

School Plan for Student Achievement

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the [SPSA Template Instructions](#).

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Del Roble Elementary	43-69625-6072151	May 27th, 2025	June 12, 2025

Plan Description

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

Del Roble’s Schoolwide Program

The mission of Del Roble School is for every student’s potential to be achieved!

Del Roble School's vision is to provide a caring, engaging, and stimulating 21st-century environment where children will recognize and reach their fullest potential.

Our staff has been working diligently to improve instructional practices with a focus on student learning in a Dual Language TWBI model. Del Roble is a school where students learn 21st-century skills to reach academic excellence and be productive and joyful global citizens. Teachers collaborate weekly to share best practices, review curriculum, and reflect on student performance through the Professional Learning Community process (PLC). Teachers and staff focus on student safety, a positive school climate emphasizing cultural diversity, and providing innovative and rigorous instruction. Students are empowered to be creative, critical thinkers, communicators, and collaborators and possess decision-making skills to reach their dreams.

Intervention is provided through small group differentiated instruction within the class. As an intervention, teachers hold small group instruction in their classrooms two to four times a week to accelerate learning through front-loading/re-teaching grade level skills or

concepts. We are confident that our students are well prepared to continue to do well on the California Assessment of Student Performance and Progress (CAASPP), the English Language Proficiency Assessments for California (ELPAC) for our English language learners, the Science assessment for our fifth graders, and the LAS Links for our Spanish Language Learners as well as the I-Ready district benchmarks.

Parents are encouraged and actively involved in groups like the Home & School Club, CAMINO Parent Group, School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and the Village. We regularly communicate with parents via ParentSquare, Facebook, school marquee, parent-teacher conferences, weekly principal community messages, and a monthly school newsletter. English Learner Advisory Committee (ELAC) and Parent Club meetings are well attended, and parents actively engage in student success discussions.

Working together, the staff, parents, and all community educational partners can set goals, teach the importance of being lifelong learners, celebrate accomplishments, and encourage our Wildcats to persevere. At Del Roble, it is everyone's responsibility to work together and support strong relationships of respect and trust for individuality and diversity. A community that believes in the family is the cornerstone of the student's educational growth.

We work closely with educational partners throughout the district and analyze student performance data continuously. Six goals, outlined below, have been identified as the focus within our current District Local Control and Accountability Plan (LCAP) to improve outcomes for all students:

Goal 1 - All students will be proficient in meeting and/or exceeding all Common Core State Standards (CCSS). Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking, and creativity. We will provide innovative strategies supporting technology implementation to enhance student learning of core academic subject knowledge and meet technology standards through our Dual Language vision. (Academics)

Goal 2—We will accelerate academic achievement toward meeting or exceeding standards for our Multi-Lingual Learners (MLL's), Socioeconomic Disadvantaged students, Foster Youth, and students of color and increase MLLs' language proficiency. (Historically under-resourced students.)

Goal 3 - We will provide an inclusive learning environment for Students with Disabilities to best support social, emotional, and academic development. (Equity for Learning Differences)

Goal 4 - We will actively engage parents and community members in supporting the implementation of Common Core State Standards (CCSS) instruction and providing leadership opportunities for input to curricular and extra curricular educational experiences. (Wholistic Scholar Educational experience)

Goal 5 - School and classroom environments will support learning, creativity, safety, and engagement. (Safe School Community)

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council approved the SPSA on May 27th of 2025.

Resource Inequities

Briefly identify and describe any resource inequities identified at your school as a result of the required needs assessment.

Resource equity refers to the allocation and use of resources (people, time, and money) to create student experiences that enable all children to reach empowering and rigorous learning outcomes, regardless of their race or income.

Based on our five goals outlined in this plan, some identified resource inequities to better support student needs for Del Roble include:

People:

- *To support targeted at-risk students through academic and behavioral interventions (Goals 1 & 2).
- *To support small group instruction and push-in/pull-out interventions (such as centers, individual assessments, and guided reading groups), with an emphasis on our multilingual learners, students of color, and our Students with Disabilities in both math and reading (Goals 1 & 2).

