	29.55	22.00
Grade 7	20.40	23.48	21.75	46.84	43.60	51.23	32.76	32.93	27.02
Grade 8	14.43	12.79	19.51	53.77	47.09	52.13	31.80	40.12	28.35
All Grades	18.64	18.57	20.37	52.40	47.04	53.78	28.96	34.39	25.85

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	18.84	15.58	12.33	69.28	70.13	76.00	11.88	14.29	11.67
Grade 7	12.07	14.02	12.63	76.44	70.12	72.63	11.49	15.85	14.74
Grade 8	17.05	12.21	19.82	67.87	67.44	69.21	15.08	20.35	10.98
All Grades	15.93	13.88	15.12	71.34	69.18	72.51	12.73	16.94	12.38

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	21.45	18.18	20.67	65.80	65.26	65.67	12.75	16.56	13.67
Grade 7	17.82	20.73	19.30	58.62	56.40	60.35	23.56	22.87	20.35
Grade 8	21.31	17.44	22.87	60.66	57.56	60.67	18.03	25.00	16.46
All Grades	20.14	18.78	21.03	61.72	59.59	62.21	18.14	21.63	16.76

Conclusions based on this data:

1. The CAASPP state achievement data was utilized to help Moore Middle School create a baseline for areas of improvement and other areas of growth for the 2025-2026 school year. A need of schoolwide academic goals to improve reading comprehension and writing across core subject areas will continue, as well as continued interventions.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	358	324	307	345	301	294	345	301	294	96.4	92.9	95.8
Grade 7	359	347	296	345	336	279	345	336	279	96.1	96.8	94.3
Grade 8	326	362	338	309	346	327	309	346	326	94.8	95.6	96.7
All Grades	1043	1033	941	999	983	900	999	983	899	95.8	95.2	95.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2519.	2518.	2527.	26.09	19.93	27.55	15.36	22.26	18.37	22.90	28.57	23.47	35.65	29.24	30.61
Grade 7	2493.	2512.	2516.	14.20	19.64	18.28	14.78	18.45	21.86	22.32	19.94	19.35	48.70	41.96	40.50
Grade 8	2519.	2512.	2545.	15.21	14.74	23.62	14.89	10.69	17.18	23.30	27.17	19.02	46.60	47.40	40.18
Grade 11															
All Grades	N/A	N/A	N/A	18.62	18.01	23.25	15.02	16.89	19.02	22.82	25.13	20.58	43.54	39.98	37.15

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	25.80	20.27	26.53	37.39	46.18	44.56	36.81	33.55	28.91
Grade 7	16.52	22.92	19.71	37.10	35.71	40.50	46.38	41.37	39.78
Grade 8	17.48	15.90	21.47	44.66	45.09	46.63	37.86	39.02	31.90
Grade 11									
All Grades	20.02	19.63	22.58	39.54	42.22	44.05	40.44	38.15	33.37

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	18.26	12.96	19.39	48.12	55.15	46.26	33.62	31.89	34.35
Grade 7	12.75	15.77	17.20	47.54	46.73	45.16	39.71	37.50	37.63
Grade 8	13.27	10.98	17.79	49.84	49.13	50.92	36.89	39.88	31.29
All Grades	14.81	13.22	18.13	48.45	50.15	47.61	36.74	36.62	34.26

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	22.90	16.61	22.11	54.78	62.79	54.42	22.32	20.60	23.47
Grade 7	11.01	14.88	13.26	54.78	55.06	56.27	34.20	30.06	30.47
Grade 8	11.97	11.56	16.26	57.61	57.23	57.06	30.42	31.21	26.69
All Grades	15.42	14.24	17.24	55.66	58.19	55.95	28.93	27.57	26.81

Conclusions based on this data:

1. The CAASPP state achievement data was used to help Moore Middle School create a baseline of schoolwide academic goals to improve application of mathematical concepts and procedures and strategies to solve real-world mathematical problems. There are areas of growth as well as areas of improvement needed in different domains. Teachers will continue to utilize data to make improvements in specific domain, in particular with Communicating reasoning and Problem Solving and Modeling.

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
6	1537.2	1511.9	1516.3	1553.1	1515.5	1524.2	1520.8	1507.8	1508.0	26	28	23
7	1535.7	1518.9	1535.1	1551.3	1517.8	1545.8	1519.5	1519.2	1523.8	22	23	23
8	1551.4	1555.6	1563.2	1560.4	1564.0	1585.9	1541.9	1546.6	1540.1	15	20	18
All Grades										63	71	64

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	30.77	7.14	13.04	42.31	42.86	34.78	11.54	32.14	30.43	15.38	17.86	21.74	26	28	23
7	13.64	13.04	13.04	45.45	34.78	43.48	27.27	34.78	26.09	13.64	17.39	17.39	22	23	23
8	13.33	30.00	38.89	53.33	45.00	38.89	20.00	10.00	5.56	13.33	15.00	16.67	15	20	18
All Grades	20.63	15.49	20.31	46.03	40.85	39.06	19.05	26.76	21.88	14.29	16.90	18.75	63	71	64

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	61.54	28.57	39.13	19.23	50.00	39.13	3.85	3.57	4.35	15.38	17.86	17.39	26	28	23
7	45.45	34.78	39.13	40.91	30.43	43.48	4.55	17.39	4.35	9.09	17.39	13.04	22	23	23
8	53.33	50.00	77.78	13.33	35.00	5.56	13.33	10.00	5.56	20.00	5.00	11.11	15	20	18
All Grades	53.97	36.62	50.00	25.40	39.44	31.25	6.35	9.86	4.69	14.29	14.08	14.06	63	71	64

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	3.85	0.00	0.00	19.23	14.29	17.39	38.46	39.29	52.17	38.46	46.43	30.43	26	28	23
7	4.55	4.35	8.70	9.09	17.39	26.09	54.55	34.78	26.09	31.82	43.48	39.13	22	23	23
8	0.00	0.00	11.11	33.33	30.00	33.33	46.67	45.00	33.33	20.00	25.00	22.22	15	20	18
All Grades	3.17	1.41	6.25	19.05	19.72	25.00	46.03	39.44	37.50	31.75	39.44	31.25	63	71	64

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	23.08	7.14	17.39	57.69	57.14	60.87	19.23	35.71	21.74	26	28	23
7	4.55	8.70	8.70	77.27	43.48	69.57	18.18	47.83	21.74	22	23	23
8	6.67	35.00	38.89	60.00	50.00	50.00	33.33	15.00	11.11	15	20	18
All Grades	12.70	15.49	20.31	65.08	50.70	60.94	22.22	33.80	18.75	63	71	64

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	73.08	75.00	78.26	15.38	10.71	4.35	11.54	14.29	17.39	26	28	23
7	86.36	73.91	82.61	9.09	13.04	8.70	4.55	13.04	8.70	22	23	23
8	66.67	80.00	83.33	20.00	15.00	5.56	13.33	5.00	11.11	15	20	18
All Grades	76.19	76.06	81.25	14.29	12.68	6.25	9.52	11.27	12.50	63	71	64

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	3.85	3.57	4.35	26.92	28.57	17.39	69.23	67.86	78.26	26	28	23
7	4.55	8.70	13.04	9.09	39.13	21.74	86.36	52.17	65.22	22	23	23
8	13.33	15.00	16.67	33.33	45.00	44.44	53.33	40.00	38.89	15	20	18
All Grades	6.35	8.45	10.94	22.22	36.62	26.56	71.43	54.93	62.50	63	71	64

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	23.08	25.00	13.04	61.54	60.71	69.57	15.38	14.29	17.39	26	28	23
7	22.73	8.70	17.39	68.18	73.91	69.57	9.09	17.39	13.04	22	23	23
8	0.00	5.00	0.00	86.67	85.00	88.89	13.33	10.00	11.11	15	20	18
All Grades	17.46	14.08	10.94	69.84	71.83	75.00	12.70	14.08	14.06	63	71	64

Conclusions based on this data:

1. Our current supports for this student group are showing to be effective as demonstrated by the number of students that were reclassified every year since the pandemic. There has also been an increase in students entering Moore at the Beginning (Level 1) stage . Data shows that they have made growth of one level as per our target goal.

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**
988	**57.5%**	**6.9%**	**0.4%**
Total Number of Students enrolled in Moore Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	68	6.9%
Foster Youth	4	0.4%
Homeless	52	5.3%
Socioeconomically Disadvantaged	568	57.5%
Students with Disabilities	167	16.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	39	3.9%
American Indian	3	0.3%
Asian	56	5.7%
Filipino	10	1%
Hispanic	533	53.9%
Two or More Races	50	5.1%
Pacific Islander	3	0.3%
White	281	28.4%

Conclusions based on this data:

1. Over 50% of the population at Moore Middle School is socioeconomically disadvantaged, which was a slight decrease from the previous year. Less than 10% are English Language Learners and over 15% are students with

disabilities, which is also an increase from last school year. Programs at Moore are constantly being adapted to fit the needs of Moore's diverse student population and ensure all students have equal access to the curriculum.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	**Chronic Absenteeism**  Red	**Suspension Rate**  Green
Mathematics  Yellow		
English Learner Progress  Green		

Conclusions based on this data:

1. Suspension rates have dropped to the Red category. PBIS implementation halfway through the year has shown improvement, but tiered support focusing on African American students and Students with Disabilities will need to continue. Staff training on equity and removing barriers, as well as programs to connect students to school and a continued commitment to increased positive behavior interventions on campus will also need to continue.

2. Attendance and suspensions remain a focus and committees have been developed to continue focused work to target at-promise students.

3. Chronic Absenteeism will be targeted through positive interventions weekly, monthly, and through 5-Star Assemblies.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	2	5	2	1

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Yellow	 Orange
0.1 points above standard	68.2 points below standard	101.1 points below standard
Increased 17.7 points	Increased 31.5 points	Increased 22.1 points
900 Students	83 Students	33 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Yellow	 Yellow
Fewer than 11 students - No Data for Privacy	44.5 points below standard	31.9 points below standard
3 Students	Increased 20.3 points	Increased 19.9 points
	48 Students	531 Students

Students with Disabilities	African American	American Indian
 Orange	 Yellow	 No Performance Color
92.6 points below standard	47.7 points below standard	Fewer than 11 students - No Data for Privacy
Increased 9.4 points	Increased 20.4 points	3 Students
154 Students	32 Students	

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Yellow
81.1 points above standard	Fewer than 11 students - No Data for Privacy	29 points below standard
Declined 11 points	10 Students	Increased 16.8 points
54 Students		472 Students

Two or More Races	Pacific Islander	White
 Green	 No Performance Color	 Blue
17.8 points above standard	Fewer than 11 students - No Data for Privacy	35 points above standard
Increased 5.5 points	3 Students	Increased 18.2 points
46 Students		265 Students

Conclusions based on this data:

1. ELA scores show that over all Moore students had an increase 17.7%. There was a decline in the subgroup Asian of by 11%, however they are still at 81.1%
2. Professional Development PLC collaboration will support all students through intervention that are provided during school hours twice a week.
3. Common standards based assessments, IABs, STAR, and Benchmark assessments are crucial to monitor student progress in the preparation of the SBAC and implementation of interventions.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	4	2	1	1

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
 Yellow	 Orange	 Orange
36.1 points below standard	123 points below standard	154.3 points below standard
Increased 12.6 points	Increased 12.8 points	Increased 7.1 points
884 Students	83 Students	33 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Orange	 Yellow
Fewer than 11 students - No Data for Privacy	100.5 points below standard	74.9 points below standard
3 Students	Increased 9.6 points	Increased 14.6 points
	47 Students	516 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
143.8 points below standard	116.3 points below standard	Fewer than 11 students - No Data for Privacy
Declined 15.4 points	Declined 16.9 points	3 Students
154 Students	32 Students	

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Yellow
68.6 points above standard	Fewer than 11 students - No Data for Privacy	71.9 points below standard
Declined 9.2 points	10 Students	Increased 11.1 points
54 Students		463 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Blue
27.6 points below standard	Fewer than 11 students - No Data for Privacy	12.5 points above standard
Declined 19.7 points	3 Students	Increased 18.9 points
45 Students		260 Students

Conclusions based on this data:

1. Math scores for the majority of student groups made improvements in performance with an increase in points of 12.6% all student. There will be a focus on African American, Asian, Two or More Races, and Students with Disabilities which have all showed a decline. Math performance by race and ethnicity demonstrates that African Americans have the highest DFS scores and highlights that Math continues to be both a district and site focus.
2. Professional Development PLC collaboration will support all students through intervention that are provided during school hours twice a week. Data will be collected weekly that will focus on not just all students, but on the target groups listed.
3. Interventions focusing specifically on target groups (African American, Homeless, English Learners, and Students with Disabilities) is needed to support students.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	2	1

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
		
Blue	No Performance Color	No Performance Color
55.6 science points	43.3 science points	36.5 science points
Increased 5.6 points	Increased 6.9 points	Maintained 1.2 points
326 Students	29 Students	14 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	42.5 science points	48.4 science points
2 Students	Declined 4.9 points	Increased 4.2 points
	28 Students	192 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
40.6 science points	41.9 science points	Fewer than 11 students - No Data for Privacy
Maintained -0.1 points	Increased 6.9 points	1 Student
57 Students	13 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
69.9 science points	Fewer than 11 students - No Data for Privacy	49.8 science points
Declined 8.1 points	4 Students	Increased 3.7 points
13 Students		175 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
57.1 science points	Fewer than 11 students - No Data for Privacy	64.7 science points
Maintained -1.3 points	1 Student	Increased 9.8 points
17 Students		98 Students

Conclusions based on this data:

1. Moore had an overall increase in Science of 5.6%. There was a decrease in Homeless and Asian students.
2. Professional Development PLC collaboration will support all students through intervention that are provided during school hours twice a week.

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
48.3 making progress.	51.7 making progress.
Number Students: 58 Students	Number Students: 29 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**
14.3%	37.5%	3.6%	44.6%

Conclusions based on this data:

1. The above data shows that 14.3% of Moore's EL population decreased one ELPI level and 37.5% maintained at ELPI level 1, 2L, 2H, 3L, or 3H. Additionally, 44.6% of Moore's EL population progressed.
2. Moore Administration plans to continue staff development focused on EL strategies, ELD standards, and academic language presented to staff.
3. ELLevation software is used to monitor EL progress.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 Red	 Red
23.5% Chronically Absent	35.4% Chronically Absent	44.7% Chronically Absent
Maintained -0.3	Increased 1.4	Increased 12.5
1040 Students	79 Students	38 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Red	 Red
45.5% Chronically Absent	39.7% Chronically Absent	31.3% Chronically Absent
Declined 26.8	Maintained 0.4	Maintained 0.2
11 Students	63 Students	633 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
39.3% Chronically Absent	40.9% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 2.7	Increased 1.8	3 Students
191 Students	44 Students	

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Red
5.3% Chronically Absent	Fewer than 11 students - No Data for Privacy	29.7% Chronically Absent
Increased 1.3	10 Students	Increased 0.9
57 Students		563 Students

Two or More Races	Pacific Islander	White
 Red	 No Performance Color	 Yellow
27.5% Chronically Absent	Fewer than 11 students - No Data for Privacy	12% Chronically Absent
Increased 3.3	3 Students	Declined 2.5
69 Students		291 Students

Conclusions based on this data:

1. Chronic Absenteeism continues to be a concern with 23.5% of all students being in the very high range. When looking at race and ethnicity, All areas but two showed an increase, therefore all groups will be targeted for interventions.
2. School Attendance Review Teams led by Counselors and administration will continue to support the decrease of chronic absenteeism for all subgroups by utilizing Tiered support. The team will focus on providing resources and support to families.
3. After school Homework Help is offered to students with attendance concerns to help with missed assignments and material. Tiered support, such as frequent check-ins from counselors and home visits will also continue to promote attendance and connect families to needed resources.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	4	3	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Green	 Yellow	 Orange
7.2% suspended at least one day	8.4% suspended at least one day	12.5% suspended at least one day
Declined 3.7%	Declined 7.7%	Declined 7.5%
1070 Students	83 Students	40 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Orange	 Yellow
13.3% suspended at least one day	17.9% suspended at least one day	10% suspended at least one day
Declined 15.2%	Declined 3.9%	Declined 4.1%
15 Students	67 Students	658 Students

Students with Disabilities	African American	American Indian
 Yellow	 Orange	 No Performance Color
9.7% suspended at least one day	13.7% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 6.7%	Declined 15.1%	3 Students
196 Students	51 Students	

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Yellow
1.7% suspended at least one day	Fewer than 11 students - No Data for Privacy	9.4% suspended at least one day
Declined 2.3%	10 Students	Declined 2.7%
60 Students		577 Students

Two or More Races	Pacific Islander	White
 Green	 No Performance Color	 Green
4.3% suspended at least one day	Fewer than 11 students - No Data for Privacy	3.7% suspended at least one day
Declined 3.6%	3 Students	Declined 2.7%
69 Students		297 Students

Conclusions based on this data:

1. Suspensions continue be an area of growth at Moore. The most common suspension Ed Code are 48900 A(1) for fighting and 48900 (c) for possession or under the influence of a controlled substance. This demonstrates a continued need for PBIS and Tiered supports
2. The PBIS will continue to meet monthly to review data and provide additional supports for tier 2 and tier 3 supports.
3. Behavior skills class has been put in place to provide restorative practices for students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Positive School Climate
Provide all educational partners with a positive learning environment by fostering safe, inclusive schools that ensure equitable access to programs and services. Implement tiered social-emotional and behavioral supports that promote student well-being and engagement. These efforts will strengthen students' sense of connectedness, with a focused emphasis on English Learners (EL), Foster Youth (FY), African American (AA) students, students experiencing homelessness (HY), Low-Income (LI) students, Students with Disabilities (SWD), and other student groups demonstrating the greatest need based on outcome data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to school programs, activities, and tiered social-emotional and behavioral supports. These supports will foster a sense of connectedness, especially for English Learners (EL), Foster Youth (FY), African American Students, student experiencing homelessness, Low Income students (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

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.

Moore Middle School will systematically collect and analyze data from students, parents, staff, and the broader community to cultivate a supportive and inclusive school environment. This work is centered on promoting a safe, positive, and community-focused culture that enhances both learning and student well-being. Input and data will be gathered and reviewed through staff collaboration, Leadership Team meetings, School Site Council (SSC), English Learner Advisory Committee (ELAC), and ongoing efforts to strengthen parent engagement and voice throughout the school year.

1. School Climate and Suspension Reduction
Suspension rates at Moore Middle School have decreased over the past three years (12.9% in 2023, 10.9% in 2024, and 7.9% in 2025). Building on this progress, the school will continue to prioritize reducing suspensions through the implementation of Positive Behavior Interventions and Supports (PBIS), restorative practices, and character education. These efforts aim to strengthen students' sense of connectedness to school and community. Targeted support will be provided for student groups identified through ATSI—African American students and Students with Disabilities—through increased family engagement, restorative approaches, and consistent communication.

2. Attendance and Student Engagement
Recognizing that attendance is critical to student success, Moore Middle School will implement a tiered system of support to improve attendance and reduce chronic absenteeism. This includes the use of the Student Attendance Review Team (SART) process, along with proactive outreach to families. Students and families will be connected to resources such as counseling services, food and clothing support, school supplies, and ongoing check-ins from the counseling team.

3. Safe and Supportive School Environment
Moore Middle School is committed to maintaining a safe campus that supports both the physical and social-emotional needs of students and staff. The school will continue to implement Social-Emotional Learning (SEL) through character education and sustain schoolwide PBIS practices to promote positive behavior and a supportive learning environment.

4. College and Career Readiness
To support college and career readiness, Moore Middle School will ensure equitable access to rigorous coursework and expanded learning opportunities for all students and student groups. The school will continue to prioritize participation in the AVID program across all grade levels, as data indicates that AVID students earn a C- or better in English and Mathematics at higher rates than the general student population.

5. Multi-Tiered System of Supports (MTSS)
Moore Middle School will continue to strengthen its Multi-Tiered System of Supports (MTSS) to ensure all students have access to academic, behavioral, and social-emotional interventions. This system will provide differentiated levels of support to meet the diverse needs of all learners and promote equitable outcomes.

State Priorities Addressed:
A. Parent Involvement
B. Student Engagement
C. School Climate

Student Group Abbreviations (for Measuring and Reporting Results):
EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low-Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A - Attendance Rate Percentage of students who were present by student group. Source: District Analysis	2026 Attendance Rates Black/African American: 62.2% American Indian: ALL: 84.1% Asian: % English Learner: 84.1% Filipino: Foster Youth: 66.7% Hispanic: 80.8% Homeless Youth: 72.4% Long-Term English Learners: 78.3% Multiple Races/Two or More: % Pacific Islander: Low Income: 78.4% Students with Disabilities: 69.9% White: 93.2%	Attendance goal 2% decrease overall with a targeted goal of 2% improvement for African American, Hispanic, Foster Youth, English Learner, Homeless Youth, and Students with Disabilities.
1B - Chronic Absenteeism Rate Percentage of students in grades 6-8 who were absent for 10% or more of the total instructional days by student groups. Source: California School Dashboard	2025 CA Dashboard decrease by 2% Black/African American: 34.1% American Indian: ALL: 18.7% Asian: 3.9% English Learner: 29% Filipino: Foster Youth: 67.2% Hispanic: 23.8% Homeless Youth: 34.3% Long-Term English Learners: 17.2% Multiple Races/Two or More: 19.2% Pacific Islander: Low Income: 16.1% Students with Disabilities: 31.6% White: 9.6%	2025 CA Dashboard decrease by 2% Black/African American: 32.1% American Indian: ALL: 16.7% Asian: 1.9% English Learner: 27% Filipino: Foster Youth: 65.2% Hispanic: 21.8% Homeless Youth: 32.3% Long-Term English Learners: 15.2% Multiple Races/Two or More: 17.2% Pacific Islander: Low Income: 14.1% Students with Disabilities: 29.6% White: 7.6%
1C Suspension Rate: Percentage of students suspended 1 or more times during the school year by student group. Source: California School Dashboard	2025 CA Dashboard decrease by 2% Black/African American: 21.8% American Indian: ALL: 12.9% Asian: 3.9% English Learner: 9.2% Filipino: 9.1% Foster Youth: 28.6% Hispanic: 12.1% Homeless Youth: 14.8% Long-Term English Learner: 20% Multiple Races/Two or More: 7.9% Pacific Islander: Low Income: 7.1% Students with Disabilities: 9.4% White: 6.4%	Continued work through PBIS will help monitor disciplinary data to share with staff and provide incentives for students to continue positive behaviors. Goal is to decrease suspension rates by 2% for African American, English Learners, Homeless Youth, Socioeconomically Disadvantaged, and Students with Disabilities, and 2% for full school. 2025 CA Dashboard decrease by 2% Black/African American: 19% American Indian: ALL: 10.9% Asian: 1.9% English Learner: 7.2% Filipino: 7.1% Foster Youth: 26.6% Hispanic: 10% Homeless Youth: 12.8% Long-Term English Learner: 18% Multiple Races/Two or More: 5.9% Pacific Islander:

		Low Income: 5.1% Students with Disabilities: 7.4% White: 4.4%
1D School Climate Survey: Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management. Source: Local Climate Survey	March 2026 Overall Percent Favorable 61%	Planned activities between AVID, WEB, and ASB in collaboration with Counseling team will help promote school culture and reinforce emotional and physical safety. 2027 Goal is to increase by 3% Overall Percent Favorable 64%
1E SEL/Positive Behavior Systems/Self Assessment Survey /TFI/SWIS: (describe measure used) Source: Local Survey	Average Class referrals per day is between 8-12. Referrals by Grade Level from August 2025 - May 2026: 6th | 352 - 30.85% 7th | 384 - 33.65% 8th | 405 - 35.5%	Continued use of SWIS and PBIS strategies will help staff monitor behavior and collaborate on focused interventions and groups. reduce Average Class Referrals per day. Average Class referrals per day between 4 and 8 as measured by SWIS and decrease the over all major referrals in each grade level by 2%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.1 Moore Middle School will continue to provide professional learning opportunities to teachers and staff members through PBIS, MTSS, and SEL efforts to increase student engagement on campus, improve school climate, reduce suspension rates, improve SBAC/CAASPP scores in ELA and Math, and decrease chronic absenteeism across all student groups. Given the disproportionately high rates of chronic absenteeism and suspensions among our African American (AA) student subgroup, Moore Middle School will implement targeted supports to address the specific needs of this group. School counselors will provide focused support for AA students through regular check-ins, small group counseling, and targeted attendance interventions aimed at improving engagement and reducing absenteeism. In addition, the Behavior Skills class will intentionally incorporate reflection on schoolwide expectations with a targeted focus on supporting AA students in developing self-management, decision-making, and relationship-building skills. The school will also work to establish an African American Parent Advisory Council (AAPAC) to increase family engagement, strengthen home-school connections, and provide culturally responsive support and education opportunities for families and students.	All students	40000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Hourly pay, subs, consultants 30000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Supplemental Materials, incentives, awards

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	The PBIS team and school counselors will coordinate a school-wide tiered system of support that includes assemblies, classroom lessons, and small group activities to build competency in self-management, self-awareness, responsible decision-making, relationship skills, social awareness, and growth mindset in a safe, positive, and inclusive learning environment. These supports may include extended learning opportunities offered during lunchtime through clubs, activities that promote positive behavior expectations, and intramural sports. Additionally, activities organized through ASB and WEB, PBIS assemblies, and counseling small groups will be available to students. The development and implementation of these tiered supports will prioritize unduplicated student groups, with an intentional emphasis on increasing connectedness, attendance, and positive behavior outcomes for the AA student subgroup. Key actions to support implementation include: a. Hourly pay for tiered interventions and supports (PBIS, SEL, and counseling) b. Professional development, planning time, collaboration, conferences, consulting, training, and workshops for students and staff (classified and certificated) c. Materials and resources to support library services, PBIS, ASB, WEB, and student clubs/activities d. Fees for guest speakers to enhance engagement and cultural relevance e. Student recognition, incentives, and field trips (e.g., Student of the Month, schoolwide shirts, recognition for positive behavior, attendance, and academic achievement) f. Hourly pay for staff to increase student participation in WEB and other leadership opportunities The effectiveness of this strategy will be measured by a decrease in chronic absenteeism and suspension rates, as well as an increase in student connectedness as measured by the Kelvin survey, with a particular focus on improving outcomes for the African American student subgroup, students with disabilities, and homeless youth.		
1.2	1.2 In support of the District's Empower vision, Moore Middle School will increase parent involvement by improving school-home communication and expanding access to community events, parent meetings, and support programs. Engagement opportunities will include parent nights, guest speakers, home mailings, translation services, and printed materials to ensure equitable access for all families.	All students	2010 Title I Parent Involvement Non-Personnel (4000-7439) Parent Workshops, Supplies and Materials 1000 Title I Parent Involvement Personnel (1000-3999)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	To strengthen school culture, WEB, ASB, and PBIS student groups will use the 5-Star system to track participation, support campus programs, and provide incentives that promote positive behavior. Schoolwide assemblies will reinforce expectations related to SEL, anti-bullying, safety, and positive school climate. Students will also have expanded access to library/media resources to support engagement, literacy, and academic achievement in ELA and Math, while increasing equity in clubs and parent involvement opportunities. Counselors will implement an ASCA-aligned comprehensive counseling program focused on academics, SEL, and college/career readiness. This includes classroom lessons, parent workshops, small group counseling, and an on-site Wellness Center to support student emotional and behavioral needs. a. parent nights (speakers, light refreshments, materials, printing) b. home mailings c. guest speakers d. hour pay for translation e. purchase of books to support Library The effectiveness of this strategy will be measured by an increase in student attendance rates due to higher parent involvement in school programs. These partnerships are principally directed towards providing support for unduplicated student groups and their families by increasing students' sense of belonging and safety, especially for the African American and Homeless Youth student subgroups.		Extra hourly support for parent meeting 6000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Hourly pay, subs, consultants 17000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Materials, supplies, speakers, books...etc.
1.3	1.3 AVID - With the support from the Educational Services Division, Moore Middle School will continue implementing the AVID program (Advancement Via Individual Determination) school-wide to support students in developing the skills necessary to advance to high school and beyond. Staff will attend professional development and workshops focused on AVID strategies and an emphasis will be placed on implementing AVID strategies schoolwide. Areas of focus will include school-wide use of an essential question, WICOR, and continued support with the organization via the proper use of an agenda. Materials, supports, equipment, and supplies will be purchased to support the AVID school-wide vision. Moore Middle School will further support staff and students through the AVID program organizational materials and supplies, college visitation field trips, college tutors, professional development, and additional materials for AVID-focused learning and events. The effectiveness of this strategy will be measured by an increase of "C" or better grades	All student, principally directed toward students participating in AVID program	14100 Title I Non-Personnel (4000-7439) College Visits fees, Transportation, Materials & Supplies 15000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Academic Agendas, shirts, and incentives

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	for AVID students and ongoing growth of the implementation of the program as measured by the AVID Certification and Coaching Instrument (CCI).		
1.4	1.4 Instructional Technology and Innovation - With support from the Instructional Technology and Accountability Department Moore will support teachers with innovative technology and technology programs, professional development, and technology materials and tools designed to provide students equitable access to college and career preparedness. Instructional Technology and Innovation Programs at Moore Include: 1. STEAM and Innovation Labs/Opportunities (C-STEM, 21st-century learning spaces, and Computer Science/Coding electives). 2. Digital Storytelling 3. ROP College and Career Exploratory 4. Classroom Innovation (iPad, laptops, speakers, ELMOs, cameras, etc.) 5. Intro to STEAM & Advance STEAM Elective These opportunities provide students with engaging/interactive learning environments focused on technology and connections to future high school and career pathways. The effectiveness of this action/strategy will be measured through attendance and participation in these electives.	All students	5185 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Instructional materials/technology & support
1.5	1.5 After school/lunchtime enrichment/ club personnel support and materials (including but not limited to STEAM, Run Club, Visual and Performing Arts (VAPA) etc. With the support of RUSD Educational Services, Moore Middle School will provide expanded course access for all students. Moore will look for ways to support staff in offering clubs, enrichment activities at lunch and outside of the school day to provide opportunities for all students to engage in enrichment. VAPA enrichment field trips, as well as transportation for RUSD performances and festivals, will be supported, and site-level shows and concerts will be emphasized throughout the year. Connection activities between middle school and feeder elementary schools will also be explored and encouraged to provide recruitment opportunities for all students. Materials, supplies, equipment, uniforms, and instructional resources will be purchased to support the VAPA program at Moore. Additionally, equipment and technology needed to support VAPA include iPads, speakers, lighting, sound system, and cameras. Increased participation and access to VAPA programs help improve school engagement and provide a sense of belonging for foster youth, low-	All students	7500 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Staffing to support students 3500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Materials and supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	income students, and English Learners which will lead to an increase in student attendance as well as increased participation in elective enrollment.		

