

School Year: **2026-27**

COUGARS



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Margaret Sheehy Elementary School	24657716025625688	03-17-2026	05/26/2026

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

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

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

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

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

Schoolwide Program

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

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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 Margaret Sheehy Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The School Plan for Student Achievement (SPSA) for Sheehy Elementary School is designed to meet Every Student Succeeds Act (ESSA) requirements. Each site identifies resource inequities, analyzes data, and isolates identified needs. From this work, Sheehy creates goals and then selects actions and/or strategies to meet the goal. Sheehy selects measurable outcomes to drive the actions. Sheehy continuously meets with its Educational Partners throughout the year to provide updates and to gather input and feedback

Educational Partner Involvement

How, when, and with whom did Margaret Sheehy 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

Margaret Sheehy consistently convenes meetings with the School Site Council (SSC) and English Learner Advisory Committee (ELAC) to thoroughly review student achievement progress and engage in collaborative discussions to plan the next steps for the School Site Plan. These meetings provide an invaluable platform for sharing insights, analyzing data, and collectively identifying strategies to enhance student learning outcomes. By involving key stakeholders in these discussions, Margaret ensures that diverse perspectives are considered, fostering a comprehensive approach to addressing the needs of all students. Incorporating input from various stakeholders, such as parents, teachers, and community members, is crucial for creating a well-rounded School Site Plan that truly reflects the school community's needs. These committees can leverage their expertise to develop targeted interventions and initiatives supporting student success by working together. This collaborative approach not only enhances the quality of decision-making but also fosters a sense of shared responsibility for student achievement, ultimately contributing to a more inclusive and effective educational environment.

The Single Plan for Student Achievement (SPSA) is a comprehensive plan developed through collaborative partnerships with the site leadership team, the school site council, and the English Language Advisory Committee. This plan is a crucial document that outlines the goals, actions, and services to improve academic performance and support the needs of all students, particularly those who are academically at risk. It is important to note that the plan is not static; it undergoes periodic reviews and updates throughout the school year in close collaboration with the aforementioned educational partners to ensure its effectiveness and alignment with the evolving needs of the student body. Ultimately, the SPSA is formally reviewed and adopted by the school board in June after considering input from all stakeholders involved.

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.

In a testament to the hard work, dedication, and robust collaborative efforts of its students, teachers, staff, and community, Sheehy Elementary School has successfully exited and remained ineligible for Additional Targeted Support and Improvement (ATSI) status. This achievement follows the school's designation as an ATSI school in the December 2023 California School Dashboard report, where it was identified due to the performance of English Language Learners and Students with Disabilities in key areas like English Language Arts (ELA), Mathematics, and Suspension rates

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.

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

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.

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

Other Needs

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

Use of state and local assessments to modify instruction and improve student achievement (ESEA) include, but are not limited to: Data from state and local assessments including the California Assessment of Student Performance and Progress (CAASPP), Initial and Summative English Language Proficiency Assessments for California (ELPAC), District Progress Assessments (DPA), Oral Reading Fluency (ORF) using Acadience, Writing Performance Task (WPT), and teachers in professional learning communities (PLCs) is used to inform the principal's placement of students into tiered groups for appropriate interventions.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Margaret Sheehy 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	%	0.42%	0.72%		2	4
African American	4.57%	6.86%	7.58%	23	33	42
Asian	4.37%	3.95%	3.43%	22	19	19
Hispanic/Latino	82.31%	82.12%	80.69%	414	395	447
Pacific Islander	%	%	0.18%			1
White	3.58%	3.33%	4.15%	18	16	23
Multiple/No Response	3.78%	2.91%	2.17%	19	14	12
Total Enrollment				503	481	554

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		23	41
Kindergarten	59	58	64
Grade 1	64	61	64
Grade 2	78	65	79
Grade3	59	80	82
Grade 4	68	54	87
Grade 5	77	69	67
Grade 6	74	71	70
Total Enrollment	503	481	554

Conclusions based on this data:

- Enrollment decreased by 22 students from the 2023-2024 academic year to the 2024-2025 academic year.
- Third grade had the largest enrollment class in the 2024-2025 academic year, with 80 students.
- Sixth grade had the second largest enrollment class in the 2024- 2025 academic year, with 71 students