Funding:

- *To support staff release days aligned to site-based instructional strategies from SEAL and SEL lessons (Goal 2)
- *To improve 21st-century skills for students through the integration of Edtech-related programs and platforms (Goal 4)
- *To support SEL efforts for all students both during the instructional day as well as during recess and lunchtime to support increased mental health and a reduction in behaviors (PBIS implementation) (Goal 5)
- *To incentivize student attendance to support students and families with attending school each day (Goal 5)

Technology:

*To ensure classrooms are 21st-century learning spaces through the integration of hardware (projectors, Elmos, printers, Chromebooks, etc.) (Goal 4)

Comprehensive Needs Assessment

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.

A review of our data dashboard from 2024 shows that we remain just below standard in our goals for English Language Arts (ELA) and Mathematics. We decreased by 5 points in ELA and maintained at 1.3 points in Mathematics, 24.6 points below standard. In ELA, the dashboard data indicates that the student groups needing additional support are English Learners (red), Hispanic students (orange), and Socioeconomically Disadvantaged (yellow) students. In mathematics, the dashboard data indicates that the student groups needing additional support are English Learners (orange), Hispanic students (yellow), and Socioeconomically Disadvantaged (yellow) students. After reviewing the data with our staff, it has been determined that we will provide differentiated small group instruction, more opportunities for student collaboration, student voice, academic vocabulary development, and writing, and we will emphasize SEAL strategies to support English learners. In addition, Tier 2 ELA and math academic interventions will be available, and students will be encouraged to through similarly focused differentiated small group instruction and accelerated learning.

The data dashboard shows that our English learners are 78 points below standard in ELA and 72 points below standard in math, showing low progress toward English language proficiency. There will be a continued increased attention to English Learner instruction and support. Leveraging our English Language Teacher Partner, reviewing the data with our staff, it has been determined that we will provide continued English Language Learner support with an emphasis on fidelity to SEAL strategies for students in grades K-6 and instructional focus with corresponding teacher professional development on best teaching practices and research-based schoolwide SEAL strategies to support oral and written language development.

The data dashboard shows that Students with Disabilities are performing below their regular education peer group in ELA and math. After reviewing the data with our staff, we have determined that we will increase focus and attention to supporting students in the classroom environment by closely collaborating with the general education teachers to help ensure alignment of support.

Data shows that Students with Disabilities experience very high rates of chronic absenteeism. Emergent bilingual learners and Hispanic and socioeconomically disadvantaged students are lower than other groups by 1%. Our attendance data, at the time of this document, improved by almost 1% to 95%. More notably The 2024 CA Dashboard level for Students with Disabilities and White subgroups was orange (low). Emergent bilingual learners, Hispanic, and socioeconomically disadvantaged students were yellow (medium), indicating a need for increased attention to student attendance for all students, especially these subgroups. Reviewing the

data with our School Site Council and our staff, we have determined that we will incentivize student and class-level attendance, implement Super Saturdays, as we did during the '24-'25 SY, to allow attendance makeups, and fully utilize the SARB process to provide attendance support and accountability. We will work toward a more integrated MTSS model of supporting students on a monthly basis for the '25-'26 SY.

Goals, Strategies/Activities, and Expenditures

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

Goal #1

Goal #	Description
Goal 1	All students will make progress toward being proficient in meeting or exceeding all Common Core State Standards. All teachers are implementing Common Core State Standards, strategies, and materials. Students will use technology to master the 21st-century Skills of collaboration, communication, critical thinking, and creativity. Oak Grove will provide innovative strategies and support for technology implementation that enhance student learning of core academic subject knowledge and meet technology standards.

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.

To address our students' needs balanced literacy (balanced literacy is about balancing explicit language instruction with independent learning and language exploration. It aims to balance whole language and phonics when learning to read and write) and foundational literacy skills. This is coupled with the significant pedagogical approach of SEAL: best practice to support multilingual learners in a Dual Language school program, the district's only full TWBI DL school.

Our staff training and professional development will continue to focus on the newly adopted Science curriculum, TWiG, and EnVision Math curriculum. Supplemental curriculum and supplies will be purchased to support the whole class, small group, and individual intervention to enhance achievement and close the educational gap between foundational literacy. To support the appreciation for literature and to motivate students to read, the school library staffing will be increased to provide classes with library time and books that support joyful learning within the classroom.