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The Moore PBIS team has implemented support and collaboration of staff for buy-in and schoolwide use of SWIS for referrals, intervention, supports, and incentives through counseling and staff in order to develop strategies to decrease student behavior incidents and the need for suspensions from school. Administration and Counselors meet weekly through cabinet meetings to discuss specific Chronic Absent students and behavior issues as shown through SWIS referrals and discipline reports on Aeries. Action plans are formulated through Cabinet, Leadership, and PBIS to increase student attendance and rewarding students who attend regularly. Lunch-time activities, clubs, 5STAR events, and assemblies increase student engagement on campus and develop a sense of school pride.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

With the expansion of PBIS implementation and increase of student participation in ASB, WEB, and AVID, funds will be allocated to help with incentives for students. The budget for professional development for staff will also increase to provide materials and training needed.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Analysis of the 2025-2026 implementation goals will occur in conjunction with School Site Council (SSC) and Moore's Leadership Team throughout the 2026-2027 school year. Goals will be monitored with appropriate data and adjustments to funding will be made as needed.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Tiered Academic Support
All students will receive a high-quality, standards-based, and rigorous instructional program, supported by tiered interventions across core subjects and exploratory courses, to ensure high levels of achievement for every student.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will progress towards meeting standards in academics through tiered supports and services.

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.

CAASPP and district benchmark data indicate that student performance remains above standard in ELA of .1 and a below standard in Math scores at -36. While this reflects an increase from 2024, students are still not consistently meeting or exceeding expected standards mastery. In addition, a persistent achievement gap exists among student groups.

Moore Middle School recognizes the need to strengthen core instruction through ongoing professional development, Professional Learning Communities (PLC), instructional coaching, and targeted interventions (Moore Time). As a PLC school Moore will create collaboration time weekly for teachers to work together to provide students with interventions in school twice a week, they will also continue to provide additional Math and ELA tier 3 intervention classes, along with before and after school support opportunities for students.

In alignment with the RUSD Board adopted EMPOWER framework, these strategies directly support the priorities of Excellence in Education and Equity. The actions and services outlined in this goal are designed to ensure high expectations for all students and access to high-quality, standards-based, and research-informed instruction.

In the section below (Measuring and Reporting Results), the following abbreviations are used for student groups: EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low-Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	2025 CA School Dashboard (points from standard) increase by +10 points Black/African American: -58.1 American Indian: ALL: -7.6 Asian: 92.1 English Learner: -89.7 Filipino: Foster Youth: -191.4 Hispanic: -35.8 Homeless Youth: -54.8 Long-Term English Learner: -113.2 Multiple Races/Two or More: 22.3 Pacific Islander: Low Income: -41.8 Students with Disabilities: -92 White: 26.8	2025 CA School Dashboard (points from standard) increase by +5points Black/African American: -53.1 American Indian: ALL: -2.6 Asian: 97.1 English Learner: -84.7 Filipino: Foster Youth: -186.4 Hispanic: -30.8 Homeless Youth: -69.8 Long-Term English Learner: -108.2 Multiple Races/Two or More: 17.3 Pacific Islander: Low Income: -36.8 Students with Disabilities: -87 White: 21.8
2B Mathematics State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group. Source: California School Dashboard	2025 CA School Dashboard (points from standard) increase by +10 points Black/African American: -89.4 American Indian: ALL: -38.7 Asian: 87.8 English Learner: -125.8 Filipino: Foster Youth: -206.8 Hispanic: -73 Homeless Youth: -100.1 Long-Term English Learner: -151.4 Multiple Races/Two or More: 2 Pacific Islander: Low Income: -79.5 Students with Disabilities: -118.4 White: 4.3	2025 CA School Dashboard (points from standard) increase by +10 points Black/African American: -79.4 American Indian: ALL: -28.7 Asian: 97.8 English Learner: -115.8 Filipino: Foster Youth: -196.8 Hispanic: -63 Homeless Youth: -90.1 Long-Term English Learner: -141.4 Multiple Races/Two or More: 12 Pacific Islander: Low Income: -69.5 Students with Disabilities: -108.4 White: 14.3
2C California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST Grade 5 student group. Source: CDE Dataquest Reporting	Spring 2024 CAST distance from standard All - 15	Spring 2025 CAST distance from standard increase by +5 points All - 10
2D English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC). Source: California School Dashboard	Spring 2025 CAST distance from standard increase by +5 points All - 10	2026 Improve percentage of students meeting proficiency by 5 % 54.4%
2E STAR Assessment (English/Reading) Source: Internal District Reporting	STAR Reading 2025 Increase at/above benchmark percentage by 5% annually ALL – 53.2%	STAR Reading 2025 Increase at/above benchmark percentage by 5% annually ALL – 58.2%

	African American – 38.3 % American Indian – 0% Asian – 80% Hispanic – 42% Pacific Islander – 55% Two or More Races – 65.5% White – 70.3% EL – 6.6% SWD – 56.6% 6th Grade – 57.2% 7th Grade – 51.4% 8th Grade – 51.1%	African American – 43.3 % American Indian – 5% Asian – 85% Hispanic – 47% Pacific Islander – 60% Two or More Races – 70.5% White – 75.3% EL – 11.6% SWD – 61.6% 6th Grade – 62.2% 7th Grade – 56.4% 8th Grade – 56.1%
2F STAR Assessment (Mathematics) Source: Internal District Reporting	STAR Math 2025 Increase at/above benchmark percentage by 5% annually ALL – 35.3% African American – 25% American Indian – 0% Asian – 70.7% Hispanic – 25.9% Pacific Islander – 27.2% Two or More Races – 45% White – 49% EL – 8.5% SWD – 15.4% 6th Grade – 41.8% 7th Grade – 39.5% 8th Grade – 22.8%	STAR Math 2025 Increase at/above benchmark percentage by 5% annually ALL – 40.3% African American – 30% American Indian – 5% Asian – 75.7% Hispanic – 30.9% Pacific Islander – 32.2% Two or More Races – 50% White – 49% EL – 13.5% SWD – 15.4% 6th Grade – 46.8% 7th Grade – 44.5% 8th Grade – 27.8%
2G AVID Student Marks/ C- or better (English/Reading) in grades 4-8 Source Internal District Reporting	2026 Implementation of AVID strategies schoolwide to increase Non-AVID grades by 5% All Students 79.8%%	2025 Implementation of AVID strategies schoolwide to increase Non-AVID grades by 5% AVID students 92.4% Non-AVID students 80.3%
2H AVID Student Marks/ C- or better (Mathematics) in grades 4-8 Source Internal District Reporting	2026 Implementation of AVID strategies schoolwide to increase Non-AVID grades by 5% All Students 79.8%%	2025 Implementation of AVID strategies schoolwide to increase Non-AVID grades by 5% AVID students 90.3% Non-AVID students 81.9%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.1 Provide intentional, sustained opportunities for staff collaboration (PLC), creating Professional Learning communities, and professional development to strengthen standards-based instruction, intervention time (Moore Time), Guiding Coalition collaboration, and improve SBAC outcomes in English Language Arts (ELA) and Math. Resources will include funding for substitute teachers to support release time, hourly compensation for extended-day collaboration,	All Students, Students not achieving at grade level	50000 Title I Personnel (1000-3999) Substitute Teachers and Collaboration 37000 Title I Non-Personnel (4000-7439) Site Licenses, Instructional materials and supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	conference registration and travel, consultant services, and reprographics/printing. Support supplemental academic programs designed to increase student mastery of grade-level standards and improve SBAC performance in ELA and Math. This includes instructional materials for classrooms (including CTE), site licenses, materials, and training for intervention software programs, as well as reprographics/printing. As a result of implementing this goal, all students—particularly at-promise student groups (English Learners, African American, Foster Youth, Homeless, Students with Disabilities, Hispanic/Latino, and Low-Income students) will demonstrate increased achievement in Math and ELA, as measured by district assessments (e.g., STAR and benchmark assessments), ELPAC, and CAASPP.		5000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Site licenses, materials, supplies, & printing
2.2	2.2 Targeted group interventions will be implemented through before- and after-school classes in English and Math led by Moore teachers. To close the achievement gap, extended learning opportunities will support at-promise students in developing the skills necessary for middle school success. Teachers and staff will be offered additional hours to support student achievement, with continued funding for staff compensation (hourly and/or overtime), substitutes, Summit K12 Supplemental & materials, and supplemental resources. Additional support will be provided throughout the school day, including increased staffing such as paraprofessionals, as needed. As a result of implementing this goal, all students—particularly at-promise groups (English Learners, African American, Foster Youth, Homeless, Students with Disabilities, Hispanic/Latino, and Low-Income students)—will demonstrate increased achievement in Math and English Language Arts, as measured by district assessments (e.g., STAR and benchmark assessments), ELPAC, and CAASPP.	Students performing below grade level will be identified and provided with targeted interventions to accelerate learning and support progress toward grade-level proficiency.	25000 Title I Personnel (1000-3999) Before & After School Support, Extra Duty Pay 10451 District Funded – Title III Personnel (1000-3999) Extra Duty Pay 5000 Title I Non-Personnel (4000-7439) Materials & Supplies
2.3	2.3 Tiered Academic Supports for Multilingual Students - Moore staff will implement programs to support language acquisition for English Learners. Professional development will be provided to increase the implementation of the ELD standards across all grade levels and content areas. English Learners will be "clustered" among designated English teachers and elective ELD instruction will be provided in our ELD classes with ELD I, ELD II, and ELD III being offered. Materials, supplies, and equipment will be purchased, staff will be hired to support students not achieving at grade level in the ELD classes as well as the "clustered" English classes and conference/professional development	Multilingual Students	7000 Title I Non-Personnel (4000-7439) Materials & Supplies / Conference & Training Fees for at-risk EL students 29000 Title I Personnel (1000-3999) Salary & Benefits 5000

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	opportunities will be offered. Additionally, Moore Middle School will continue to pay para-professionals for both EL and after-school intervention to support students not achieving at grade level. The effectiveness of this study will be monitored through ELPAC and STAR scores as well as reclassification rates.		LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) ELD / EL Representative Compensation

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Due to students achieve at or below grade level standards in ELA and Math for student groups, an emphasis will be placed on professional development, providing materials, and collaboration time through PLC.
Analysis of the 2025-2026 implementation of goals occurred in conjunction with School Site Council (SSC), English Learner Advisory Council (ELAC), and Moore's Leadership team throughout the 2026-2027 school year. Goals for 2026-2027 school years will be monitored with appropriate data and adjustments to funding will be made as needed by SSC and Moore's Leadership team.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Professional development is still a goal for Moore Middle School to increase student academic achievement. Administration will meet with staff members to attend professional development opportunities off-site. This goal will also be implemented for summer staff development related to our Leadership team in preparation for developing school culture and collaboration on the mission and vision of the staff.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Adding additional funding for professional development (PLC, AVID, PBIS) and before and after school interventions to offer additional support to students and training for staff.
Analysis of the 2025-2026 implementation of goals occurred in conjunction with School Site Council (SSC), English Learner Advisory Council (ELAC), and Moore's Leadership team throughout the 2026-2027 school year. Goals for 2026-2027 school years will be monitored with appropriate data and adjustments to funding will be made as needed by SSC and Moore's Leadership team.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$314,746.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$167,100.00
Title I Parent Involvement	$3,010.00

Subtotal of additional federal funds included for this school: $170,110.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded – Title III	$10,451.00
LCAP - Supplemental & Concentration Grant (LCAP)	$134,185.00

Subtotal of state or local funds included for this school: $144,636.00

Total of federal, state, and/or local funds for this school: $314,746.00

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 – Title III	10,451.00
LCAP - Supplemental & Concentration Grant (LCAP)	134,185.00
Title I	167,100.00
Title I Parent Involvement	3,010.00

Expenditures by Budget Reference

Budget Reference	Amount
Non-Personnel (4000-7439)	140,795.00
Personnel (1000-3999)	173,951.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Personnel (1000-3999)	District Funded – Title III	10,451.00
Non-Personnel (4000-7439)	LCAP - Supplemental & Concentration Grant (LCAP)	75,685.00
Personnel (1000-3999)	LCAP - Supplemental & Concentration Grant (LCAP)	58,500.00
Non-Personnel (4000-7439)	Title I	63,100.00
Personnel (1000-3999)	Title I	104,000.00
Non-Personnel (4000-7439)	Title I Parent Involvement	2,010.00
Personnel (1000-3999)	Title I Parent Involvement	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	141,295.00
Goal 2	173,451.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

1 Classroom Teachers

2 Other School Staff

4 Parent or Community Members

Name of Members	Role
Jennie Dyerly	Principal
Adriane Esquivel	Other School Staff
Jonathan Martin	Classroom Teacher
Laura Hendrickson	Other School Staff
Melissa Jones	Other School Staff Parent or Community Member
Parissa Clark	Parent or Community Member
Teresa DiMillo	Parent or Community Member
Stephanie Fisher	Secondary Student
Vanessa Villalobos	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/6/25.

Attested:



Principal, Jennie Dyerly on 5/6/26



SSC Chairperson, Jonathan Martin on 5/6/26

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Citrus Valley High School	36-67843-0118802	May 27, 2026	July 21, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Citrus Valley High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Citrus Valley High School has recently been identified as a Title I school. Funding is provided through the Local Control Funding Formula as well as Title I support and utilizes both state and local resources.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page 1
Table of Contents 2
Plan Description 3
Educational Partner Involvement 3
Comprehensive Needs Assessment Components 3
    California School Dashboard (Dashboard) Indicators 3
    Other Needs 4
School and Student Performance Data 5
    Student Enrollment 5
    CAASPP Results 7
    ELPAC Results 11
    Student Population 14
    Overall Performance 16
    Academic Performance 18
    Conditions & Climate 29
Goals, Strategies, & Proposed Expenditures 31
    Goal 1 31
    Goal 2 38
Budget Summary 45
    Budget Summary 45
    Other Federal, State, and Local Funds 45
Budgeted Funds and Expenditures in this Plan 46
    Funds Budgeted to the School by Funding Source 46
    Expenditures by Funding Source 46
    Expenditures by Budget Reference 46
    Expenditures by Budget Reference and Funding Source 46
    Expenditures by Goal 46
School Site Council Membership 48
Recommendations and Assurances 49

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Citrus Valley High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Citrus Valley High School has recently been identified as a Title I school. Funding is provided through the Local Control Funding Formula as well as Title I support and utilizes both state and local resources.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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). 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.

Educational Partner Involvement

How, when, and with whom did Citrus Valley High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council will meet a minimum of 5 times throughout the year. The dates are posted on our school's website. The council consists of the administrator, Certificated staff members, Classified staff member, parents and students. The intent of the School Site Council (SSC) is to ensure that the educational opportunities provided at CVHS are decided through a collaborative effort. During the SSC meetings, the council will discuss and make decisions on the required topics: Uniform Complaint Procedures, Program Evaluation, Parent Involvement Activities, Program Monitoring, Needs Assessment, Training on new state accountability, and site based needs. CVHS's SSC, with input from school stakeholders, develops the site's SPSA plan. In addition, CVHS's SSC conducts progress monitoring reviews of the SPSA on an on-going basis.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

English Learner Progress: 36.4% (red). Declined 26.7%

Action: 1) New EL Coordinator and targeted curriculum in EL classes 2) EL support push-in and/or communication with content areas for academic support for EL students 3) Professional Development with whole staff on ELPAC as well as instructional strategies to support EL students in class.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Students with Disabilities -ELA: -133.9 DFS (red). Math: -171 DFS (orange) English Learners - ELA : -84.7 DFS (red)

Action: 1) Professional Development for inclusion and inclusive practices, scaffolding, PLCs, and best practices. 2) Identify students for Tier II and Tier III academic and counseling supports. 3) Professional Development for EL strategies 4) targeted supports for EL students for tutoring 5) ELAC meetings with parent education

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Recent surveys show that student perception of school safety has increased since last year. Parent perception of communication has also slightly increased. These areas continue to be addressed in Goal 1.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Citrus Valley High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.09%	0.24%	0.34%	2	5	7
African American	6.03%	6.73%	6.78%	133	142	139
Asian	8.48%	8.91%	8.29%	187	188	170
Filipino	2.36%	2.18%	2.10%	52	46	43
Hispanic/Latino	58.48%	59.43%	60.26%	1290	1254	1236
Pacific Islander	0.36%	0.28%	0.24%	8	6	5
White	19.08%	17.25%	17.02%	421	364	349
Two or More Races	4.62%	4.45%	4.14%	102	94	85
Not Reported	0.50%	0.52%	0.83%		11	17
			Total Enrollment	2206	2110	2051

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	552		545
Grade 10	581		512
Grade 11	535		516
Grade 12	538		478
Total Enrollment	2,206	2,110	2,051

Conclusions based on this data:

1. Our student population is predominantly Hispanic (approximately 59%). Approximately 17% of the student population is White. Approximately 8% are Asian and African American are approximately 7% of our student population. Our school enjoys the rich diversity that all of these student groups bring to our school culture.
2. Our total enrollment has remained relatively stable, fluctuating by about than 100 students each year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
English Learners	142	124	94	6.4%	5.9%	4.6%
Fluent English Proficient (FEP)	396	421	411	18.0%	20.0%	20.0%

Conclusions based on this data:

1. The English Learner population remains consistent. Although we are pleased with the performance on the initial implementation of the ELPAC, we will continue to strive for continual improvement.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	490	485	471	481	470	460	479	469	460	98.2	96.9	97.7
All Grades	490	485	471	481	470	460	479	469	460	98.2	96.9	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 11	2627.	2628.	2620.	32.99	34.12	32.61	35.07	34.75	34.78	21.50	18.76	17.61	10.44	12.37	15.00
All Grades	N/A	N/A	N/A	32.99	34.12	32.61	35.07	34.75	34.78	21.50	18.76	17.61	10.44	12.37	15.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	31.11	34.19	31.81	57.62	52.56	53.16	11.27	13.25	15.03
All Grades	31.11	34.19	31.81	57.62	52.56	53.16	11.27	13.25	15.03

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 11	38.28	35.70	35.95	48.54	51.18	48.80	13.18	13.12	15.25
All Grades	38.28	35.70	35.95	48.54	51.18	48.80	13.18	13.12	15.25

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 11	15.87	18.59	18.08	73.90	73.93	71.90	10.23	7.48	10.02
All Grades	15.87	18.59	18.08	73.90	73.93	71.90	10.23	7.48	10.02

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 11	30.27	33.97	27.23	60.54	58.76	61.00	9.19	7.26	11.76
All Grades	30.27	33.97	27.23	60.54	58.76	61.00	9.19	7.26	11.76

Conclusions based on this data:

1. Scores are distributed pretty evenly throughout the four main Claims for ELA. The % Below Standard increased in all claims for the 24-25 school year while the percentage of students Meeting/Exceeding Standards decreased. Citrus Valley High School continues to meet Participation Rate of 95 or higher%.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	489	483	471	472	461	457	472	461	457	96.5	95.4	97
All Grades	489	483	471	472	461	457	472	461	457	96.5	95.4	97

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2590.	2603.	2599.	15.68	23.21	18.38	25.21	23.43	27.79	25.21	21.69	21.66	33.90	31.67	32.17
All Grades	N/A	N/A	N/A	15.68	23.21	18.38	25.21	23.43	27.79	25.21	21.69	21.66	33.90	31.67	32.17

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 11	24.15	27.55	23.85	43.86	42.08	44.86	31.99	30.37	31.29
All Grades	24.15	27.55	23.85	43.86	42.08	44.86	31.99	30.37	31.29

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 11	16.10	19.96	19.47	60.81	56.83	55.58	23.09	23.21	24.95
All Grades	16.10	19.96	19.47	60.81	56.83	55.58	23.09	23.21	24.95

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 11	14.83	22.13	16.19	66.31	59.44	64.11	18.86	18.44	19.69
All Grades	14.83	22.13	16.19	66.31	59.44	64.11	18.86	18.44	19.69

Conclusions based on this data:

1. Scores are evenly distributed among the three Claims. Concepts and Procedures (31.29% below standard) continues to be the largest area of growth. Overall performance in Math Exceeds/Meets standards slightly. Continued work with IABs and ICAs will be done this year at all grade levels to better prepare students for the Smarter Balanced Assessment in Math. PLCs will be implemented to analyze student success.

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
9	1511.1	1525.7	1494.5	1482.9	1525.3	1479.6	1539.0	1525.7	1509.0	36	22	35
10	1533.3	1544.9	1546.4	1511.6	1544.9	1538.8	1554.5	1544.5	1553.5	37	35	19
11	1531.1	1580.6	1525.2	1496.2	1579.9	1518.7	1565.6	1580.6	1531.1	25	32	27
12	1511.8	1531.0	1555.7	1494.7	1519.0	1552.3	1528.4	1542.6	1558.7	23	27	24
All Grades										121	116	105

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
9	0.00	4.55	2.86	25.00	31.82	31.43	41.67	36.36	25.71	33.33	27.27	40.00	36	22	35
10	2.70	22.86	21.05	35.14	25.71	36.84	40.54	25.71	21.05	21.62	25.71	21.05	37	35	19
11	4.00	28.13	11.11	28.00	37.50	29.63	40.00	25.00	22.22	28.00	9.38	37.04	25	32	27
12	4.35	14.81	13.04	21.74	22.22	39.13	43.48	40.74	30.43	30.43	22.22	17.39	23	27	23
All Grades	2.48	18.97	10.58	28.10	29.31	33.65	41.32	31.03	25.00	28.10	20.69	30.77	121	116	104

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
9	0.00	22.73	17.14	33.33	31.82	28.57	36.11	36.36	14.29	30.56	9.09	40.00	36	22	35
10	5.41	25.71	36.84	43.24	45.71	26.32	37.84	11.43	21.05	13.51	17.14	15.79	37	35	19
11	0.00	46.88	25.93	32.00	28.13	33.33	44.00	21.88	14.81	24.00	3.13	25.93	25	32	27
12	4.35	18.52	34.78	34.78	44.44	47.83	34.78	18.52	13.04	26.09	18.52	4.35	23	27	23
All Grades	2.48	29.31	26.92	36.36	37.93	33.65	38.02	20.69	15.38	23.14	12.07	24.04	121	116	104

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
9	0.00	4.55	0.00	16.67	13.64	8.57	52.78	45.45	31.43	30.56	36.36	60.00	36	22	35
10	8.11	5.71	10.53	27.03	25.71	31.58	35.14	25.71	31.58	29.73	42.86	26.32	37	35	19
11	8.00	9.38	3.70	28.00	18.75	22.22	44.00	53.13	25.93	20.00	18.75	48.15	25	32	27
12	8.70	3.70	8.70	0.00	18.52	21.74	43.48	40.74	34.78	47.83	37.04	34.78	23	27	23
All Grades	5.79	6.03	4.81	19.01	19.83	19.23	43.80	40.52	30.77	31.40	33.62	45.19	121	116	104

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
9	8.33	0.00	11.43	69.44	68.18	45.71	22.22	31.82	42.86	36	22	35
10	24.32	2.86	5.26	59.46	65.71	57.89	16.22	31.43	36.84	37	35	19
11	4.00	15.63	3.70	68.00	56.25	59.26	28.00	28.13	37.04	25	32	27
12	4.35	7.41	8.70	56.52	62.96	43.48	39.13	29.63	47.83	23	27	23
All Grades	11.57	6.90	7.69	63.64	62.93	50.96	24.79	30.17	41.35	121	116	104

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
9	11.11	59.09	44.12	44.44	31.82	20.59	44.44	9.09	35.29	36	22	34
10	16.22	80.00	68.42	67.57	5.71	21.05	16.22	14.29	10.53	37	35	19
11	16.00	81.25	55.56	64.00	15.63	25.93	20.00	3.13	18.52	25	32	27
12	17.39	44.44	100.00	56.52	40.74	0.00	26.09	14.81	0.00	23	27	22
All Grades	14.88	68.10	63.73	57.85	21.55	17.65	27.27	10.34	18.63	121	116	102

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
9	0.00	4.55	2.94	58.33	40.91	32.35	41.67	54.55	64.71	36	22	34
10	13.51	17.14	21.05	43.24	31.43	42.11	43.24	51.43	36.84	37	35	19
11	8.00	18.75	3.70	40.00	53.13	37.04	52.00	28.13	59.26	25	32	27
12	8.70	3.70	17.39	17.39	44.44	30.43	73.91	51.85	52.17	23	27	23
All Grades	7.44	12.07	9.71	42.15	42.24	34.95	50.41	45.69	55.34	121	116	103

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
9	2.78	0.00	0.00	83.33	68.18	57.14	13.89	31.82	42.86	36	22	35
10	2.70	2.86	5.26	83.78	74.29	68.42	13.51	22.86	26.32	37	35	19
11	20.00	9.38	18.52	64.00	81.25	51.85	16.00	9.38	29.63	25	32	27
12	13.04	7.41	8.70	56.52	70.37	73.91	30.43	22.22	17.39	23	27	23
All Grades	8.26	5.17	7.69	74.38	74.14	61.54	17.36	20.69	30.77	121	116	104

Conclusions based on this data:

1. Reading (55.34% Beginning) and Listening (41.35% Beginning) are the largest areas of concern with Writing (33.62% Beginning) close behind. The EL coordinator will focus on these areas through designated support as push-in support for level 1 students.

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**
2110	**65.6%**	**5.9%**	**0.2%**
Total Number of Students enrolled in Citrus Valley High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	124	5.9%
Foster Youth	5	0.2%
Homeless	231	10.9%
Socioeconomically Disadvantaged	1385	65.6%
Students with Disabilities	289	13.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	142	6.7%
American Indian	5	0.2%
Asian	188	8.9%
Filipino	46	2.2%
Hispanic	1254	59.4%
Two or More Races	94	4.5%
Pacific Islander	6	0.3%
White	364	17.3%

Conclusions based on this data:

1. Over half of our students are socioeconomically disadvantaged(65.6%)

2. Staff will continue to be trained on equitable grading practices and instructional supports to meet the needs of all students.
3. School activities (such as sporting and theatre events) will continue to be offered free of charge to all students.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	**Graduation Rate**  Green	**Suspension Rate**  Green
Mathematics  Yellow		
English Learner Progress  Red		
College/Career  Blue		

Conclusions based on this data:

1. English results are high. Math is medium - we have a Math teacher who supports Math teachers to develop interventions and supports for students not performing at standard. This focus will continue. We have identified a counselor to work directly with EL students and support monitoring their progress, as EL Progress is marked very low. Additionally, the entire staff will continue training on strategies to best support EL learners across the curriculum.
2. Our PBIS team will continue to work on restorative practices as well as return from suspension processes.
3. Additionally focus will be placed on graduation rate and transcript analysis to ensure students are being given every opportunity to make up credits needed for graduation.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	0	3	1	1

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Red	 No Performance Color
40 points above standard	84.7 points below standard	94.9 points below standard
Declined 6.1 points	Declined 28.7 points	Declined 24 points
455 Students	31 Students	21 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Yellow	 Yellow
Fewer than 11 students - No Data for Privacy	26.3 points above standard	18 points above standard
2 Students	Declined 3.9 points	Declined 12.8 points
	49 Students	304 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
133.9 points below standard	22.7 points above standard	0 Students
Declined 33.1 points	Increased 34.3 points	
57 Students	18 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Yellow
100.2 points above standard	118.2 points above standard	20.6 points above standard
Increased 10.3 points	Increased 13 points	Declined 13.6 points
37 Students	13 Students	282 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
42 points above standard	0 Students	69.6 points above standard
Increased 14.3 points		Maintained -1.9 points
16 Students		86 Students

Conclusions based on this data:

1. Students with disabilities decreased 33.1 points, EL students declined 28.7 points and the Hispanic student group declined 13.6 points. All remained above standard except students with disabilities and EL students. Teachers collaborated all year to help improve in all areas.
2. Intentional focus will be directed to students in underperforming subgroups and improving inclusion through teacher training and support.
3. Training for staff including teaching ALL students and developing Professional Learning Communities will support student achievement data.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	0	2	2	1

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
 Yellow	 Red	 No Performance Color
24.7 points below standard	153.8 points below standard	183.2 points below standard
Maintained -1.6 points	Declined 15.9 points	Declined 36.8 points
452 Students	31 Students	21 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Yellow	 Yellow
Fewer than 11 students - No Data for Privacy	45.4 points below standard	45.2 points below standard
2 Students	Declined 4.5 points	Maintained -1.1 points
	49 Students	302 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
172.5 points below standard	77.2 points below standard	0 Students
Maintained -1.5 points	Increased 4.3 points	
56 Students	18 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Green
56.9 points above standard	84.6 points above standard	48.9 points below standard
Increased 8 points	Increased 57.9 points	Increased 3.5 points
37 Students	13 Students	280 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
29.1 points below standard	0 Students	13.4 points above standard
Declined 30.1 points		Maintained 0.9 points
16 Students		85 Students

Conclusions based on this data:

1. All students in Math decreased 1.6 points, indicating maintained as our statue. The indicator remains yellow. Homeless also decreased 4.5 and but moved to yellow. Students with disabilities maintained losing only 1.5 points but moved to red. Math teachers collaborated all year on best practices and 11th grade math teachers infused Smarter Balanced Review throughout their curriculum.
2. More focus on district benchmarks and IABs will be supported next school year.
3. Additional sections of Math Support as well as tutoring and interventions will be added this upcoming school year.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	4	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
		
Yellow	Orange	No Performance Color
52.2 science points	38.5 science points	36.4 science points
Maintained 1.2 points	Maintained -0.8 points	Maintained -1 points
443 Students	33 Students	25 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	Green	Yellow
0 Students	49.6 science points	49.8 science points
	Increased 2.9 points	Maintained 1.2 points
	63 Students	271 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
34.4 science points	42.2 science points	0 Students
Increased 5.7 points	Declined 5.3 points	
54 Students	27 Students	

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Green
65 science points	66.1 science points	48.8 science points
Declined 2 points	Declined 3.1 points	Increased 2.3 points
49 Students	13 Students	247 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
48.5 science points	Fewer than 11 students - No Data for Privacy	55.1 science points
Maintained 0.5 points	2 Students	Maintained 1.3 points
25 Students		82 Students

Conclusions based on this data:

1. No student groups are in red status indicator.
2. EL students and SWD both performed lower than all students.

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**
	
Red	Red
36.4 making progress.	37 making progress.
Number Students: 99 Students	Number Students: 81 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**
33.7%	30.3%	2.2%	33.7%

Conclusions based on this data:

1. 33.7% of students have progressed at least one ELPI level.
2. Support and training for EL students will be provided to all staff including EL support teacher.
3. ELD classes will focus more intentionally on academic vocabulary.