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	150	128	157	31 %	29.8%	28.3%
Fluent English Proficient (FEP)	53	44	54	68 %	10.5%	9.7%
Reclassified Fluent English Proficient (RFEP)	43	31		11%	8.5%	

Conclusions based on this data:

1. The number and percentage of our English Learners has decreased over the last year.
2. The percentage of English Learner Students reclassified decreased during the 2024-2025 school year

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	75	62	77	73	62	77	73	62	77	97.3	100	100
Grade 4	66	75	53	65	70	53	65	70	53	98.5	93.3	100
Grade 5	78	70	67	77	68	64	77	68	64	98.7	97.1	95.5
Grade 6	85	74	66	84	72	66	84	72	66	98.8	97.3	100
All Grades	304	281	263	299	272	260	299	272	260	98.4	96.8	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2349.	2347.	2388.	4.11	6.45	9.09	20.55	12.90	19.48	16.44	17.74	32.47	58.90	62.90	38.96
Grade 4	2363.	2371.	2410.	3.08	1.43	15.09	6.15	8.57	16.98	20.00	25.71	15.09	70.77	64.29	52.83
Grade 5	2431.	2409.	2426.	2.60	5.88	4.69	16.88	16.18	21.88	25.97	16.18	18.75	54.55	61.76	54.69
Grade 6	2486.	2450.	2438.	7.14	2.78	3.03	28.57	15.28	15.15	27.38	27.78	21.21	36.90	54.17	60.61
All Grades	N/A	N/A	N/A	4.35	4.04	7.69	18.73	13.24	18.46	22.74	22.06	22.69	54.18	60.66	51.15

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	2.74	6.45	9.09	58.90	53.23	66.23	38.36	40.32	24.68
Grade 4	3.08	2.86	15.09	53.85	57.14	41.51	43.08	40.00	43.40
Grade 5	3.90	2.94	1.56	64.94	57.35	62.50	31.17	39.71	35.94
Grade 6	7.14	5.56	7.58	55.95	36.11	40.91	36.90	58.33	51.52
All Grades	4.35	4.41	8.08	58.53	50.74	53.85	37.12	44.85	38.08

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	5.48	4.84	5.19	39.73	38.71	53.25	54.79	56.45	41.56
Grade 4	1.54	1.43	13.21	36.92	32.86	39.62	61.54	65.71	47.17
Grade 5	5.19	2.94	3.13	41.56	35.29	56.25	53.25	61.76	40.63
Grade 6	8.33	0.00	4.55	53.57	55.56	27.27	38.10	44.44	68.18
All Grades	5.35	2.21	6.15	43.48	40.81	44.62	51.17	56.99	49.23

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.74	6.45	9.09	65.75	58.06	72.73	31.51	35.48	18.18
Grade 4	1.54	4.29	13.21	60.00	64.29	62.26	38.46	31.43	24.53
Grade 5	3.90	11.76	6.25	74.03	57.35	60.94	22.08	30.88	32.81
Grade 6	13.10	4.17	7.58	65.48	65.28	59.09	21.43	30.56	33.33
All Grades	5.69	6.62	8.85	66.56	61.40	64.23	27.76	31.99	26.92

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.48	8.06	7.79	54.79	46.77	66.23	39.73	45.16	25.97
Grade 4	0.00	4.29	7.55	63.08	52.86	58.49	36.92	42.86	33.96
Grade 5	2.60	5.88	1.56	66.23	55.88	59.38	31.17	38.24	39.06
Grade 6	13.10	9.72	4.55	64.29	54.17	53.03	22.62	36.11	42.42
All Grades	5.69	6.99	5.38	62.21	52.57	59.62	32.11	40.44	35.00

Conclusions based on this data:

- During the 2024-25 school year, the percentage of students in all grades 3rd-6th who Met or Exceeded the Standard was 26.15 % an increase of 10% from the 2023- 2024 school year..

2. During the 2024–2025 school year, 28.75% of 3rd grade students met or exceeded the standard, reflecting a 9.4% increase from the 2023–2024 school year.
3. The 2024–2025 data indicated that the Writing subcategory had the lowest percentage of students performing at or near the standard, at 50%.

