



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Gold Ridge Elementary School	3467330611568	May 12, 2026	August 20, 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 School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

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

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Plan Description

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

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

The purpose of this plan is to align our site goals with the district's Local Control and Accountability Plan (LCAP) goals. Gold Ridge Elementary School will meet the ESSA (Every Student Succeeds Act) requirements through a focus on student achievement, working collaboratively in Professional Learning Communities (PLC), student engagement, and Social Emotional Learning (SEL). Our long-term goal is to help every student perform at high levels. Evidence based interventions including a focus on essential standards, Multi-tiered Systems of Support (MTSS), and common formative assessments will be used.

School Vision and Mission

GRE Vision: High levels of learning for all.

GRE Mission: At Gold Ridge Elementary, we are dedicated to fostering a culturally responsive and inclusive learning environment where every student is valued, celebrated, and empowered. Our mission is to inspire a sense of belonging, equity, and excellence by promoting a deep appreciation for diversity, nurturing a love of learning, and preparing our students to become informed and participating global citizens.

School & Community Profile

Gold Ridge Elementary (GRE) is a Pre-K – 5th grade school located in the Broadstone neighborhood of Folsom. Kemp Park and wetland marshes, ponds, and creeks are within easy walking distance of the school. The campus houses 25 classrooms, a library, a Student Care Center, and both Special Education and Adult Education preschool programs. Our multi-purpose building includes a stage and a serving kitchen; gym facilities are shared with the Folsom Parks and Recreation Department.

As of the California Longitudinal Pupil Achievement Data System (CALPADS) 2025, our student enrollment was 471 students. We have a racially and culturally diverse student population representative of California. Our students speak approximately 30 different home languages, and language minority students represent 30 percent of our school population.

Our teachers and staff are committed to high academic expectations with individualized support to help all students master content standards. To complement our academic emphasis, we believe all students benefit from a rich variety of experiences in Music, Physical Education, Technology, and the Arts. Our teachers partner with parent volunteers and community groups to extend learning through programs such as Eagles Art (a docent-led Visual Arts program), 3E Science (parent-supported hands-on Next Generation Science Standards (NGSS) hands-on activities), PC Pals (provided by Intel Corporation volunteers), and a variety of after school clubs. Our commitment to the Visual and Performing Arts is displayed at grade-level music, theater performances, and school clubs like the Drama Club, Cross Country, and Track.

Parents are engaged in a wide variety of leadership and volunteer activities that enrich and support learning. Our Parent Teacher Organization (PTO) sponsors community events such as our Back-to-School Kick-Off and Winter Wonderland, funds assemblies, and organizes enrichment activities such as the Science Fair and our parent docent Science, Technology, Engineering, and Math (STEM) program 3E Science and Eagles Art. Approximately 200 parents sign up each year to work as Science and Art docents, volunteer in classrooms, and chaperone field trips.

Educational Partner Involvement

How, when, and with whom did Gold Ridge 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

Community meetings, including School Site Council (SSC), LCAP, and PTO general meetings, are held throughout the year. At these meetings, site and Local Control Accountability Plan (LCAP) goals are shared and discussed. Staff, parents, and community members provide input through both discussion and online surveys. A formal review of the SPSA is conducted at School Site Council meetings, which are open to the public.

School Site Council Meeting & ELAC: 10/21/25 Presentation on the purpose of the SSC and ELAC, the composition of members, and the Comprehensive Site Safety Plan. ELAC: Presentation on English Learner support, English Language Proficiency Assessments for California (ELPAC) testing, Reclassified Fluent English Proficient (RFEP) process

School Site Council Meeting & ELAC: 1/13/26 Review and approve Comprehensive Site Safety Plan; present Supplemental Funding Formula and areas of need

School Site Council Meeting & ELAC: 02/10/26 Approval of Supplemental Funding Plan, Data Walk

School Site Council Meeting & ELAC: 5/12/26 SPSA approval, review of LCAP Goals

PTO Meetings: 8/20/25, 9/24/25, 10/15/25, 12/17/25, 1/21/26, 2/25/26, 3/19/26, 4/15/26

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

English Learner Progress (red) 34.7% making progress (26.2% decrease from the previous year). Continue to provide more targeted support in the classroom for Tier One, Two, and Three instruction through professional development in integrated and designated English Language (EL) instructional methods.

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 Learner progress (red). Continue to provide more targeted support in the classroom for Tier One, Two, and Three instruction through professional development in integrated and designated English Language (EL) instructional methods. English Language Learners: Suspension rate (yellow). Students with Disabilities: Mathematics (orange), English Language Arts (red)

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 Gold Ridge 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	%	0.40%	0.21%		2	1
African American	3.36%	2.22%	2.97%	18	11	14
Asian	26.36%	24.60%	22.93%	141	122	108
Filipino	2.06%	2.02%	2.34%	11	10	11
Hispanic/Latino	16.82%	18.35%	17.20%	90	91	81
Pacific Islander	0.37%	0.40%	0.21%	2	2	1
White	38.32%	39.92%	40.76%	205	198	192
Multiple/No Response	12.71%	12.10%	13.38%	68	60	63
Total Enrollment				535	496	471

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	35
Kindergarten	91	56	81
Grade 1	85	93	41
Grade 2	81	71	85
Grade3	97	76	66
Grade 4	86	90	64
Grade 5	73	86	99
Total Enrollment	535	496	471

Conclusions based on this data:

1. Gold Ridge Elementary continues to reflect the racial and ethnic diversity of California. This past year saw an increase in the percentage of Hispanic and Latino students.
2. Students of Asian background make up approximately 25 percent of the school population. This subgroup is made up predominantly of students from India, but also includes students from the Middle East, China, Taiwan, Southeast Asia, and Japan.

3. Grade level data shows a "bubble" or slightly higher number of students at 4th and 5th grade. These bubbles are typical and the reason we often have at least one grade level combination class 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	89	80	64	15.0%	16.6%	13.6%
Fluent English Proficient (FEP)	62	64	65	13.4%	11.6%	13.8%

Conclusions based on this data:

1. The number of English Learners (EL) at Gold Ridge has shown an increase over the last few years.
2. A significant number of our students were reclassified in 2024-2025 (24), which speaks to the effectiveness of our ELL instruction and supports.
3. With students and families from over 20 countries, the majority of our EL students are from India and speak a variety of languages and dialects from that area.

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	100	99	74	93	97	72	93	97	72	93.0	98	97.3
Grade 4	72	95	87	72	92	85	72	92	85	100.0	96.8	97.7
Grade 5	102	75	86	101	73	85	101	73	85	99.0	97.3	98.8
All Grades	274	269	247	266	262	242	266	262	242	97.1	97.4	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	2458.	2446.	2427.	36.56	28.87	25.00	30.11	34.02	23.61	18.28	19.59	30.56	15.05	17.53	20.83
Grade 4	2512.	2472.	2498.	54.17	31.52	34.12	16.67	23.91	28.24	12.50	18.48	15.29	16.67	26.09	22.35
Grade 5	2524.	2534.	2526.	32.67	39.73	34.12	24.75	27.40	29.41	24.75	13.70	17.65	17.82	19.18	18.82
All Grades	N/A	N/A	N/A	39.85	32.82	31.40	24.44	28.63	27.27	19.17	17.56	20.66	16.54	20.99	20.66

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	29.03	19.59	20.83	60.22	67.01	61.11	10.75	13.40	18.06
Grade 4	38.89	23.91	28.24	54.17	63.04	62.35	6.94	13.04	9.41
Grade 5	21.78	28.77	15.29	63.37	60.27	70.59	14.85	10.96	14.12
All Grades	28.95	23.66	21.49	59.77	63.74	64.88	11.28	12.60	13.64