As technology becomes a more significant part of everyday life, it's also apparent that it's here to stay in the world of education. Teachers instruct students in technology literacy to support the demands of our ever-changing digital world. Students use technology to collaborate and advance their skills. Students work independently through Common Core-aligned software programs at their level to increase their academic achievement in Language Arts and Mathematics. Students are taught the importance of responsibility when using technology and how to communicate their thoughts, research effectively, and present their ideas through different media tools. We will continue supporting teachers through professional development and coaching to ensure equal access to technology tools and standards. Mobile devices, online solutions, and the plethora of educational apps are helping teachers and students deepen learning and collaborate in the classroom. However, this increasing use of technology can pose a challenge for students who don't have access to devices or an Internet connection at home. They're often left at a disadvantage compared to students with access to the wealth of information that technology offers, and in turn, the economic divide in education increases. In today's always-on world, no student should be disadvantaged because of difficulties accessing technology. English language learners' experience with technology can vary significantly from one student to the next. All students will be provided with positive technology experiences supporting their continuous educational pathways during the school day.

Link to California Department of Education - <https://www.cde.ca.gov/>

NGSS - <https://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp>

New History and SS Framework - <https://www.cde.ca.gov/ci/hs/cf/>

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 - 2023 - 2025	Expected Outcome - 2025 - 2026
SBAC ELA At or Above Proficiency Level	2023 - 47% 2024 - 44% 2025 - available in the fall of 2025	Increase the CAASPP SBAC percent of all students meeting or exceeding standards in ELA in grades 3-6 by 5% higher than the prior year.
SBAC Math At or Above Proficiency Level	2023 - 40% 2024 - 38% 2025 - available in the fall of 2025	Increase the CAASPP SBAC percent of all students meeting or exceeding standards by 5% higher than the prior year in Math in grades 3-6.
CA Dashboard Overall ELA Academic Performance Levels  https://www.caschooldashboard.org/	2023 - Low 2024 - Low 2025 - available in the fall of 2025	Increase by one performance level
CA Dashboard Overall Math Academic Performance Levels  https://www.caschooldashboard.org	2023 - Low 2024 - Low 2025 - available in the fall of 2025	Increase by one performance level
Local ELA Benchmark Assessment At or Above Grade Level	(2022-23) Window 2 - 39% (2023-24) Window 2 - 42% (2024-25) Window 2 - 40%	Increase by 5% of the At or Above Grade Level percentage of students in the District Benchmark Assessment, iReady.
Local Math Benchmark Assessment At or Above Grade Level	(2022-23) Window 2 - 29% (2023-24) Window 2 - 28% (2024-25) Window 2 - 25%	Increase by 5% of the At or Above Grade Level percentage of students in the District Benchmark Assessment, iReady.

California Spanish Assessment	2022-23: Range 3 (Consistently) - 21% Range 2 (Usually) - 38% Range 1 (May be able to) - 41% 2023-24: Range 3 (Consistently) - 19% Range 2 (Usually) - 39 % Range 1 (May be able to) - 42% 2024-2025 - available in Fall 2025	Test students in grades 3rd through 8th to determine baseline data.
Annual Teacher and Student (Grades 3-8) Technology Survey	Students in grade 3-8 use technology weekly at school 2022-23: 48% 2023-24: 94% 2024-25: 95% Students in grades 3-8 use technology daily at school 2022-23: 50% 2023-24: 45% 2024-25: 55% Teachers report students use technology daily 2022-23: 60% 2023-24: 80% 2024-25: 72%	The goal is 80% for each area

Student Access to Core Subject Areas Using 21st-Century Skills	Students report using technology to work or collaborate with others. 2022-23: 74% 2023-24: 64% 2024-25: 77% Students report using technology to communicate with others. 2022-23: 65% 2023-24: 61% 2024-25: 46% Students report using technology to solve problems or help with their critical thinking in class. 2022-23: 70% 2023-24: 83% 2024-25: 67% Students report using technology to be creative. 2022-23: 67% 2023-24: 76% 2024-25: 72%	The goal is 80% for each area
Smarter Balanced Assessment Consortium (SBAC) Participation Rates	2022-2023: SBAC ELA: 97% SBAC Math: 97% 2023-2024: SBAC ELA: 97% SBAC Math: 97% 2024-2025: SBAC ELA: 97% SBAC Math: 97%	We will continue to monitor to ensure that 95% of all students will participate in CAASPP Testing on Chromebooks and laptops.