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.

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 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
0	0	0	3	4

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
		
Blue	Green	No Performance Color
Prepared 69.5%	Prepared 35.9%	Prepared 35.3%
Increased 12.1%	Increased 10.2%	Increased 5.7%
511 Students	39 Students	34 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	Green	Blue
Fewer than 11 students - No Data for Privacy	Prepared 61.8%	Prepared 65.7%
1 Student	Increased 19.3%	Increased 12.8%
	89 Students	385 Students

Students with Disabilities	African American	American Indian
 Green	 No Performance Color	 No Performance Color
Prepared 35.5%	Prepared 62.9%	0 Students
Increased 22.1%	Maintained -0.3%	
76 Students	35 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Blue
Prepared 84.6%	Prepared 76.9%	Prepared 65.4%
Maintained -0.8%	Declined 3.1%	Increased 17.4%
52 Students	13 Students	289 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
Prepared 71.4%	Fewer than 11 students - No Data for Privacy	Prepared 74.7%
Increased 2.5%	2 Students	Increased 8.9%
28 Students		91 Students

Conclusions based on this data:

1. The number of students prepared for College/Career increased significantly to 69.5%. All subgroups are in green or blue status.
2. Changes in CTE pathways were made to meet the interests of students and support pathway completion.
3. A-G training and support with grading practices is provided to teachers.

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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	3	2

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
 Green	 Green	 No Performance Color
94.4% graduated	83.3% graduated	83.8% graduated
Maintained -0.4%	Increased 10.4%	Increased 7.9%
514 Students	42 Students	37 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Blue	 Green
Fewer than 11 students - No Data for Privacy	97.8% graduated	93.6% graduated
1 Student	Declined 1%	Maintained -0.2%
	89 Students	388 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
80.8% graduated	91.4% graduated	0 Students
Maintained -0.7%	Declined 8.6%	
78 Students	35 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Green
98.1% graduated	92.3% graduated	94.2% graduated
Increased 3%	Declined 7.7%	Increased 1.2%
52 Students	13 Students	292 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
96.4% graduated	Fewer than 11 students - No Data for Privacy	94.5% graduated
Increased 6.8%	2 Students	Declined 3.9%
28 Students		91 Students

Conclusions based on this data:

1. Our graduation rate maintained and moved to green with 94.4% graduated.
2. We need to increase efforts to monitor students who are not on track to graduate to provide credit recovery and/or alternate options to make graduation attainable.
3. Students with Disabilities have lower graduation rates and are in yellow status. Increased measures of support and monitoring with case carriers and counselors will take place.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	1	4	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	 Yellow	 Green
2.6% suspended at least one day	3.9% suspended at least one day	4.5% suspended at least one day
Declined 0.3%	Maintained 0%	Declined 0.6%
2245 Students	154 Students	112 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Orange	 Green
Fewer than 11 students - No Data for Privacy	3.2% suspended at least one day	3.2% suspended at least one day
10 Students	Increased 0.7%	Declined 0.5%
	247 Students	1521 Students

Students with Disabilities	African American	American Indian
 Orange	 Green	 No Performance Color
7% suspended at least one day	4.4% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 0.9%	Declined 5.8%	5 Students
315 Students	160 Students	

Asian	Filipino	Hispanic
 Orange	 Blue	 Green
2.1% suspended at least one day	0% suspended at least one day	2.9% suspended at least one day
Increased 2.1%	Declined 1.9%	Declined 0.3%
194 Students	46 Students	1348 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Blue
4.5% suspended at least one day	Fewer than 11 students - No Data for Privacy	0.5% suspended at least one day
Increased 2.8%	6 Students	Declined 0.8%
112 Students		374 Students

Conclusions based on this data:

1. Our overall suspension decreased by 0.3 to a total of 2.6%.
2. We will continue to focus on PBIS and alternatives to suspension.
3. Students with Disabilities (7%) have highest suspension rate.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Positive School Climate
The students of Citrus Valley High School will receive an education in a safe and supportive environment that focuses on student connectedness through a positive school culture and tiered supports and services that prioritizes social and emotional well-being and college and career readiness.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to school programs, activities, and tiered social-emotional and behavioral supports. These supports will foster a sense of connectedness, especially for English Learners (EL), Foster Youth (FY), African American Students, student experiencing homelessness, Low Income students (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

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.

Goal 1 - Analysis of student feedback from the Kelvin Survey March 2026 indicate an overall favorability rate for school climate of 70.7%.

In alignment with the District EMPOWER Initiative for Portrait of a Graduate, Citrus Valley will continue to implement programs that will ensure staff set high expectations for all students and provide high-quality research-based learning opportunities to support student success.

Input received from stakeholders through the LCAP development process and current research indicate the need to operationalize a strategic tiered system of support in the areas of academics, behavior, and social emotional learning. Citrus Valley plans to improve student connectedness and behavioral and social emotional competencies through actions that support and improve student learning and will measure progress toward meeting the goal using the metrics identified below.

Note:
In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A Attendance Rate Percentage of students who were present by student group Source: District Analysis	As of March 1, 2026: All -- 94.6% African American -- 94% Hispanic -- 94.2% White -- 95.2% Low Income --93.9% English Learner -- 92.9% Long-Term English Learner -- % Foster Youth -- 93.9% Homeless Youth -- 92.9% Students with Disabilities -- 92.5%	Attendance rate for all students will increase by 2%. All -- 96.6% African American -- 96% Hispanic -- 96.2% White -- 97.2% Low Income -- 95.9% English Learner -- 94.9% Long-Term English Learner -- 93.5% Foster Youth -- 95.9% Homeless Youth -- 94.9% Students with Disabilities -- 94.5%
1B Suspension Rate Percentage of students suspended 1 or more times during the school year by student group Source: California School Dashboard	2025 Dashboard ALL | 2.6% Black/African American | 4.4% LTEL-- 4.5% Hispanic | 2.9% White | 0.5% English Learner | 3.9% Homeless Youth | 3.2% Socioeconomically Disadvantaged | 3.2% Students with Disabilities | 7.0%	Suspensions for all students will decrease by .4% or be <1%. ALL | 2.0% Black/African American | 4.0% LTEL-- 4.1% Hispanic | 2.5% White | .5% English Learner | 3.0% Homeless Youth | 2.8% Socioeconomically Disadvantaged | 2.8% Students with Disabilities | 6.5%
1C School Climate Survey Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management Source: Local Climate Survey	March 2026 Overall Percent Favorable 70% with 33% participation	Increase overall percent favorable to75% with 50% participation.
1D School Connectedness/ HS Activity Participation Percentage of students participating in a club or activity Source: Local Survey	5 star data shows 99% of the student population has participated in at least one school event during the 2025-2026 school year and 97.1% of students have participated in at least 2 events during this school year. Data for the percentage of students enrolled in a club or activity is not available at this time.	Increase % of students participating in club or activity to 98%.
1E FAFSA Completion Percentage of 12th grade students completing the Free Application for Federal Student Aid (FAFSA) Source: Internal District Reporting	70.7%	100% completion and/or signed waiver.
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.1 Social Emotional Learning (SEL) - The site SEL team will coordinate a school-wide tiered SEL program implemented by all staff that will support students and staff to integrate Social Emotional Learning (SEL) into classroom and activities. This supports will include tier 1 instruction during the school day, structured reinforcing activities, such as assemblies, synergy activities, and work with Restorative Practices. Students, staff and families will build competency in self-management, self-awareness, responsible decision-making, relationship skills, social awareness to help in learning communities that are safe, positive, inclusive, and welcoming. Staff will participate in district/site professional learning opportunities to support implementation of tiered SEL programs utilizing tier 1 curriculum. Site staff will also develop Tier 2 supports, utilizing additional staffing, small group opportunities, and other necessary supports as identified by student data. Additionally, staff will collaborate with Tier 3 support providers including, but not limited to, access to mental health support staff and community resources. SEL is aligned to the Multi-Tiered System of Supports (MTSS) framework and foundational to the Universal Tier (Tier 1) of support for ALL students. Effectiveness of this goal will be measured through an increase in attendance and a decrease in student discipline, and through survey responses of students, staff, and parents.	All Students, but principally directed towards students in need of Tier 2/3 supports	2000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) subs, hourly pay 3000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) lesson materials, wellness center supplies, supplies for activities
1.2	1.2 Positive Behavior Supports - The school site will promote a positive school climate by encouraging positive student behaviors (CLASS) through the use of a positive behavior framework focused on proactively intervening with an emphasis on Universal (Tier 1) prevention and instruction rather than punitive discipline. Staff will also support the development of site based Tier 2 supports and coordinate with district-wide Tier 3 supports including, but not limited to, access to the Board Certified Behavioral Analyst and behavioral staff. Positive behavior systems are aligned to the Multi-Tiered System of Supports (MTSS) framework. Effectiveness of this goal will be measured through an increase in attendance and a decrease in student discipline, and through survey responses of students, staff, and parents.	All Students, but principally directed towards students in need of Tier 2/3 supports	5000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) substitutes, hourly pay 20300 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) student incentives, professional development, Tier 2 and 3 support materials, spirit gear
1.3	1.3 Comprehensive School Counseling - The counseling team will participate in professional development and collaboration to develop an ASCA-aligned school counseling program, which	All Students, but principally directed towards students in	500 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	includes data driven tiered support systems in Academics, Social Emotional Learning, and College/Career Readiness. Tier 1 supports and services will be progress monitored through data tracking of pre/post assessments as indicated on the Counseling Action Plan, and the use of the California College Guidance Initiative (CCGI) website. Additional supports will be developed to principally benefit unduplicated students with Tier 2 supports including at-risk conferencing, college and career awareness activities, focused social emotional learning groups, and prioritization of Foster Youth and students experiencing homelessness. Effectiveness of this goal will be measured through an increase in attendance and a decrease in student discipline, an increase of graduation rate and the College & Career Indicator of the CA Dashboard, and through survey responses of students, staff, and parents.	need of Tier 2/3 supports	hourly pay 500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) supplies for groups, instructional materials
1.4	1.4 Intervention Support Teams - School sites will utilize the Intervention Support Team (IST) process to analyze data, identify students in need of support, and conduct collaborative stakeholder planning sessions in order to develop individual success plans. Effectiveness of this goal will be measured through an increase in attendance and a decrease in student discipline, an increase of graduation rate and the College & Career Indicator of the CA Dashboard, and through survey responses of students, staff, and parents.	Students in need of Tier 2/3 support	500 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) hourly pay
1.5	1.5 School Connectedness/Inclusion - The staff of Citrus Valley will create a school positive and welcoming school environment through coordinated programing efforts of ASB, Link Crew, Athletics, Visual & Performing Arts programs, clubs, and activities. Additionally, CVHS will implement an Equity Team as well as a site based AAPAC. Students will be encouraged to participate in the School +2 initiative which monitors student participation in extra curricular activities and events. Subscriptions, equipment, materials, and professional development will be provided to support these efforts. Participation in events and activities will be progress monitored by staff to provide intervention and support for at-promise students. Citrus Valley will host Possibilities Prom, and event for both Special Education and General Education students to promote inclusiveness and involvement on campus for all students and improve school connections for our students with disabilities.	All Students, principally directed towards unduplicated student groups (English learner, students experiencing homelessness, Foster Youth, Low Income)	6200 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) subs, hourly pay 28000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) incentives, spirit wear, subscriptions, equipment, freshmen orientation materials, possibilities prom materials

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Effectiveness of this action will be evaluated based on increased student attendance and data tracking through the 5Star Program.		
1.6	1.6 Parent & Community Involvement - The school will provide a range of capacity-building opportunities that further the District's EMPOWER initiative. Staff will continue to create hybrid-learning opportunities that include an online parent toolkit and virtual training materials, and create in person opportunities as appropriate to equip parents to engage in the school and to support their students' learning. Additionally, staff will continue family outreach to partner in increasing parent participation in site advisory committees such as SSC, ELAC, AAPAC, PTA, and Booster Organizations.	All Students, principally directed towards unduplicated student groups (English learner, students experiencing homelessness, Foster Youth, Low Income)	1000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) hourly pay 1500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) materials and supplies for meetings, training materials
1.7	1.7 Parent Involvement/Translation Services - The school site will provide translation services with Language Line, utilizing district staff or outside contractors, to support a wide range of communication efforts between the school and families. The school will also provide interpretation support during individual parent meetings and respond to parents/guardians in their home language whenever possible. The EL Site Representative will coordinate efforts to increase parent participation in DELAC and ELAC.	Multilingual Students & Families	500 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) hourly pay 1250 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) subscriptions, licenses, supplies
1.8	1.8 Instructional Technology and Innovation - Staff will participate in innovative technology programs, professional development, and use technology tools designed to provide students equitable access to college and career preparedness. Professional development offerings will be aligned with the principles of Universal Design for Learning to remove barriers to learning and give students equal opportunities to succeed specifically through the use of educational technology tools. Additionally, staff will conduct data analysis collaborative meetings and develop local assessments & intervention opportunities, so that teachers can strategically monitor strengths and weaknesses of the educational program, as well as identify individual students for multi-tiered systems of support in academics, behavior, and socio-emotional learning. Major Instructional Technology and Innovation Programs Include: 1. STEAM and Innovation Labs (CSTEM Coding and Robotics, 21st Century Learning Spaces, and Computer Science Electives) designed to increase student engagement, and improve SBAC Math and Science results 2. Digital Storytelling Initiative designed to increase SBAC Listening & Speaking and Writing results Major Accountability Programs Include:	All Students, principally directed towards unduplicated student groups (English learner, students experiencing homelessness, Foster Youth, Low Income)	10000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) technology for classroom instruction, accessories for programs/equipement, licenses, subscriptions

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	1. On-going data analysis, progress monitoring, and Professional Learning Communities, as measured by improved CAASPP ELA and Math results 2. On-going district assessment development and revision, as measured by improved CAASPP ELA and Math results		
1.9	1.10 Career Technical Education (CTE) - Citrus Valley HS will prepare students for post-secondary education and careers through aligned pathway experiences that provide work-based learning opportunities. Coursework allows students to explore possible careers, begin training in a specific field, and build essential skills that lead to initial employment and/or postsecondary study. Program support will include industry sector competitions, equipment, supplies, and professional development. At Citrus Valley HS the following school sponsored pathway opportunities are provided: Software & Systems Development; Engineering Design & Technology, Production & Managerial Arts (Visual & Performing Arts) The site Career Center Teacher will support the work of school-based counselors as it relates to college/career domain and operate the career center; efforts will be principally directed toward providing support to unduplicated student groups. A partnership with Colton Redlands Yucaipa Regional Occupational program (CRY-ROP) will continue to provide additional ROP CTE pathways, equipment, and supplies for the following pathways: Design, Visual & Media Arts, Game Design & Integration, Child Development, Patient Care, Food Services & Hospitality, Entrepreneurship, Public Safety Effectiveness of this goal will be measured through an increase in pathway enrollment and completion, which will lead to an increase of the College & Career Indicator of the CA Dashboard. Exit surveys will be conducted with students who do not return for year 2 of a pathway.	All CTE Pathway Students, principally directed towards unduplicated student groups (English learner, students experiencing homelessness, Foster Youth, Low Income)	1000 LCAP – College & Career Personnel (1000-3999) subs, hourly pay 12500 LCAP – College & Career Non-Personnel (4000-7439) instructional supplies, competition registration/entry fees

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Citrus Valley partially met this goal. Successful systems were put in place to support PBIS through 5-star, with a more than 90% participation rate among students. Tier II counseling supports were developed and the wellness center is

open to both small groups and individual supports. CVHS reintroduced our Equity Team. CVHS does not have an AAPAC - this will continue to be a focus into the 25-26 school year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences in budget expenditures as compared to intended implementation. Money was transferred to student incentives/PBIS to support 5-star incentives.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes are made to this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Tiered Academic Support
Students will progress towards meeting standards in academics.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will progress towards meeting standards in academics through tiered supports and services.

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.

Analysis of student performance on local progress monitoring assessments shows that in first semester of the 24-25 school year, 85% of 9-12th grade students received a C- or better in ELA. In mathematics during the same semester, 76% of 9th - 12th grade students received a C- or better. During first semester of the 25-26 school year the numbers of students passing with a C- or better in ELA was 84% and in Math was 79%. In general, the ELA passing rates remained relatively the same, however a slight increase was noted for Math. A focus on math interventions and strategies to support teachers is reflected in our Master Schedule as well as in the the SPSA Goals.

In alignment with the District Initiative for Portrait of a Graduate, Citrus Valley will continue to implement programs that will ensure staff set high expectations for all students and provide high-quality research-based learning opportunities to support student success.

Input received from stakeholders through the LCAP development process and current research indicates a desire to operationalize a strategic tiered system of support for academics. RUSD plans to improve ELA and math performance, as well increase graduation rates and students meeting the College and Career Indicator, through actions that support and improve student learning. Additionally, RUSD will measure progress toward meeting the goal using the metrics identified below.

Note:
In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grade 11 by student group Source: California School Dashboard	Spring 2025 SBAC (ELA) Points from Standard ALL | 40 Black/African American | 22.7 Hispanic | 20.6 White | 69.6 English Learner | -84.7 Homeless Youth | 26.3 Socioeconomically Disadvantaged | 18 Students with Disabilities | -133.9	Increase points from standard in all student groups by an average of 5. ALL | 45 Black/African American | 27.7 Hispanic | 25.6 White | 74.6 English Learner | -79.7 Homeless Youth | 31.3 Socioeconomically Disadvantaged | 23 Students with Disabilities | -128.9
2B Math State Assessment Average Distance from 'Standard Met' on Mathematics Smarter Balanced Summative Assessment for grades 11 by student group Source: California School Dashboard	Spring 2025 SBAC (Math) Points from Standard ALL | -24.7 Black/African American | -77.2 Hispanic | -48.9 White | 13.4 English Learner | -153.8 Homeless Youth | -45.4 Socioeconomically Disadvantaged | -45.2 Students with Disabilities | -172.5	Increase points from standard in all student groups by an average of 5. ALL | -19.7 Black/African American | -72.2 Hispanic | -43.9 White | -18.4 English Learner | -148.8 Homeless Youth | -40.4 Socioeconomically Disadvantaged | -41.2 Students with Disabilities | -161
2C California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST (Grades 12) student group Source: CDE Dataquest Reporting	Spring 2024 CAST ALL - 52.2 science points	increase total science points by 5 to 57.2
2D English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) Source: California School Dashboard	2025 Dashboard ELPI 36.4%	Increase % making progress toward proficiency by 5% 41.4%
2E Graduation Rate Percentage of students who received a High School Diploma within 4 or 5 years of entering 9th grade by student group Source: California School Dashboard	2025 Dashboard Graduation Rate ALL | 94.4% Black/African American | 91.4% Hispanic | 94.2% White | 94.5% English Learner | 83.3% Homeless Youth | 97.8% Socioeconomically Disadvantaged | 93.6% Students with Disabilities | 80.8%	Increase Graduation Rate for all students by 1% ALL | 95.4% Black/African American | 92.4% Hispanic | 95.2% White | 95.5% English Learner | 84.3% Homeless Youth | 98.8% Socioeconomically Disadvantaged | 94.6% Students with Disabilities | 81.8%
2F College/Career Indicator Percentage of graduates who are placed in the 'Prepared' Level on the Dashboard by student group	2025 Dashboard College & Career Indicator ALL | 69.5 Black/African American | 62.9%	Increase CCI indicator for all students by 5%. ALL | 74.5 Black/African American | 50%

Source: California School Dashboard	Hispanic | 65.4% White | 74.7% English Learner | 35.9% Homeless Youth | 61.8% Socioeconomically Disadvantaged | 65.7% Students with Disabilities | 35.5%	Hispanic | 70.4% White | 79.7% English Learner | 40.9% Homeless Youth | 66.8% Socioeconomically Disadvantaged | 69.7% Students with Disabilities | 40.5%
2G A-G Completion Percentage of graduating cohort who met UC/CSU Requirements Source: CDE Dataquest Reporting	2025 Graduating Class Percentage completing A-G Requirements 56%	Increase A-G for all students to 60%
2H State Seal of Biliteracy (SSB) Percentage of graduates earning the State Seal of Biliteracy (SSB) Source: CDE Dataquest Reporting	2025 Graduates 38 students	Increase Seal of Biliteracy by 5 students or more for the 2026 year
2I AVID Student Marks/C- or better (English) in grades 9-12 Source: Internal District Reporting	1st Semester 24-25 - English AVID students 94% Non-AVID students 85%	Increase AVID C or better to 90%
2J AVID Student Marks/C- or better (Mathematics) in grades 9-12 Source: Internal District Reporting	1st Semester 24-25 - Math AVID students 90% Non-AVID students 76%	Increase AVID C or better to 90%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.1 Professional Development to Support Implementation of State Standards, PLCs, and development of site common assessments- Professional development opportunities will be provided to teachers and other instructional staff to enhance learning opportunities for students and increase knowledge of state standards, strategies to support at-promise students, and how to use data to monitor and support student learning. Additionally, CV staff will participate and support in district-wide implementation of Universal Design for Learning (UDL), which is a framework "to improve and optimize teaching and learning for all people based on scientific insights into how humans learn" (CAST, 2021) as well as Thinking Maps and other programs that support reaching unduplicated students. The three main principles - multiple means of engagement, expression and action, and representation - can guide teachers in meeting the needs of diverse learners, including unduplicated students. This also includes teacher release time and substitute compensation to support site initiatives. As a result of the implementation of the goal, students will demonstrate increased student	Principally directed towards meeting the needs of unduplicated students	5000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) subs, hourly pay 5000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) conference registration, PD materials, instructional materials 50000 Title I Personnel (1000-3999) PLC consultant, hourly non-student contact pay for assessments, sub time for collaboration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	achievement in math , English language arts, and science as measured by the state assessments and an increase in the C or better rate.		
2.2	2.2 Instructional Materials & Supplies - Supplemental instructional materials and supplies will be provided to classroom teachers to support hands on learning opportunities and provide a richer understanding of content. These materials will supplement the District provided textbooks and materials, and will include items such as supplemental workbooks, copies, science and math supplies, additional books, CTE materials, and other learning materials, As a result of the implementation of the goal, students will demonstrate increased student achievement in math, english language arts, and science as measured by the state assessments and an increase in the C or better rate.	Principally directed towards meeting the needs of unduplicated students	80000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) instructional materials and supplies, copy orders, lab supplies, pe equipment,
2.3	2.3 Tiered Interventions - Citrus Valley staff will review data to identify learning needs for unduplicated student groups in need of Tier 2 academic supports, and individual students in need of Tier 3 academic supports. Intervention systems will be implemented such as tutoring opportunities, extra class period, small group learning, as well as online learning support programs to support Tier 2 needs. Supplemental costs to support these efforts may include staff compensation for work outside of the school day, substitutes for collaboration, instructional materials tied to specific intervention programs, and online subscriptions. Data from online learning programs and small group learning opportunities will be monitored for an increase in assignment completion and standards mastery in core content classes. Individual improvement plans will be developed for Tier 3 needs and will be monitored based on student performance data with curriculum embedded assessments through a progress monitoring cycle and will be adjusted based on formative and summative data to ensure an increase in student achievement. Development of intervention or support classes within the school day to provide academic supports for unduplicated students. Increased academic performance is the intended outcome, focused on individual student growth on assessments and grades which will be evidenced by an increase in student achievement in math, English language arts, and science as measured by the state assessments and an increase in the C or better rate.	Principally directed towards meeting the needs of unduplicated students	10000 Title I Personnel (1000-3999) subs, hourly pay 15500 Title I Non-Personnel (4000-7439) intervention program materials/supplies, subscriptions, technology support, furniture for intervention classes, transportation 55000 Title I Personnel (1000-3999) extra period assignments, intervention classes, after school intervention
2.4	2.4 Tiered Supports for Multilingual Students - Citrus Valley staff will review ELD content-area classes and Long-Term EL intervention classes to build pathways to multiliteracy and participate in professional development to support the learning	Multilingual Students	6038 District Funded – Title III Personnel (1000-3999) timecard, hourly pay

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	needs of multilingual students, The site will support students through collaboration with the district to meet the requirements for the Seal of Biliteracy. Additionally, CV staff will provide intervention and support for multilingual students not meeting grade level standards. Intervention may include access to additional language support staff including a site coordinator, materials, supplies, software, and services (i.e. Language Line) to support learning and translation/communication with families, online learning programs, and assessment and monitoring tools and software such as ELLevation to assist with reclassification efforts. As a result of the implementation of the goal, EL students will demonstrate increased student achievement in math, English language arts, and science as measured by the state assessments and an increase in the C or better rate, an increase in the reclassification rate and improvement on the College/Career Indicator (CCI).		9669 District Funded – Title III Non-Personnel (4000-7439) incentives, support materials, intervention materials and supplies, subscriptions, fieldtrips
2.5	2.5 Tiered Supports for Special Education Students - Professional development around inclusion/co-teaching and differentiation of instruction will be provided to special education and general education teachers. Citrus Valley HS will also explore implementation of inclusion classes in support of integration of Special Education students into the general education setting. This will also include professional development for both special education and general education teachers focused on inclusion. Effectiveness of this strategy will be measured by an increase in C- or better grades for special education students.	Principally directed towards unduplicated students who qualify for Special Education	8000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) subs, hourly pay 2000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) instructional materials, PD materials. trainings
2.6	2.6 Supplemental Online Instructional Programs - Citrus Valley will provide supplemental online instructional programs to support students in need of additional academic opportunities. Data from supplemental assessment and learning programs will be disaggregated by unduplicated student groups to monitor progress, identify academic needs, and provide tiered supports. Staff will use the assessment data and instructional programs to support individual students with learning recovery, resulting in increased student achievement as measured by these programs and state and local assessments.	Principally directed towards unduplicated students	5000 Title I Non-Personnel (4000-7439) subscriptions, licenses
2.7	2.7 Targeted Math & Science Supports - With support from the Secondary Education Departments, teachers will receive professional development on using STEM (Science, Engineering, Technology and Math). STEM electives (including but not limited to Computer Science and Advanced Computer Science) will be offered to provide all students access to project based learning focused on coding and robotics and to further develop their college and career	Principally directed towards unduplicated students	2000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) subs, hourly pay 2000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	competencies. Additionally, Math Support classes will be part of the master schedule to provided targeted supports to students struggling in Math I. Effectiveness will be monitored by an increase in students receiving a "C" or better in math or science and reduced D/F rates.		instructional materials for math support and STEM electives
2.8	2.8 College Readiness Programs - With the support of the Educational Services Department and the California College Guidance Initiative (CCGI), professional development opportunities will be provided to teachers and counselors to further support students with their college and career preparation. The PSAT will be offered to all 9th/10th graders and the SAT will be offered to 11th/12th graders to support college-preparation practice, to support AVID college-going goals, and to ensure all students have access, since fees will be covered by RUSD. PSAT/SAT participation will be monitored and data will be used to support at-promise students. CCGI will be used to support and progress monitor FAFSA and college application completion rates.	Principally directed towards unduplicated students	3000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) subs, hourly pay 4000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) support materials, subscriptions, instructional materials, materials for workshops
2.9	2.9 Dual Enrollment - An increased focus on student recruitment and support to improve course enrollment and successful Dual Enrollment course completion. Effectiveness of this program will be measured by Duel Enrollment courses student enrollment data and course pass rate.	Principally directed towards unduplicated students in the Dual Enrollment program	500 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) subs, hourly pay
2.10	2.10 Summer School/Credit Recovery/Intervention Programs - Provide supplemental academic materials for each department to provide tiered supports and services to all students who are credit deficient in all classes. Effectiveness of this strategy will be measured by student grades, A-G completion rate, CAASPP results, CCI rate, CTE pathway completion rate.	Principally directed towards unduplicated students who are credit deficient	500 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) subs, hourly pay 500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) materials and supplies, reprographics
2.11	2.11 Advanced Placement Programs - Staff development opportunities for AP teachers and an increased focus on student recruitment and support to improve course enrollment and successful AP exam completion in the Advanced Placement Program. Effectiveness of this program will be measured by AP course enrollment data and AP test pass rate.	Principally directed towards unduplicated students in AP programs	4000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) subs, hourly pay 7000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) PD registration, instructional materials, supplemental text
2.12	2.12 AVID - Citrus Valley will continue to scale up the AVID (Advancement Via Individual Determination) program across campus to help students develop the skills they need to be successful in college. Staffing, professional development, and consortium membership fees will	All AVID Students, principally directed towards unduplicated student groups (English learner, students experiencing	2500 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) subs, hourly pay

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	be supported by the District, however sites funds will supplement these efforts to support campus specific programs and initiatives such as College App Day, College Workshops, College Visits, and others. AVID programs provide targeted supports to unduplicated student groups to develop advanced writing, critical thinking, teamwork, organization and reading skills. Effectiveness of this goal will be measured through an increase in an increase of the College & Career Indicator of the CA Dashboard for AVID students, progress towards alignment of AVID demographics to school demographics, and increase of implementation of the AVID programs as measured by the AVID Coaching and Certification Instrument.	homelessness, Foster Youth, Low Income)	17000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) transportation, registration, materials and supplies, spirit wear

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Generally speaking this goal was met, although there is still more room for improvement. More work to identify students who are eligible for the Seal of Biliteracy needs to be done this year as well as intentional focus to improve grad rates, especially with SWD and EL populations.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

More money was spent on instructional materials and less on personnel for Tiered Supports due to the lack of interest on behalf of staff.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal will remain very similar with more focus at the site to fulfill the tiered supports positions for both EL and SWD students.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$387,957.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$135,500.00

Subtotal of additional federal funds included for this school: $135,500.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded – Title III	$15,707.00
LCAP - Supplemental & Concentration Grant (LCAP)	$223,250.00
LCAP – College & Career	$13,500.00

Subtotal of state or local funds included for this school: $252,457.00

Total of federal, state, and/or local funds for this school: $387,957.00

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 – Title III	15,707.00
LCAP - Supplemental & Concentration Grant (LCAP)	223,250.00
LCAP – College & Career	13,500.00
Title I	135,500.00

Expenditures by Budget Reference

Budget Reference	Amount
Non-Personnel (4000-7439)	224,719.00
Personnel (1000-3999)	163,238.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Non-Personnel (4000-7439)	District Funded – Title III	9,669.00
Personnel (1000-3999)	District Funded – Title III	6,038.00
Non-Personnel (4000-7439)	LCAP - Supplemental & Concentration Grant (LCAP)	182,050.00
Personnel (1000-3999)	LCAP - Supplemental & Concentration Grant (LCAP)	41,200.00
Non-Personnel (4000-7439)	LCAP – College & Career	12,500.00
Personnel (1000-3999)	LCAP – College & Career	1,000.00
Non-Personnel (4000-7439)	Title I	20,500.00
Personnel (1000-3999)	Title I	115,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	93,750.00

Goal 2	294,207.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

2 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Maisie McCue	Principal
Brian Davenport	Other School Staff
Abby Reffner	Other School Staff
Austin Meiners	Classroom Teacher
Sarah Keller	Classroom Teacher
Kimberly Van Ry	Classroom Teacher
Zack Tucker	Parent or Community Member
Dawn Rondholz	Parent or Community Member
Arnie Ayala	Parent or Community Member
Ahana Giri	Secondary Student
Kiana Piazzo	Secondary Student
Addison King	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 27, 2026.