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	75	62	77	73	62	77	73	62	77	97.3	100	100
Grade 4	66	74	53	66	73	53	66	73	53	100.0	98.6	100
Grade 5	78	70	67	77	68	65	77	68	65	98.7	97.1	97
Grade 6	85	74	66	84	73	66	84	73	66	98.8	98.6	100
All Grades	304	280	263	300	276	261	300	276	261	98.7	98.6	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	2371.	2383.	2405.	2.74	8.06	10.39	15.07	19.35	25.97	27.40	32.26	33.77	54.79	40.32	29.87
Grade 4	2385.	2388.	2416.	1.52	0.00	7.55	12.12	5.48	15.09	25.76	36.99	32.08	60.61	57.53	45.28
Grade 5	2418.	2420.	2395.	3.90	4.41	0.00	3.90	13.24	4.62	28.57	16.18	15.38	63.64	66.18	80.00
Grade 6	2449.	2428.	2405.	7.14	2.74	3.03	7.14	8.22	10.61	30.95	21.92	13.64	54.76	67.12	72.73
Grade 11															
All Grades	N/A	N/A	N/A	4.00	3.62	5.36	9.33	11.23	14.56	28.33	26.81	23.75	58.33	58.33	56.32

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	6.85	12.90	22.08	50.68	51.61	48.05	42.47	35.48	29.87
Grade 4	3.03	1.37	7.55	33.33	31.51	45.28	63.64	67.12	47.17
Grade 5	2.60	4.41	0.00	35.06	33.82	21.54	62.34	61.76	78.46
Grade 6	2.38	5.48	1.52	34.52	26.03	22.73	63.10	68.49	75.76
Grade 11									
All Grades	3.67	5.80	8.43	38.33	35.14	34.48	58.00	59.06	57.09

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	1.37	11.29	15.58	39.73	43.55	46.75	58.90	45.16	37.66
Grade 4	1.52	1.37	5.66	33.33	35.62	39.62	65.15	63.01	54.72
Grade 5	1.30	5.88	0.00	44.16	38.24	35.38	54.55	55.88	64.62
Grade 6	7.14	4.11	4.55	38.10	39.73	28.79	54.76	56.16	66.67
All Grades	3.00	5.43	6.90	39.00	39.13	37.93	58.00	55.43	55.17

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.48	8.06	16.88	65.75	59.68	62.34	28.77	32.26	20.78
Grade 4	3.03	1.37	7.55	42.42	53.42	56.60	54.55	45.21	35.85
Grade 5	1.30	4.41	1.54	48.05	44.12	36.92	50.65	51.47	61.54
Grade 6	11.90	2.74	4.55	53.57	42.47	43.94	34.52	54.79	51.52
All Grades	5.67	3.99	8.05	52.67	49.64	50.19	41.67	46.38	41.76

Conclusions based on this data:

1. During the 2024-2025 school year, the percentage of students who Met or Exceeded the Standard in Math was 19.92% a 4% increase from the 2023-2024 school year.
2. Third grade had the highest percentage of students who Met or Exceeded the Standard in Math at 36.36% an 8.95 increase from the 2023- 2024 school year.
3. The subcategory of concepts and procedures had the lowest percentage of student of students, 44% Above Standard and At or Near Standard range.

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	1388.7	1357.6	1394.6	1402.9	1372.5	1406.3	1355.5	1322.5	1366.8	23	30	16
1	1418.5	1380.2	1396.3	1415.6	1403.7	1410.9	1420.9	1356.0	1381.3	28	18	23
2	1457.4	1471.5	1442.6	1450.5	1479.0	1445.2	1463.8	1463.5	1439.6	21	31	17
3	1495.2	1494.6	1502.0	1501.3	1507.2	1500.5	1488.8	1481.4	1503.1	23	18	26
4	1490.0	1472.4	*	1489.7	1479.2	*	1489.9	1465.1	*	18	22	10
5	1517.5	1511.8	1496.6	1509.5	1516.6	1500.3	1525.1	1506.1	1492.5	24	16	21
6	1522.5	1517.5	1512.8	1509.2	1514.4	1519.8	1535.5	1520.0	1505.3	21	20	12
All Grades										158	155	125