Strategies/Activities

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity #1	Teachers will receive a day for planning time to ensure all standards are addressed. Teachers will receive cross-grade level planning time with the grade above and below to determine what standards were and were not taught the previous school year (and which standards were covered minimally). One Staff meeting a month will be secured for planning time. There will be 2 planned release days for all Teachers, focusing on common backward mapping professional learning community planning to meet the needs of all students in English Language Arts, Math, and Spanish Language Arts.	All students	\$9,000 (sub-release PLC Planning days for each classroom teacher, 2 days)	Local Control Funding Formula (LCFF)
Strategy/ Activity #2	The office staff will stock the supply room with needed materials for teachers, and the school hardware will be maintained. Materials will be ordered for art for each teacher, funds will be invested to launch a mariachi program via purchase of musical instruments and services to instructors.	All students	\$3,000 (copier maintenance agreements) \$8,000 (supplies and materials) \$12,000 (Art supplies, instruments and lessons)	Local Control Funding Formula (LCFF) Prop 28
Strategy/ Activity #3	Provide an instructional online resource to improve student achievement aligned to the Common Core State Standards (CCSS). Printed materials will be provided to bolster the academic language within the classes and school environment. Access and licenses for supplemental resources and software programs (Learning A-Z) will be provided.	All students	\$3,803 (Learning A-Z)	Local Control Funding Formula (LCFF)
Strategy/ Activity #4	Provide Library Clerk additional 1.75 hours per day to ensure that students have regular access to the library. The library is organized, has a welcoming environment, and is stocked with multicultural Spanish books and relevant literature. The library will also host several Book Fairs, Read Across America, Reading Under the Stars, and guest classroom readers to promote the love for reading and positive school culture. Upper-grade classroom whole-class novel sets need to be accessible to students in the Spanish language within the library inventory.	All students	\$13,267	Local Control Funding Formula (LCFF)

Strategy/ Activity #5	The English Learner Teacher Partner coach (ELTP) will support all grade levels through the Sobrato Early Academic Language model (SEAL). SEAL focuses on developing students' academic language skills through content. It addresses rigor and the 21st-century vision of education in the Common Core and the new generation standards. PBL is a teaching method in which students gain knowledge and skills by working collaboratively for an extended period of time to investigate and respond to authentic, engaging, and complex questions, problems, and/or challenges. The coach will be utilized to co-teach and model lessons on an ongoing basis. Teachers will continue implementing research-based best practices such as guided reading, shared reading, close reading, and phonics and foundational skills instruction. Grade-level teams will meet regularly to analyze student progress through the Professional Learning Community (PLC) cycle of the inquiry process. Teachers will implement the district-adopted curriculum, such as the Expeditionary Learning curriculum, Rigby Reading Assessments, Running records, and writing projects to enhance the student's research and communication skills.	All students	\$0	District-funded
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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.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

In the 24-25 school year, we focused fidelity to best SEAL practices and coaching on balanced literacy (balanced literacy is about balancing explicit language instruction with independent learning and language exploration. It aimed to balance whole language and phonics when learning to read and write) and foundational literacy skills. Our staff training and professional development focused on providing teachers with release days and attending conferences. Supplemental curriculum and supplies were purchased to support the whole class, small group, and individual intervention to enhance achievement and close the educational gap between foundational literacy. To support the appreciation for literature and to motivate students to read, the school library was staffed to provide classes with library time and books that support joyful learning within the classroom.

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

There were no major differences between the intended implementation and the budgeted expenditures to implement the strategies 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.

For this coming year 2025-2026, we will continue incorporating Goal 4 technology strategies into this year’s SPSA Goal 1.

Goal # 2

Goal #	Description
Goal 2	We will accelerate academic achievement toward meeting or exceeding standards for English Learners (EL), Socioeconomic Disadvantaged students, and students of color and increase ELs’ language proficiency.