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	29.03	16.49	15.28	52.69	67.01	58.33	18.28	16.49	26.39
Grade 4	27.78	17.39	23.53	55.56	63.04	58.82	16.67	19.57	17.65
Grade 5	30.69	24.66	23.53	51.49	54.79	57.65	17.82	20.55	18.82
All Grades	29.32	19.08	21.07	53.01	62.21	58.26	17.67	18.70	20.66

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	19.35	16.49	16.67	73.12	75.26	65.28	7.53	8.25	18.06
Grade 4	22.22	10.87	16.47	68.06	73.91	71.76	9.72	15.22	11.76
Grade 5	17.82	15.07	20.00	69.31	71.23	70.59	12.87	13.70	9.41
All Grades	19.55	14.12	17.77	70.30	73.66	69.42	10.15	12.21	12.81

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	25.81	25.77	16.67	62.37	56.70	62.50	11.83	17.53	20.83
Grade 4	23.61	20.65	18.82	68.06	57.61	69.41	8.33	21.74	11.76
Grade 5	27.72	31.51	30.59	58.42	56.16	52.94	13.86	12.33	16.47
All Grades	25.94	25.57	22.31	62.41	56.87	61.57	11.65	17.56	16.12

Conclusions based on this data:

- English Language Arts scores have seen decreased over the last three years as noted by CAASPP scores.
- Grade level teams will review results as part of their work in Professional Learning Communities (PLC) - looking for both trends they can address during Tier 1 core instruction as well as student specific needs that can be supported through intervention with strong Tier 2 and Tier 3 supports. UFLI instruction for all K-2. SIPPS for all 3-5th grades. Foundational Reading Block for all grades.
- As a district, our district scores higher than the state average as Reading/Language Arts has been a district focus.

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	100	99	74	96	98	74	96	98	74	96.0	99	100
Grade 4	72	95	87	72	93	85	72	93	85	100.0	97.9	97.7
Grade 5	102	75	86	101	73	86	101	73	86	99.0	97.3	100
All Grades	274	269	247	269	264	245	269	264	245	98.2	98.1	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	2472.	2470.	2434.	38.54	34.69	27.03	32.29	32.65	27.03	17.71	20.41	20.27	11.46	12.24	25.68
Grade 4	2525.	2495.	2508.	38.89	25.81	28.24	29.17	35.48	41.18	25.00	23.66	20.00	6.94	15.05	10.59
Grade 5	2509.	2527.	2519.	23.76	31.51	27.91	18.81	16.44	23.26	32.67	31.51	23.26	24.75	20.55	25.58
Grade 11															
All Grades	N/A	N/A	N/A	33.09	30.68	27.76	26.39	29.17	30.61	25.28	24.62	21.22	15.24	15.53	20.41

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	48.96	43.88	27.03	41.67	42.86	48.65	9.38	13.27	24.32
Grade 4	45.83	33.33	31.76	40.28	48.39	56.47	13.89	18.28	11.76
Grade 5	22.77	28.77	25.58	51.49	42.47	50.00	25.74	28.77	24.42
Grade 11									
All Grades	38.29	35.98	28.16	44.98	44.70	51.84	16.73	19.32	20.00

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	33.33	37.76	32.43	52.08	47.96	44.59	14.58	14.29	22.97
Grade 4	47.22	24.73	23.53	45.83	59.14	62.35	6.94	16.13	14.12
Grade 5	17.82	24.66	22.09	59.41	58.90	54.65	22.77	16.44	23.26
All Grades	31.23	29.55	25.71	53.16	54.92	54.29	15.61	15.53	20.00

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	37.50	36.73	17.57	50.00	54.08	64.86	12.50	9.18	17.57
Grade 4	44.44	32.26	34.12	44.44	50.54	58.82	11.11	17.20	7.06
Grade 5	19.80	27.40	22.09	63.37	56.16	56.98	16.83	16.44	20.93
All Grades	32.71	32.58	24.90	53.53	53.41	60.00	13.75	14.02	15.10

Conclusions based on this data:

1. Math scores have seen decreased over the last three years as noted by CAASPP scores.
2. Professional Development in Math instruction and corresponding work on essential Math standards in grade level PLCs has been and will continue to be a focus for our site. Bolstering Tier 1 instruction in the classroom. Implement a Foundational Mathematics block.
3. Our plan to focus on 1st instruction and targeted classroom interventions in math have proven to move a significant number of students out of "Below Standard" to "At or Near Standard".

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1434.3	1460.9	*	1427.3	1470.9	*	1450.3	1437.4	*	19	22	9
1	*	1484.8	1465.4	*	1490.5	1470.0	*	1478.7	1460.3	10	19	19
2	1483.1	*	*	1472.7	*	*	1493.1	*	*	15	7	8
3	*	1496.2	1484.4	*	1500.0	1495.4	*	1491.9	1473.2	10	15	12
4	*	1498.1	*	*	1500.7	*	*	1495.1	*	5	11	9
5	*	*	*	*	*	*	*	*	*	9	5	7
All Grades										68	79	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
K	15.79	40.91	*	36.84	27.27	*	31.58	31.82	*	15.79	0.00	*	19	22	*
1	*	26.32	21.05	*	52.63	26.32	*	15.79	36.84	*	5.26	15.79	*	19	19
2	20.00	*	*	40.00	*	*	13.33	*	*	26.67	*	*	15	*	*
3	*	20.00	16.67	*	33.33	25.00	*	20.00	16.67	*	26.67	41.67	*	15	12
4	*	27.27	*	*	18.18	*	*	27.27	*	*	27.27	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.12	26.58	14.06	33.82	35.44	35.94	23.53	25.32	26.56	23.53	12.66	23.44	68	79	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
K	21.05	54.55	*	31.58	13.64	*	21.05	27.27	*	26.32	4.55	*	19	22	*
1	*	42.11	31.58	*	42.11	26.32	*	10.53	26.32	*	5.26	15.79	*	19	19
2	20.00	*	*	40.00	*	*	13.33	*	*	26.67	*	*	15	*	*
3	*	46.67	25.00	*	20.00	25.00	*	6.67	16.67	*	26.67	33.33	*	15	12
4	*	54.55	*	*	18.18	*	*	0.00	*	*	27.27	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.41	45.57	20.31	29.41	24.05	35.94	16.18	15.19	23.44	25.00	15.19	20.31	68	79	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
K		22.73	*		45.45	*		31.82	*		0.00	*		22	*
1		26.32	15.79		42.11	21.05		21.05	36.84		10.53	26.32		19	19
2		*	*		*	*		*	*		*	*		*	*
3		0.00	0.00		40.00	25.00		33.33	33.33		26.67	41.67		15	12
4		9.09	*		18.18	*		36.36	*		36.36	*		11	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	11.76	13.92	7.81	32.35	43.04	29.69	33.82	27.85	31.25	22.06	15.19	31.25	68	79	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
K	26.32	36.36	*	52.63	59.09	*	21.05	4.55	*	19	22	*
1	*	52.63	42.11	*	42.11	57.89	*	5.26	0.00	*	19	19
2	40.00	*	*	33.33	*	*	26.67	*	*	15	*	*
3	*	33.33	25.00	*	33.33	33.33	*	33.33	41.67	*	15	12
4	*	45.45	*	*	27.27	*	*	27.27	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.94	40.51	31.25	47.06	43.04	53.13	25.00	16.46	15.63	68	79	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
K	10.53	50.00	*	52.63	40.91	*	36.84	9.09	*	19	22	*
1	*	36.84	15.79	*	52.63	63.16	*	10.53	21.05	*	19	19
2	20.00	*	*	46.67	*	*	33.33	*	*	15	*	*
3	*	46.67	25.00	*	40.00	41.67	*	13.33	33.33	*	15	12
4	*	54.55	*	*	18.18	*	*	27.27	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.53	41.77	17.19	45.59	43.04	57.81	30.88	15.19	25.00	68	79	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
K	21.05	18.18	*	73.68	81.82	*	5.26	0.00	*	19	22	*
1	*	42.11	21.05	*	47.37	52.63	*	10.53	26.32	*	19	19
2	20.00	*	*	60.00	*	*	20.00	*	*	15	*	*
3	*	0.00	0.00	*	73.33	41.67	*	26.67	58.33	*	15	12
4	*	9.09	*	*	63.64	*	*	27.27	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.59	17.72	9.38	55.88	67.09	56.25	23.53	15.19	34.38	68	79	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
K	52.63	36.36	*	36.84	63.64	*	10.53	0.00	*	19	22	*
1	*	10.53	26.32	*	84.21	57.89	*	5.26	15.79	*	19	19
2	26.67	*	*	53.33	*	*	20.00	*	*	15	*	*
3	*	6.67	0.00	*	80.00	75.00	*	13.33	25.00	*	15	12
4	*	9.09	*	*	54.55	*	*	36.36	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.53	16.46	14.06	52.94	72.15	59.38	23.53	11.39	26.56	68	79	64