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	0.00	0.00	6.25	26.09	13.33	37.50	47.83	40.00	12.50	26.09	46.67	43.75	23	30	16
1	0.00	5.56	0.00	17.86	5.56	4.35	53.57	50.00	39.13	28.57	38.89	56.52	28	18	23
2	4.76	12.90	0.00	28.57	35.48	23.53	52.38	35.48	58.82	14.29	16.13	17.65	21	31	17
3	17.39	27.78	23.08	34.78	38.89	34.62	39.13	22.22	38.46	8.70	11.11	3.85	23	18	26
4	5.56	0.00	*	27.78	50.00	*	44.44	36.36	*	22.22	13.64	*	18	22	*
5	16.67	6.25	19.05	33.33	43.75	28.57	37.50	43.75	28.57	12.50	6.25	23.81	24	16	21
6	23.81	25.00	8.33	33.33	40.00	41.67	28.57	20.00	41.67	14.29	15.00	8.33	21	20	12
All Grades	9.49	10.32	12.00	28.48	31.61	26.40	43.67	35.48	36.00	18.35	22.58	25.60	158	155	125

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	4.35	6.67	12.50	30.43	6.67	31.25	39.13	50.00	18.75	26.09	36.67	37.50	23	30	16
1	7.14	11.11	0.00	28.57	5.56	30.43	35.71	50.00	39.13	28.57	33.33	30.43	28	18	23
2	9.52	41.94	0.00	28.57	19.35	41.18	52.38	22.58	47.06	9.52	16.13	11.76	21	31	17
3	34.78	50.00	42.31	34.78	38.89	30.77	26.09	0.00	23.08	4.35	11.11	3.85	23	18	26
4	16.67	27.27	*	50.00	50.00	*	27.78	9.09	*	5.56	13.64	*	18	22	*
5	25.00	37.50	47.62	58.33	50.00	23.81	4.17	12.50	4.76	12.50	0.00	23.81	24	16	21
6	33.33	35.00	25.00	28.57	50.00	66.67	23.81	0.00	0.00	14.29	15.00	8.33	21	20	12
All Grades	18.35	29.03	24.80	36.71	29.03	33.60	29.75	22.58	23.20	15.19	19.35	18.40	158	155	125

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		3.33	0.00		0.00	18.75		46.67	56.25		50.00	25.00		30	16
1		5.56	0.00		0.00	8.70		38.89	21.74		55.56	69.57		18	23
2		6.45	0.00		32.26	17.65		35.48	47.06		25.81	35.29		31	17
3		0.00	7.69		33.33	30.77		33.33	53.85		33.33	7.69		18	26
4		4.55	*		9.09	*		31.82	*		54.55	*		22	*
5		0.00	4.76		6.25	9.52		81.25	33.33		12.50	52.38		16	21
6	9.52	5.00	0.00	33.33	15.00	0.00	38.10	70.00	75.00	19.05	10.00	25.00	21	20	12
All Grades	6.33	3.87	2.40	16.46	14.19	17.60	47.47	46.45	42.40	29.75	35.48	37.60	158	155	125

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	4.35	3.33	18.75	69.57	56.67	43.75	26.09	40.00	37.50	23	30	16
1	14.29	16.67	17.39	53.57	50.00	69.57	32.14	33.33	13.04	28	18	23
2	14.29	32.26	11.76	71.43	51.61	64.71	14.29	16.13	23.53	21	31	17
3	17.39	16.67	26.92	73.91	72.22	73.08	8.70	11.11	0.00	23	18	26
4	22.22	31.82	*	66.67	54.55	*	11.11	13.64	*	18	22	*
5	29.17	12.50	19.05	62.50	75.00	57.14	8.33	12.50	23.81	24	16	21
6	4.76	20.00	8.33	76.19	50.00	66.67	19.05	30.00	25.00	21	20	12
All Grades	15.19	19.35	20.80	67.09	57.42	60.80	17.72	23.23	18.40	158	155	125

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	8.70	10.00	6.25	56.52	30.00	50.00	34.78	60.00	43.75	23	30	16
1	14.29	0.00	0.00	53.57	44.44	56.52	32.14	55.56	43.48	28	18	23
2	0.00	38.71	0.00	76.19	45.16	82.35	23.81	16.13	17.65	21	31	17
3	52.17	72.22	50.00	43.48	22.22	34.62	4.35	5.56	15.38	23	18	26
4	27.78	36.36	*	66.67	50.00	*	5.56	13.64	*	18	22	*
5	50.00	81.25	66.67	41.67	18.75	14.29	8.33	0.00	19.05	24	16	21
6	42.86	80.00	75.00	42.86	5.00	16.67	14.29	15.00	8.33	21	20	12
All Grades	27.85	41.94	34.40	53.80	32.26	41.60	18.35	25.81	24.00	158	155	125