Identified Need

A description of any areas that need significant improvement based on a review of 2024 Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

In English Language Arts (ELA), the California 2024 Dashboard identified African American students, English Learners (EL), Socioeconomic Disadvantaged students, and Latino students as orange, 12.8 points below standard.
In Math, the California Dashboard identified African American students, English Learners (EL), Socioeconomic Disadvantaged students, and Latino students as orange, 24.6 points below standard.
25% of our English learners are categorized as Long-Term English Learners (LTELs) and have not been reclassified after six or more years since identification. 36.4% were deemed making progress, and thus a significant area of growth and focus for the ‘25-’26 SY.

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 - 2023 - 2025	Expected Outcome - 2025 - 2026
Local ELA Benchmark Assessment for Student Groups (iReady Mid-Year)	Percentage of Latino students scored at or above grade level 2022-2023 Window 2 - 47% 2023-2024 Window 2 - 36% 2024 - 2025 Window 2 - Available in Fall of 2025	Annual growth of 5% for listed student groups
	Percentage of Black students scored at or above grade level 2022 - 2023 Window 2 -29% 2023 - 2024 Window 2 - 50% 2024 - 2025 Window 2 - Available in fall of 2025	
	Percentage of English Language Learner students scored at or above grade level 2022 - 2023 Window 2 - 12% 2023 - 2024 Window 2 - 14% 2025 Window 2 - Available in fall of 2025	

Local MATH Benchmark Assessment for student groups (iReady Mid-Year)	Percentage of Latino students scored at or above grade level: 2022 - 2023 Window 2 - 22% 2023 - 2024 Window 2 - 22% 2024 - 2025 Window 2 - 20% Percentage of Black students scored at or above grade level: 2022 - 2023 Window 2 - 20% 2023 - 2024 Window 2 - 20% 2024 - 2025 Window 2 - 29% Percentage of English Language Learner students scored at or above grade level 2022 - 2023 Window 2 - 8% 2023 - 2024 Window 2 - 11% 2024 - 2025 Window 2 - 10%	Annual growth of 5% for listed student groups
CA Dashboard ELA Academic Indicator	2022-2023 Latino - Orange EL - Orange SED - Yellow 2023 -2024 Latino - Orange EL - Orange SED - Yellow	Increase One performance level for listed student groups

CA Dashboard Math Academic Indicator	2022-2023 Latino - Yellow EL - Yellow SED -Yellow 2023-2024 Latino - Low EL - Low SED - Low	Increase One performance level for listed student groups
ELPAC Percentage of English Learner (EL) students making a minimum of 1 level of overall growth	2022-2023 - 51% 2023-2024 - 37%	We will increase our percentage of English learners making a minimum of 1 level of overall growth by 5% .
English Learner (EL) Reclassification Rate	2022-2023 - 10% 2023-2024 - 8%	We will increase our EL reclassification results by 9% for a total of 15%.
Long-Term English Learner (LTEL) Rate	2022-2023 - 21% 2023-2024 - 21%	We will decrease our LTEL rate to 25% or fewer

Strategies/Activities

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity 1	English Learner Teacher Partners (ELTPs) will support the implementation of Sobrato Early Academic Language (SEAL) through coaching and unit development and support the implementation of integrated and designated English Language Development (ELD) strategies with a focus on grades 4-6, refine Next Generation Science Standards (NGSS) and history/social science implementation in grades TK-6, oversee the English Proficiency initial and annual assessments (ELPAC), support identification and reclassification process for English Learners (EL), and collaborate with other district Teachers on Special Assignment (TOSAs) to support teachers to integrate best practices for English Learners across content areas.	All Students	\$0	District-funded
Strategy/ Activity 3	Through the Professional Learning Community (PLC) process, teachers plan and collaborate with their colleagues and become aware of struggling students by evaluating student assessments, grades, and other student performance measures. Small group instruction will be planned for intervention/enrichment opportunities for students to work at their level and there will be a continued focus on writing in PLC's.	All Students	\$0	District-funded
Strategy/ Activity 4	Students can communicate and practice their language skills orally through small group instruction. Teachers will receive funds to purchase supplemental curriculum and classroom libraries to increase students' vocabulary development and peer interactions within the small group instruction.	All Students	\$1,000	Title III
Strategy/ Activity 5	Based on student needs, teacher assessments, and staff availability, we can provide homework and intervention support through after-school tutoring in Math, English Language Arts, and Spanish Language Arts. We also provide opportunities for extracurricular activities to promote language fluency in English and Spanish.	All students	\$4,314	Title III

Strategy/ Activity 6	<i>Teachers will be able to attend conferences/workshops/professional development (CABE, ATDLE, NABE, etc.) events to be able to support their English Language Learners.</i>	All Students	\$12,000	Title III
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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.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

In the 24-25 school year, we had two teacher release days for staff to collaborate and work together. Through the PLC process, the school focused on writing, integrated language acquisition, the new math curriculum and fidelity to SEAL best practices and were able to plan to support student needs.