Attested:

	Principal, Maisie McCue on May 27, 2026
	SSC Chairperson, Zack Tucker on May 27, 2026

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Orangewood High School	36-67843-3634995	May 9, 2026	July 21, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate

with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Orangewood High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Targeted Support and Improvement

The purpose of this plan is to coordinate the school site allocation plan with the District LCAP. This school plan is also based on the results of needs assessments and aligned with the WASC Self-study and the WASC Action Plan.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page 1
Table of Contents 3
Plan Description 4
Educational Partner Involvement 4
Comprehensive Needs Assessment Components 4
    California School Dashboard (Dashboard) Indicators 4
    Other Needs 5
School and Student Performance Data 6
    Student Enrollment 6
    CAASPP Results 8
    ELPAC Results 12
    Student Population 15
    Overall Performance 17
    Academic Performance 19
    Conditions & Climate 30
Goals, Strategies, & Proposed Expenditures 32
    Goal 1 32
    Goal 2 36
Budget Summary 41
    Budget Summary 41
    Other Federal, State, and Local Funds 41
Budgeted Funds and Expenditures in this Plan 42
    Funds Budgeted to the School by Funding Source 42
    Expenditures by Funding Source 42
    Expenditures by Budget Reference 42
    Expenditures by Budget Reference and Funding Source 42
    Expenditures by Goal 43
School Site Council Membership 44
Recommendations and Assurances 45

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Orangewood High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Targeted Support and Improvement

The purpose of this plan is to coordinate the school site allocation plan with the District LCAP. This school plan is also based on the results of needs assessments and aligned with the WASC Self-study and the WASC Action Plan.

All goals and activities within this plan are coordinated between the District LCAP goals, the WASC self-study process, the WASC action plan, and multiple surveys completed by various members of the educational partners of OHS. The goals within this plan are based on the available data points that are relevant to our extremely transient student populations and California Dashboard. All funding from the state, local, and federal programs is utilized to provide support and services needed to meet school-wide goals for improvement. The plan will be consistently reviewed and evaluated for effectiveness by the SSC and other relevant education partners to ensure proper engagement and feedback.

Educational Partner Involvement

How, when, and with whom did Orangewood High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The school site council meets a minimum of five times per year at OHS. The planning process for the 26/27 SPSA began mid-year of 25/26, with the review of the Progress Monitoring tool at regular intervals. The Site Council reviewed the budget and approved the planned expenditures to support student achievement and growth based on our revised WASC Action Plan, Model School application, and available data points. The entire school staff also reviewed the updated data. A committee of school staff including the leadership team, site council members and department leads met several times to develop the SPSA, Safety Plan and OHS policies. All instructional staff completed a survey and all students also completed a survey to determine obstacles to school achievement. This information along with our WASC Plan determined our focus areas for the 26/27 SPSA. Multiple student needs assessments were conducted to determine student perception of needs, as it relates to both academic and social-emotional supports.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

CAASPP Test Scores for ELA and Math, and College and Career Indicator

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

None

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Increased on campus opportunities for credit recovery, attendance, mental health supports, and post secondary planning.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Orangewood High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	0.38%	0.49%		1	1
African American	9.90%	8.85%	8.29%	20	23	17
Asian	2.48%	1.92%	2.44%	5	5	5
Filipino	0.99%	0.38%	0.49%	2	1	1
Hispanic/Latino	70.30%	74.62%	72.68%	142	194	149
Pacific Islander	0.50%	0.77%	%	1	2	
White	11.88%	9.23%	7.80%	24	24	16
Two or More Races	3.96%	3.46%	6.34%	8	9	13
Not Reported	%	0.38%	1.46%		1	3
			Total Enrollment	202	260	205

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 11	57		69
Grade 12	145		136
Total Enrollment	202	260	205

Conclusions based on this data:

1. Overall, our student population increased significantly from 24-25. This is due to the continued efforts to encourage enrollment at the end of the 10th grade year to allow more time for credit recovery. Additionally, the transition to quarterly intakes allows for more students to enroll in a timely manner.
2. Overall enrollment increased with concerted effort from traditional schools to send students in danger of not graduating sooner.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	24	27	14	11.9%	10.4%	6.8%
Fluent English Proficient (FEP)	36	45	30	17.8%	17.3%	14.6%

Conclusions based on this data:

1. OHS enrolls new students each year however the % of EL students changes each year, but generally averages about 12% EL. More students are being reclassified district wide, which could be impacting the EL numbers at OHS. We are also working to increase the capacity of all teachers to incorporate designated support strategies within the core curriculum.
2. More students are being reclassified district wide, which could be impacting the EL numbers at OHS.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	147	126	152	135	122	145	135	122	145	91.8	96.8	95.4
All Grades	147	126	152	135	122	145	135	122	145	91.8	96.8	95.4

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 11	2508.	2499.	2490.	2.96	3.28	4.14	17.04	22.95	9.66	36.30	26.23	29.66	43.70	47.54	56.55
All Grades	N/A	N/A	N/A	2.96	3.28	4.14	17.04	22.95	9.66	36.30	26.23	29.66	43.70	47.54	56.55

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 11	10.37	9.84	2.78	62.22	54.10	55.56	27.41	36.07	41.67
All Grades	10.37	9.84	2.78	62.22	54.10	55.56	27.41	36.07	41.67

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 11	2.96	4.10	2.78	40.74	45.90	37.50	56.30	50.00	59.72
All Grades	2.96	4.10	2.78	40.74	45.90	37.50	56.30	50.00	59.72

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 11	6.67	6.56	4.17	69.63	68.85	74.31	23.70	24.59	21.53
All Grades	6.67	6.56	4.17	69.63	68.85	74.31	23.70	24.59	21.53

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 11	4.44	4.10	4.86	76.30	63.11	66.67	19.26	32.79	28.47
All Grades	4.44	4.10	4.86	76.30	63.11	66.67	19.26	32.79	28.47

Conclusions based on this data:

1. ELA scores increased in the 25-26 school year. We adjusted our testing methods to help continue these efforts.
2. Additional supports are required to increase rigor within the classroom.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	147	126	151	135	120	144	134	120	144	91.8	95.2	95.4
All Grades	147	126	151	135	120	144	134	120	144	91.8	95.2	95.4

* 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 11	2455.	2447.	2447.	0.75	0.00	0.00	0.75	0.83	4.17	18.66	10.00	9.72	79.85	89.17	86.11
All Grades	N/A	N/A	N/A	0.75	0.00	0.00	0.75	0.83	4.17	18.66	10.00	9.72	79.85	89.17	86.11

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 11	0.75	0.00	0.00	20.90	20.00	20.83	78.36	80.00	79.17
All Grades	0.75	0.00	0.00	20.90	20.00	20.83	78.36	80.00	79.17

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 11	0.75	0.83	1.39	57.46	38.33	47.92	41.79	60.83	50.69
All Grades	0.75	0.83	1.39	57.46	38.33	47.92	41.79	60.83	50.69

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 11	0.75	0.00	0.69	55.97	50.00	50.00	43.28	50.00	49.31
All Grades	0.75	0.00	0.69	55.97	50.00	50.00	43.28	50.00	49.31

Conclusions based on this data:

1. Students continue to struggle with Math concepts on standardized testing. Many students arrive to OHS without math credits and math competencies. Strategic interventions are now in place to help bridge the gap for basic math skills.
2. Professional development for teachers to help include real world application within the math curriculum.
3. Math scores are below standard each year. A concerted effort to increase math scores remain a priority.

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
10	*	*	*	*	*	*	*	*	*	*	*	*
11	1570.3	1571.4	*	1575.3	1578.4	*	1564.8	1563.7	*	12	11	9
12	1572.3	*	1533.8	1567.7	*	1539.6	1576.6	*	1527.5	12	10	12
All Grades										27	22	22

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
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	25.00	9.09	*	25.00	45.45	*	41.67	45.45	*	8.33	0.00	*	12	11	*
12	8.33	*	16.67	66.67	*	25.00	16.67	*	25.00	8.33	*	33.33	12	*	12
All Grades	18.52	18.18	13.64	44.44	50.00	40.91	29.63	31.82	27.27	7.41	0.00	18.18	27	22	22

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
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	41.67	54.55	*	16.67	18.18	*	41.67	27.27	*	0.00	0.00	*	12	11	*
12	33.33	*	50.00	58.33	*	8.33	0.00	*	25.00	8.33	*	16.67	12	*	12
All Grades	37.04	59.09	59.09	40.74	27.27	13.64	18.52	13.64	18.18	3.70	0.00	9.09	27	22	22

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
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	0.00	0.00	*	33.33	27.27	*	50.00	36.36	*	16.67	36.36	*	12	11	*
12	0.00	*	8.33	33.33	*	8.33	50.00	*	25.00	16.67	*	58.33	12	*	12
All Grades	0.00	4.55	4.55	33.33	27.27	13.64	48.15	45.45	40.91	18.52	22.73	40.91	27	22	22

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
10	*	*	*	*	*	*	*	*	*	*	*	*
11	16.67	9.09	*	75.00	63.64	*	8.33	27.27	*	12	11	*
12	8.33	*	8.33	83.33	*	58.33	8.33	*	33.33	12	*	12
All Grades	11.11	13.64	9.09	81.48	72.73	72.73	7.41	13.64	18.18	27	22	22

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
10	*	*	*	*	*	*	*	*	*	*	*	*
11	66.67	90.91	*	33.33	9.09	*	0.00	0.00	*	12	11	*
12	100.00	*	90.91	0.00	*	0.00	0.00	*	9.09	11	*	11
All Grades	84.62	95.45	90.48	15.38	4.55	0.00	0.00	0.00	9.52	26	22	21

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
10	*	*	*	*	*	*	*	*	*	*	*	*
11	0.00	18.18	*	66.67	45.45	*	33.33	36.36	*	12	11	*
12	8.33	*	8.33	75.00	*	25.00	16.67	*	66.67	12	*	12
All Grades	7.41	18.18	4.55	66.67	45.45	45.45	25.93	36.36	50.00	27	22	22

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
10	*	*	*	*	*	*	*	*	*	*	*	*
11	8.33	0.00	*	83.33	81.82	*	8.33	18.18	*	12	11	*
12	27.27	*	0.00	63.64	*	66.67	9.09	*	33.33	11	*	12
All Grades	15.38	4.55	0.00	73.08	86.36	81.82	11.54	9.09	18.18	26	22	22

Conclusions based on this data:

1. OHS EL students are often LTELs. There is also little designated supports for EL students. The master schedule and additional trainings need to be put in place to individualize supports for all EL students.
2. The number of EL students is not significant to produce quality data.

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**
260	**72.3%**	**10.4%**	**0.8%**
Total Number of Students enrolled in Orangewood High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	27	10.4%
Foster Youth	2	0.8%
Homeless	24	9.2%
Socioeconomically Disadvantaged	188	72.3%
Students with Disabilities	11	4.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	23	8.8%
American Indian	1	0.4%
Asian	5	1.9%
Filipino	1	0.4%
Hispanic	194	74.6%
Two or More Races	9	3.5%
Pacific Islander	2	0.8%
White	24	9.2%

Conclusions based on this data:

1. A majority of OHS students identify as Hispanic/Latino, followed by White and African American.

2. Over 90% of all students are LI. The LI status and the large geographic region that OHS services lead to issues with transportation and low student attendance.

3. OHS will be offering new courses to help engage students with the curriculum. This will help to increase student attendance rates.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Graduation Rate**  Green	**Suspension Rate**  Green
Mathematics  Orange		
English Learner Progress  No Performance Color		
College/Career  Red		

Conclusions based on this data:

1. Our graduation rate was positively impacted by a district initiative to reduce the graduation requirements for eligible students.
2. The ELA and Math performance on the summative state assessments continues to suffer from our high transiency rate. However, the ELA rates are improving.
3. The wellness center and MTSS team help to reduce the number of school suspensions and overall improvement in student behaviors.

School and Student Performance Data

Academic Performance
English Language Arts

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	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	 No Performance Color	 No Performance Color
86.1 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 42.2 points	8 Students	4 Students
85 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	104.5 points below standard	80 points below standard
0 Students	14 Students	Increased 45.7 points
		71 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian	**Filipino**	**Hispanic**
 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 Orange 82.7 points below standard Increased 56.4 points 56 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 10 Students

Conclusions based on this data:

1. The student performance for ELA is significantly low for both of the main student groups: Hispanic and SES. The English-only population scored over 20 points higher than both student groups.
2. OHS must create specific supports for ELA support and mastery. These skills are a necessity for post-secondary success.
3. Professional Development is needed to help teachers provide alternative instructional strategies for high needs students.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	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	 No Performance Color	 No Performance Color
190.2 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 22.2 points	8 Students	4 Students
85 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	227.9 points below standard	192.6 points below standard
1 Student	15 Students	Increased 25.1 points
		70 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian	**Filipino**	**Hispanic**
 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 Orange 181.8 points below standard Increased 40.6 points 56 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 10 Students

Conclusions based on this data:

1. The are two statistically significant subgroups, Hispanic and low income, both performed over 200 points below standard.
2. Math support classes must be offered to help students reach a baseline of math proficiency.

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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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	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
		
Yellow	No Performance Color	No Performance Color
38.9 science points	36 science points	29.9 science points
Increased 6.5 points	Increased 7.4 points	11 Students
129 Students	14 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	42.6 science points	40.3 science points
0 Students	Increased 14.3 points	Increased 8.6 points
	14 Students	106 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	34 science points	Fewer than 11 students - No Data for Privacy
5 Students	Increased 3.5 points	1 Student
	12 Students	

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	39.2 science points
3 Students	1 Student	Increased 4.2 points
		92 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	41.6 science points
5 Students	2 Students	Increased 17.1 points
		15 Students

Conclusions based on this data:

1. Preliminary science data shows that students are engaged in the science curriculum. OHS must consider more options for students within the science field.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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
	
No Performance Color	No Performance Color
23.8 making progress.	26.3 making progress.
Number Students: 21 Students	Number Students: 19 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
47.6%	28.6%	4.8%	19%

Conclusions based on this data:

1. EL enrollment and ELPAC scores remained relatively constant for the last two years. This is due to consistency within the EL Coordinator position.
2. More designated EL professional development is necessary to help all students achieve academic mastery.

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
2	0	0	0	0

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
 Red	 No Performance Color	 No Performance Color
Prepared 1.5%	Prepared 0%	Prepared 0%
Maintained -0.8%	Maintained	Maintained
135 Students	16 Students	15 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	Prepared 0%	Prepared 1.5%
1 Student	Declined 3.1%	Maintained -0.8%
	20 Students	130 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 Red Prepared 1.9% Maintained 0.7% 108 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Prepared 0% Declined 5.6% 14 Students

Conclusions based on this data:

1. Duel Enrollment courses will be offered in the 26-27 school year to help increase the overall CCI percentage.
2. CTE courses will be extended to ensure the required time components are met. Students will need 1.5 years to complete a full pathway.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	0

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**
 Green	 No Performance Color	 No Performance Color
85.7% graduated	75% graduated	77.8% graduated
Increased 3.5%	Increased 13.1%	Increased 15.9%
140 Students	20 Students	18 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	71.4% graduated	85.2% graduated
1 Student	Declined 9.7%	Increased 3.6%
	21 Students	135 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
100% graduated	Fewer than 11 students - No Data for Privacy	0 Students
11 Students	8 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	0 Students	85.7% graduated
1 Student		Increased 1.9%
		112 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	85.7% graduated
4 Students	1 Student	Declined 4.3%
		14 Students

Conclusions based on this data:

1. The Hispanic group is one of our largest sub-groups and is the only student group in the medium range.
2. Overall, the graduation rate increased due to the updated bell schedule, increased student engagement practices, ATS, and behavior supports on site.

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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	4	1

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	Green	Green
2.7% suspended at least one day	4.7% suspended at least one day	5.1% suspended at least one day
Declined 3.2%	Declined 0.9%	Declined 0.4%
368 Students	43 Students	39 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	Orange	Green
Fewer than 11 students - No Data for Privacy	2.8% suspended at least one day	3.1% suspended at least one day
5 Students	Increased 0.6%	Declined 2.7%
	36 Students	295 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
0% suspended at least one day	10.3% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 9.5%	Increased 1.3%	1 Student
18 Students	29 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	2.5% suspended at least one day
8 Students	1 Student	Declined 2.6%
		282 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Declined 12.5%	2 Students	Declined 7.5%
15 Students		30 Students

Conclusions based on this data:

1. The decline is due to the efforts of the MTSS Team and the alternative to suspension program.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Positive School Climate
By June 2027, Orangewood High School will foster a safe and inclusive school climate by increasing the overall attendance rate from the 84.9% baseline to at least 90%, and improving attendance for Homeless Youth (currently 87%) and African American students (currently 89%) through targeted mental health supports, post-secondary planning, and athletic program engagement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to school programs, activities, and tiered social-emotional and behavioral supports. These supports will foster a sense of connectedness, especially for English Learners (EL), Foster Youth (FY), African American Students, student experiencing homelessness, Low Income students (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

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.

Staff, student, and caregiver surveys and needs assessments show the need for mental health support, character education, self-awareness, behavioral support, decision-making, and school connectedness. Students also need additional support in understanding the importance of a high school diploma and creating and maintaining post-secondary college/career goals. OHS also strives to increase partnerships with the local community and educational organizations to help bridge the gap into the community and working world.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A Attendance Rate Percentage of students who were present by student group Source: District Analysis	All -- 84.9% African American -- 89.0% American Indian or Alaskan Native -- 87% Asian -- 95% Filipino -- 95% Hispanic -- 91% Pacific Islander -- 85% White -- 97% Two or More Races -- 85% Low Income -- 90% English Learner -- 90% Long-Term English Learner -- 90% Foster Youth -- 95% Homeless Youth -- 87% Students with Disabilities -- 95%	All -- 95% African American -- 89.0% American Indian or Alaskan Native -- 87% Asian -- 95% Filipino -- 95% Hispanic -- 91% Pacific Islander -- 85% White -- 97% Two or More Races -- 85% Low Income -- 90% English Learner -- 90% Long-Term English Learner -- 90% Foster Youth -- 95% Homeless Youth -- 87% Students with Disabilities -- 95%
1B Suspension Rate	2025 Dashboard ALL | 3.6% Black/African American | 6.7%	ALL | 3% Black/African American | 3% Hispanic | 3% Multiple Races/Two or More | 0%

Percentage of students suspended 1 or more times during the school year by student group Source: California School Dashboard	Hispanic | 3.9% Multiple Races/Two or More | 0.0% White | 0.0% English Learner | 0.0% Homeless Youth | 0.0% Socioeconomically Disadvantaged | 4.3% Students with Disabilities | 0.0%	White | 0% English Learner | 0% Homeless Youth | 0% Socioeconomically Disadvantaged | 3% Students with Disabilities | 0%
1C School Climate Survey Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management Source: Local Climate Survey	March 2026 Overall Percent Favorable 84%	Overall Percent Favorable 90%
1D School Connectedness/ HS Activity Participation Percentage of students participating in a club or activity Source: Local Survey	Overall 13.7% 9th grade - 10th grade - 11th grade 9.5% 12th grade 17.3%	Overall 50% 9th grade - 10th grade - 11th grade 30% 12th grade 70%
1E FAFSA Completion Percentage of 12th grade students completing the Free Application for Federal Student Aid (FAFSA) Source: Internal District Reporting	61% completion	Overall 100% 9th grade - 10th grade - 11th grade - 12th grade 100%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Continue to improve upon a Tiered Attendance and Engagement System to reinforce habits of time management, organization, and accountability. This comprehensive attendance and engagement incentive program utilizes a multi-tiered system to provide site-based currency to students meeting specific attendance and behavioral milestones. These hours grant students access to high-interest incentives, and increased student attendance for all students. The system will increase overall attendance rates and student engagement for all students.	All students.	10,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 1,000 Title I Non-Personnel (4000-7439)
1.2	Provide support, incentives, compensation, supplies, professional development and materials for the full implementation of a MTSS system for all students. A digital tiered support system will track incentive points while the staff teach the expected behaviors for all students and provide positive reinforcements to continuously encourage appropriate behaviors. Expected behaviors will focus on college and career skills that will transfer	All students.	8,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 1,000 LCAP - Supplemental & Concentration Grant (LCAP)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	into post-secondary success. These practices will increase student engagement and reduce suspension rates.		Personnel (1000-3999)
1.3	Implement a Credit Recovery and Service Lab as a supplemental extra-period assignment to improve academic outcomes and school connectedness. This program utilizes a tiered intervention model where students engage in personalized credit recovery and "Failure-to-Mastery" reflections to overcome academic setbacks. To promote a growth mindset and civic engagement, the lab integrates mandatory community service and site-based service-learning projects, allowing students to apply problem-solving skills to real-world challenges. This dual-pathway approach incentivizes consistent attendance and reduces disciplinary incidents by providing a structured environment for students to regain academic standing while building the leadership and soft skills necessary for post-secondary success.	All students.	19,000 Title I Personnel (1000-3999) 3,875 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)
1.4	Maintain a comprehensive post-secondary planning program. This program will assist all students in increasing student engagement in the classroom curriculum, post-secondary planning opportunities, job shadowing, career interest interviews, FAFSA completion, service learning, workshops, and field trip opportunities. This program will assist all students with academic and behavioral support, attendance recovery, credit recovery, and graduation.	All Students.	1,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) 500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)
1.5	Continue to support the Athletics Program with supplies, materials, fees, rentals, and other supports. Participation in athletics increases student engagement on campus and increases overall student attendance.	All students.	6,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)
1.6	To maximize parent participation in school governance and student success, we will facilitate regular, accessible SSC and ELAC meetings with childcare, translation, and multi-channel communications that ensure fiscal and academic transparency. We will host targeted workshops on financial aid, trauma-informed parenting, and data metrics while distributing updated School-Parent-Student Compacts to align all educational partners with our 2026-2027 site goals.	All students.	984 Title I Parent Involvement 500.00 Title I Non-Personnel (4000-7439)

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Tiered Academic Support
By the end of the 2026-27 school year, Orangewood High School will increase academic achievement for all students by reducing the ELA distance from 'Standard Met' (currently -92.9 points) and Math distance from standard, and improving the school's graduation rate beyond the 85% baseline through tiered credit recovery interventions and common core-aligned instruction.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will progress towards meeting standards in academics through tiered supports and services.

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.