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	3.33	0.00	73.91	53.33	62.50	26.09	43.33	37.50	23	30	16
1	7.14	5.56	0.00	28.57	33.33	21.74	64.29	61.11	78.26	28	18	23
2	9.52	0.00	0.00	52.38	67.74	47.06	38.10	32.26	52.94	21	31	17
3	4.35	0.00	7.69	47.83	50.00	57.69	47.83	50.00	34.62	23	18	26
4	5.56	4.55	*	38.89	36.36	*	55.56	59.09	*	18	22	*
5	8.33	0.00	9.52	66.67	56.25	38.10	25.00	43.75	52.38	24	16	21
6	9.52	5.00	0.00	38.10	55.00	16.67	52.38	40.00	83.33	21	20	12
All Grades	6.33	2.58	3.20	49.37	51.61	42.40	44.30	45.81	54.40	158	155	125

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	21.74	0.00	31.25	34.78	34.48	25.00	43.48	65.52	43.75	23	29	16
1	3.57	0.00	0.00	71.43	61.11	52.17	25.00	38.89	47.83	28	18	23
2	9.52	12.90	0.00	76.19	67.74	64.71	14.29	19.35	35.29	21	31	17
3	17.39	11.11	19.23	69.57	77.78	76.92	13.04	11.11	3.85	23	18	26
4	11.11	4.55	*	72.22	68.18	*	16.67	27.27	*	18	22	*
5	29.17	6.25	0.00	58.33	81.25	61.90	12.50	12.50	38.10	24	16	21
6	42.86	15.00	0.00	47.62	80.00	91.67	9.52	5.00	8.33	21	20	12
All Grades	18.99	7.14	9.60	61.39	64.94	62.40	19.62	27.92	28.00	158	154	125

Conclusions based on this data:

1. The percentage of students who achieved a Level 4 during the 2024–2025 school year was 12.0%, representing an increase of 1.68 percentage points from the 2023–2024 school year.
2. Among all assessed domains, the Written Domain demonstrated the lowest percentage of students who were well developed, at 9.60%.

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
481	94.4%	26.6%	0.4%
Total Number of Students enrolled in Margaret Sheehy 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	128	26.6%
Foster Youth	2	0.4%
Homeless	7	1.5%
Socioeconomically Disadvantaged	454	94.4%
Students with Disabilities	63	13.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	33	6.9%
American Indian	2	0.4%
Asian	19	4%
Filipino	0	0.0%
Hispanic	395	82.1%
Two or More Races	14	2.9%
Pacific Islander	0	0.0%
White	16	3.3%

Conclusions based on this data:

- The 2024-2025 data shows that at Sheehy Elementary School, 94.4% of our student population are Socioeconomically Disadvantaged. Also, 26.6% of our students are English Learners.

2. The student group of Students with Disabilities comprised 13.1% of our total student enrollment.
3. The ethnic group with the largest percentage of students was the Hispanic group with 82.3%, followed by the African American student group with 6.9% of the total student population.

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  Yellow	Chronic Absenteeism  Orange	Suspension Rate  Orange
Mathematics  Orange		
English Learner Progress  Red		

Conclusions based on this data:

- For the 2024-2025 school year, Sheehy's Suspension Rate was at the (Orange) low range with 5.2 % of stduents suspended at least one day.
- For the 2024-2025 school year, Sheehy's Chronic Absenteeism was at the (orange) low range with 27.6 % of students chronically absent.

3. For the 2024–2025 school year, Sheehy’s academic performance in English Language Arts is in the medium (yellow) range, while Mathematics is in the low range (orange). English Learner progress falls in the very low (red) range, with 40% of English Learner students progressing at least one level.