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

There were no major differences between the intended implementation and the budgeted expenditures to implement the strategies 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.

For the '25-'26 school year we will continue to highlight the importance for linguistic diversity and positive interdependence among students. We will continue our work, now as an official SEAL demonstration site and will be continuing to support teachers in sharing their expertise and gathering additional resources and knowledge through conferences and workshops.

Goal # 3

Goal #	Description
Goal 3	We will provide an inclusive learning environment for Students with Disabilities to best support social, emotional, and academic development

Identified Need

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

In both Math and English Language Arts (ELA), our Students with Disabilities need additional support within the classroom to access the curriculum content.

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 - 2023 - 2024	Expected Outcome - 2025 - 2026
Local ELA Benchmark Assessments for Special Education (iReady Mid-Year)	Percentage of students scored at or above grade level 2023 - 17% 2024 -19% 2025 - available in the fall of 2025 Available in Fall of 2025	Annual growth of 5% for Special Education student group
Local Math Benchmark Assessments for Special Education (iReady Mid-Year)	Percentage of students scored at or above grade level 2023 - 15% 2024 - 17% Available in Fall of 2025	Annual growth of 5% for Special Education student group
CA Dashboard Academic Engagement Performance Levels for Students with Disabilities	2022-2023 - Red 2023-2024 -	Decrease of One performance level for Special Education student group
CA Dashboard Suspension Levels for Students with Disabilities	2021-2022 - Very High 2022-2023 - Yellow 2024 - Blue	Decrease of One performance level for Special Education student group
Inclusion Data of Students with Disabilities	2022-23 Target met: 83% 2023-24 Target met: 66% 2024 Target Met:	At least 64% of Students with Disabilities will be in General Education Settings for at least 80% of the day.

Strategies/Activities

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity 1	The Resource Specialist Program Teacher, Special Needs Instructional Aides, Community Liaisons, Speech Therapist, Psychologist, and Support Staff Team will provide the needed support to teachers and students through the use of research-based instructional practices, modeled lessons, push-in/pull-out supports, and any additional materials or equipment needed to help the students.	Students with Disabilities	\$0	District-funded
Strategy/ Activity 2	The Support Staff Team (Resource Specialist Program Teacher, Speech Therapist, Psychologist, Teacher, Principal, and Community Liaison) will meet weekly to support struggling students who need additional resources.	Students with Disabilities	\$0	District-funded
Strategy/ Activity 3	Through the Professional Learning Community (PLC) process, teachers will collaborate with their colleagues and become aware of any needs of Students with Disabilities by evaluating student assessments, grades, and other student performance measures. Small group instruction will be planned and delivered to meet their specific needs and scaffolded/modified curriculum or materials.	Students with Disabilities	\$0	District-funded

Annual Review

SPSA Year Reviewed: 2023-24

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.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

Teachers were released to plan together and receive support from our Educational Specialists and support staff. In addition, through the PLC process teachers were able to determine how Students with Disabilities did within specific assessments and planned instruction to target the found areas of needs.

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

There were no major differences between the intended implementation and the budgeted expenditures to implement the strategies 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.

For the 2025 - 26 school year we will continue to foster an inclusive environment of diverse needs and positive interdependence among students so they are able to help each other and understand that we all need help in one way or another. The support staff will continue to meet weekly and consistently to discuss the specific needs of Students with Disabilities.

Goal # 4

Goal #	Description
Goal 4	We will actively engage families and community members in supporting the implementation of Common Core State Standards (CCSS) instruction and providing input to program decisions.

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.