% of all students did not meet standards in ELA in 2025. 0% of all students met standards in Math in 2025. 87% of OHS students qualify for free or reduced lunch. The 2025-2026 OHS graduation rate is 85%

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grade 11 by student group Source: California School Dashboard	Spring 2025 SBAC (ELA) Points from Standard ALL | -92.9 Hispanic | -84.1 Socioeconomically Disadvantaged | -92.8	Spring 2025 SBAC (ELA) Points from Standard ALL | -50 Hispanic | -60 Socioeconomically Disadvantaged | -50
2B Math State Assessment Average Distance from 'Standard Met' on Mathematics Smarter Balanced Summative Assessment for grades 11 by student group Source: California School Dashboard	Spring 2025 SBAC (Math) Points from Standard ALL | -185.3 Hispanic | -184.9 Socioeconomically Disadvantaged | -180.8	Spring 2025 SBAC (Math) Points from Standard ALL | -100 Hispanic | -100 Socioeconomically Disadvantaged | -100
2C California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST (Grades 12) student group Source: CDE Dataquest Reporting	Spring 2025 CAST ALL - 13.0% EL - 0% FY - 0% HY - 12.5% LI - 7.8% SWD - 0% AA - 0% A - 0.0	Spring 2025 CAST ALL - 25.0% EL - 0% FY - 0% HY - 25% LI - 25% SWD - 0% AA - 0% A - 0.0

	H/L - 12.5% W - 0%	H/L - 15% W - 0%
2D English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) Source: California School Dashboard	2025 Dashboard ELPI 28.9%	2025 Dashboard ELPI 50%
2E Graduation Rate Percentage of students who received a High School Diploma within 4 or 5 years of entering 9th grade by student group Source: California School Dashboard	2025 Dashboard Graduation Rate ALL | 57.1% Black/African American | 73.3% Hispanic | 57.5% White | 31.6% English Learner | 63.3% Homeless Youth | 41% Socioeconomically Disadvantaged | 55.8%	2025 Dashboard Graduation Rate ALL | 70% Black/African American | 80% Hispanic | 70% White | 60% English Learner | 70% Homeless Youth | 60% Socioeconomically Disadvantaged | 65%
2F College/Career Indicator Percentage of graduates who are placed in the 'Prepared' Level on the Dashboard by student group Source: California School Dashboard	2025 Dashboard College & Career Indicator ALL | 1.3% Black/African American | 0% Hispanic | 0.9% White | 0% English Learner | 0% Homeless Youth | 0% Socioeconomically Disadvantaged | 0%	2025 Dashboard College & Career Indicator ALL | 5% Black/African American | 5% Hispanic | 5% White | 5% English Learner | 5% Homeless Youth | 5% Socioeconomically Disadvantaged | 5%
2G A-G Completion Percentage of graduating cohort who met UC/CSU Requirements Source: CDE Dataquest Reporting	2026 Graduating Class Percentage completing A-G Requirements 0.0%	2027 Graduating Class Percentage completing A-G Requirements 5%
2H State Seal of Biliteracy (SSB) Percentage of graduates earning the State Seal of Biliteracy (SSB) Source: CDE Dataquest Reporting	2026 Graduates 0 students	2027 Graduating Class
2I AVID Student Marks/C- or better (English) in grades 9-12 Source: Internal District Reporting	NA	NA
2J AVID Student Marks/C- or better (Mathematics) in grades 9-12 Source: Internal District Reporting	NA	NA

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide various supplemental instructional materials, equipment, site licenses and supplies necessary to enhance the educational program and promote course completion. Maintain industry-aligned technology, adaptive learning software, and classroom supplies that support hands-on, project-based learning. Resources will be prioritized for closing achievement gaps in ELA and Math for English Learners and Socio-economically Disadvantaged students. Additional supplies will be purchased for foster/homeless students to help bridge the gap in the classroom.	All students.	12,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)
2.2	Provide ongoing professional development and conference options focused on trauma-informed instructional practices, Universal Design for Learning (UDL), and research-based strategies for "At-Promise" youth. Staff will collaborate to integrate social-emotional wellness into academic delivery to increase engagement and reduce learning barriers. The implementation of new teaching strategies will increase student engagement, thus increasing credit opportunities, increased state testing scores, and graduation rates.	All students.	10,000 Title I Personnel (1000-3999) 500 Title I Non-Personnel (4000-7439)
2.3	Provide compensation and sub coverage for planning and credit recovery options for all students and expand access to credit recovery during the school day, after school, and through a robust Summer School program. These sessions will utilize adaptive software and teacher-led instruction to ensure students stay on track for graduation and reduce the "Distance from Standard" (DFS) in core content areas. Credit recovery options include independent study, period coverage, extra-period assignments, and service learning projects. These opportunities increase student attendance, credits earned and therefore increases the overall graduation rate.	All students.	5,500 Title I Personnel (1000-3999)
2.4	Strengthen Career Technical Education (CTE) pathways by providing supplemental industry-standard equipment and certification supports. Establish a systematic tracking and counseling process to increase the College/Career Indicator (CCI) by ensuring students complete pathways, pass capstone courses, and meet dual enrollment or leadership requirements. Supports to include instructional materials, conferences, sub coverage, and facility improvements. CTE Pathway support focus on increasing completer rates and to graduate students prepared for post-secondary success and graduating all student prepared according to the College and Career Indicator.	All students.	16,000 LCAP - College & Career (CTE) Non-Personnel (4000-7439) 1,000 LCAP - College & Career (CTE) Personnel (1000-3999)
2.5	Formalize the Professional Learning Community (PLC) process where collaborative teams analyze student data to drive Tier I, II and III interventions.	All students.	4,500 LCAP - Supplemental & Concentration Grant (LCAP)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	This system will include "Block Resets", peer observations, and targeted intervention sessions to provide immediate academic support based on common formative assessments, 21st century skills, and post-secondary plans.		Non-Personnel (4000-7439) 1,500 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999)
2.6	Provide opportunities for students to attend educational field trips. All field trips will be academically based and will be tied to standards addressed within the classroom. This will increase student engagement and attendance for all students.	All students.	10,000 Title I Non-Personnel (4000-7439)
2.7	Providing support for designated EL supports and strategies. All activities will focus on improving educational practices for teachers of EL students, improving student attendance, EL Representative compensation, Language Line expenses, offering educational field trips, awards, language line, ELLevation software, incentives, seal of biliteracy obtainment, and ESPI improvements.	EL Students	700 District Funded – Title III Non-Personnel (4000-7439) 1,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) 500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)
2.8	Expand and sustain a robust Hybrid Independent Study Pathway designed to increase graduation rates and provide flexible academic options for "At-Promise" students. This program integrates high-quality, standards-aligned digital curriculum with mandatory weekly in-person specialized instruction and advisory check-ins. To ensure program efficacy, the pathway includes a systematic "Progress Audit" where staff monitor credit completion and mastery to provide immediate Tier II interventions or transitions back to seat-based instruction when necessary. By blending the autonomy of independent study with the accountability of site-based instructional support, the program offers a customized learning environment that accommodates students' diverse life circumstances while maintaining rigorous progress toward meeting College/Career Indicator (CCI) standards and graduation requirements.	All students.	3,000 Title I Non-Personnel (4000-7439)

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$118,059.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$49,500.00
Title I Parent Involvement	$984.00

Subtotal of additional federal funds included for this school: $50,484.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded – Title III	$700.00
LCAP - College & Career (CTE)	$17,000.00
LCAP - Supplemental & Concentration Grant (LCAP)	$49,875.00

Subtotal of state or local funds included for this school: $67,575.00

Total of federal, state, and/or local funds for this school: $118,059.00

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 – Title III	700.00
LCAP - College & Career (CTE)	17,000.00
LCAP - Supplemental & Concentration Grant (LCAP)	49,875.00
Title I	49,500.00
Title I Parent Involvement	984.00

Expenditures by Budget Reference

Budget Reference	Amount
	984.00
Non-Personnel (4000-7439)	77,075.00
Personnel (1000-3999)	40,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Non-Personnel (4000-7439)	District Funded – Title III	700.00
Non-Personnel (4000-7439)	LCAP - College & Career (CTE)	16,000.00
Personnel (1000-3999)	LCAP - College & Career (CTE)	1,000.00
Non-Personnel (4000-7439)	LCAP - Supplemental & Concentration Grant (LCAP)	45,375.00
Personnel (1000-3999)	LCAP - Supplemental & Concentration Grant (LCAP)	4,500.00
Non-Personnel (4000-7439)	Title I	15,000.00
Personnel (1000-3999)	Title I	34,500.00
	Title I Parent Involvement	984.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	51,859.00
Goal 2	66,200.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

2 School Principal

2 Classroom Teachers

2 Other School Staff

1 Parent or Community Members

1 Secondary Students

Name of Members	Role
Carli Norris	Principal
Kim Elgin	Classroom Teacher
Jennifer Selders	Classroom Teacher
Alisa Beal	Other School Staff
Cindy Duran	Other School Staff
Regina Carlin	Other School Staff
Sonja Lawson	Parent or Community Member
Ja'Niyah Land	Secondary Student
	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 29, 2026.

Attested:



Principal, Carli Norris on May 1, 2026

SSC Chairperson, Regina Carlin on May 1, 2026

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Redlands East Valley High School	36-67843-3630779	May 27, 2026	July 21, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Redlands East Valley High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Redlands East Valley High School receives Title III and LCAP Funding to support the actions in this site plan and will receive Title I funding for the 2026-27 school year. The school was recognized as a 2026 CA Distinguished School in the category of Achievement Gap Closer.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page 1
Table of Contents 2
Plan Description 3
Educational Partner Involvement 3
Comprehensive Needs Assessment Components 3
- California School Dashboard (Dashboard) Indicators 4
- Other Needs 4

School and Student Performance Data 5
- Student Enrollment 5
- CAASPP Results 8
- ELPAC Results 12
- Student Population 15
- Overall Performance 17
- Academic Performance 19
- Conditions & Climate 30

Goals, Strategies, & Proposed Expenditures 32
- Goal 1 32
- Goal 2 36

Budget Summary 41
- Budget Summary 41
- Other Federal, State, and Local Funds 41

Budgeted Funds and Expenditures in this Plan 42
- Funds Budgeted to the School by Funding Source 42
- Expenditures by Funding Source 42
- Expenditures by Budget Reference 42
- Expenditures by Budget Reference and Funding Source 42
- Expenditures by Goal 42

School Site Council Membership 44
Recommendations and Assurances 45

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Redlands East Valley High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Redlands East Valley High School receives Title III and LCAP Funding to support the actions in this site plan and will receive Title I funding for the 2026-27 school year. The school was recognized as a 2026 CA Distinguished School in the category of Achievement Gap Closer.

Our commitment to align all our Single Plan for Student Achievement and WASC Action Plan goals to the district LCAP has steam-lined efforts to support Socioeconomically Disadvantaged Students, Students With Disabilities, and English Learners. Discussions within various leadership and community partner groups ensure educational partner engagement about accountability for results and the development of goals that can be measured by state and local metrics. Our plan includes evaluation of all state accountability measures and reflection on the progress being made within each goal. The organization of the plan aligns with the district LCAP and justifies the allocation of the budget to accomplish all requirements of ESSA. The plan also includes actions and services that have been developed to address the recommendations made by the 2025 WASC Visiting Committee. Critical Areas of Need and Areas of Growth are addressed and metrics have been established to monitor the growth within each goal to assist with preparing future reports for the 2028 Mid-Cycle WASC report which requires documentation on progress made between WASC visits. Redlands East Valley SPSA includes the new state and federal requirements for: 1) How we will meet long-term goals for English language proficiency and challenging State academic standards; 2) How we allocate funds to meet the requirements of the State Accountability Dashboard; and 3) How foster youth will receive assistance from counselors to advise and prepare for college under the McKinney-Vento Education for Homeless Children and Youths program. The plan will be monitored and updated through community partner engagement which is also a requirement of ESSA.

Educational Partner Involvement

How, when, and with whom did Redlands East Valley High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council met six times throughout the year. The committee consisted of the principal, three classroom teachers, one other school staff, and five parent members. The intent of the committee is to ensure that the education program provided at REV is determined by a joint effort of parents, teachers, administrators and other school personnel whose common goal is the success of all students. Within the six scheduled meetings, council members participated in discussions and made decisions on the required topics: Uniform Complaint Procedures, program evaluations, parent involvement activities, data analysis, elections, budget reviews and approvals, program monitoring, and needs assessments.

The council actively participated in the evaluation of current goals and assisted with the creation of new goals based upon data shared. Council members consistently reviewed student achievement data, program enrollment data (e.g. AVID, AP), facilities updates, suspension data, attendance data, and graduation rates. The council also discussed the budget and allocated funds to the goals within the plan. The spending was reviewed at each meeting and Council members discussed areas of need throughout the year.

Council members participated in the decision-making and a record of each meeting is documented in the meeting minutes. Other parent committees were consulted in the development of the goals including ELAC and PTSA, along with the staff. The SPSA has become the comprehensive plan for the school and has been presented at Department Chairs, staff, ELAC, Safety Committee, and PTSA meetings. The school's SPSA is aligned to the WASC Action Plan and the district LCAP.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

For 2025, the school was in the green or blue category for all overall indicators with the exception of suspensions, which was in the yellow category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Students with Disabilities was the lowest performing student group, falling into the red category for both mathematics and ELA. To address student achievement as measured by CAASPP scores, the school has adjusted the master schedule to ensure high quality instruction is being provided to low-achieving students, will use newly allocated Title I funds to support increased academic support, and will refine the work of Professional Learning Communities in data analysis and instructional planning to positively impact student achievement.

The Students with Disabilities student group was in the red category for suspensions. Alternatives to suspension were implemented as of the 2024-25 school year for substance violations. District support and training was provided for the Behavior Intervention program teachers and classroom staff to devise more effective behavior reinforcement systems. Training will be on-going annually as well as when needed.

The Students with Disabilities student group was two categories below the overall student population in the College/Career Prepared indicator and graduation rate. The group increased by 12% and moved into the yellow category in the College/Career indicator. Despite this gain, however, the group was still 40% below the overall category. The group's graduation rate was 31% below the overall rate. This student group will be positively impacted by students completing the Alternative Diploma in the coming years.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School Climate Survey data indicates a 69% favorability rating amongst students as of March, 2026. School Climate and Family Involvement survey feedback indicates that many families feel they know how to contact teachers and administrators with concerns but there is still a need to clarify this information for some families. Responses also indicate a need to better communicate what opportunities are available for parents to participate in shared decision-making.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Redlands East Valley High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.27%	0.16%	0.11%	5	3	2
African American	6.06%	5.37%	4.47%	113	99	81
Asian	3.75%	3.90%	3.09%	70	72	56
Filipino	1.34%	1.25%	0.99%	25	23	18
Hispanic/Latino	55.89%	55.18%	55.49%	1043	1018	1005
Pacific Islander	0.21%	0.11%	0.11%	4	2	2
White	27.92%	27.48%	22.36%	521	507	405
Two or More Races	4.13%	4.28%	4.20%	77	79	76
Not Reported	0.43%	2.28%	9.17%		42	166
			Total Enrollment	1866	1845	1811

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	506		496
Grade 10	452		498
Grade 11	464		434
Grade 12	444		383
Total Enrollment	1,866		1,811

Conclusions based on this data:

1. Three year trend data indicates a decreasing overall enrollment as well as decrease in grade level enrollment as students move from grade 9 toward grade 12. Over the course of high school, students are graduating early, transferring to others schools or alternative programs within the district, or at times dropping out. There has been a slight decline in the number of African American students and an increase in the number of students not reporting their ethnicity.
2. There is a trend of decreasing overall enrollment districtwide as well as at REV.
3. No significant staffing changes will take place for the 2026-27 school year with the exception of support staff for foster and homeless youth. Two Academic Case Carrier positions that support foster and homeless youth were eliminated due to budget reductions. Their job responsibilities will be absorbed by the guidance counselors.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	87	81	54	4.7%	4.4%	3.0%
Fluent English Proficient (FEP)	247	245	256	13.2%	13.3%	14.1%

Conclusions based on this data:

1. Two year trend data indicates little change in the percentage of students in the English Learner, Fluent English Proficient, and the Reclassified Fluent English Proficient student groups relative to the total student population.
2. REV is reclassifying 10-15 students per year.
3. A new teacher took over the ELD program as of the 2024-25 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	439	419	360	426	410	351	425	410	351	97.0	97.9	97.5
All Grades	439	419	360	426	410	351	425	410	351	97.0	97.9	97.5

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2592.	2611.	2610.	28.47	29.51	31.91	28.24	32.93	29.63	18.82	21.22	23.08	24.47	16.34	15.38
All Grades	N/A	N/A	N/A	28.47	29.51	31.91	28.24	32.93	29.63	18.82	21.22	23.08	24.47	16.34	15.38

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 11	28.71	31.22	31.91	52.24	53.66	52.14	19.06	15.12	15.95
All Grades	28.71	31.22	31.91	52.24	53.66	52.14	19.06	15.12	15.95

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 11	30.35	34.63	30.48	45.65	48.78	52.42	24.00	16.59	17.09
All Grades	30.35	34.63	30.48	45.65	48.78	52.42	24.00	16.59	17.09

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 11	14.12	15.61	17.66	68.94	70.98	71.51	16.94	13.41	10.83
All Grades	14.12	15.61	17.66	68.94	70.98	71.51	16.94	13.41	10.83

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 11	25.41	24.63	22.51	59.06	63.66	64.39	15.53	11.71	13.11
All Grades	25.41	24.63	22.51	59.06	63.66	64.39	15.53	11.71	13.11

Conclusions based on this data:

1. The school has exceeded State requirements for the percentage of enrolled students tested for each of the past three years.
2. CAASPP ELA data for 2025 indicates a slight increase in students exceeding standard along with a negative shift from meeting standard to nearly meeting standard compared to 2024. Reading scores have remained steady year-to-year. There was a decrease in students exceeding standard in research and writing in 2025 along with an increase in students below standard in these categories. It should be noted that a popular English teacher passed away the week before testing which may have impacted student achievement in 2025.
3. The school continues to implement professional learning communities by content area to support teachers in data analysis and instructional planning to impact student achievement.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	438	418	360	425	408	350	425	408	350	97.0	97.6	97.2
All Grades	438	418	360	425	408	350	425	408	350	97.0	97.6	97.2

* 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 11	2571.	2572.	2598.	12.71	15.44	18.57	23.06	19.85	23.43	23.53	23.53	22.00	40.71	41.18	36.00
All Grades	N/A	N/A	N/A	12.71	15.44	18.57	23.06	19.85	23.43	23.53	23.53	22.00	40.71	41.18	36.00

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 11	21.41	19.85	24.57	39.53	43.14	43.43	39.06	37.01	32.00
All Grades	21.41	19.85	24.57	39.53	43.14	43.43	39.06	37.01	32.00

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 11	16.00	14.46	16.57	58.82	59.31	57.14	25.18	26.23	26.29
All Grades	16.00	14.46	16.57	58.82	59.31	57.14	25.18	26.23	26.29

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 11	13.88	13.24	18.57	62.82	63.97	60.86	23.29	22.79	20.57
All Grades	13.88	13.24	18.57	62.82	63.97	60.86	23.29	22.79	20.57

Conclusions based on this data:

1. The school has exceeded State requirements for the percentage of enrolled students tested for each of the past three years.
2. CAASPP math data for 2025 indicates a 7% increase in the percentage of students who met or exceeded standard and a decrease in the percentage of students who did not meet standard. All domains had an increase in the percent of students above standard. Concepts & Procedures and Communicating Reasoning had a decrease in the percentage of students below standard. Despite this positive shift, the percentage of students below standard indicates a continuing need for support and more rigorous instruction at the lower levels in preparation for the rigor of higher math courses.
3. The school continues to implement professional learning communities by content area to support teachers in data analysis and instructional planning to impact student achievement.

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
9	1551.0	1541.1	1557.9	1560.5	1545.1	1566.4	1541.2	1536.8	1549.3	22	15	16
10	1591.1	1560.1	*	1626.1	1580.2	*	1555.5	1539.2	*	28	17	10
11	1554.2	1564.3	1597.3	1559.5	1577.3	1611.8	1548.3	1550.9	1582.3	17	26	13
12	1466.2	1519.1	1578.5	1466.3	1511.2	1576.5	1465.5	1526.5	1580.2	19	14	22
All Grades										86	72	61

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
9	13.64	6.67	6.25	54.55	40.00	56.25	13.64	33.33	18.75	18.18	20.00	18.75	22	15	16
10	39.29	23.53	*	28.57	35.29	*	17.86	29.41	*	14.29	11.76	*	28	17	*
11	11.76	30.77	46.15	52.94	30.77	15.38	23.53	15.38	30.77	11.76	23.08	7.69	17	26	13
12	0.00	7.14	36.36	0.00	28.57	27.27	15.79	35.71	27.27	84.21	28.57	9.09	19	14	22
All Grades	18.60	19.44	34.43	33.72	33.33	34.43	17.44	26.39	21.31	30.23	20.83	9.84	86	72	61

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
9	36.36	46.67	31.25	40.91	20.00	50.00	4.55	13.33	12.50	18.18	20.00	6.25	22	15	16
10	53.57	52.94	*	32.14	29.41	*	3.57	11.76	*	10.71	5.88	*	28	17	*
11	52.94	53.85	61.54	29.41	26.92	7.69	5.88	3.85	23.08	11.76	15.38	7.69	17	26	13
12	0.00	21.43	59.09	0.00	28.57	18.18	73.68	35.71	13.64	26.32	14.29	9.09	19	14	22
All Grades	37.21	45.83	55.74	26.74	26.39	24.59	19.77	13.89	13.11	16.28	13.89	6.56	86	72	61

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
9	0.00	0.00	0.00	22.73	6.67	37.50	54.55	66.67	43.75	22.73	26.67	18.75	22	15	16
10	10.71	0.00	*	25.00	17.65	*	39.29	35.29	*	25.00	47.06	*	28	17	*
11	0.00	7.69	7.69	23.53	11.54	38.46	47.06	50.00	30.77	29.41	30.77	23.08	17	26	13
12	0.00	0.00	9.09	0.00	7.14	36.36	10.53	57.14	40.91	89.47	35.71	13.64	19	14	22
All Grades	3.49	2.78	9.84	18.60	11.11	36.07	38.37	51.39	39.34	39.53	34.72	14.75	86	72	61

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
9	4.55	0.00	6.25	72.73	73.33	75.00	22.73	26.67	18.75	22	15	16
10	25.93	0.00	*	55.56	82.35	*	18.52	17.65	*	27	17	*
11	0.00	7.69	23.08	76.47	57.69	46.15	23.53	34.62	30.77	17	26	13
12	0.00	0.00	4.55	5.26	35.71	59.09	94.74	64.29	36.36	19	14	22
All Grades	9.41	2.78	16.39	52.94	62.50	59.02	37.65	34.72	24.59	85	72	61

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
9	81.82	80.00	81.25	4.55	0.00	18.75	13.64	20.00	0.00	22	15	16
10	89.29	88.24	*	0.00	0.00	*	10.71	11.76	*	28	17	*
11	88.24	84.62	92.31	0.00	0.00	7.69	11.76	15.38	0.00	17	26	13
12	57.89	85.71	90.91	26.32	0.00	4.55	15.79	14.29	4.55	19	14	22
All Grades	80.23	84.72	88.52	6.98	0.00	9.84	12.79	15.28	1.64	86	72	61

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
9	4.55	0.00	6.25	45.45	66.67	56.25	50.00	33.33	37.50	22	15	16
10	25.00	17.65	*	46.43	23.53	*	28.57	58.82	*	28	17	*
11	0.00	11.54	15.38	58.82	42.31	46.15	41.18	46.15	38.46	17	26	13
12	5.26	0.00	13.64	10.53	35.71	59.09	84.21	64.29	27.27	19	14	22
All Grades	10.47	8.33	19.67	40.70	41.67	52.46	48.84	50.00	27.87	86	72	61

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
9	0.00	0.00	0.00	81.82	86.67	81.25	18.18	13.33	18.75	22	15	16
10	3.70	0.00	*	81.48	82.35	*	14.81	17.65	*	27	17	*
11	17.65	7.69	15.38	64.71	69.23	84.62	17.65	23.08	0.00	17	26	13
12	0.00	7.14	0.00	26.32	57.14	90.91	73.68	35.71	9.09	19	14	22
All Grades	4.71	4.17	4.92	65.88	73.61	86.89	29.41	22.22	8.20	85	72	61

Conclusions based on this data:

1. 2025 results indicate a substantial increase in the percentage of students scoring Level 4 and a substantial decrease in Level 1, representing an overall positive shift in students increasing proficiency levels. All domains had a decrease in the percentage of students scoring at the Beginning level and an increase in students scoring in the Well Developed level. Despite this positive shift, EL students need continued and in-depth support in reading and writing to meet the rigor of the ELPAC.
2. The EL Coordinator, who started at REV in the 2025-25 school year, has focused on helping students better understand the expectations and criteria for Level 4/reclassification and supporting them in reclassifying in early years.

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**
1845	**61.2%**	**4.4%**	**0.5%**
Total Number of Students enrolled in Redlands East Valley High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	81	4.4%
Foster Youth	9	0.5%
Homeless	152	8.2%
Socioeconomically Disadvantaged	1130	61.2%
Students with Disabilities	286	15.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	99	5.4%
American Indian	3	0.2%
Asian	72	3.9%
Filipino	23	1.2%
Hispanic	1018	55.2%
Two or More Races	79	4.3%
Pacific Islander	2	0.1%
White	507	27.5%

Conclusions based on this data:

1. Enrollment by student group has remained steady over the past two years, with the two largest populations being Hispanic (55.2%) and White (27.5%).

2. Two-thirds of REV students are Socioeconomically Disadvantaged (61.2%). Intentional efforts need to continue to be extended to families that need access to resources.

3. Since the 2020-21 school year, REV and RUSD have provided free breakfast and lunch to all students.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Graduation Rate** Green	**Suspension Rate** Yellow
Mathematics Green		
English Learner Progress Blue		
College/Career Blue		

Conclusions based on this data:

1. The 2025 data indicates strong growth in Academic Performance and Academic Engagement.
2. New alternatives to suspension were implemented for substance violations in the 2024-25 school year and have positively impacted the Suspension Rate indicator, though there is a continued need to further reduce suspensions.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	1	2	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Green	 No Performance Color	 No Performance Color
30.4 points above standard	64.2 points below standard	Fewer than 11 students - No Data for Privacy
Maintained -1.5 points	Increased 68.9 points	10 Students
345 Students	19 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	18.4 points above standard	4.7 points above standard
2 Students	Increased 17 points	Declined 4.3 points
	25 Students	207 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
88.6 points below standard	24.1 points below standard	Fewer than 11 students - No Data for Privacy
Declined 26.5 points	Declined 44.1 points	2 Students
64 Students	19 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
38.8 points above standard	Fewer than 11 students - No Data for Privacy	12 points above standard
Declined 26.1 points	3 Students	Increased 5.7 points
16 Students		185 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
64 points above standard	0 Students	53.5 points above standard
Declined 3.4 points		Declined 16.2 points
20 Students		94 Students

Conclusions based on this data:

1. 2025 overall student performance was maintained compared to 2024 data.
2. The White, Hispanic, and Socioeconomically Disadvantaged student groups are achieving significantly higher than Students With Disabilities indicating there is a need to better support this group in achieving at higher rates. This parallels the graduation rate, which is also low for Students With Disabilities.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	1	1	1

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
28 points below standard	110.7 points below standard	Fewer than 11 students - No Data for Privacy
Increased 22.2 points	Increased 46 points	10 Students
346 Students	21 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	66 points below standard	64.2 points below standard
2 Students	Declined 9.6 points	Increased 15.2 points
	25 Students	209 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
176.3 points below standard	124.7 points below standard	Fewer than 11 students - No Data for Privacy
Declined 32.3 points	Declined 59 points	2 Students
64 Students	19 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
35.1 points above standard	Fewer than 11 students - No Data for Privacy	58.4 points below standard
Maintained 1.2 points	3 Students	Increased 22.5 points
16 Students		186 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
14 points above standard	0 Students	11.7 points above standard
Increased 35.4 points		Increased 21.3 points
20 Students		94 Students

Conclusions based on this data:

1. 2025 student performance increased compared to 2024 data, though scores are still below standard overall. The White, Hispanic, and Socioeconomically Disadvantaged student groups increased achievement overall, though Hispanic and Socioeconomically Disadvantaged students' scores are still below standard.
2. The majority of Students with Disabilities are achieving significantly below standard and overall scores declined in 2025, indicating there is a need to better support these groups in achieving at higher rates. This parallels the graduation rate for Students With Disabilities, which is also low.

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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	3	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
 Yellow	 No Performance Color	 No Performance Color
53.4 science points	39.5 science points	Fewer than 11 students - No Data for Privacy
Maintained -0.3 points	Declined 4.2 points	10 Students
391 Students	28 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Green	 Yellow
Fewer than 11 students - No Data for Privacy	54.1 science points	50.4 science points
1 Student	Increased 4.7 points	Maintained 1.5 points
	35 Students	231 Students

Students with Disabilities	African American	American Indian
 Green	 No Performance Color	 No Performance Color
49.6 science points	53.1 science points	Fewer than 11 students - No Data for Privacy
Increased 2 points	Increased 14.1 points	1 Student
47 Students	21 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
60.2 science points	Fewer than 11 students - No Data for Privacy	49.2 science points
Declined 8.9 points	4 Students	Maintained -0.2 points
20 Students		213 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
61.3 science points	Fewer than 11 students - No Data for Privacy	59.5 science points
Declined 5.5 points	1 Student	Maintained 1.2 points
11 Students		112 Students

Conclusions based on this data:

1. 2025 overall student performance is in the yellow category, as are the Hispanic and Socioeconomically Disadvantaged student groups. The White student group performed higher than all other groups.
2. Students with Disabilities performed much stronger in science than in math or English.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Blue	Blue
63.8 making progress.	56.1 making progress.
Number Students: 58 Students	Number Students: 41 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**
9.6%	21.2%	9.6%	59.6%

Conclusions based on this data:

1. 59.6% of English Learner students progressed at least one ELPI level, a significant increase compared to the past two years. The percentage of students who decreased one ELPI level decreased compared to 2024.
2. A new ELD teacher took over the program as of the 2024-25 school year.

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
0	0	1	2	2

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
 Blue	 No Performance Color	 No Performance Color
Prepared 64.3%	Prepared 21.6%	Prepared 13%
Increased 11.3%	Increased 9.6%	Increased 7.8%
446 Students	37 Students	23 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Green	 Green
Fewer than 11 students - No Data for Privacy	Prepared 61.3%	Prepared 58.4%
9 Students	Increased 21.3%	Increased 5.2%
	62 Students	346 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
Prepared 22.4%	Prepared 54.5%	Fewer than 11 students - No Data for Privacy
Increased 12.4%	Increased 17%	1 Student
67 Students	22 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Blue
Prepared 90.9%	Fewer than 11 students - No Data for Privacy	Prepared 57.1%
Increased 8.6%	4 Students	Increased 11.9%
22 Students		245 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
Prepared 71.4%	Fewer than 11 students - No Data for Privacy	Prepared 74%
Increased 19%	1 Student	Increased 8.6%
14 Students		127 Students

Conclusions based on this data:

1. There was an 11% increase in students being College/Career Prepared. Despite this increase, Students With Disabilities achieve preparedness at a significantly lower rate than other student groups. Of the largest student groups, Hispanic and Socioeconomically Disadvantaged students achieve preparedness at a lower rate than White students.
2. The district's target goal is 75%.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	0	3	1

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**
 Green	 No Performance Color	 No Performance Color
92.4% graduated	83.8% graduated	82.6% graduated
Increased 2.4%	Increased 10.7%	Increased 12.6%
446 Students	37 Students	23 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Green	 Green
Fewer than 11 students - No Data for Privacy	91.9% graduated	91% graduated
9 Students	Increased 3.2%	Increased 1.1%
	62 Students	346 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
61.2% graduated	72.7% graduated	Fewer than 11 students - No Data for Privacy
Declined 3.3%	Declined 6.4%	1 Student
67 Students	22 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
100% graduated	Fewer than 11 students - No Data for Privacy	91.4% graduated
Increased 17.6%	4 Students	Increased 2.3%
22 Students		245 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
92.9% graduated	Fewer than 11 students - No Data for Privacy	96.1% graduated
Increased 15.6%	1 Student	Maintained -0.1%
14 Students		127 Students

Conclusions based on this data:

1. The school's graduation rate is increasing, although the graduation rate for Socioeconomically Disadvantaged and Hispanic students is lower than the rate for White students. Students With Disabilities are graduating at a lower rate (61.2%) than other student groups. The new criteria for an alternate diploma is expected to positively impact this category in the coming years.
2. The school is implementing additional strategies for monitoring student progress toward graduation and providing opportunities to make up credits, such as zero or seventh period Edgenuity classes and summer school.