School and Student Performance Data

Academic Performance English Language Arts

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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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Yellow 65.4 points below standard Increased 19.6 points 251 Students	English Learners Orange 76.9 points below standard Increased 16.7 points 94 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
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 3 Students	Socioeconomically Disadvantaged Yellow 67.2 points below standard Increased 17.3 points 240 Students

Students with Disabilities  Orange 152.5 points below standard Increased 5.4 points 42 Students	African American  No Performance Color 79.7 points below standard 16 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 61.3 points below standard Increased 19.6 points 206 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students

Conclusions based on this data:

1. For the 2024–2025 school year, all students performed at the Medium (Yellow) level in English Language Arts. This reflects a 19.6-point increase compared to the previous school year.
2. For the 2024–2025 school year, English Learner students performed in the low range (orange) in English Language Arts, reflecting a 16.7-point increase from the previous year.
3. For the 2024–2025 school year, Socioeconomically Disadvantaged students performed in the medium range (yellow), demonstrating a 19.6-point increase in English Language Arts. Students with Disabilities performed in the low range (orange) and showed a 5.4-point increase. Hispanic students also performed in the medium range (yellow), with a 19.6-point increase.

School and Student Performance Data

Academic Performance Mathematics

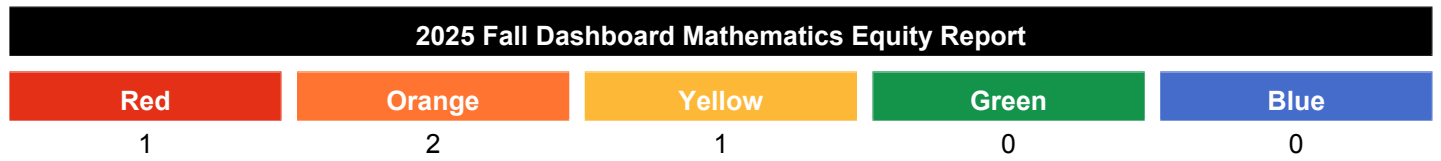
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 91.9 points below standard Maintained -2 points 252 Students	English Learners  Yellow 87.2 points below standard Increased 9.3 points 96 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
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 3 Students	Socioeconomically Disadvantaged  Orange 93.9 points below standard Declined 4.3 points 241 Students

Students with Disabilities  Red 82.4 points below standard Maintained 1.4 points 42 Students	African American  No Performance Color 153.2 points below standard 16 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 87.3 points below standard Maintained 1.7 points 207 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students

Conclusions based on this data:

1. For the 2024-2025 school year, all students performed at the (orange) low range in Mathematics, showing a 2 point decrease but still falling 91 points below the standard.
2. For the 2024–2025 school year, Socioeconomically Disadvantaged students performed in the low range, reflecting a decrease of 4.3 points and scoring 93.9 points below standard. Hispanic students also performed in the low range, scoring 87.3 points below standard and maintaining similar performance compared to the previous year.
3. For the 2024-2025 school year, Students with disabilities scored in the very low range (red) 82.4 points below standard.

School and Student Performance Data

Academic Performance Science

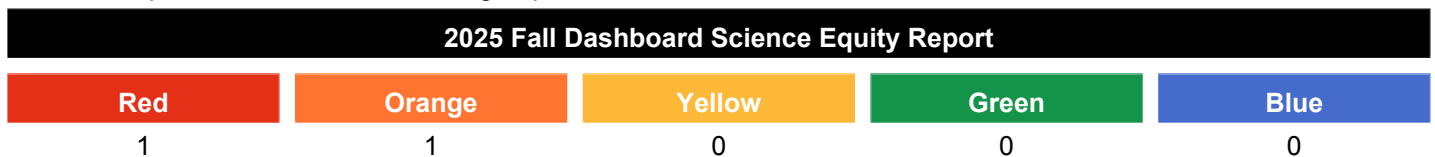
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 Orange 35.2 science points Declined 3.8 points 66 Students	English Learners No Performance Color 35.4 science points Maintained -0.7 points 29 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Red 34.9 science points Declined 4.6 points 64 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 36 science points Declined 4.8 points 59 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Conclusions based on this data:

1. For the 2024- 2025 school year all students performed in the orange (low) range, scoring 35 points below the standard.
2. For the 2024- 2025 school year results show that socio economically disadvantaged student performed in the red (very low) range with a 4.6 point decrease from the previous year.
3. For the 2024- 2025 school year hispanic students performed in the orange (low) range, scoring 36 points below the standard, reflecting a 4.8 decrease.

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
40.2 making progress.	making progress.
Number Students: 107 Students	Number Students: 3 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.8%	43%	0.9%	39.3%

Conclusions based on this data:

1. Sheehy School had 107 students complete the 2024-2025 ELPAC Summative assessments.
2. In 2024-2025, 39.3 % of students progressed at least one level.
3. In 2024-2025, 43% of students maintained their previous level resulting in a level of low performance (Red) .