Conclusions based on this data:

1. We continue to provide targeted instruction support for our EL students, and see the reclassifications are consistently taking place, resulting in many students being Reclassified Fluent English Proficient (RFEP). 24 students achieved RFEP status this year.
2. We will continue to use strong Tier 1 instruction with designated and integrated EL strategies as well as BIA support to support students, families, and teachers. Professional Development by EL Specialist Lead Teacher.

3. We will be using our Common Planning time to support and steer our instruction to support all of our 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
496	26.8%	16.1%	0.4%
Total Number of Students enrolled in Gold Ridge 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	16.1%
Foster Youth	2	0.4%
Homeless	5	1%
Socioeconomically Disadvantaged	133	26.8%
Students with Disabilities	67	13.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	2.2%
American Indian	2	0.4%
Asian	122	24.6%
Filipino	10	2%
Hispanic	91	18.3%
Two or More Races	60	12.1%
Pacific Islander	2	0.4%
White	198	39.9%

Conclusions based on this data:

1. Gold Ridge Elementary continues to be an ethnically and racially diverse school reflective of the demographic mix that is California.

2. We continually look for ways to welcome, include, and celebrate students and families from many different backgrounds through instruction, assembly programs, library books, and special family events.
3. Staff receives training on equity and inclusion, support for English Language Learners, and how to maximize translation tools such as Language Line and Google Translate to engage parents who are limited English speakers.

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Green	Suspension Rate  Blue
Mathematics  Green		
English Learner Progress  Red		

Conclusions based on this data:

- In 2024-2025 school year our students are scoring above the state average and show success in both Math and ELA. There is room for growth in both core academic areas.
- The suspension rate at GRE is low which indicates the success of our PBIS plan and allows our students to be in class and learning.

3. The Dashboard indicates the GRE continues to show that our EL population is progressing but warrants continued support in instruction.

School and Student Performance Data

Academic Performance English Language Arts

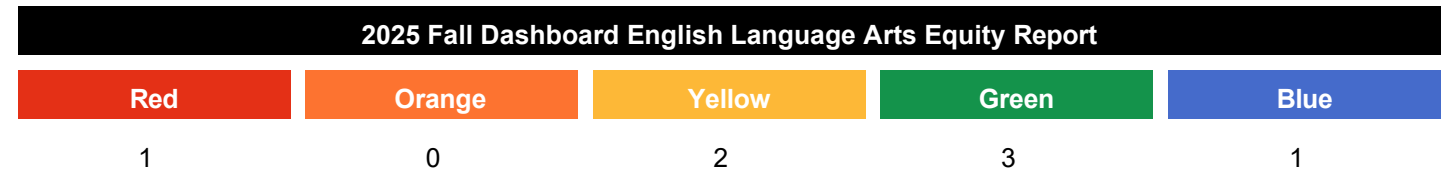
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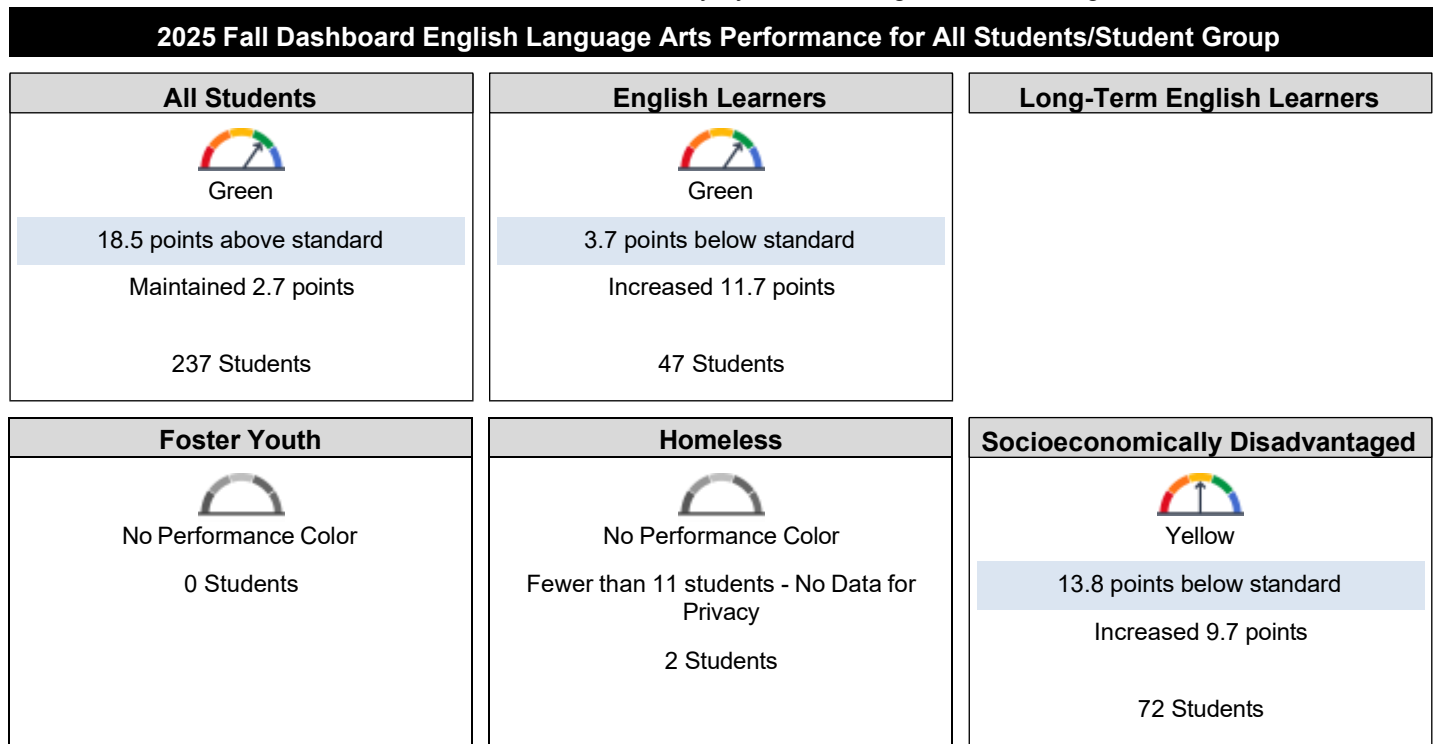
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This section provides number of student groups in each level.