One need is to grow and integrate parent and community leadership- engagement, input and implementation, especially to certain groups of parents that might be traditionally underserved. This year, our goal is to hold at least bi-monthly The Village, Hispanic Advisory Board for Learning and Assessment (HABLA), and English Learner Advisory Committee (ELAC) groups to discuss how to support these communities within our larger school community. Through the Camino Parent Group

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
CA Healthy Kids' Annual Parent Survey	2022-2023 School is a safe place for my child 97% of Parents Strongly Agreed or Agreed. School has adults that really care about students 95% of Parents Strongly Agree or Agreed. 2023-2024 School is a safe place for my child 97% of Parents Strongly Agreed or Agreed. School has adults that really care about students 95% of Parents Strongly Agreed or Agreed. 2024- 2025 School is a safe place for my child 96% of Parents Strongly Agreed or Agreed. School has adults that really care about students 94% of Parents Strongly Agreed or Agreed.	We will increase these percentages by 2%
Parent Email Subscriptions to Parent Square	99% of our parents are subscribed to Parent Square.	We will have 100% parent subscriptions (ie email, texting, telephone) to our site system.

Strategies/Activities

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity #1	Hold all parent meetings in person unless otherwise directed by the district office. Meetings will be hybrid to support the needs of our parents and there will be a room parent for each classroom that will support in the efforts to recruit parents to attend school meetings. Students will receive incentives for their parent participation. Parents can also log on through Google Meet or Zoom if they cannot do it in person. Meeting information will be sent home via ParentSquare. Parent Square is used for daily/weekly class and school-wide announcements. Use social media, Facebook, and YouTube to share important information. Hold parent Questions and Answers as needed to determine community needs and share information. Share family webinars, training, and resources offered by the wider community. Hold in-person and virtual meetings with parents and parent groups to address concerns or disseminate information. Work closely with parent groups to have family engagement opportunities throughout the year.	All Students	\$2,500	Parcel Tax
Strategy/ Activity #2	Provide families information during/with: - Parent Information Nights on topics relevant to parenting and student success (ex., Back To School Night, TWBI Parent Information Night, TWBI Program Review Nights, After School Workshops, Open House) - SEAL workshops and gallery walks about the strategies, curriculum, and home connection - CAMINO and Home and School Club events - Principal's monthly newsletter informing parents about important events and site information. - School website, marquee, and ParentSquare. -Strengthening Families Workshops through ARCC and with the support of Community Liaisons Also, survey parents regarding important information and gather data to plan best and support student and parent needs.	All Students	\$0	District-funded

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.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

In the 24-25 school year, we implemented all the strategies and were able to hold in-person and virtual meetings to engage more parents.

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

There were no major differences between the intended implementation and the budgeted expenditures to implement the strategies 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.

For the 2025 - 2026 school year we will be focusing on recruiting a room parent for each classroom in order to recruit more parents to come to site meetings in-person or virtually and we will have the option of hybrid meetings. Students will receive incentives for parent participation in meetings.

Goal # 5

Goal #	Description
Goal #5	School and classroom environments support learning, creativity, safety, and engagement.

Identified Need

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

For chronic absenteeism, English Learners, Students with Disabilities, and Latino students are identified as Orange or Yellow through the California Dashboard. For suspensions, White and Socioeconomically Disadvantaged students are identified as orange or yellow through the California Dashboard. Amongst these student groups, our district is identified for Differentiated Assistance for Foster Youth, Homeless, and Students with Disabilities due to their progress with chronic absenteeism, suspensions, and academics.

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 - 2023 - 2025	Expected Outcome 2025 - 2026
Dashboard Chronic Absenteeism Indicator Performance Levels  https://www.caschooldashboard.org/	2022-2023 All Students - Yellow Asian - Green English Learners - Yellow SED - Yellow Hispanic - Yellow Students w/disabilities - Red White - Red 2023-2024 All Students - Yellow Asian - NPC English Learners - Yellow SED - Yellow Hispanic - Yellow Students w/disabilities - Orange White - NPC	For chronic absenteeism, improve one level for each of the mentioned groups in the California Dashboard.
Attendance Rate	2022-23 - 93% 2023-24 - 94% 2024-25 - 94.8%	Increase an average of 95% attendance rate for the school year.