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

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

All Students



Orange

27.6% Chronically Absent

Declined 1.4

503 Students

English Learners



Yellow

14.6% Chronically Absent

Declined 3.1

130 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

6 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

10 Students

Socioeconomically Disadvantaged



Orange

28.7% Chronically Absent

Declined 0.5

481 Students

Students with Disabilities  Red 35.6% Chronically Absent Increased 1.1 87 Students	African American  No Performance Color 45.5% Chronically Absent Declined 9.7 33 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 20% Chronically Absent Declined 2.7 20 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 25.5% Chronically Absent Declined 1.4 412 Students
Two or More Races  No Performance Color 35.3% Chronically Absent Increased 11.3 17 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 42.1% Chronically Absent Declined 7.9 19 Students

Conclusions based on this data:

1. Based on 2024–2025 data, 27.6% of all Sheehy students were chronically absent, reflecting a low (orange) absenteeism level and a decline of 1.4 percentage points from the previous year. Among Socioeconomically Disadvantaged students, 28.7% were chronically absent, reflecting a 0.5 percentage point decline and remaining in the orange level. Additionally, 25.5% of Hispanic students were chronically absent, a decrease of 1.4 percentage points from the previous year, also reflecting a low (orange) level.
2. Based on 2024-2025 data, 14.6% of English Learners were chronically absent reflecting a medium (Yellow) Chronic Absenteeism level, declining by 3.1%.
3. Based on 2024-2025 data, 35.6% of Students with Disabilities chronically absent reflecting a very high Chronic Absenteeism level (red), increasing by 1.1%.

School and Student Performance Data

Conditions & Climate Suspension Rate

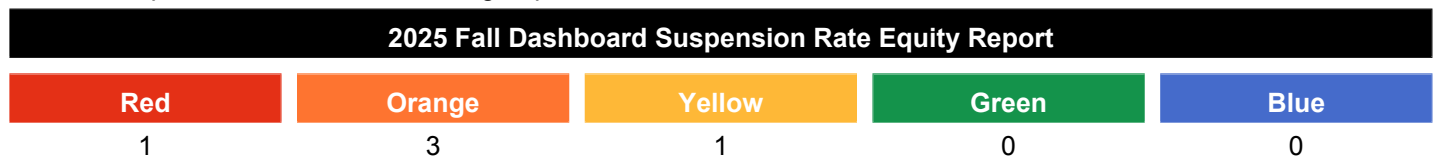
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This section provides number of student groups in each level.



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 Orange 5.2% suspended at least one day Increased 0.4% 556 Students	English Learners Orange 4.3% suspended at least one day Increased 1.4% 139 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Foster Youth No Performance Color 0% suspended at least one day 11 Students	Homeless No Performance Color 5% suspended at least one day Increased 1.2% 20 Students	Socioeconomically Disadvantaged Orange 5.5% suspended at least one day Increased 0.5% 530 Students

Students with Disabilities  Orange 6.3% suspended at least one day Declined 1.9% 95 Students	African American  Red 15.4% suspended at least one day Increased 6.3% 39 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 10% suspended at least one day Increased 10% 20 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 4.2% suspended at least one day Declined 0.5% 455 Students
Two or More Races  No Performance Color 5.3% suspended at least one day Increased 1.9% 19 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 4.8% suspended at least one day Declined 4.3% 21 Students

Conclusions based on this data:

1. Based on 2024-2025 data, Sheehy students had a 5.2% suspension rate, which is in the low performance level (Orange) range and represents a 0.4% increase in students being suspended at least one day.
2. Based on 2024–2025 data, 15.2% of African American students were suspended for at least one day, representing a 6.32 percentage point increase from the previous year and placing this group in the very high (red) range.
3. Based on 2024–2025 data, Students with Disabilities had a suspension rate of 6.3%, placing them in the low (orange) range. Suspension rates for Socioeconomically Disadvantaged students decreased by 0.5 percentage points, also remaining in the low (orange) range. Hispanic students saw a 4.8 percentage point decrease in suspension rates, resulting in a medium (yellow) performance level. Additionally, 4.3% of English Learner students were suspended for at least one day, reflecting an increase of 1.4 percentage points and placing them in the low (orange) range.

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.