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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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	4	3	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Green	 Yellow
4.9% suspended at least one day	4% suspended at least one day	5.8% suspended at least one day
Maintained -0.2%	Declined 0.5%	Maintained 0%
1993 Students	100 Students	69 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Green	 Green
17.9% suspended at least one day	4.9% suspended at least one day	5.9% suspended at least one day
Increased 3%	Declined 1.3%	Declined 0.4%
28 Students	162 Students	1264 Students

Students with Disabilities	African American	American Indian
 Red	 Yellow	 No Performance Color
10.4% suspended at least one day	9.8% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 1.2%	Declined 8%	4 Students
328 Students	122 Students	

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Yellow
3.9% suspended at least one day	4.3% suspended at least one day	5.1% suspended at least one day
Increased 1.2%	Increased 4.3%	Maintained 0.2%
77 Students	23 Students	1102 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Yellow
7.5% suspended at least one day	Fewer than 11 students - No Data for Privacy	3% suspended at least one day
Increased 1.4%	2 Students	Maintained 0%
134 Students		529 Students

Conclusions based on this data:

1. The Hispanic, African American, Two or More Races, and Socioeconomically Disadvantaged student groups have higher rates of suspension than White and Asian students. The African American student group has fewer students than the Hispanic or White student groups, but has a higher suspension rate, though the rate declined in 2025.
2. Other Means of Correction were implemented whenever possible beginning in the 2024-25 school year to mitigate suspensions for substance violations.
3. The district's high school Behavior Intervention (UP) program is housed at REV and the area's three foster homes are within REV's boundaries, which can negatively impact overall suspension rates.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Positive School Climate
Increase students' desire to actively participate in their own learning as well as decrease overall suspension rates and improve attendance by fostering a highly engaging, inclusive school climate. We will expand extracurricular connectedness through VAPA, Link Crew, and REVWAY, and utilize tiered behavioral supports specifically targeting the disproportionate suspension gaps among our Students with Disabilities, African American, and Two or More Races student groups.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to school programs, activities, and tiered social-emotional and behavioral supports. These supports will foster a sense of connectedness, especially for English Learners (EL), Foster Youth (FY), African American Students, student experiencing homelessness, Low Income students (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

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.

Students have a need to be supported in engaging in school. Research tells us that students who are engaged in school have better outcomes. The school's Additional Targeted Support and Improvement (ATSI) Plan for the 2023-24 school year identified support for Students With Disabilities and African American students whose suspension rates exceed those of other student groups, which continues to be a need although the school is no longer identified as ATSI. The following abbreviations are used in the matrices below: EL (English Learners), FY (Foster Youth), HY (Homeless Youth) LI (Limited Income), SWD (Students With Disabilities), AA (African American), A (Asian), H/L (Hispanic/Latino Students), W (White), 2+ (Two or more Races)

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A Attendance Rate Percentage of students who were present by student group Source: District Analysis	As of March, 2026: All -- 93.3% African American -- 92.6% American Indian or Alaskan Native -- 97.4% Asian -- 97.6% Filipino -- 97.6% Hispanic -- 92.8% Pacific Islander --94.6% White -- 93.6% Two or More Races --92.3% Low Income -- 92.1% English Learner -- 91.6% Long-Term English Learner -- ? Foster Youth -- 88.3% Homeless Youth -- 92.8% Students with Disabilities --90.6%	March 2027, increase by 1% All -- 94.3% African American -- 93.6% American Indian or Alaskan Native -- 98.4% Asian -- 98.6% Filipino -- 98.6% Hispanic -- 93.8% Pacific Islander --95.6% White -- 94.6% Two or More Races --93.3% Low Income -- 93.1% English Learner -- 92.6% Long-Term English Learner -- ? Foster Youth -- 89.3% Homeless Youth -- 93.8% Students with Disabilities --91.6%
1B Suspension Rate Percentage of students suspended 1 or more times during the school year by student group Source: California School Dashboard	2025 CA Dashboard: Black/African American: 9.8% American Indian: N/A ALL: 4.9% Asian: 3.9% English Learner: 4% Filipino: 4.3% Foster Youth: 17.9% Hispanic: 5.1% Homeless Youth: 4.9% Multiple Races/Two or More: 7.5% Pacific Islander: N/A Low Income: 5.9% Students with Disabilities: 10.4% White: 3%	2026 Dashboard, reduce by 1% Black/African American: 8.8% American Indian: N/A ALL: 3.9% Asian: 2.9% English Learner: 3% Filipino: 3.3% Foster Youth: 16.9% Hispanic: 4.1% Homeless Youth: 3.9% Multiple Races/Two or More: 6.5% Pacific Islander: N/A Low Income: 4.9% Students with Disabilities: 9.4% White: 2%
1C School Climate Survey Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management Source: Local Climate Survey	As of March, 2026, overall percent Student Pulse favorable rating was 69%.	March 2027, increase overall percent Student Pulse favorable by 2%. 71%
1D School Connectedness/ HS Activity Participation Percentage of students participating in a club or activity Source: Local Survey	As of March, 2026 Overall 95.7% 9th grade 97.9% 10th grade 92.3% 11th grade 95.4% 12th grade 97.8%	March 2027, increase by 1% Overall 96.7% 9th grade 98.9% 10th grade 93.3% 11th grade 96.4% 12th grade 98.8%
1E FAFSA Completion Percentage of 12th grade students completing the Free Application for Federal Student Aid (FAFSA)	As of March, 2026 57%	2027 Completion Rate increase by 10% 67%

Source: Internal District Reporting		

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	The school will promote a positive school climate by providing support for REVWAY, Link Crew, and supplemental educational experiences through materials, professional development, field trips, and student incentives to encourage positive student behaviors, increase student connectedness, improve attendance, and decrease undesired behaviors, with a specific focus on providing targeted Tier II/III behavioral interventions, restorative practices, and individualized supports for Students with Disabilities (SWD) to reduce suspensions and improve engagement.	All students	42,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) materials, professional development, field trips, and student incentives 3,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) substitute teaching coverage, hourly personnel for events
1.2	The school will provide supplemental support for academic teams (e.g. Mock Trial) such as instructional materials, professional development, field trips, and other team needs to encourage positive student behaviors to increase student connectedness, improve attendance, and decrease undesired behaviors.	All students	7,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) instructional materials, professional development, field trips
1.3	The school will provide supplemental support for CTE pathways in the areas of instructional materials, professional development and other department needs to prepare students for post-secondary education and careers through experiences that provide work-based learning opportunities and increase the number of students meeting the College/Career Indicator (CCI). REV currently has Career Technical Education (CTE) pathways in Project Lead The Way (PLTW) Pre-Engineering Design and Athletic Training.	All students	9,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) instructional materials, professional development, field trips 9,000 LCAP - College & Career (CTE) Non-Personnel (4000-7439) District funded - $5000 per pathway
1.4	The school will provide supplemental support for visual and performing arts (VAPA), such as instructional materials, professional development, field trips, and hourly personnel for special events/projects, and will support performing/fine arts events and opportunities that bring parents, students, and staff together to foster a sense of connectedness. This activity will be measured by program participation and student event attendance (e.g. 5-Star).	All Students	40,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) instructional materials, professional development, field trips 15,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) hourly personnel for special events/projects

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

For the 2025-26 school year, the programs funded by this goal were sufficiently supported for their competitions, seasonal events, and program needs. Additional annual expenses included, and will continue to include, stoles for graduation. The School Plus 2 campaign continues to grow and incentivize student participation in school events and activities.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The Activities of this goal were appropriately funded and there were no major differences between the intended implementation and budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major differences are anticipated for the 2026-27 school year, with the exception of possible one-time expenses.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Tiered Academic Support
Increase academic achievement, A-G completion, and College/Career Indicator (CCI) readiness for all students. Through equitable, tiered academic supports and robust PLC data analysis, focus will be on closing specific proficiency gaps, especially for Students with Disabilities and English Learners in ELA and Math.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will progress towards meeting standards in academics through tiered supports and services.

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.

Per the WASC Action Plan, there is a need to deepen schoolwide instructional practices and data analysis through professional learning communities and professional development to impact student achievement, both struggling students and on-track students. There is also a need to implement intervention practices to support academic achievement for at-risk groups, in particular Students With Disabilities in English and Math. Student support systems are needed to help students meet their academic potential as well as graduate prepared for post-secondary endeavors.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grade 11 by student group Source: California School Dashboard	Spring 2025 SBAC (ELA) Black/African American: -24.1 American Indian: ALL: 30.4 Asian: 38.8 English Learner: -64.2 Filipino: Foster Youth: Hispanic: 12 Homeless Youth: 18.4 Long-Term English Learner: Multiple Races/Two or More: 64 Low Income: 4.7 Students with Disabilities: -88.6 White: 53.5	Spring 2026 SBAC (ELA) Points from Standard increase by +5 Black/African American: -20.1 American Indian: ALL: 35.4 Asian: 43.8 English Learner: -59.2 Filipino: Foster Youth: Hispanic: 17 Homeless Youth: 23.4 Long-Term English Learner: Multiple Races/Two or More: 69 Low Income: 9.7 Students with Disabilities: -83.6 White: 58.5
2B Math State Assessment Average Distance from 'Standard Met' on Mathematics Smarter Balanced Summative Assessment for grades 11 by student group	Spring 2025 SBAC (Math) Black/African American: -124.7 American Indian: ALL: -28 Asian: 35.1 English Learner: -110.7	Spring 2026 SBAC (Math) Points from Standard increase by +5 Black/African American: -119.7 American Indian: ALL: -23 Asian: 40.1

Source: California School Dashboard	Filipino: Foster Youth: Hispanic: -58.4 Homeless Youth: -66 Long-Term English Learner: Multiple Races/Two or More: 14 Pacific Islander: Low Income: -64.2 Students with Disabilities: -176.3 White: 11.7	English Learner: -105.7 Filipino: Foster Youth: Hispanic: -53.4 Homeless Youth: -61 Long-Term English Learner: Multiple Races/Two or More: 19 Pacific Islander: Low Income: -59.2 Students with Disabilities: -171.3 White: 16.7
2C California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST (Grades 12) student group Source: CDE Dataquest Reporting	Spring 2025 CAST distance from standard All: -11.2	Spring 2026 CAST distance from standard; increase by +5 All - -6.2
2D English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) Source: California School Dashboard	2025 Dashboard 69.2%	2025 Dashboard ELPI increase by 5% 74.2%
2E Graduation Rate Percentage of students who received a High School Diploma within 4 or 5 years of entering 9th grade by student group Source: California School Dashboard	2025 Dashboard Black/African American: 72.7% American Indian: ALL: 92.4% Asian: 100% English Learner: 83.8% Filipino: Foster Youth: Hispanic: 91.4% Homeless Youth: 91.9% Long-Term English Learner: 82.6% Multiple Races/Two or More: 92.9% Pacific Islander: Low Income: 91% Students with Disabilities: 61.2% White: 96.1%	2026 Dashboard Graduation Rate increase by 1% Black/African American: 73.7% American Indian: ALL: 93.4% Asian: 100% English Learner: 84.8% Filipino: Foster Youth: Hispanic: 92.4% Homeless Youth: 92.9% Long-Term English Learner: 83.6% Multiple Races/Two or More: 93.9% Pacific Islander: Low Income: 92% Students with Disabilities: 62.2% White: 97.1%
2F College/Career Indicator Percentage of graduates who are placed in the 'Prepared' Level on the Dashboard by student group Source: California School Dashboard	2025 Dashboard Black/African American: 54.5% American Indian: ALL: 64.3% Asian: 90.9% English Learner: 21.6% Filipino: Foster Youth: Hispanic: 57.1% Homeless Youth: 61.3% Long-Term English Learner: 13% Multiple Races/Two or More: 71.4% Pacific Islander: Low Income: 58.4%	2026 Dashboard College & Career Indicator increase by 2% Black/African American: 56.5% American Indian: ALL: 66.3% Asian: 92.9% English Learner: 23.6% Filipino: Foster Youth: Hispanic: 59.1% Homeless Youth: 63.3% Long-Term English Learner: 15% Multiple Races/Two or More: 73.4%

	Students with Disabilities: 22.4% White: 74%	Pacific Islander: Low Income: 60.4% Students with Disabilities: 24.4% White: 76%
2G A-G Completion Percentage of graduating cohort who met UC/CSU Requirements Source: CDE Dataquest Reporting	2025 Graduating Class Percentage completing A-G Requirements 45.1%	2026 Graduating Class Percentage completing A-G Requirements increase by 3% 48.1%
2H State Seal of Biliteracy (SSB) Percentage of graduates earning the State Seal of Biliteracy (SSB) Source: CDE Dataquest Reporting	2025 Graduates 45 students	2026 Graduates increase by 6 51 students
2I AVID Student Marks/C- or better (English) in grades 9-12 Source: Internal District Reporting		
2J AVID Student Marks/C- or better (Mathematics) in grades 9-12 Source: Internal District Reporting		

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	The school will provide a range of supports to teachers for collaborative implementation of state standards and data analysis, in particular in English, math, and science and for Students With Disabilities. Strategies include PLC training, collaboration time, WASC self-study preparation and data monitoring, supplemental materials, and professional development. The effectiveness of this strategy will be measured by an increase in students meeting or exceeding standard and a decrease in students not meeting standard as measured by CAASPP/CAST scores.	All students	38,750 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) PLC training, collaboration time, WASC self-study preparation and data monitoring, supplemental materials, and professional development 3,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Substitute teacher support
2.2	The school will provide tier two and three academic support through alternative opportunities (e.g. tutoring), personnel, and supplemental support (e.g. online programs) within or outside the school day for identified students to improve learner outcomes, in particular for Students With Disabilities, Foster, and Homeless student whose achievement in English and math is lower than that of other student groups. The effectiveness of this activity will be measured by an increase in C- or better grades, CAASPP scores, and an increase in A-G completion and grad rates.	At-risk students	108,500 Title I Personnel (1000-3999) hourly personnel support for tutoring before and after school, part-time certificated support during the day.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.3	The school will provide supplemental support for college and career preparation programs in the areas of instructional materials, professional development, field trips, hourly pay for support personnel, parent workshops, and other program needs to help students develop the skills they need to be successful in post-secondary endeavors. The effectiveness of this activity will be measured by an increase in the number of students meeting the College/Career Indicator (CCI).	All Students	1,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) instructional materials, professional development, field trips 8,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) hourly pay for support personnel 1,574 Title I Parent Involvement Personnel (1000-3999) parent workshops per the request of SSC and PTSA
2.4	The school will implement programs to support language acquisition for English Learners. The effectiveness of this activity will be measured by an increase in reclassification rates.	English Learners	1,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) instructional materials, language line 3,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) EL Coordinator 2,500 District Funded – Title III Non-Personnel (4000-7439) Ellevation program ($14/student), supplemental materials 9,000 District Funded – Title III Personnel (1000-3999) hourly pay for support personnel
2.5	The school will provide supplemental support for the Advanced Placement program in the areas of instructional materials, professional development, and learning opportunities to assist with increasing AP test scores and the number of students accessing AP courses. The effectiveness of this activity will be measured by an increase in AP participation and passing rates.	All Students	8,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) instructional materials, professional development 4,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) hourly pay for personnel to support study sessions, mock tests, and proctoring

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

For the 2025-26 school year, the programs funded by this goal were sufficiently supported. Test scores over the past two years have increased in all tested subject areas, indicating a positive overall effectiveness of this goal's strategies and activities.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Title 1 funding will be available for the 2026-27 school year, which will allow greater academic support programs to be implemented.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Achievement data continues to rise in all categories; therefore, no substantive changes will be made.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$313,324.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$108,500.00
Title I Parent Involvement	$1,574.00

Subtotal of additional federal funds included for this school: $110,074.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded – Title III	$11,500.00
LCAP - College & Career (CTE)	$9,000.00
LCAP - Supplemental & Concentration Grant (LCAP)	$182,750.00

Subtotal of state or local funds included for this school: $203,250.00

Total of federal, state, and/or local funds for this school: $313,324.00

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 – Title III	11,500.00
LCAP - College & Career (CTE)	9,000.00
LCAP - Supplemental & Concentration Grant (LCAP)	182,750.00
Title I	108,500.00
Title I Parent Involvement	1,574.00

Expenditures by Budget Reference

Budget Reference	Amount
Non-Personnel (4000-7439)	158,250.00
Personnel (1000-3999)	155,074.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Non-Personnel (4000-7439)	District Funded – Title III	2,500.00
Personnel (1000-3999)	District Funded – Title III	9,000.00
Non-Personnel (4000-7439)	LCAP - College & Career (CTE)	9,000.00
Non-Personnel (4000-7439)	LCAP - Supplemental & Concentration Grant (LCAP)	146,750.00
Personnel (1000-3999)	LCAP - Supplemental & Concentration Grant (LCAP)	36,000.00
Personnel (1000-3999)	Title I	108,500.00
Personnel (1000-3999)	Title I Parent Involvement	1,574.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	125,000.00

Goal 2	188,324.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Shana Kamper	Principal
Austin Brown	Classroom Teacher
Carolyn Raleigh	Classroom Teacher
Jael Jimenez-Olivares	Classroom Teacher
Helga Reese	Other School Staff
Steffani Fisher	Parent or Community Member
Ricardo Carlos	Parent or Community Member
Raquel Gutierrez	Parent or Community Member
Isabel Ruvalcaba	Parent or Community Member
Cosette Gaytan	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/27/2026.

Attested:

	Principal, Shana Kamper on 5/27/2026
	SSC Chairperson, Raquel Gutierrez on 6/5/2026

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Redlands Senior High School	36-67843-3635042	May 6, 2026	July 21, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Redlands Senior High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page 1
Table of Contents 3
Plan Description 4
Educational Partner Involvement 4
Comprehensive Needs Assessment Components 4
    California School Dashboard (Dashboard) Indicators 4
    Other Needs 5
School and Student Performance Data 6
    Student Enrollment 6
    CAASPP Results 8
    ELPAC Results 12
    Student Population 15
    Overall Performance 17
    Academic Performance 19
    Conditions & Climate 30
Goals, Strategies, & Proposed Expenditures 32
    Goal 1 32
    Goal 2 38
Budget Summary 47
    Budget Summary 47
    Other Federal, State, and Local Funds 47
Budgeted Funds and Expenditures in this Plan 48
    Funds Budgeted to the School by Funding Source 48
    Expenditures by Funding Source 48
    Expenditures by Budget Reference 48
    Expenditures by Budget Reference and Funding Source 48
    Expenditures by Goal 48
School Site Council Membership 50
Recommendations and Assurances 51

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Redlands Senior High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

2 Schoolwide Program

Our commitment to align all of our Single Plan for Student Achievement and WASC Action Plan goals to the district LCAP have helped us maintain important protections for economically disadvantaged students, students with disabilities, and English learners. The organization of the plan aligns with the district LCAP and justifies the allocation of the budget to accomplish all requirements of ESSA. The plan will be monitored and updated using the proper stakeholder engagement which is also a requirement of ESSA.

Educational Partner Involvement

How, when, and with whom did Redlands Senior High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The writing of the SPSA is a collaborative process at Redlands High School. RHS staff members met to build the WASC Action Plan together. School Site Council ensured that the SPSA goals were in alignment with the RUSD LCAP as well as the RHS WASC Action Plan. Objectives and actions were then established based upon the Action Plan and current data, as the Action Plan was written collaboratively with the entire staff. Budget meetings were held with stakeholders to establish financial means to support each of the goals and objectives. The rough draft of the SPSA was revised, edited, changed and amended by the School Site Council. A member of the RHS ELAC sits on the School Site Council. The council then finalized any changes, and approved the SPSA in May, 2026. Discussion and development of the SPSA can be found in the record of the minutes.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The 2025 California Dashboard shows zero state indicators for which overall performance was "Red." One indicator, English Learner Performance shows "Orange."

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Suspension Rate: None

English Learner Progress: None

Graduation Rate: Students with Disabilities (Orange) - Steps taken: Additional Counseling support, Academic Case Carrier weekly check-ins, Comprehensive School Counselor class credits check-in, extra sections of Credit Recovery both during 0 period and 1-6 school day, weekly Admin Cabinet meetings to review current non-Grad students by name, by need. Expansion of Special Education Credit Recovery sections in the master schedule.

College and Career: Students with Disabilities (Yellow) - Steps taken: targeted school counseling services related to scheduling by Counselors, Special Education Department Chair meets weekly with Assistant Principal over Special Education (and Counseling) to discuss by name, by need students for scheduling and pathways.

English Language Arts: Students with Disabilities (Red), English Learners (Orange) - Steps taken: additional English teacher position funded by District LCAP for smaller class sizes and targeted intervention, school-wide after school tutoring program developed in 24-25 for twice weekly after-school sessions for all students, school-wide at-lunch Peer Tutoring added for 25-26 school year, monthly all-staff Professional Development sessions during Monday Collaboration time with EL Coordinators leading teaching strategy PD sessions. Addition of "College and Career Readiness" academic intervention classes for 26-27 school year in master schedule.

Mathematics: Students with Disabilities (Red): Four grade levels of Math Inclusion sections are provided in 25-26 master schedule, 5 sections of Math Review intervention course added for 26-27 school year in master schedule.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

No "other needs" were identified from CA School Dashboard data.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Redlands Senior High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.18%	0.14%	0.14%	4	3	3
African American	6.35%	5.48%	5.74%	141	120	125
Asian	14.42%	13.61%	13.22%	320	298	288
Filipino	5.09%	4.57%	3.90%	113	100	85
Hispanic/Latino	44.48%	47.92%	48.51%	987	1049	1057
Pacific Islander	0.50%	0.46%	0.37%	11	10	8
White	23.79%	21.20%	20.19%	528	464	440
Two or More Races	4.96%	5.39%	4.82%	110	118	105
Not Reported	0.23%	1.23%	3.12%		27	68
			Total Enrollment	2219	2189	2179

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	580		584
Grade 10	567		557
Grade 11	528		540
Grade 12	544		498
Total Enrollment	2,219		2,179

Conclusions based on this data:

1. Enrollment numbers have held relatively consistently at Redlands High School over the past three years. There has been a small but consistent increase in the number of Asian American students. As a result, the staff at RHS is able to review data on a regular basis, analyzing patterns and trends of student groups, and create plans of intervention that can stretch for multiple years as the population is not currently significantly changing.
2. Overall enrollment at RHS has remained virtually the same for the past two years, but is current projected to increase by 300 students in the 26-27 school year, based on preliminary enrollment numbers.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
English Learners	147	136	115	6.6%	6.2%	5.3%
Fluent English Proficient (FEP)	475	479	508	21.4%	21.9%	23.3%

Conclusions based on this data:

1. Over the years from 22-23 to 24-25, there has been a consistent decrease in the number and proportion of English Learners (EL) enrolled at Redlands High School (RHS). The count of EL students declined from 155 to 136, with the percentage decreasing from 6.9% to 6.2%. This indicates potential success in language education programs or shifts in student demographics at RHS.
2. In addition, enrollment of Fluent English Proficient (FEP) students at RHS has decreased during the same period, from 502 to 479 students.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	502	494	487	479	480	467	477	480	467	95.4	97.2	95.9
All Grades	502	494	487	479	480	467	477	480	467	95.4	97.2	95.9

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 11	2648.	2658.	2646.	41.93	46.88	43.25	35.01	29.79	29.12	11.74	14.38	16.92	11.32	8.96	10.71
All Grades	N/A	N/A	N/A	41.93	46.88	43.25	35.01	29.79	29.12	11.74	14.38	16.92	11.32	8.96	10.71

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 11	37.05	43.96	39.61	53.26	46.04	50.11	9.68	10.00	10.28
All Grades	37.05	43.96	39.61	53.26	46.04	50.11	9.68	10.00	10.28

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 11	46.22	50.63	44.21	40.97	38.54	43.99	12.82	10.83	11.80
All Grades	46.22	50.63	44.21	40.97	38.54	43.99	12.82	10.83	11.80

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 11	24.37	21.25	17.99	69.96	72.08	73.66	5.67	6.67	8.35
All Grades	24.37	21.25	17.99	69.96	72.08	73.66	5.67	6.67	8.35

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 11	37.61	37.29	34.48	54.41	53.33	56.10	7.98	9.38	9.42
All Grades	37.61	37.29	34.48	54.41	53.33	56.10	7.98	9.38	9.42

Conclusions based on this data:

1. Redlands High School (RHS) maintained a high level of participation in English Language Arts/Literacy (ELA) testing across all grade levels from 22-23 to 24-25. The percentage of enrolled students tested slightly decreased, from 97.2% to 95.9% for all grades. This consistent participation indicates the school's commitment to assessing student proficiency in ELA skills.

2. There was an improvement in specific student achievement levels in ELA at RHS over the three-year period. The percentage of students exceeding standards increased from 41.93% in 22-23 to 43.25% in 24-25, while the percentage meeting standards decreased from 35.01% to 29.12% over the same time period. This suggests that more focus on students at or near standard in English need targeted intervention support to meet or exceed standards on the SBAC.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	502	493	486	478	472	461	477	472	460	95.2	95.7	94.9
All Grades	502	493	486	478	472	461	477	472	460	95.2	95.7	94.9

* 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 11	2612.	2625.	2609.	24.74	26.48	20.65	19.50	25.85	28.04	24.11	20.55	20.65	31.66	27.12	30.65
All Grades	N/A	N/A	N/A	24.74	26.48	20.65	19.50	25.85	28.04	24.11	20.55	20.65	31.66	27.12	30.65

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 11	32.49	33.05	29.57	37.74	40.68	41.52	29.77	26.27	28.91
All Grades	32.49	33.05	29.57	37.74	40.68	41.52	29.77	26.27	28.91

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 11	27.46	28.39	18.26	52.41	52.12	61.96	20.13	19.49	19.78
All Grades	27.46	28.39	18.26	52.41	52.12	61.96	20.13	19.49	19.78

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 11	20.13	26.48	21.52	61.64	56.14	59.13	18.24	17.37	19.35
All Grades	20.13	26.48	21.52	61.64	56.14	59.13	18.24	17.37	19.35

Conclusions based on this data:

1. Redlands High School (RHS) maintained a consistently high participation rate in mathematics testing across all grade levels from 22-23 to 24-25. The percentage of enrolled students tested remained stable, ranging from 95.2% to 94.9% for all grades. This indicates a strong commitment to assessing student proficiency in mathematics skills at RHS.
2. There was an improvement in specific student achievement levels in ELA at RHS over the three-year period. Although the percentage of students exceeding standards decreased from 24.74% in 22-23 to 20.65% in 24-25, the percentage meeting standards increased from 19.50% to 28.04% over the same time period. This suggests that more focus on students At Standard in Math need targeted enrichment support to rise to the level of Exceed Standards on the SBAC.

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
9	1565.2	1541.1	1563.1	1567.0	1532.2	1567.1	1562.9	1549.4	1558.6	41	40	37
10	1574.6	1568.9	1563.0	1568.5	1563.2	1558.8	1580.1	1574.1	1566.8	27	36	34
11	1572.2	1595.5	1577.3	1569.5	1609.7	1571.2	1574.4	1580.8	1583.0	34	19	25
12	1576.2	1567.4	1585.6	1586.3	1574.7	1570.3	1565.3	1559.4	1600.5	32	26	20
All Grades										134	121	116

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
9	19.51	17.50	21.62	46.34	30.00	43.24	29.27	35.00	18.92	4.88	17.50	16.22	41	40	37
10	22.22	27.78	26.47	55.56	38.89	32.35	11.11	19.44	26.47	11.11	13.89	14.71	27	36	34
11	29.41	31.58	20.00	23.53	52.63	40.00	35.29	5.26	28.00	11.76	10.53	12.00	34	19	25
12	28.13	19.23	40.00	37.50	42.31	15.00	15.63	23.08	30.00	18.75	15.38	15.00	32	26	20
All Grades	24.63	23.14	25.86	40.30	38.84	34.48	23.88	23.14	25.00	11.19	14.88	14.66	134	121	116

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
9	34.15	35.00	37.84	36.59	27.50	35.14	24.39	17.50	13.51	4.88	20.00	13.51	41	40	37
10	22.22	44.44	44.12	51.85	38.89	26.47	18.52	2.78	20.59	7.41	13.89	8.82	27	36	34
11	35.29	73.68	40.00	35.29	10.53	24.00	23.53	5.26	24.00	5.88	10.53	12.00	34	19	25
12	40.63	53.85	40.00	34.38	23.08	25.00	18.75	15.38	20.00	6.25	7.69	15.00	32	26	20
All Grades	33.58	47.93	40.52	38.81	27.27	28.45	21.64	10.74	18.97	5.97	14.05	12.07	134	121	116

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
9	4.88	5.00	0.00	26.83	20.00	43.24	56.10	52.50	32.43	12.20	22.50	24.32	41	40	37
10	11.11	13.89	8.82	37.04	41.67	32.35	40.74	30.56	38.24	11.11	13.89	20.59	27	36	34
11	5.88	5.26	12.00	35.29	26.32	28.00	35.29	57.89	36.00	23.53	10.53	24.00	34	19	25
12	6.25	7.69	30.00	34.38	15.38	20.00	31.25	53.85	25.00	28.13	23.08	25.00	32	26	20
All Grades	6.72	8.26	10.34	32.84	26.45	32.76	41.79	47.11	33.62	18.66	18.18	23.28	134	121	116

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
9	19.51	12.50	10.81	73.17	60.00	67.57	7.32	27.50	21.62	41	40	37
10	18.52	8.33	17.65	77.78	80.56	70.59	3.70	11.11	11.76	27	36	34
11	20.59	15.79	12.00	67.65	73.68	68.00	11.76	10.53	20.00	34	19	25
12	9.38	7.69	10.00	71.88	69.23	65.00	18.75	23.08	25.00	32	26	20
All Grades	17.16	10.74	12.93	72.39	70.25	68.10	10.45	19.01	18.97	134	121	116

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
9	63.41	55.00	72.97	29.27	30.00	18.92	7.32	15.00	8.11	41	40	37
10	74.07	66.67	64.71	18.52	19.44	26.47	7.41	13.89	8.82	27	36	34
11	55.88	84.21	64.00	38.24	15.79	28.00	5.88	0.00	8.00	34	19	25
12	62.50	76.92	70.00	28.13	15.38	20.00	9.38	7.69	10.00	32	26	20
All Grades	63.43	67.77	68.10	29.10	21.49	23.28	7.46	10.74	8.62	134	121	116

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
9	14.63	15.00	24.32	70.73	52.50	45.95	14.63	32.50	29.73	41	40	37
10	22.22	25.00	23.53	66.67	52.78	47.06	11.11	22.22	29.41	27	36	34
11	8.82	5.26	16.00	50.00	84.21	52.00	41.18	10.53	32.00	34	19	25
12	9.38	3.85	30.00	59.38	65.38	35.00	31.25	30.77	35.00	32	26	20
All Grades	13.43	14.05	23.28	61.94	60.33	45.69	24.63	25.62	31.03	134	121	116

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
9	0.00	2.50	0.00	95.12	75.00	86.49	4.88	22.50	13.51	41	40	37
10	3.70	0.00	0.00	88.89	86.11	94.12	7.41	13.89	5.88	27	36	34
11	14.71	10.53	8.00	70.59	84.21	76.00	14.71	5.26	16.00	34	19	25
12	15.63	7.69	25.00	62.50	80.77	70.00	21.88	11.54	5.00	32	26	20
All Grades	8.21	4.13	6.03	79.85	80.99	83.62	11.94	14.88	10.34	134	121	116

Conclusions based on this data:

1. Over the three years, Redlands High School (RHS) has maintained consistent mean scale scores across all domains of the English Language Proficiency Assessments for California (ELPAC), including oral language, written language, and overall language proficiency. While there are fluctuations in the number of students tested, the mean scale scores have remained relatively stable, indicating a consistent level of proficiency among tested students.