Student Connectedness and Belonging Survey	2022-23 Safe - 87% Connected - 67% 2023-24 Safe - 89% Connected - 73% 2024-25 Safe - 88% Connected - 71%		Increase 5% throughout the year.
California Healthy Kids Survey (5th and 7th graders)	2022-23 5th Grade Response Rate - 48% Connectedness - 79% Caring Adults - 78% Feel Safe - 88% 2023-24 Response Rate - 76% Connectedness - 92% Caring Adults - 84% Feel Safe - 94% 2024-25 Response Rate - 82% Connectedness - 88% Caring Adults - 79% Feel Safe - 91%	7th Grade Response Rate - 100% Connectedness - 65% Caring Adults - 60% Feel Safe - 67%	Increase 5% throughout the year.

Suspension Rates	2022-23 All Students - Blue	Maintain Blue status level for all students in the California Dashboard.
	2023-24 All Students - Blue	
	2024-25 Data in the Fall	

Strategies/Activities

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity 1	Implement, monitor, and provide professional development to site teams on the main tenets and practices of Positive Behavioral Interventions and Supports (PBIS). Provide incentives to students for modeling positive behaviors. PBIS Leadership Team to meet throughout the school year to ensure systemic tiered support for behavioral education. Provide informative and motivational assemblies with speakers for students to understand the importance of being caring, responsible, safe, and proud. The district will provide three days of Tier III training for all support staff and one general education teacher. We will have a PBIS Mentor to support the implementation through data analysis. After-school presentations will also be provided to students needing additional behavior support. There will also be increased stakeholder involvement in the tiered systems of support for positive/prosocial behavior https://www.pbis.org/	All Students	\$1,651	Parcel Tax
Strategy/ Activity 2	Retain Noon Duty staff to supervise support during lunch. Meet with staff as needed to address any support needed. Send necessary teachers and to the Science Camp trip with the 6th-grade students for supervision	All Students	\$0	District-funded
Strategy/ Activity 3	Partner with agencies and collaborate with the district staff to provide the site with needed resources to support the Del Roble community with stress and anxiety through counseling services for everyone.	All Students	\$0	District-funded

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.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

We were able to implement the distribution of wildcat paws, weekly VIP students, and PBIS Tier 1 supports. In addition, we also had Tier II and III supports, such as Check-in - Check-out(CICO) and counseling.

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

There were no major differences between the intended implementation and the budgeted expenditures to implement the strategies 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.

There will be additional PBIS assemblies throughout the school year and more training for teachers and the rest of the staff to ensure we are all aligned in philosophy and practice.

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 Table

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the ConApp	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$70,535

Subtotal of state or local funds included for this school: \$ 70,535

Total of federal, state, and/or local funds for this school: \$ 0

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), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

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

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

Instructions: Table of Contents

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

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Resource Inequities](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Plan Requirements for School to Meet Federal School Improvement Planning Requirements](#)
- [Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the 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.

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

Plan Description

Briefly describe the school's plan for effectively meeting ESSA's planning requirements for ATSI in alignment with the LCAP and other federal, state, and local programs.

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 ATSI Planning Requirements:

- This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI.

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.

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 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.

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 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 ATSI Planning Requirements:

- When completing this section for ATSI, the school must include metrics related to the specific student group(s) that led to the school’s ATSI eligibility.

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 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 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 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.

Appendix A: Plan Requirements for Title I Schoolwide Programs

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 Meet Federal School Improvement Planning Requirements

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

Del Roble Elementary School
School Site Council
Agenda
May 27, 2025

Present - Norma Corton, Yolanda Orozco, Yohanna Roldán, Chavez, Miguel Rodríguez
Absent -

- I. Welcoming and Introductions- What have been our successes this year
- II. Public Comment:
- III. Presentation of the '25-'26 SY SPSA
- IV. Questions and Reflections on SPSA
- V. Vote for Approval
- VI. Closing of Meeting

The Del Roble SSC convened to discuss and approve the Single Plan for Student Achievement (SPSA) for the upcoming 2025 -2026 school year. The SPSA was presented by the principal, there was engagement, but with no concerns raised, the council proceeded to vote, and the SPSA was successfully approved.

Voting on the SPSA:

Sagrario Santana, approved

May, approved

Yohanna Roldán, approved

Norma Corton, approved

Miguel Rodríguez, approved