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



Students with Disabilities  Red 89.6 points below standard Declined 12.3 points 34 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  Blue 47.3 points above standard Increased 5.1 points 51 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Yellow 7.3 points above standard Maintained -1.7 points 45 Students
Two or More Races  Green 12.2 points above standard Increased 14.5 points 30 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 12.2 points above standard Maintained 1 points 98 Students

Conclusions based on this data:

1. The Socioeconomically Disadvantaged, students with disabilities, and English Language Learners at GRE are our lowest performing sub-populations. Continued support through targeted instructional practices is needed. Targeted early literacy intervention, tiered levels of instruction with universal screening, progress monitoring, and evidence-based reading strategies (phonics + reading comprehension) in addition to building content knowledge and vocabulary.
2. All ethnics sub-groups that could be identified are performing at a mid-high or very high level.
- 3.

School and Student Performance Data

Academic Performance Mathematics

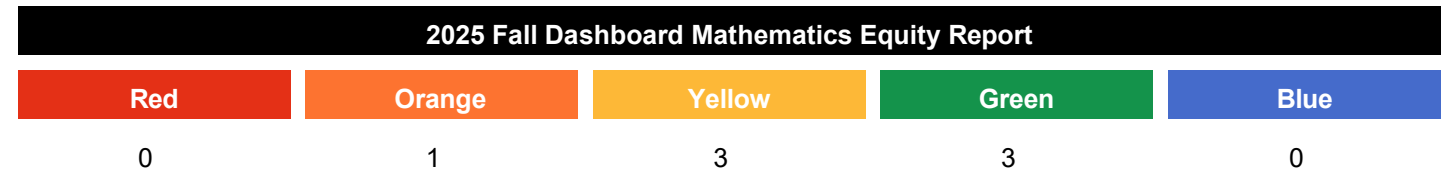
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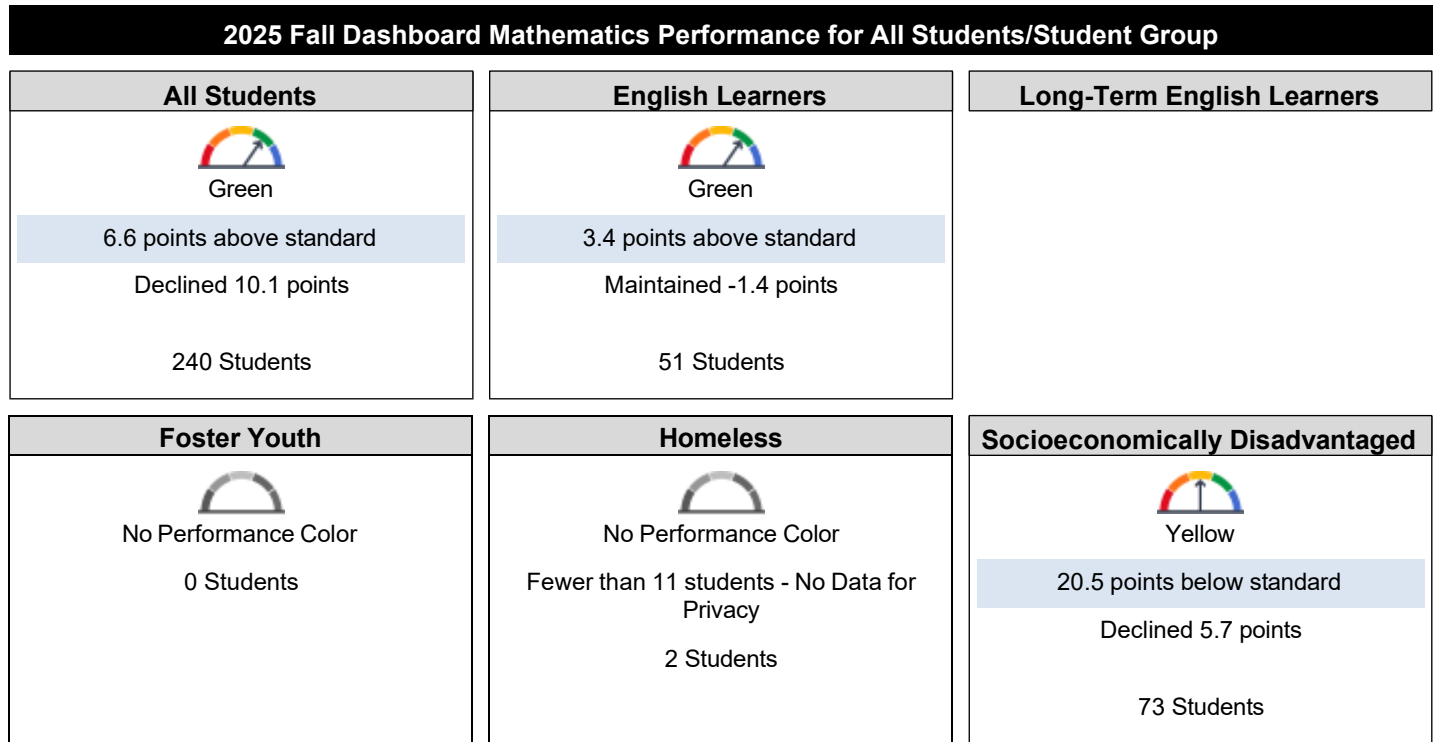
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.



Students with Disabilities  Orange 94.2 points below standard Declined 20.8 points 35 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  Green 37.8 points above standard Declined 17.9 points 53 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Yellow 11.9 points below standard Maintained 0.3 points 46 Students
Two or More Races  Green 17.1 points above standard Increased 10.5 points 30 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Yellow 1.1 points below standard Declined 12.7 points 98 Students

Conclusions based on this data:

1. According to the Dashboard most ethnic sub-groups are scoring mid to high or very high in Mathematics.
2. Instructional strategies in Math standards continues to be a focus for the site with an emphasis on Professional Development and Professional Learning Community (PLC) work tied to essential Common Core State Standards.
3. A greater focus on instructional strategies in math for our Hispanic students and students with a disability is needed and will be a target of professional development. Gold Ridge has implemented a Foundational Math Block into the master schedule.

School and Student Performance Data

Academic Performance Science

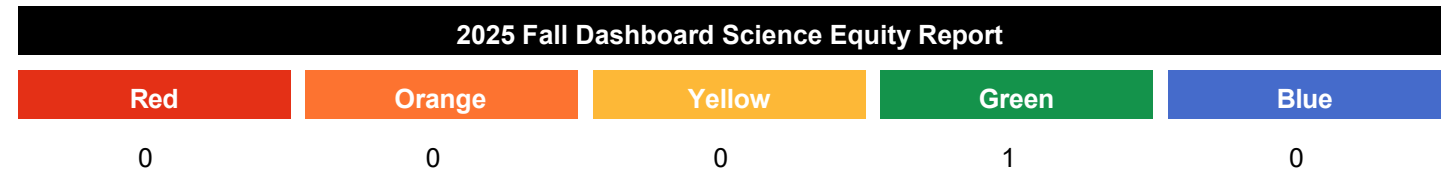
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Green 60.3 science points Maintained 1.1 points 84 Students	English Learners  No Performance Color 60 science points 21 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 53.5 science points Declined 6.2 points 23 Students

Students with Disabilities  No Performance Color 40.8 science points Increased 9.3 points 17 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color 66.6 science points Increased 2.7 points 24 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  No Performance Color 61.8 science points Increased 6.4 points 13 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 56.6 science points Maintained -1.8 points 39 Students

Conclusions based on this data:

1. According to the Dashboard, the All Students group are scoring in the green.

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
 Red	 No Performance Color
34.7 making progress.	making progress.
Number Students: 49 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
22.9%	41.7%	2.1%	33.3%

Conclusions based on this data:

1. According to the Dashboard, English Learner progress showed a decrease.
2. Supporting English Learners with high quality English Language Development instruction remains a high priority focus at GRE. Strengthen designated and integrated ELD to support literacy, math discourse, and access to rigorous content.
3. Providing accommodations to support Level 1 and Level 2 English Learners' access to core instruction (in Benchmark Advance and Envision Math) continues to be a priority.