2. There are notable variations in proficiency levels across different language domains. For instance, in the speaking domain, the percentage of students classified as "Well Developed" varies from 63.43% to 68.10% from 22-23 to 24-25, indicating variations in oral language proficiency. Similarly, in the writing domain, the percentage of students classified as "Well Developed" ranges from 6.72% to 10.34% over the same time period, indicating variations in written language proficiency. These differences suggest the need for targeted interventions to address specific language skills where proficiency levels are lower.

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**
2189	**61.3%**	**6.2%**	**0.2%**
Total Number of Students enrolled in Redlands Senior High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	136	6.2%
Foster Youth	5	0.2%
Homeless	170	7.8%
Socioeconomically Disadvantaged	1342	61.3%
Students with Disabilities	312	14.3%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	120	5.5%
American Indian	3	0.1%
Asian	298	13.6%
Filipino	100	4.6%
Hispanic	1049	47.9%
Two or More Races	118	5.4%
Pacific Islander	10	0.5%
White	464	21.2%

Conclusions based on this data:

1. Redlands Senior High School (RHS) reflects a diverse student population, with students from various racial and ethnic backgrounds. Hispanic students make up the largest ethnic group, accounting for 47.9% of the total enrollment, followed by White students at 21.2%, and Asian students at 13.6%.
2. A significant portion of the student body at RHS comes from socioeconomically disadvantaged backgrounds, with 61.3% of students eligible for free or reduced-price meals or having parents/guardians who did not receive a high school diploma. This indicates the presence of economic challenges among a substantial portion of the student population and highlights the importance of providing support and resources to ensure equal opportunities for academic success.
3. RHS caters to the needs of various special student groups, including English Learners, Foster Youth, Homeless students, and those with Disabilities. While English Learners and Foster Youth constitute smaller percentages of the total enrollment (6.2% and 0.2% respectively), the presence of support services for these groups underscores the school's commitment to addressing the unique needs and challenges faced by these students. Additionally, the enrollment data shows a considerable percentage of students with disabilities (14.3%), indicating the importance of inclusive education practices and providing necessary accommodations to support their learning journey.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Graduation Rate** Green	**Suspension Rate** Yellow
Mathematics Yellow		
English Learner Progress Orange		
College/Career Blue		

Conclusions based on this data:

1. 2025 Dashboard performance indicators show a need at RHS for: increased opportunities to deter suspensions, restorative justice initiatives in lieu of suspensions, targeted interventions for students in Math, and increased intervention support for English Learner students in academic achievement.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	1	4	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Orange	 No Performance Color
65 points above standard	37.2 points below standard	89.7 points below standard
Declined 14 points	Maintained -0.4 points	Declined 51.5 points
456 Students	37 Students	16 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Yellow	 Green
Fewer than 11 students - No Data for Privacy	20.9 points above standard	37.9 points above standard
2 Students	Declined 11.8 points	Declined 8.4 points
	43 Students	275 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
132.3 points below standard	15 points above standard	0 Students
Declined 43.1 points	Increased 26.9 points	
60 Students	22 Students	

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Green
121.5 points above standard	90.9 points above standard	34.2 points above standard
Declined 18.4 points	Declined 53.8 points	Declined 5.8 points
67 Students	20 Students	212 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
107.3 points above standard	Fewer than 11 students - No Data for Privacy	82.4 points above standard
Increased 21.1 points	3 Students	Declined 22.7 points
28 Students		102 Students

Conclusions based on this data:

1. Overall student performance decreased by 14 points in CAASPP ELA scores. When diving deeper, our Long-Term English Learner student group also decreased by 51.4 points, our Students with Disabilities group decreased by 43.1 points, and our White group decreased by 22.7 points.
2. Student with Disabilities is our target focus in ELA next year, due to being in Red with a 43.1 point decrease in achievement. Additional ELA intervention periods are being added for students during the school day to assist with this process.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	4	1	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
 Yellow	 Yellow	 No Performance Color
16.9 points below standard	107 points below standard	149.6 points below standard
Declined 17.7 points	Increased 17.2 points	Declined 23.3 points
452 Students	40 Students	16 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Orange	 Yellow
Fewer than 11 students - No Data for Privacy	63.4 points below standard	44.6 points below standard
2 Students	Declined 15.5 points	Declined 3.9 points
	43 Students	273 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
207.5 points below standard	78.4 points below standard	0 Students
Declined 9.5 points	Increased 43.7 points	
59 Students	22 Students	

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Yellow
68.8 points above standard	0.7 points above standard	59.9 points below standard
Declined 16.5 points	Declined 99.5 points	Declined 7.2 points
67 Students	20 Students	211 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
40.6 points above standard	Fewer than 11 students - No Data for Privacy	2.6 points below standard
Increased 4 points	3 Students	Declined 26.3 points
28 Students		101 Students

Conclusions based on this data:

1. Several student groups declined in Math performance in 2025: All Students (-17.7), Homeless (-15.5), SED (-3.9), SWD (-9.5), Asian (-16.5), Hispanic (-7.2), and White (-26.3). This data has led our Administration too add several additional Math Review intervention courses into our master schedule for the 26-27 school year, for students in need of additional targeted Math intervention support.
2. Our English Leader and African American student groups both increased achievement significantly in 2025 (17.2 and 43.7, respectively).

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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	2	0	3

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Green	 Orange	 No Performance Color
59.7 science points	38.6 science points	37.4 science points
Maintained 0.2 points	Maintained 0.4 points	Increased 6.1 points
446 Students	30 Students	12 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Blue	 Yellow
0 Students	56.8 science points	53.9 science points
	Increased 6.9 points	Maintained -0.7 points
	35 Students	249 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
34.8 science points	44.9 science points	Fewer than 11 students - No Data for Privacy
Declined 4 points	Declined 5.8 points	1 Student
41 Students	25 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Yellow
70.9 science points	76.9 science points	50.8 science points
Maintained -0.1 points	Increased 8.9 points	Maintained -1 points
78 Students	25 Students	181 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
62.5 science points	0 Students	65.8 science points
Increased 11.7 points		Maintained 1.7 points
22 Students		108 Students

Conclusions based on this data:

1. Our primary focus in Science achievement will be centered on the performance of our Students With Disabilities population; we have added additional sections of Inclusion Science into our master schedule, with the intent of pairing a Special Education Case Carrier with a General Education teacher in various Science classes for co-teaching our Special Education students in Inclusion Science classes.
2. All other student groups either Maintained or Increased their performance data.

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**
	
Orange	Orange
51.5 making progress.	46.4 making progress.
Number Students: 101 Students	Number Students: 56 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**
13.5%	33.3%	1%	52.1%

Conclusions based on this data:

1. English Learners are progressing at Redlands High School, with 51.5% making progress toward proficiency.
2. Long-Term English Learner Progress is strong as well, with 46.4% of students making progress towards proficiency.
3. Over 50% of our EL students progressed at least one ELPI Level this year.

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.

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 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
0	0	1	4	3

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
		
Blue	Green	No Performance Color
Prepared 73.5%	Prepared 45%	Prepared 42.3%
Increased 6.6%	Increased 19.4%	Increased 20.4%
509 Students	40 Students	26 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	Green	Green
Fewer than 11 students - No Data for Privacy	Prepared 64.5%	Prepared 68.1%
1 Student	Increased 11.4%	Increased 7.1%
	62 Students	373 Students

Students with Disabilities	African American	American Indian
		
Yellow	Green	No Performance Color
Prepared 33.9%	Prepared 57.6%	Fewer than 11 students - No Data for Privacy
Increased 18.2%	Increased 8.9%	1 Student
62 Students	33 Students	

Asian	Filipino	Hispanic
		
Blue	No Performance Color	Blue
Prepared 85.5%	Prepared 92.9%	Prepared 65.7%
Maintained 0.2%	Increased 4.6%	Increased 9.8%
83 Students	28 Students	201 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Blue
Prepared 79.2%	0 Students	Prepared 77.3%
Increased 29.2%		Increased 2.1%
24 Students		132 Students

Conclusions based on this data:

1. All students groups either increased their Preparedness percentage in the College and Career indicator, aside from our Asian student group which Maintained their level at 85.5%.
2. Work is needed to address the academic and college and career preparedness learning gaps that are a barrier for English Learners and Students with an IEP.

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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	6	1

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**
 Green	 Green	 No Performance Color
94.1% graduated	92.5% graduated	88.5% graduated
Increased 1.2%	Increased 8.4%	Increased 3.6%
511 Students	40 Students	26 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Green	 Green
Fewer than 11 students - No Data for Privacy	91.9% graduated	93.6% graduated
1 Student	Increased 2.9%	Increased 2.2%
	62 Students	375 Students

Students with Disabilities	African American	American Indian
 Orange	 Green	 No Performance Color
71.4% graduated	93.9% graduated	Fewer than 11 students - No Data for Privacy
Declined 5.8%	Increased 7.1%	1 Student
63 Students	33 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Green
97.6% graduated	96.4% graduated	93.1% graduated
Increased 1.2%	Declined 3.6%	Maintained 0.2%
83 Students	28 Students	203 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
95.8% graduated	0 Students	93.2% graduated
Increased 14%		Increased 1%
24 Students		132 Students

Conclusions based on this data:

1. All significant student groups increased except for Students with Disabilities, which declined 5.8%, and Hispanic maintained their graduation rate.
2. Our Students with Disabilities graduation rate is a site priority, as it is our only student group that had a declining rate this year (5.8%). Our Counseling and Admin teams currently review our On-Track for Graduation report weekly, to ensure that a "by name by need" plan of intervention is adopted for each student who is off-track for graduation throughout the school year.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	3	4	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Orange	 Yellow
3.2% suspended at least one day	3.5% suspended at least one day	3.1% suspended at least one day
Maintained 0.2%	Increased 0.7%	Maintained -0.2%
2348 Students	172 Students	97 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Green	 Orange
Fewer than 11 students - No Data for Privacy	2.6% suspended at least one day	4.1% suspended at least one day
7 Students	Declined 0.3%	Increased 0.6%
	194 Students	1492 Students

Students with Disabilities	African American	American Indian
 Orange	 Green	 No Performance Color
8.9% suspended at least one day	4.8% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 2.9%	Declined 2.9%	3 Students
348 Students	146 Students	

Asian	Filipino	Hispanic
 Green	 Yellow	 Orange
0.6% suspended at least one day	1% suspended at least one day	4% suspended at least one day
Declined 0.9%	Increased 1%	Increased 1.2%
313 Students	105 Students	1140 Students

Two or More Races	Pacific Islander	White
 Green	 No Performance Color	 Yellow
5.4% suspended at least one day	0% suspended at least one day	2.3% suspended at least one day
Declined 0.3%	Declined 16.7%	Maintained -0.1%
148 Students	11 Students	482 Students

Conclusions based on this data:

1. Our priority student groups for targeted suspension intervention are: English Learners (3.5%), SED (4.1%), SWD (8.9%), and Hispanic (4.0%).
2. There is a large difference in suspension rates between student groups. The lowest suspended group was the Asian student group (0.9%), with the highest being the Students with Disabilities group (8.9%). Further analysis on a by-name basis is needed, to develop appropriate pre-suspension intervention systems on campus.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Positive School Climate
Close the behavior gaps for all student groups by providing a safe and welcoming environment through tiered supports and services. Aligned with WASC Action Plan Goals 2 and 4: ACTION PLAN GOAL #2: Policy and Procedure Enhancement for Campus Improvement - Revise and update campus policies and procedures to create a safer, cleaner, and more orderly learning environment. ACTION PLAN GOAL #4: Enhanced Family Engagement and Communication - Improve communication with families to foster greater engagement and support student success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to school programs, activities, and tiered social-emotional and behavioral supports. These supports will foster a sense of connectedness, especially for English Learners (EL), Foster Youth (FY), African American Students, student experiencing homelessness, Low Income students (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

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.

Data highlights the need to change behavior among the African American student group, the Hispanic student group, and the SES student group.

In the Annual Measurable Outcomes section, abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income Students), SWD (Students with Disabilities), AA (African American students), A (Asian students), (H (Hispanic students) and W (white students)

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A Attendance Rate Percentage of students who were present by student group Source: District Analysis	RHS Overall Attendance as of March 2026: All -- 94.20% Hispanic -- 93.30% White -- 94.50% African American -- 94.20% Asian -- 96.80% Filipino -- 94.90% Pacific Islander -- 95.30% American Indian -- 93.50% Two or More -- 94.20% EL -- 92.60% FY -- 91.70% Homeless -- 92.20% Low Income -- 93.70% Free/Reduced -- 93.70% SWD -- 90.90%	Spring 2027 increase by 2%: All -- 96.20% Hispanic -- 95.30% White -- 96.50% African American -- 96.20% Asian -- 98.80% Filipino -- 96.90% Pacific Islander -- 97.30% American Indian -- 95.50% Two or More -- 96.20% EL -- 94.60% FY -- 93.70% Homeless -- 94.20% Low Income -- 95.70% Free/Reduced -- 95.70% SWD -- 92.90%
1B Suspension Rate Percentage of students suspended 1 or more times during the school year by student group Source: California School Dashboard	February 2026 All -- 2.2% EL -- 2.9% SES -- 2.9% SWD -- 0.0% HML -- 2.2% FY -- 0.0% AA -- 4.2% AI/AN -- 0.0% AS -- 0.3% FI -- 0.0% HIS -- 3.5% PI -- 0.0% W -- 1.4%	Spring 2027 reduce by .5% All -- 1.7% EL -- 2.4% SES -- 2.4% SWD -- 0.0% HML -- 1.7% FY -- 0.0% AA -- 3.7% AI/AN -- 0.0% AS -- 0.0% FI -- 0.0% HIS -- 3.0% PI -- 0.0% W -- 0.9%
1C School Climate Survey Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management Source: Local Climate Survey	March 2026 Overall Percent Favorable 75%	Increase by 5%
1D School Connectedness/ HS Activity Participation Percentage of students participating in a club or activity Source: 5-Star Tracking information	April 2026: 94% Student Participation Rate	Increase overall participation rate by 5%
1E FAFSA Completion Percentage of 12th grade students completing the Free Application for Federal Student Aid (FAFSA) Source: Internal District Reporting	Class of 2025: 344 Applications Submitted 334 Applications Completed Cal Grant Applications: 313 Cal Grant Awards: 135	Increase both Applications Submitted and Applications Completed by 5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide comprehensive Link Crew program to facilitate success for 9th grade students and students new to Redlands High School. Effectiveness of this strategy will be measured by 9th grade student participation survey data, 9th grade F rates, 9th grade suspension data and 9th grade attendance rates.	All students	1,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Transportation for 8th graders to Becoming A Terrier Day 1,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Food and supplies for Link Leader Training Days, Freshman Orientation and Becoming a Terrier Day 2,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Instructional materials for Link Crew and materials for Link Crew Activities 2,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Link Leader Shirts 1,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Extra Duty for Link Crew Advisors for summer preparation days 1,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Substitute coverage for Link Crew and SEL School Activity, collaboration and prep time 2,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Training/conferences for Link Crew coordinators and Link Crew Admin
1.2	Facilitate Parent Engagement to provide rich connection between the home and the school's	All students	500

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	tiered support programs. Effectiveness of this strategy will be measured by Kelvin data.		LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Language Line Services 1,911 Title I Parent Involvement Non-Personnel (4000-7439) Parent/teacher nights, mail/repro
1.3	Provide supplemental behavioral and academic guidance counseling services to the students of Redlands High School. Effectiveness of this strategy will be measured by A-G rates, CCI prepared data, graduation rates, attendance rates, and Kelvin survey data.	All students	500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Supplies and refreshments for parent education nights
1.4	Provide 9th Grade Teams to support the transition for students to 9th grade to assist with behavioral issues. Effectiveness of this strategy will be measured by 9th grade attendance rates, suspension rates, F rates and 9th grade participation survey data.	9th grade students	1,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Student Incentives within 9th grade teams for positive behavior, attendance, and academics
1.5	Provide a comprehensive AVID Program to assist students with student engagement. Effectiveness of this strategy will be measured by AVID A-G rates, AVID CCI Prepared data, AVID enrollment data and AVID graduation rates.	All students	1,200 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) AVID Student Academic Planners/Agendas 15,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) AVID Junior College Overnight Trip
1.6	Provide competitive co-curricular and academic activities/departments including but not limited to: Mock Trial, Speech and Debate, Academic Decathlon, California Scholarship Federation, Visual Arts, Performing Arts, Athletics, PBIS programs, and AFJROTC. Effectiveness of this strategy will be measured by AFJROTC enrollment data, and student participation survey data.	All students	24,050 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Fees, transportation, and supplemental materials for Mock Trial, Speech and Debate, Academic Decathlon, California Scholarship Federation, Visual Arts, Performing Arts, PBIS program, and AFJROTC 1,500 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Extra duty for CSF Advisor

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			500 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Extra duty for site-based department chairs. 3,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Extra duty for Art Teachers to provide Clay Dawgs once-weekly evening Open Studio 13,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Stoles, Diploma covers for seniors to display School +2 4,500 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Supplemental supplies for Athletics program
1.7	Provide positive behavior and attendance support and intervention programs for students. Effectiveness of this strategy will be measured overall attendance rates, rates of chronic absenteeism, and suspension rates.	All Students	500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Student incentives for improved attendance and behavior 2,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Salary and benefits for Dog Day Intervention Coordinator
1.8	Provide supplemental materials to CTE Pathways to assist with student retention and completion. Effectiveness of this strategy will be measured by CTE pathway completion rates, increase in nationally recognized certifications, increase in work-based learning opportunities.	All students	10,000 LCAP - College & Career (CTE) Non-Personnel (4000-7439) Supplemental instructional materials for CTE Pathways

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall implementation and effectiveness of this goal is exceptional. Our school culture at RHS is exemplary, and student participation rates, favorable student survey rates, enrollment in CTE courses, and chronic absenteeism rates reflect this.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences at this time. However, if the planned addition of Title 1 funds arrives in late Spring for the 26-27 school year, LCAP/TIII allocations will be adjusted accordingly, as many expenditures in this plan will be moved to T1 funding.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

After the addition of planned T1 funds in late Spring 2026, this plan will be adjusted/changed as needed to reflect the addition of T1 funds to specific goals.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Tiered Academic Support
All students will progress toward meeting standards in academics and being prepared for college and/or career by their graduation, through tiered supports and services. Aligned with WASC Action Plan Goals 1 and 3. ACTION PLAN GOAL #1: Resource Reallocation and Professional Development - Optimize resources and enhance professional development opportunities to improve student growth and achievement. ACTION PLAN GOAL #3: Equity-Centered Learning Environment and Support Systems - Foster an inclusive and supportive learning environment that addresses the needs of all students, especially those in identified subgroups.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will progress towards meeting standards in academics through tiered supports and services.

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.

Among all student groups, F rates by course have remained an identified intervention need at all grade levels at RHS. In addition, there is a large gap in the A-G completion rates between student groups, as shown by the data below. There is a need to increase the number of students in the African American student group, the Hispanic student group, and the SES student group who complete A-G requirements. In the Annual Measurable Outcomes section, abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income Students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H (Hispanic students) and W (White students).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grade 11 by student group Source: California School Dashboard	2025 Dashboard SBAC (ELA) Points from Standard ALL: +65 Black/African American: +15.0 American Indian: N/A Asian: +121.5 English Learner: -37.2 Filipino: +90.9 Foster Youth: N/A Hispanic: +34.2 Homeless Youth: 20.9 Long-Term English Learner: -89.7 Multiple Races/Two or More: +107.3 Socioeconomically Disadvantaged: +37.9 Students with Disabilities: -132.3 White: +82.4	2026 SBAC (ELA) Points from Standard increase by +5 ALL: +70 Black/African American: +20.0 American Indian: N/A Asian: +126.5 English Learner: -32.2 Filipino: +95.9 Foster Youth: N/A Hispanic: +39.2 Homeless Youth: 25.9 Long-Term English Learner: -84.7 Multiple Races/Two or More: +112.3 Socioeconomically Disadvantaged: +42.9 Students with Disabilities: -127.3 White: +87.4
2B Math State Assessment Average Distance from 'Standard Met' on Mathematics Smarter Balanced Summative Assessment for grades 11 by student group Source: California School Dashboard	2025 Dashboard SBAC (Math) Points from Standard ALL: -16.9 Black/African American: -78.4 American Indian: N/A Asian: +68.8 English Learner: -107.0 Filipino: +0.7 Foster Youth: N/A Hispanic: -59.9 Homeless Youth: -63.4 Long-Term English Learner: -149.6 Multiple Races/Two or More: +40.6 Socioeconomically Disadvantaged: -44.6 Students with Disabilities: -207.5 White: -2.6	2026 SBAC (Math) Points from Standard increase by +5 ALL: -11.9 Black/African American: -73.4 American Indian: N/A Asian: +73.8 English Learner: -102.0 Filipino: +5.7 Foster Youth: N/A Hispanic: -54.9 Homeless Youth: -58.4 Long-Term English Learner: -144.6 Multiple Races/Two or More: +45.6 Socioeconomically Disadvantaged: -39.6 Students with Disabilities: -202.5 White: +2.4
2C California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST (Grades 12) student group Source: CDE Dataquest Reporting	Spring 2025 CAST "Science Points" (Informational Purposes, CA Dashboard) ALL: 59.7 Black/African American: 44.9 American Indian: N/A Asian: 70.9 English Learner: 38.6 Filipino: 76.9 Foster Youth: Hispanic: 50.8 Homeless Youth: 56.8 Long-Term English Learner: 37.4 Multiple Races/Two or More: 62.5 Socioeconomically Disadvantaged: 53.9 Students with Disabilities: 34.8 White: 65.8	Spring 2026 CAST increase by 5 Science Points ALL: 64.7 Black/African American: 49.9 American Indian: N/A Asian: 75.9 English Learner: 43.6 Filipino: 81.9 Foster Youth: Hispanic: 55.8 Homeless Youth: 61.8 Long-Term English Learner: 42.4 Multiple Races/Two or More: 67.5 Socioeconomically Disadvantaged: 58.9 Students with Disabilities: 39.8 White: 70.8

2D English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) Source: California School Dashboard	2025 Dashboard ELPI 51.5%	2026 Dashboard ELPI increase by 5% 56.5%
2E Graduation Rate Percentage of students who received a High School Diploma within 4 or 5 years of entering 9th grade by student group Source: California School Dashboard	2025 Dashboard Graduation Rate Percentage ALL: 94.1% Black/African American: 93.9% American Indian: N/A Asian: 97.6% English Learner: 92.5% Filipino: 96.4% Foster Youth: N/A Hispanic: 93.1% Homeless Youth: 91.9% Long-Term English Learner: 88.5% Multiple Races/Two or More: 95.8% Socioeconomically Disadvantaged: 93.6% Students with Disabilities: 71.4% White: 93.2%	2026 Dashboard Graduation Rate increase by 2% ALL: 96.1% Black/African American: 95.9% American Indian: N/A Asian: 99.6% English Learner: 94.5% Filipino: 98.4% Foster Youth: N/A Hispanic: 95.1% Homeless Youth: 93.9% Long-Term English Learner: 90.5% Multiple Races/Two or More: 97.8% Socioeconomically Disadvantaged: 95.6% Students with Disabilities: 73.4% White: 95.2%
2F College/Career Indicator Percentage of graduates who are placed in the 'Prepared' Level on the Dashboard by student group Source: California School Dashboard	2025 Dashboard College & Career Indicator ALL: 73.5% Black/African American: 57.6% American Indian: N/A Asian: 85.5% English Learner: 45.0% Filipino: 92.9% Foster Youth: N/A Hispanic: 65.7% Homeless Youth: 64.5% Long-Term English Learner: 42.3% Multiple Races/Two or More: 79.2% Socioeconomically Disadvantaged: 68.1% Students with Disabilities: 33.9% White: 77.3%	2026 Dashboard College & Career Indicator increase by 2% ALL: 75.5% Black/African American: 59.6% American Indian: N/A Asian: 87.5% English Learner: 47.0% Filipino: 94.9% Foster Youth: N/A Hispanic: 67.7% Homeless Youth: 66.5% Long-Term English Learner: 44.3% Multiple Races/Two or More: 81.2% Socioeconomically Disadvantaged: 70.1% Students with Disabilities: 35.9% White: 79.3%
2G A-G Completion Percentage of graduating cohort who met UC/CSU Requirements Source: CDE Dataquest Reporting	2025 Graduating Class Percentage completing A-G Requirements 51.9%	2026 Graduating Class increase by 3% Percentage completing A-G Requirements 54.9%
2H State Seal of Biliteracy (SSB) Percentage of graduates earning the State Seal of Biliteracy (SSB)	2025 Graduates 114 students	2026 Graduates increase by 5 119 students

Source: CDE Dataquest Reporting		
2I AVID Student Marks/C- or better (English) in grades 9-12 Source: Internal District Reporting	1st Semester 25-26 - English AVID students: 94.0% Non-AVID students: 85.0%	1st Semester 26-27 - English increase by 3% AVID students: 97.0% Non-AVID students: 88.0%
2J AVID Student Marks/C- or better (Mathematics) in grades 9-12 Source: Internal District Reporting	1st Semester 23-24 - Math AVID students 80.0% Non-AVID students 75.4%	1st Semester 24-25 - Math increase by 3% AVID students 83.0% Non-AVID students 78.4%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide collaboration time, professional development, and team grading time for certificated staff to provide support for all students in their academics. Effectiveness of this strategy will be measured by student grades, graduation rate, CAASPP testing data in ELA and math, and CCI rates.	All students	10,000 Title I Personnel (1000-3999) Subs and/or extra duty for certificated staff for intervention lesson development, collaboration and/or professional development. 24,750 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Subs and/or extra duty for certificated staff for collaboration, professional development, and all other school business 500 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Extra duty for WASC coordinator during non-visit year
2.2	Support equitable access to all students for all supports, programs, assessments and resources at Redlands High School. Effectiveness of this strategy will be measured by A-G completion rates, FAFSA completion rates, graduation rates, student grades, attendance rates and suspension rates. a. instructional materials for classrooms (including CTE) b. classroom/program materials c. site licences/materials/training for Intervention software programs d. reprographics/printing	historically disadvantaged Student Groups	17,200 Title I Non-Personnel (4000-7439) Supplemental instructional materials for classroom environment. 3,500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Materials, supplies, incentives and refreshments for 100% FAFSA completion goal for seniors in class of 2025 1,000

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Provide a college day or other field trip for Black Student Union, Mecha and any other student groups.
2.3	Provide supplemental support for EL students with tiered supports for all English Learners. Effectiveness of this strategy will be measured by ELPAC data, reclassification data, EL graduation rates, EL student grades, EL attendance rates, EL A-G completion rates, EL CCI rates. Title III funds will be used to support language acquisition and improve EL ELA/Math scores (e.g., funding bilingual paraprofessional and/or specific ELD materials).	English Learners	3,464 District Funded – Title III Personnel (1000-3999) Substitutes to cover EL Coordinator and EL teacher for trainings, professional development, on campus collaboration with staff, etc. 15,753 District Funded – Title III Non-Personnel (4000-7439) Supplies and materials for Reclassification Student Celebration, Supplemental instructional materials for English Learners and Professional Development for English Learner teachers and administrators and counselor, registration, expenses and subs, Ellevation Software 35000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) 50% salary and benefits for English Learner paraprofessional, EL Rep Compensation, supplemental instructional supplies. 35000 Title I Personnel (1000-3999) 50% salary and benefits for English Learner paraprofessional
2.4	Increase course enrollment and successful AP exam completion in the Advanced Placement Program. Effectiveness of this program will be measured by AP course enrollment data, AP test pass rate.	All students	10,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Salary and benefits for AP exam proctors 1,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Subs for AP collaboration, AP planning, and AP proctoring
2.5	Provide intervention and other support structures for students who are struggling academically including SED, Foster, Homeless, and EL students. Effectiveness of this strategy will be measured by F rates, student grades, graduation rates, A-G completion rates, CCI rates, CAASP test results	All students	20000 Title I Personnel (1000-3999) Salary and benefits for After School tutoring coordinator and teachers providing tutoring for all-school after-school tutoring program 50000 Title I Personnel (1000-3999) Addition of 2 Math Review sections in Master Schedule to provide targeted Math intervention to students in need. 5,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Salary and benefits for site MTSS Coordinator
2.6	Provide supplemental academic materials for each department to provide tiered supports and services to all students in all classes. Effectiveness of this strategy will be measured by student grades, A-G completion rate, CAASPP results, CCI rate, CTE pathway completion rate.	All students	5,500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Supplemental instructional materials for Math Department 4,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Supplemental instructional materials for PE Department 3,500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Supplemental instructional materials for Instrumental Music Program 2,500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Supplemental instructional materials for Theater Arts Department 3,500