School and Student Performance Data

Academic Performance College/Career Report

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

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

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:

1. N/A
2. N/A
3. 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.

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 number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Green 5.9% Chronically Absent Declined 2.4 522 Students	English Learners  Green 8% Chronically Absent Declined 3.5 87 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Socioeconomically Disadvantaged  Yellow 12.9% Chronically Absent Declined 2.7 155 Students

Students with Disabilities  Green 9.1% Chronically Absent Declined 6.5 88 Students	African American  No Performance Color 8.3% Chronically Absent Declined 6.7 12 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Yellow 6.1% Chronically Absent Maintained 0.3 131 Students	Filipino  No Performance Color 9.1% Chronically Absent Maintained 0 11 Students	Hispanic  Green 8.2% Chronically Absent Declined 5.9 97 Students
Two or More Races  Green 6.5% Chronically Absent Declined 6.8 62 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Green 3.9% Chronically Absent Declined 1.3 205 Students

Conclusions based on this data:

1. Chronic Absenteeism for all identified Students/Student Group is a targeted area of improvement. Work with our attendance clerk, Positive Behavior Intervention Supports (PBIS) strategies, and frequent communication with families will support our chronically absent student groups.
2. The GRE staff will work with parents, students, and staff to address attendance concerns, looking for ways to prioritize, and validate the school day, and instructional hours.
3. Chronic absenteeism, and truancy will continue to be monitored, and tracked through our district support attendance program. The principal and office personnel will be trained on our attendance program, Attention 2 Attendance (A2A). In addition, the staff (and District) will conduct two "20-Day Attendance Challenges" to increase attention ion the importance of daily attendance.

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 Orange Yellow Green Blue

Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A

2. N/A

3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

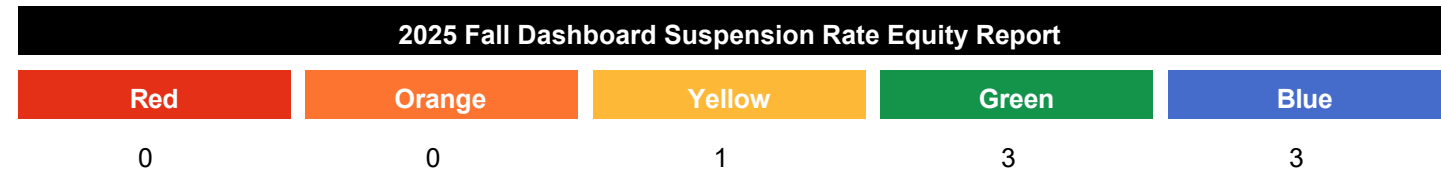
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.6% suspended at least one day Declined 1.5% 532 Students	English Learners  Yellow 1.1% suspended at least one day Maintained 0.1% 89 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Socioeconomically Disadvantaged  Green 1.3% suspended at least one day Declined 2% 160 Students

Students with Disabilities  Green 1.1% suspended at least one day Declined 3.3% 89 Students	African American  No Performance Color 7.7% suspended at least one day Increased 2.7% 13 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Blue 0% suspended at least one day Declined 1.2% 131 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 12 Students	Hispanic  Blue 0% suspended at least one day Declined 1% 97 Students
Two or More Races  Blue 0% suspended at least one day Declined 5.8% 68 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Green 1% suspended at least one day Declined 0.9% 207 Students

Conclusions based on this data:

1. GRE administration and climate and culture staff will look continually at disproportionality as it relates to suspension or discipline practices.
2. GRE continues to work to develop a positive school culture and climate that includes all students, features robust PBIS practices, and makes use of restorative strategies in response to errant student behaviors.
3. GRE will ensure that we not only have strong tier 1 supports for students, but we have tier 2, and tier 3 intervention to ensure that all students are being supported. Professional Development in Behavior Response to Intervention for administration, mental health team, classroom teachers, and Climate and Culture coaches has been provided, and is a continual focus.

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.

LCAP Goal 1: All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (State Priority 4 and 8)

At Gold Ridge Elementary, staff work together to monitor student achievement and use assessment results for instruction and intervention.

1.1 Utilizing the PLC process using data, we will utilize our MTSS Specialist and intervention teachers to identify and support students who are not on grade level for ELA and Mathematics.

1.2 Utilizing the PLC process using data, we will utilize our MTSS Specialist and intervention teachers to identify and support students who are not on grade level ELA and Mathematics.

1.3 Utilize Bilingual Aides to push in to support designated ELL instruction.

1.4 Special Education teachers will utilize PLC Thursdays and weekly Team Time to collaborate to connect students to grade level curriculum.

1.5 Kindergarten team levels students based on skill for reading and mathematics daily during the MTSS schedule utilizing the aides and Intervention teacher.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (State Priority 4 and 8)

1.01 - Ensure students are meeting grade-level standards in ELA and math (1st, 3rd, 5th, 8th, and 11th grades) with a specific emphasis on marginalized and underserved student populations

1.02 - Ensure English Learners, Foster Youth, and Students with Disabilities make grade level progress through access to grade level curriculum and quality first instruction.

1.03 - Improve TK/Kindergarten readiness as measured by curriculum embedded assessment.

1.04 - Grad rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

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.

35-40 percent of students are not mastering Common Core State Standards as evidenced by CAASPP scores. We want to bolster tier one first instruction and strengthen our MTSS time targeting tier 2a and 2b and tier 3 instructional supports.

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
Renaissance Scores	ELA = 60%; Math = 64%	Meet or exceed
CAASPP Scores	ELA = 58.67%; Math = 58.37%	Meet or exceed
Envision Topic Tests	Monitored by teacher	Monitored collaboratively as part of PLC collaboration time
Benchmark Advance Unit Tests	Monitored by teacher	Monitored collaboratively as part of PLC collaboration time
Bi-monthly PLC meetings	Three monthly meetings	Two or more meetings per month

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	Teachers work in Professional Learning Teams (PLTs) at least three times a month to analyze summative and formative assessments and collaboratively plan instruction and intervention.	All students	25907 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher is hired to support classroom teachers deliver first instruction to disadvantaged students and to create small group, targeted instruction in order to close the achievement gap. 10225 Learning Recovery 3000-3999: Employee Benefits Employee Benefits 2883 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Provide a General Ed para-educator. 1105 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 522 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Subs for ESNB 215 LCFF - Supplemental 3000-3999: Employee Benefits Benefits 125 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra time for Yard duties and Para 47 LCFF - Supplemental 3000-3999: Employee Benefits Benefits 500 LCFF - Supplemental 4000-4999: Books And Supplies Supplies 450

			LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra time for Guiding Coalition
1.2	Teachers participate in Professional Development to fine tune Professional Learning Community work.	All Students	9395 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Aide (BIA) 4183 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 2920 LCFF - Supplemental 2000-2999: Classified Personnel Salaries School Clerk 1310 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 1297 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Asst. 496 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 2468 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator 912 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
1.4			

Annual Review

SPSA Year Reviewed: 2024-25

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 participated in instructionally focused PLC collaboration. Bolstering Tier One instruction/first instruction, support with Tier 2 and Tier 3 instruction and support through Interventionist. Scheduled protected

intervention/enrichment time during the school day for students below grade level in literacy and mathematics. Implemented targeted early literacy intervention (MTSS Tiers 1-3) with universal screening, progress monitoring, and evidence-based reading strategies (phonics + comprehension).

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

None

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.

LCAP Goal 2: Student, parent, and community engagement

Gold Ridge Elementary will increase student and parent engagement and create a healthy and positive learning environment.

Gold Ridge team will:

2.1 Increase attendance rates through 20-Day Challenges and parent engagement

2.1 The principal will conduct an attendance review for families who are identified as chronically absent or have many unverified absences.

2.3 Second Step social-emotional learning (SEL) lessons will be taught weekly in classrooms.

2.3 Provide PBIS plans for students with Tier 2 or 3 behaviors. Offer and provide staff training and support.

2.3 The PBIS Team will have monthly PBIS focus around ytg SOAR Expectations (Self Control, On Task, Achievement, Respect) with a direct instruction lesson and positive recognitions/incentives for students modeling SOAR Expectations. Four SOAR Recognition Assemblies per year.

2.4 The Parent Coordinator will communicate with families using ParentSquare and News in the Eagle Eye. The Parent Coordinator will reach out to families with a call to support our ELAC and SSC..

2.5 Collaborate with PTO to increase family engagement and family events at the school site.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations (State Priority 3, 5, and 6)

2.01 - Increase student attendance rates and reduce chronic absenteeism.

2.02 - Increase the high school graduation rate and decrease the dropout rate for all students.

2.03 - Reduce student suspensions, expulsion rates, and bullying incidents.

2.04 - Increase opportunities for family engagement and parent input and the utilization of volunteers.

2.05 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders and foster community partnerships.

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 foundation of learning is a safe and welcoming environment where students and families feel connected. Gold Ridge will continue and increase parent/community partnerships to support student engagement during school day and beyond.

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
Average Attendance Rate	96.36 percent	97% or higher
Parent Volunteers	Increased Category 2 Volunteer applications and approvals this year	Increase awareness of Volunteer process
Parent Surveys	2 parent surveys completed last year	Studer Survey (Mid-Year), End of Year (EOY)
Student Surveys	3 (PBIS/Panorama) surveys completed last year	1 per trimester

Suspension Rate	4 Students have been suspended out of school, 4 In school suspensions in 2025/2026	Decrease the number of suspensions for the 2026-2027 school year
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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
2.1	Increase parent communication and education throughout the academic school year about the importance of attendance and its relationship to connectivity and academic success.	All students.	25907 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher is hired to support classroom teachers deliver first instruction to disadvantaged students and to create small group, targeted instruction in order to close the achievement gap. 10225 Learning Recovery 3000-3999: Employee Benefits Employee Benefits 2883 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Provide a General Ed para-educator. 1105 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 521 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Subs for ESNB 214 LCFF - Supplemental 3000-3999: Employee Benefits Benefits 125 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra time for yard supervisors and para 46 LCFF - Supplemental 3000-3999: Employee Benefits Benefits 500 LCFF - Supplemental

			4000-4999: Books And Supplies Supplies 450 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra time for Guiding Coalition
2.2	Engage parent volunteers to participate in and contribute toward school events and activities. Hire classified personnel to increase school to home communications, best ensure that students are healthy and available for learning, and have their language needs met in order to close the achievement gap, address rising SEL needs, and feel connected to school and their education.	All students.	9394 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Aide (BIA) 4182 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 2920 LCFF - Supplemental 2000-2999: Classified Personnel Salaries School Clerk 1309 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 1297 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Asst. 496 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 2468 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator 912 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits

Annual Review

SPSA Year Reviewed: 2024-25

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.

Partnered with families to improve attendance through education, incentives, and early intervention for chronic absenteeism. Implemented district-wide 20-Day attendance challenge. Included Attendance and Due Process in parent meetings for truant students. Strengthened PBIS and restorative approaches to reduce suspensions and improve school climate. Bolster other means to suspension and preventative measures through a strong Positive Behavior tiered school-wide system.

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

None

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

We will continue to address this goal in a similar manner. We will add more schoolwide Tier 1 and Tier 2 attendance incentives. We will also look at attendance patterns and create spirit days or fun activities (weekly Attendance Trophy winners) to increase attendance before or after holiday breaks depending on last year's absence data. Our goal is to do more SARBs for students who chronically absence multiple years.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

LCAP Goal 3: Professional learning and support for high quality instruction

Gold Ridge Elementary provides staff with professional development to support all students to reach high levels of learning.

3.1 School wide focus on foundational reading and math to remove barriers to success, increase student interest and participation, and provide scaffolding and support within the Tier 1 instruction.

3.1 Teach Second Step weekly to build social emotional learning skills.

3.2 MTSS Specialist will support teachers on instructional practices, PLC Collaboration time, and lead planning teams to ensure high quality instruction through strong Tier 1, 2a, 2b, and 3 practices.

3.2 Teachers will meet during PLC to choose essential standards, a curriculum that supports student needs, and use data to monitor the success of all students to plan for our intervention groups with our MTSS teacher that are fluid based on demonstrated student needs.

3.3 MTSS Specialist and program monitor will collaborate with teachers to plan instruction that focuses on instructional strategies in Tier 1 integrated ELL instruction and support curriculum and implementation in designated ELL time in small groups.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study. (State Priority 2, 4 and 7)

3.01 - Provide Transformative Social Emotional Learning (T-SEL) and culturally relevant professional development on instructional strategies and essential standards.

3.02 - Provide professional development opportunities in quality first instruction.

3.03 - Ensure all teachers use research-based EL instructional strategies to guarantee students access to instruction and improve achievement.

3.04 - Provide access to A-G, CTE, IB, AP, and STEM courses to ensure students are college and career ready

Identified Need

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

Teachers need additional time to collaborate, develop Common Formative Assessments (CFA), and identify students for intervention. This will be done in our Thursday weekly collaboration PLC meetings and weekly Team Time. Grade level teams will create SMART goals and CFAs to monitor program and make timely academic interventions. We have students in upper grade in the 2025/2026 who have not yet reclassified as English Proficient

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
Professional Development (PD)	Ongoing professional development on culture and climate and PLC. Collaboration meetings are provided to develop common formative assessments and shared instructional practices. Training in new adoptions and established curriculum.	Students will receive instruction from well-trained teachers and have access to a guaranteed and viable curriculum
California Dashboard Distance from Standard (DFS)	DFS in ELA 18.5 above - DFS in Mathematics 6.6 above	Move from the "green" band to the "blue" band on the Dashboard in both ELA and Mathematics
ELPAC	10 students reclassified in 2025-2026	Continue to maintain or increase the number of reclassifications in 2026-2027.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide intervention teacher, BIA, and other staff to track and support student progress.	All Students	25907 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher is hired to support classroom teachers deliver first instruction to disadvantaged students and to create small group, targeted instruction in order to close the achievement gap. 10225 Learning Recovery 3000-3999: Employee Benefits Employee Benefits 2882 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Provide a General Ed para- educator. 1105 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 521 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Subs for ESN 214 LCFF - Supplemental 3000-3999: Employee Benefits Benefits 125

			LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra time for yard supervisors and para 46 LCFF - Supplemental 3000-3999: Employee Benefits Benefits 500 LCFF - Supplemental 4000-4999: Books And Supplies Supplies 450 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries extra time Guiding Coalition
3.2	Engage parent volunteers to participate in and contribute toward school events and activities. Hire classified personnel to increase school to home communications, best ensure that students are healthy and available for learning, and have their language needs met in order to close the achievement gap, address rising SEL needs, and feel connected to school and their education.	All Students	9394 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Aide (BIA) 4182 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 2919 LCFF - Supplemental 2000-2999: Classified Personnel Salaries School Clerk 1309 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 1296 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Asst. 496 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 2468 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator 912 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
3.5			

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Annual Review

SPSA Year Reviewed: 2024-25

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.