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Supplemental instructional materials for English Department 8,500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Supplemental instructional materials for Fine Arts Department 1,500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Supplemental instructional materials for Moderate/Severe SAI Department 9,500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Supplemental instructional materials for Science Department 2,500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Supplemental instructional materials for World Languages Department 3,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Supplemental instructional materials for Social Studies Department
2.7	Provide supplemental academic materials for each department to provide tiered supports and services to all students in all classes. Effectiveness of this strategy will be measured by student grades, A-G completion rate, CAASPP results, CCI rate, CTE pathway completion rate. (continuation of goal 2.6, there were not enough lines for each department)	All students	1,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Supplemental instructional materials for AFJROTC Department 1,200 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Supplemental instructional materials for AVID Department 600 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Supplemental instructional materials for CTE Department 1,250 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Supplemental instructional materials for Mild/Moderate SAI Department 3,200 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Supplemental instructional materials for Vocal Music Department 3,500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Supplemental instructional materials for AP Department 1,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Supplemental instructional materials for Speech and Debate 1,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Supplemental instructional materials for ASB 5,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Supplemental supplies for Administration Office

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall implementation and effectiveness of this goal is exceptional. Academic rigor, collaboration amongst staff, and utilization of appropriate instructional supplies and programs are effective overall.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our EL program, AP program, and FAFSA completion rate are improving. Funds will continue to be allocated to these goals to continue our work. Supplemental instructional supply monies have been adequately used this year to support student engagement.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Unspent funds in specific goals this year will be reallocated to other goals for implementation.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$383,078.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$132,200.00
Title I Parent Involvement	$1,911.00

Subtotal of additional federal funds included for this school: $134,111.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded – Title III	$19,217.00
LCAP - College & Career (CTE)	$10,000.00
LCAP - Supplemental & Concentration Grant (LCAP)	$219,750.00

Subtotal of state or local funds included for this school: $248,967.00

Total of federal, state, and/or local funds for this school: $383,078.00

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 – Title III	19,217.00
LCAP - College & Career (CTE)	10,000.00
LCAP - Supplemental & Concentration Grant (LCAP)	219,750.00
Title I	132,200.00
Title I Parent Involvement	1,911.00

Expenditures by Budget Reference

Budget Reference	Amount
Non-Personnel (4000-7439)	174,864.00
Personnel (1000-3999)	208,214.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Non-Personnel (4000-7439)	District Funded – Title III	15,753.00
Personnel (1000-3999)	District Funded – Title III	3,464.00
Non-Personnel (4000-7439)	LCAP - College & Career (CTE)	10,000.00
Non-Personnel (4000-7439)	LCAP - Supplemental & Concentration Grant (LCAP)	130,000.00
Personnel (1000-3999)	LCAP - Supplemental & Concentration Grant (LCAP)	89,750.00
Non-Personnel (4000-7439)	Title I	17,200.00
Personnel (1000-3999)	Title I	115,000.00
Non-Personnel (4000-7439)	Title I Parent Involvement	1,911.00

Expenditures by Goal

Goal Number	Total Expenditures

Goal 1	89,161.00
Goal 2	293,917.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

2 Classroom Teachers

2 Other School Staff

1 Parent or Community Members

3 Secondary Students

Name of Members	Role
Wes Cullen	Principal
Samantha Trad	Secondary Student
Kaylianne Martinez	Secondary Student
Avery Cauthron	Other School Staff Secondary Student
Mark Flory	Parent or Community Member
Ionne Barnes-Joshua	Classroom Teacher
Brian Rice	Classroom Teacher
Kent Hayworth	Other School Staff
Britta Davidson	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

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 5/6/26.

Attested:



Principal, Wes Cullen on 5/11/26



SSC Chairperson, Britta Davidson on 511/26

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Redlands eAcademy	36 67843 0127837	June 4, 2026	July 21, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Redlands eAcademy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Redlands eAcademy demographics is made up of three primary student groups: Hispanic 45.6%, White 37.4%, and Socio-Economically Disadvantaged 56.5%.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page 1
Table of Contents 2
Plan Description 3
Educational Partner Involvement 3
Comprehensive Needs Assessment Components 3
    California School Dashboard (Dashboard) Indicators 3
    Other Needs 3
School and Student Performance Data 4
    Student Enrollment 4
    CAASPP Results 7
    ELPAC Results 13
    Student Population 15
    Overall Performance 16
    Academic Performance 18
    Academic Engagement 27
    Conditions & Climate 31
Goals, Strategies, & Proposed Expenditures 33
    Goal 1 33
    Goal 2 36
Budget Summary 39
    Budget Summary 39
    Other Federal, State, and Local Funds 39
Budgeted Funds and Expenditures in this Plan 40
    Funds Budgeted to the School by Funding Source 40
    Expenditures by Funding Source 40
    Expenditures by Budget Reference 40
    Expenditures by Budget Reference and Funding Source 40
    Expenditures by Goal 40
School Site Council Membership 41
Recommendations and Assurances 42

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Redlands eAcademy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Redlands eAcademy demographics is made up of three primary student groups: Hispanic 45.6%, White 37.4%, and Socio-Economically Disadvantaged 56.5%.

The Redlands eAcademy Action Plan aligns to the Redlands USD Local Control Accountability Plan, which is in alignment with state priorities for the LCAP and ultimately ESSA requirements. Metrics were planned to assess effectiveness of goals and expenditures throughout the year.

Educational Partner Involvement

How, when, and with whom did Redlands eAcademy consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The annual action plan is reviewed and updated during the course of the school year by the leadership team.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Chronic Absenteeism

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

ELA - socioeconomically disadvantaged

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Redlands eAcademy. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.68%	0.66%	%	1	1	
African American	3.40%	3.97%	2.98%	5	6	5
Asian	4.08%	5.30%	3.57%	6	8	6
Filipino	1.36%	2.65%	1.79%	2	4	3
Hispanic/Latino	45.58%	39.74%	51.19%	67	60	86
White	37.41%	36.42%	26.79%	55	55	45
Two or More Races	7.48%	9.93%	10.12%	11	15	17
Not Reported	%	1.32%	3.57%		2	6
			Total Enrollment	147	151	168

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Kindergarten	6	5	4
Grade 1	6	11	9
Grade 2	10	10	14
Grade3	1	10	8
Grade 4	7	7	9
Grade 5	12	7	6
Grade 6	17	29	16
Grade 7	24	24	28
Grade 8	25	26	20
Grade 9	9	18	16
Grade 10	9	14	17
Grade 11	10	12	13
Grade 12	11	10	8
Total Enrollment	147	183	168

Conclusions based on this data:

1. The enrollment of the eAcademy is has grown each year since the school opened in the 2014 school year. Currently, our enrollment is limited to the capacity of our current facility but we are working to increase capacity for high school to fully implement by 2027-2028.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
English Learners	1	2	2	0.7%	1.3%	1.2%
Fluent English Proficient (FEP)	14	13	15	9.5%	8.6%	8.9%

Conclusions based on this data:

1. Our EL population is low and is best managed in a personalized manner with teachers reviewing and understanding ELPAC scores and action plans on an individual student basis.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9	*	10	9	*	8	9	*	8	100.0		80
Grade 4	13	7	5	11	7	5	11	7	5	84.6	100	100
Grade 5	12	12	7	12	8	7	11	8	7	100.0	66.7	100
Grade 6	30	17	26	30	15	22	30	15	22	100.0	88.2	84.6
Grade 7	27	25	21	21	24	21	21	24	21	77.8	96	100
Grade 8	13	32	25	12	28	25	12	28	25	92.3	87.5	100
Grade 11	9	9	11	9	9	11	9	9	11	100.0	100	100
All Grades	113	105	105	104	94	99	103	94	99	92.0	89.5	94.3

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	2480.	*	*	18.18	*	*	27.27	*	*	45.45	*	*	9.09	*	*
Grade 5	2538.	*	*	36.36	*	*	9.09	*	*	27.27	*	*	27.27	*	*
Grade 6	2584.	2583.	2566.	36.67	40.00	22.73	30.00	33.33	45.45	20.00	13.33	22.73	13.33	13.33	9.09
Grade 7	2577.	2636.	2558.	28.57	41.67	19.05	23.81	41.67	28.57	33.33	8.33	14.29	14.29	8.33	38.10
Grade 8	2620.	2575.	2625.	33.33	17.86	36.00	25.00	35.71	48.00	33.33	25.00	8.00	8.33	21.43	8.00
Grade 11	*	*	2613.	*	*	36.36	*	*	36.36	*	*	9.09	*	*	18.18
All Grades	N/A	N/A	N/A	30.10	32.98	28.28	26.21	34.04	35.35	28.16	18.09	19.19	15.53	14.89	17.17

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	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	33.33	*	*	56.67	*	*	10.00	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	26.21	32.98	24.24	60.19	53.19	55.56	13.59	13.83	20.20

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	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	30.00	*	*	56.67	*	*	13.33	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	24.27	27.66	28.28	63.11	54.26	53.54	12.62	18.09	18.18

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	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	40.00	*	*	50.00	*	*	10.00	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	26.21	18.09	18.18	61.17	73.40	75.76	12.62	8.51	6.06

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	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	40.00	*	*	53.33	*	*	6.67	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	31.07	29.79	32.32	59.22	60.64	52.53	9.71	9.57	15.15

Conclusions based on this data:

1. The state's effort to protect individual student privacy results in our publicly published scores appearing to have "gaps" in the data due to ReA's small class size. We have analyzed both the whole-group AND individual/grade level data and note that our English scores are strong, in part due to project based activities for hands-on interactive learning combined with the required rigorous reading of online content. We can continue to improve, but we are on the right path. We believe focusing on writing is key to continued ELA growth.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9	*	10	9	*	8	9	*	8	100.0		80
Grade 4	13	7	5	11	7	5	11	7	5	84.6	100	100
Grade 5	12	12	7	11	8	7	11	8	7	91.7	66.7	100
Grade 6	30	17	26	30	15	23	30	15	23	100.0	88.2	88.5
Grade 7	27	25	21	21	25	21	21	25	20	77.8	100	100
Grade 8	13	32	25	12	28	25	12	28	25	92.3	87.5	100
Grade 11	9	9	11	9	9	11	9	9	11	100.0	100	100
All Grades	113	105	105	103	95	100	103	95	99	91.2	90.5	95.2

* 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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	2466.	*	*	18.18	*	*	18.18	*	*	45.45	*	*	18.18	*	*
Grade 5	2459.	*	*	18.18	*	*	9.09	*	*	27.27	*	*	45.45	*	*
Grade 6	2570.	2540.	2534.	33.33	26.67	30.43	36.67	20.00	13.04	16.67	20.00	30.43	13.33	33.33	26.09
Grade 7	2513.	2604.	2544.	19.05	32.00	15.00	9.52	36.00	15.00	28.57	20.00	40.00	42.86	12.00	30.00
Grade 8	2550.	2509.	2601.	25.00	10.71	32.00	0.00	7.14	28.00	41.67	28.57	16.00	33.33	53.57	24.00
Grade 11	*	*	2531.	*	*	0.00	*	*	18.18	*	*	27.27	*	*	54.55
All Grades	N/A	N/A	N/A	22.33	18.95	20.20	20.39	20.00	19.19	29.13	27.37	29.29	28.16	33.68	31.31

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	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	30.00	*	*	53.33	*	*	16.67	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	19.42	20.00	16.16	46.60	45.26	51.52	33.98	34.74	32.32

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	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	43.33	*	*	40.00	*	*	16.67	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	24.27	20.00	17.17	53.40	61.05	59.60	22.33	18.95	23.23

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	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	33.33	*	*	53.33	*	*	13.33	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	20.39	21.05	16.16	56.31	55.79	62.63	23.30	23.16	21.21

Conclusions based on this data:

1. The state's effort to protect individual student privacy results in our publicly published scores appearing to have "gaps" in the data due to ReA's small class size. We have analyzed both the whole-group AND individual/grade level data. For us, Mathematics is a key area of focus moving forward. Because math is harder to master in a blended learning setting than reading, we have strengthened tutoring and the timely tracking of student progress online. This has resulted in improved math scores in 2018, rising above both state and district averages. Finding

ways for our students to engage in small-group mathematical activities and discussions multiple times per week--in both block time instruction and tutoring times--has proven to be effective with our students and will be further emphasized, in combination with rigorous and consistent review of both district benchmarks and site-selected common assessments that inform ongoing lesson planning efforts. Our 18-19 school plan will continue and strengthen data-proven successful strategies.

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
All Grades										*	*	*

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
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1.

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**
151	**47%**	**1.3%**	**0.0%**
Total Number of Students enrolled in Redlands eAcademy.	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	2	1.3%
Foster Youth	0	0.0%
Homeless	7	4.6%
Socioeconomically Disadvantaged	71	47%
Students with Disabilities	25	16.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	4%
American Indian	1	0.7%
Asian	8	5.3%
Filipino	4	2.6%
Hispanic	60	39.7%
Two or More Races	15	9.9%
Pacific Islander	0	0.0%
White	55	36.4%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	**Graduation Rate**  No Performance Color	**Suspension Rate**  Blue
Mathematics  Green	**Chronic Absenteeism**  Orange	
English Learner Progress  No Performance Color		
College/Career  No Performance Color		

Conclusions based on this data:

1. The small sample size of our tested student populations reveal apparent gaps in this data. However, our student-by-student analysis is ongoing on the individual level. Our schoolwide testing data (gr. 3-8, 11) is above district averages in both ELA and Math, and this is also true of each "larger" student group (Hispanic, White and Socio-Economic Disadvantaged students) in comparison to district and state averages. This being said, we are focusing attention upon the discrepancies between our SED student scores and our schoolwide results.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	1	1

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
 Blue	 No Performance Color	
34 points above standard	Fewer than 11 students - No Data for Privacy	
Increased 18.7 points	2 Students	
83 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	9.3 points below standard
	5 Students	Increased 29.6 points
		39 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
105.4 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 21.8 points	2 Students	1 Student
13 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	18.4 points above standard
4 Students	3 Students	Increased 27 points
		34 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	0 Students	25.4 points above standard
8 Students		Declined 8.7 points
		32 Students

Conclusions based on this data:

1. English Language Arts is a strength for our eAcademy students. We out-performed the district averages in terms of higher percentages of students attaining Met/Exceeded in a majority of student groups. We continue to focus on student writing.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	1	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	
17 points below standard	Fewer than 11 students - No Data for Privacy	
Increased 18.1 points	2 Students	
83 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	40.8 points below standard
	5 Students	Increased 58.1 points
		39 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
135.6 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 13.8 points	2 Students	1 Student
13 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	54.4 points below standard
4 Students	3 Students	Increased 16.8 points
		34 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	0 Students	10.7 points below standard
8 Students		Increased 7.4 points
		32 Students

Conclusions based on this data:

1. CAASPP Math has been an area we focused on for growth. Teachers started to incorporate Delta Math to supplement concepts and assessment possibilities outside of the Edgenuity online curriculum courses starting back in 2021 after the pandemic, but we also added in mandatory tutoring sessions to support any of our students that are struggling. We made growth in our 2024 CAASPP Math scores and will continue with our supports as well as look to add in new ones that would be helpful.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	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
 Blue	 No Performance Color	 No Performance Color
66.5 science points	Fewer than 11 students - No Data for Privacy	0 Students
Increased 17.6 points	1 Student	
38 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	57.4 science points
	3 Students	Increased 15 points
		16 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian	**Filipino**	**Hispanic**
 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	 No Performance Color 0 Students	 No Performance Color 54.5 science points Increased 4.9 points 13 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 No Performance Color 69.5 science points Increased 18.3 points 19 Students

Conclusions based on this data:

1.

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**
	
No Performance Color	No Performance Color
making progress.	making progress.
Number Students: 2 Students	Number Students: 1 Student

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**

Conclusions based on this data:

1. Our EL student population numbers are not significant to provide a performance level, but staff are committed to supporting students with available instructional strategies to support their language developmental needs.

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.

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 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
0	0	0	0	0

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
 No Performance Color	 No Performance Color	 No Performance Color
Prepared 38.5%	0 Students	0 Students
13 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
	4 Students	10 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 7 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Conclusions based on this data:

1. Focus has moved from AP course options to Dual Enrollment based upon review of past AP scores, student demand, staff availability, and scheduling constraints embedded in updated collective bargaining agreements.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	
12.4% Chronically Absent	Fewer than 11 students - No Data for Privacy	
Increased 10.8	1 Student	
129 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
0 Students	Fewer than 11 students - No Data for Privacy	21.3% Chronically Absent
	5 Students	Increased 19.9
		61 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
11.8% Chronically Absent	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 11.8	3 Students	1 Student
17 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	8.3% Chronically Absent
6 Students	4 Students	Increased 5.1
		60 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
8.3% Chronically Absent	0 Students	18.6% Chronically Absent
0		Increased 18.6
12 Students		43 Students

Conclusions based on this data:

1. Though our chronic absenteeism rate is better than the district average, this is an important area of concern with much work remaining for us to do. Under independent study law, attendance at eAcademy is based upon work completed rather than physical attendance; our systems to ensure student engagement (check-ins, tiered re-engagement, etc.) are our major areas for improving our chronic absenteeism.

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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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**
 No Performance Color 100% graduated 13 Students	 No Performance Color 0 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 10 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 7 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Conclusions based on this data:

1. Redlands eAcademy has a 100% graduation rate since our first senior class from 2014-15. Our largest graduation class was in 2022 with 12 graduates.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	4

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
 Blue	 No Performance Color	 No Performance Color
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained 0%	2 Students	1 Student
197 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Blue
0 Students	0% suspended at least one day	0% suspended at least one day
	11 Students	Maintained 0%
		98 Students

Students with Disabilities	African American	American Indian
 Blue	 No Performance Color	 No Performance Color
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained 0%	6 Students	1 Student
30 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
8 Students	4 Students	Maintained 0%
		94 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
0% suspended at least one day	0 Students	0% suspended at least one day
Maintained 0%		Maintained 0%
17 Students		67 Students

Conclusions based on this data:

1. Redlands eAcademy has had zero suspensions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Positive School Climate
Provide all educational partners with a positive learning environment by fostering safe, inclusive schools that ensure equitable access to programs and services. Implement tiered social-emotional and behavioral supports that promote student well-being and engagement. These efforts will strengthen students' sense of connectedness, with a focused emphasis on English Learners, Foster Youth, Low-Income students, Students with Disabilities, Hispanic, White and other student groups demonstrating the greatest need based on outcome data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to school programs, activities, and tiered social-emotional and behavioral supports. These supports will foster a sense of connectedness, especially for English Learners (EL), Foster Youth (FY), African American Students, student experiencing homelessness, Low Income students (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

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.

1. School Climate
eAcademy will prioritize and maintain reducing behavioral issues through the implementation of Positive Behavior Interventions and Supports (PBIS), restorative practices, and character education. These efforts aim to strengthen students' sense of connectedness to school and community.
2. Attendance and Student Engagement
Recognizing that attendance is critical to student success, eAcademy will implement a tiered system of re-engagement to improve attendance and reduce chronic absenteeism. This includes the weekly check-ins, new family liaisons to assist new families in Independent Study, required tutoring attendance, along with proactive outreach to families. Students and families will be connected to resources such as counseling services, food and clothing support, school supplies, and ongoing check-ins from the counseling team.
3. Safe and Supportive School Environment
eAcademy is committed to maintaining a safe campus that supports both the physical and social-emotional needs of students and staff. The school will continue to implement Social-Emotional Learning (SEL) through character education and sustain schoolwide PBIS practices to promote positive behavior and a supportive learning environment.
4. College and Career Readiness
To support college and career readiness, eAcademy will ensure equitable access to rigorous coursework, expanded learning opportunities for all students and student groups, which includes HS dual enrollment opportunities.
5. Tiered Re-Engagement
eAcademy will continue to strengthen its Tiered Re-Engagement strategies and resources to ensure all students have access to academic and attendance issues. This system will provide differentiated levels of support to meet the diverse needs of all learners and promote equitable outcomes.
State Priorities Addressed:
A. Parent Involvement
B. Student Engagement
C. School Climate

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A - Attendance Rate Percentage of students who were present by student group. Source: District Analysis	Whole School - 94.40% Socio Economic Disadvantaged - 93.2% Hispanic - 94.3% White - 94.2%	Whole School - 96% Socio Economic Disadvantaged - 95% Hispanic - 96% White - 96%
1B - Chronic Absenteeism Rate Percentage of students in grades 6-8 who were absent for 10% or more of the total instructional days by student groups. Source: California School Dashboard	12.4% chronically absent, increase 10.8% Socio Economic Disadvantaged - 21.3% Hispanic - 8.3% White - 18.6%	9% or lower chronically absent Socio Economic Disadvantaged - 16% Hispanic - 5% White - 15%
1C Suspension Rate: Percentage of students suspended 1 or more times during the school year by student group. Source: California School Dashboard	0%	Maintain 0%
1D School Climate Survey: Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management. Source: Local Climate Survey	May 2026 Results Overall Percent Favorable 85.98%	Increase additional involvement for PTSA to the Elementary site. Overall Percent Favorable Goal Growth of 4%.
1E Positive Behavior Systems/Self Assessment Survey /TFI: Source: Local Survey	March 2026 TFI Results Received 38 out of 46 available points through Tier 1 and Tier 2 data, with Discipline Data area receiving 0 points.	2027 TFI Results Goal Receive at least 41 or more points out of available 46 points through Tier 1 and Tier 2 data, and Discipline Data area receiving at least 1 point.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.1 To improve attendance and academic growth allowing students to stay in Independent Study, provide hourly compensation for staff to provide tiered re-engagement supports, which includes communicating and meeting with students/families for intervention.	All Students	9625 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Hourly staff
1.2	1.2 eAcademy will continue to provide professional learning opportunities to teachers and staff members through PBIS and SEL efforts to increase student engagement on campus, improve school climate, improve SBAC/CAASPP scores in ELA and Math, and decrease chronic absenteeism across all student groups. School counselors will provide focused support as needed for all students through regular check-ins, small group counseling, and targeted attendance	All students	20000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Supplemental Materials, incentives, awards

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	interventions aimed at improving engagement and reducing absenteeism. The PBIS team and school counselors will coordinate a school-wide tiered system of support that includes assemblies, classroom lessons, and small group activities to build competency in self-management, self-awareness, responsible decision-making, relationship skills, social awareness, and growth mindset in a safe, positive, and inclusive learning environment.		

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The PBiS team has implemented support and collaboration of staff for buy-in and school wide use PBiS bucks for positive behavior choices by students through counseling and staff in order to decrease student behavior incidents. PBiS team meets monthly to discuss any pertinent issues and ways to improve our system.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our expenditures did not meet the proposed expenses last year as it was our first year utilizing LCAP funds. It was new to eAcademy and trying to understand how better to align purchases to the LCAP.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Spending appropriately based on a better understanding of what type of expenditures algin with LCAP goals.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Tiered Academic Support
All students will receive a high-quality, standards-based, and rigorous instructional program, supported by tiered interventions across core subjects and exploratory courses, to ensure high levels of achievement for every student.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will progress towards meeting standards in academics through tiered supports and services.

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.

CAASPP data indicates that student performance is growing at eAcademy as we continue to focus on the individual student need. eAcademy recognizes the need to strengthen core instruction through ongoing professional development, Professional Learning Communities (PLC), and targeted interventions/tiered re-engagement. As we move towards PLC implementation, eAcademy will continue with collaboration time weekly for teachers to work together to provide students with interventions.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A - ELA State Assessment Average Distance from "Standard Met" on English Language Arts (ELA) Smarter Balanced Summative Assessment for Grades 3-8 & 11 by student group Source: California School Dashboard	2025 CA School Dashboard (points from standard) increased by +18.7 points Low Socio-economic - increase by 29.6 points White - declined by 8.7 points Hispanic - increased by 27 points	2025 CA School Dashboard (points from standard) increase by +5points Low Socio-economic = +34.6 points White = -3.7 points Hispanic = +32 points
2B - Math State Assessment Average Distance from "Standard Met" on Mathematics Smarter Balanced Summative Assessment for Grades 3-8 & 11 by student group Source: California School Dashboard	2025 CA School Dashboard (points from standard) increased by +18.1 points Low Socio-economic - increase by 58.1 points White - increased by 7.4 points Hispanic - increased by 16.8 points	2025 CA School Dashboard (points from standard) increase by +5points Low Socio-economic = +63.1 points White = +12.4 points Hispanic = +21.8 points
2C - California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST for Grades 5, 8 and 12 by student group	2025 CA School Dashboard (points from standard) increased by 17.6 points	2025 CA School Dashboard (points from standard) increase by +5points Low Socio-economic = +20 points

Source: CDE Dataquest Reporting	Low Socio-economic - increase by 15 points White - increased by 18.3 points Hispanic - increased by 4.9 points	White = +23.3 points Hispanic = +9.9 points
2D - STAR Assessment (English/Reading) Percentage of students Meeting or Exceeding Standards in grades K-5 by student group compared to the total number of students enrolled Source: Internal District Reporting	2025-26 School year Check in May STAR Reading: K-5 at/above grade level (proficiency rate) = 76.9%	2026-27 School year Check in May STAR Reading goal to increase by 2.5%
2E - STAR Assessment (Math) Percentage of students Meeting or Exceeding Standards in grades K-5 by student group compared to the total number of students enrolled Source: Internal District Reporting	2025-26 School year Check in May STAR Math: K-5 at/above grade level (proficiency rate) = 69.2%	2026-27 School year Check in May STAR Math goal to increase by 2.5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide intentional, sustained opportunities for staff collaboration (PLC), creating Professional Learning communities, and professional development to strengthen standards-based instruction, Guiding Coalition collaboration, and improve SBAC outcomes in English Language Arts (ELA) and Math. Resources will include funding for substitute teachers to support release time, conference registration and travel, consultant services, and reprographics/printing. Support supplemental academic programs designed to increase student mastery of grade-level standards and improve SBAC performance in ELA and Math. This includes instructional materials for classrooms (including CTE), site licenses, materials, and training for intervention software programs, as well as reprographics/printing.	All students	6000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 5201: Employee Mileage 5202: Employee Conference Expense 16500 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 4310: Instructional materials & supplies (vendor) 5841: Site licenses - computer
2.2	To improve attendance and academic growth allowing students to stay in Independent Study, provide hourly compensation for staff to provide tiered re-engagement supports, which includes communicating and meeting with students/families for intervention.	All students	8100 Title I Personnel (1000-3999) Hourly staff
2.3	EL Rep. compensation (LCAP), language line expenses (LCAP) and ELLevation software for English Learners (Title III)- these are required annually	EL Students	800 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Hourly Staff 700 LCAP - Supplemental & Concentration Grant (LCAP)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Non-Personnel (4000-7439) Language Line Expenses ELLevation software

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Due to students achieve at or below grade level standards in ELA and Math for student groups, an emphasis will be placed on professional development, providing materials, and collaboration time through PLC. In addition to this, additional focus will be on intervention/tiered re-engagement to increase number of students staying in Independent Study.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Professional development is still a goal at eAcademy to increase student academic achievement - with a focus on intervention/tiered re-engagement.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Adding funding for hourly pay compensation for staff to provide tiered re-engagement supports, which includes communicating and meeting with students/families for direct interventions.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$61,725.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$8,100.00

Subtotal of additional federal funds included for this school: $8,100.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCAP - Supplemental & Concentration Grant (LCAP)	$53,625.00

Subtotal of state or local funds included for this school: $53,625.00

Total of federal, state, and/or local funds for this school: $61,725.00

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
LCAP - Supplemental & Concentration Grant (LCAP)	53,625.00
Title I	8,100.00

Expenditures by Budget Reference

Budget Reference	Amount
Non-Personnel (4000-7439)	43,200.00
Personnel (1000-3999)	18,525.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Non-Personnel (4000-7439)	LCAP - Supplemental & Concentration Grant (LCAP)	43,200.00
Personnel (1000-3999)	LCAP - Supplemental & Concentration Grant (LCAP)	10,425.00
Personnel (1000-3999)	Title I	8,100.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	29,625.00
Goal 2	32,100.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Jeffrey Im School Principal

Adrienne Ayala Classroom Teachers

Hilary Craw Other School Staff

Courtney Parent Parent or Community Members

Name of Members	Role
Jeffrey Im	Principal
Adrienne Ayala	Classroom Teacher
Hilary Craw	Other School Staff
Courtney Parent	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

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 June 4, 2026.

Attested:

Principal, Jeffrey Im on June 4, 2026

SSC Chairperson, Courtney Parent on June 4, 2026