Increased number of students achieving Reclassified Fluent English Proficient (RFEP). Parent engagement has increased by seeing the number of Category Two volunteer applications submitted and cleared. FCUSD (Folsom Cordova Unified School District) provided staff with opportunities for professional learning to optimize classroom instruction and practices. We worked on functioning as a Professional Learning Community (PLC) by providing release time for collaboration to analyze student outcomes and to plan flexible learning opportunities to help all students meet grade level standards. Professional development focused on strategies to help create safe and productive learning environments in our classrooms and our school (Second Step). Provided ongoing professional development on structured literacy (K-3) and conceptual math practices (TK-5), including differentiation for English learners.

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

None.

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.

None.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

LCAP Goal 4: High quality instruction and curriculum

School Goals: High quality instruction with common core standards-based instruction; students will have access to curriculum, which promotes college and career readiness and options.

Provide a safe, healthy, and positive school environment where students feel connected and thrive (State Priority 1 and 6) At Gold Ridge, we will:

4.1 Principal will do walk-throughs and evaluations for new and tenured staff on an eval cycle that will focus on supporting instructional coaching in ELL strategies, Increasing Student Engagement, and SEL.

4.1 Implement an effective instructional delivery mode, instructional strategies, resources, and classroom routines to support all students toward meeting academic goals. This includes implementation of textbooks and curriculum materials aligned to essential standards and the five pillars of literacy (phonemic awareness, phonics, vocabulary, fluency, and comprehension).

4.1 New Teachers will be paired with a mentor through New Teacher induction.

4.1 We will hold a monthly PD in staff meetings and meet three Thursdays a month utilizing the PLC process to plan and deliver instruction that uses data for every student. Teachers use the required Universal Screeners and interim assessment blocks (IAB) to progress monitor student reading achievement three times a year.

4.1 Students will show growth on Common Formative Assessments (CFA). Teachers create CFSs based on ELA essential standards as grade level teams. Teachers are crafting rigorous CFAs that show which students are in need of remediation.

4.1 Based upon data from University of Florida Literacy Institute (UFLI) Portal and mClass, provide intervention opportunities, in the classroom and from the MTSS Specialist/Intervention teacher, for those students performing below grade level standard in reading.

4.1 K-2 teachers are trained and implementing UFLI strategies and UFLI's weekly progress monitoring. Third through fifth grade teachers are trained and implementing SIPP's Challenge as a Tier one on-grade level phonics curriculum to all students.

4.1 Based upon the essential standards for writing, teachers will deliver instruction on three genres of writing (informational, opinion, and narrative).

4.2 Custodian and Principal will inspect the site daily and collaborate on the monthly school maintenance checklist.

4.3 Teachers will teach the Second Step curriculum regularly in order to provide direct model social emotional learning.

4.3 Climate/PBIS team will meet monthly to plan for Tier 1 strategies to increase a positive learning environment focusing on our SOAR Expectations.

4.3 Parent Coordinator will reach out to families to increase participation in ELAC and SSC.

4.3 School will provide instructional supplies to support the academic content in order to strengthen our increase in student engagement, check for understanding, project-based learning, anchor charts, technology supplies, and general supplies to support our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected and thrive (State Priority 1 and 6)

4.01 - Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.

4.02 - Maintain schools in good repair.

4.03 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

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.

Teacher effectiveness is highly correlated with student achievement, as well as home support.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Credential audits	100 percent	100 percent
Instructional materials checks	100 percent	100 percent
Monthly Facilities Checklists	100 percent	100 percent

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	School Goal: Focus on high quality, standards-based instruction and classroom support.	All students at GRE.	25907 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher is hired to support classroom teachers deliver first instruction to disadvantaged students and to create small group, targeted instruction in order to close the achievement gap. 10225 Learning Recovery 3000-3999: Employee Benefits Employee Benefits 2882 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Provide a General Ed para- educator. 1105 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 521 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Subs for ESNB 214 LCFF - Supplemental 3000-3999: Employee Benefits Benefits 125 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra time for yard supervisors and para 46

			LCFF - Supplemental 3000-3999: Employee Benefits Benefits 500 LCFF - Supplemental 4000-4999: Books And Supplies Supplies 450 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries extra time Guiding Coalition
4.2	Hire classified personnel to increase school to home communications and to best ensure that students are healthy and available for learning in order to close the achievement gap and address the SEL and language needs of our students.	All Students	9394 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Provide a Bilingual Aide (BIA) 4182 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 2919 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Provide a School Clerk 1309 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 1296 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Provide a Health Clerk 495 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 2467 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Provide a Parent Coordinator 911 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits

Annual Review

SPSA Year Reviewed: 2024-25

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.

Provided professional development opportunities for teachers and classified staff. Fine-tuned collaboration time for teachers with high quality Professional Learning Communities work. Focused on fortifying Tier One instruction in classrooms. All teachers were evaluated on a regular basis and provided with meaningful feedback and when necessary, coaching to improve practice. The principal met with the induction provider and new teachers. We maintained our school through monthly facility checks, frequent walk-throughs, and collaboration between the administrator and head custodian to ensure that all areas of the campus were well maintained. All teachers received adopted curriculum materials. Materials to support our English learners were used in all classrooms. Students received supplemental materials and online access to programs such as Mystery Science and Renaissance. Attendance was monitored weekly; implementation of early interventions tied to student engagement and connection. Promoted inclusive practice and representation in curriculum to increase belonging.

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

None.

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.

None

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

District Goal 1: Student Achievement and Success
School Goal (s):

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Performance Goal 1: World Language students will reach high standards at a minimum of attaining proficiency or better.
Performance Goal 5: All students will graduate from high school.

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.

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
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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
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Annual Review

SPSA Year Reviewed: 2024-25

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	\$259,813.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$115,285.00
Learning Recovery	\$144,528.00

Subtotal of state or local funds included for this school: \$259,813.00

Total of federal, state, and/or local funds for this school: \$259,813.00

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
LCFF - Supplemental	115285	0.00
Learning Recovery	144528	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	115,285.00
Learning Recovery	144,528.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	110,395.00
2000-2999: Classified Personnel Salaries	64,066.00
3000-3999: Employee Benefits	83,352.00
4000-4999: Books And Supplies	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6,767.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	64,066.00
3000-3999: Employee Benefits	LCFF - Supplemental	42,452.00
4000-4999: Books And Supplies	LCFF - Supplemental	2,000.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	103,628.00
3000-3999: Employee Benefits	Learning Recovery	40,900.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
64,960.00
64,954.00
64,951.00
64,948.00

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
Wendy Sol	Principal
Tamara Sutton	Classroom Teacher
Tara Koelzer	Classroom Teacher
Kelly Weske	Classroom Teacher
Shunna Robinson	Parent or Community Member
Stefanie Ellis	Other School Staff
Sari Dierking	Parent or Community Member
Latifa Hadzijusufovic	Parent or Community Member
Angelica Castro	Parent or Community Member
Alicia Diaz	Parent or Community Member
Krissie Neimann (Alternative)	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.

English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

Name of ELAC Members	Role
Tara Koelzer	Classroom Teacher
Latifa Hadzijusufovic	Parent or Community Member
Wendy Sol	Principal
Stefanie Ellis	Other School Staff

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

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
 - a. The school's needs assessment.
 - b. The school's annual language census.
- c. Ways to make parents aware of the importance of regular school attendance.

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 12, 2026.

Attested:

	Principal, Wendy Sol on 5/12/2026
	SSC Chairperson, Stefanie Ellis on 5/12/2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atخطيطwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atخطيطsummary.asp>

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

GRE SSC & ELAC Meeting Sign-In

5/12/2026	Ellis	Stefanie	Staff	Both ELAC and SSC
5/12/2026	Sol	Wendy	Principal	Both ELAC and SSC
5/12/2026	Latifa	Hadzijusufovic	Parent	Both ELAC and SSC
5/12/2026	Sutton	Tamara	Staff	SSC
5/12/2026	Dierking	Sari	Parent	SSC
5/12/2026	Weske	Kelly	Teacher	SSC
5/12/2026	Robinson	Shunna	Parent	Both ELAC and SSC
5/12/2026	Neimann	Krissie	Teacher	Both ELAC and SSC

GRE SSC & ELAC Meeting Sign-In

5/12/2026	Ellis	Stefanie	Staff	Both ELAC and SSC
5/12/2026	Sol	Wendy	Principal	Both ELAC and SSC
5/12/2026	Latifa	Hadzijusufovic	Parent	Both ELAC and SSC
5/12/2026	Sutton	Tamara	Staff	SSC
5/12/2026	Dierking	Sari	Parent	SSC
5/12/2026	Weske	Kelly	Teacher	SSC
5/12/2026	Robinson	Shunna	Parent	Both ELAC and SSC
5/12/2026	Neimann	Krissie	Teacher	Both ELAC and SSC

GRE SSC/ELAC MEETING AGENDA

 **Date:** 12 May 2026

 **Time:** 3:00 M - 4:00 PM

 **Location:** GRE Conference Room or Microsoft Teams
(Online meeting information below)

ATTENDEES:

- ✓ Angelica Castro
- ✓ Sari Dierking
- ✓ Stefanie Ellis
- ✓ Latifa Hadzijasufovic
- ✓ Tara Koelzer
- ✓ Krissie Neimann
- ✓ Shunna Robinson
- ✓ Wendy Sol
- ✓ Tamara Sutton
- ✓ Kelly Weske

AGENDA	PRESENTER	TIME
WELCOME AND INTRODUCTIONS • Opening remarks • Approval of February Minutes	Wendy Sol	3:00 PM
GRE SPSA • Gold Ridge Elementary SPSA Presentation	Wendy Sol	3:05PM
Q&A/OPEN DISCUSSION • Opportunity for attendees to ask questions and provide feedback • Open discussion on any concerns or suggestions	Wendy Sol	3:55 PM

[Microsoft Teams:](#)

Meeting ID: 215 469 116 531 277
Passcode: u9DP9LJ7

Dial in by phone +1 916-245-8582
325455222#

 sellis@fcusd.org

 916-294-9140

 <https://gre.fcusd.org/>

GRE ELAC MEETING AGENDA

 **Date:** 12 May 2026

 **Time:** 3:00 M - 4:00 PM

 **Location:** GRE Conference Room or Microsoft Teams
(Online meeting information below)

ATTENDEES:

- ✓ Angelica Castro
- ✓ Sari Dierking
- ✓ Stefanie Ellis
- ✓ Latifa Hadzijasufovic
- ✓ Tara Koelzer
- ✓ Krissie Neimann
- ✓ Shunna Robinson
- ✓ Wendy Sol
- ✓ Tamara Sutton
- ✓ Kelly Weske

AGENDA	PRESENTER	TIME
WELCOME AND INTRODUCTIONS • Opening remarks • Approval of February Minutes	Wendy Sol	3:00 PM
GRE SPSA • Gold Ridge Elementary SPSA Presentation	Wendy Sol	3:05PM
Q&A/OPEN DISCUSSION • Opportunity for attendees to ask questions and provide feedback • Open discussion on any concerns or suggestions	Wendy Sol	3:55 PM

Microsoft Teams:

Meeting ID: 215 469 116 531 277
Passcode: u9DP9LJ7

Dial in by phone +1 916-245-8582
325455222#

 sellis@fcusd.org

 916-294-9140

 <https://gre.fcusd.org/>

GRE SSC MEETING MINUTES

 **Date:** 12 May 2026

 **Time:** 3:00 M - 4:00 PM

 **Location:** GRE Conference Room or Microsoft Teams
(Online meeting information below)

ATTENDEES:

- ✓ ~~Angelica Castro~~
- ✓ Sari Dierking
- ✓ Stefanie Ellis
- ✓ Latifa Hadzijasufovic
- ✓ ~~Tara Keelzer~~
- ✓ Krissie Neimann
- ✓ Shunna Robinson
- ✓ Wendy Sol
- ✓ Tamara Sutton
- ✓ Kelly Weske

AGENDA	PRESENTER	TIME
CALL TO ORDER & MINUTES APPROVAL - Meeting Call to Order at 3:04pm - Approval of February Minutes motioned by T. Sutton and seconded by K. Weske	Wendy Sol	3:04 PM
GRE SPSA - The SPSA goals and funding was reviewed - SPSA is available for public view and is submitted after approval to school board. - Sites not Title 1 receive \$50k - Look at LCAP & data for goals for grades 3-5 - SPSA's performance data goals decide how to spend supplemental funding - Funds are used for full time BIA, para educator, supplemental clerk hours, and parent coordinator - GRE's students performed similar percentage of achievement from last year. 35-40% of GRE students are not mastering standards. - Approval of SPSA by motioned by T. Sutton and seconded by K. Neimann	Wendy Sol	3:05PM
Q&A/OPEN DISCUSSION AND OLD/NEW BUSINESS 2026-27 meeting date (s) and times to be set TBD - Meeting adjourned at 3:48 pm	Wendy Sol	3:40 PM

GRE ELAC MEETING MINUTES

 **Date:** 12 May 2026

 **Time:** 3:00 M - 4:00 PM

 **Location:** GRE Conference Room or Microsoft Teams
(Online meeting information below)

ATTENDEES:

- ☒ ~~Angelica Castro~~
- ☒ Sari Dierking
- ☒ Stefanie Ellis
- ☒ Latifa Hadzijasufovic
- ☒ ~~Tara Keelzer~~
- ☒ Krissie Neimann
- ☒ Shunna Robinson
- ☒ Wendy Sol
- ☒ Tamara Sutton
- ☒ Kelly Weske

AGENDA	PRESENTER	TIME
CALL TO ORDER & MINUTES APPROVAL - Meeting Call to Order at 3:04pm - Approval of February Minutes motioned by T. Sutton and seconded by K. Weske	Wendy Sol	3:04 PM
GRE SPSA - The SPSA goals and funding was reviewed - SPSA is available for public view and is submitted after approval to school board. - Sites not Title 1 receive \$50k - Look at LCAP & data for goals for grades 3-5 - SPSA's performance data goals decide how to spend supplemental funding - Funds are used for full time BIA, para educator, supplemental clerk hours, and parent coordinator - GRE's students performed similar percentage of achievement from last year. 35-40% of GRE students are not mastering standards. - Approval of SPSA by motioned by T. Sutton and seconded by K. Neimann	Wendy Sol	3:05PM
Q&A/OPEN DISCUSSION AND OLD/NEW BUSINESS 2026-27 meeting date (s) and times to be set TBD - Meeting adjourned at 3:48 pm	Wendy Sol	3:40 PM