Academic Achievement

At Sheehy Elementary School, we are committed to advancing ambitious, standards-aligned instruction within a supportive and inclusive learning environment to ensure continuous improvement in student achievement. Guided by the Center for Model Schools framework, our focus is on strengthening instructional practices and providing targeted supports that enable all students to succeed. By the end of the 2025-2026 academic year, we aim to increase the percentage of students who meet or exceed grade-level standards in English Language Arts by 7%, reaching a total of 33.15%, as measured by the CAASPP assessment. Additionally, we seek to increase the percentage of students who meet or exceed grade-level standards in Mathematics by 5%, reaching 24.92%, as measured by CAASPP assessment. These goals reflect our commitment to, equitable access to rigorous instruction, and the creation of learning environments that actively support student engagement, growth, and academic press.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase the percent of students who meet Key Performance Indicators by providing an equitable guaranteed viable curriculum, assessments, and high-quality instruction to prepare students to successfully enter the next grade level, high school, college and career.

Identified Need

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

Analysis of the 2024–2025 assessment data indicates a continued need to strengthen student performance in Writing and Mathematics, particularly in foundational skills. Writing is the most significant area of need, as it had the lowest overall performance, with only 50% of students performing at or above/near the standard. Although there was growth in Grade 3, where 28.75% of students met or exceeded the standard (a 9.4% increase from the 2023–2024 school year), overall performance across Grades 3–6 remains low, with only 26.15% of students meeting or exceeding the standard, despite a 10% increase from the previous year. This indicates that while progress is being made, a majority of students continue to perform below grade-level expectations. Although all subgroups showed growth in English Language Arts during the 2024–2025 school year, a critical performance disparity persists. English Learners and Students with Disabilities remain in the Orange (Low) range, necessitating a focus on targeted ELA interventions. While Hispanic and Socioeconomically Disadvantaged students reached the Yellow (Medium) range with a 19.6-point increase, the disparity in growth rates—particularly the limited 5.4-point increase for Students with Disabilities—remains a primary area for instructional focus and resource allocation.

In Mathematics, student achievement also remains an area of concern. During the 2024–2025 school year, 19.92% of students met or exceeded the standard, reflecting a 4% increase from the prior year. While Grade 3 demonstrated the strongest performance, with 36.36% of students meeting or exceeding the standard (an 8.95% increase), overall achievement across grade levels remains low. Additionally, the Concepts and Procedures subcategory had the lowest performance, with only 44% of students performing in the Above Standard or At/Near Standard range, indicating a need for targeted instructional support in this area. For the 2024–2025 school year, achievement in Mathematics has declined or plateaued for key subgroups. Socioeconomically Disadvantaged students saw a decrease of 4.3 points, leaving them 93.9 points below standard, while Hispanic students remain 87.3 points below standard with no significant growth. Most critically, Students with Disabilities performed in the Very Low (Red) range, scoring 82.4 points below standard. These figures represent a stark contrast to the growth seen in ELA, signaling a prioritized need for intensified Math intervention, professional development in numeracy instruction, and targeted support for students with IEPs.

These data trends highlight the need for focused instructional strategies, targeted interventions, and consistent progress monitoring to improve student outcomes in Writing and Mathematics across all grade levels.

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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District Progress Monitoring Data	Reading DPA 1 2025- 2026 K Tier 1 8% Tier 2 92% Tier 3 0% 1 Tier 1 7% Tier 2 59% Tier 3 34% 2 Tier 1 4% Tier 2 36% Tier 3 60% 3 Tier 1 19% Tier 2 24% Tier 3 56% 4 Tier 1 9% Tier 2 36% Tier 3 54% 5 Tier 1 16% Tier 2 25% Tier 3 58% 6 Tier 1 5% Tier 2 12% Tier 3 82% Reading DPA 2 2025- 2026 K Tier 1 43% Tier 2 56% Tier 3 0% 1 Tier 1 17% Tier 2 71% Tier 3 12% 2 Tier 1 22% Tier 2 40% Tier 3 38% 3 Tier 1 46% Tier 2 24% Tier 3 29% 4 Tier 1 18% Tier 2 41% Tier 3 41% 5 Tier 1 19% Tier 2 24% Tier 3 57 % 6 Tier 1 13% Tier 2 13% Tier 3 73% Math DPA 1 2025- 2026 K Tier 1 0% Tier 2 100% Tier 3 0% 1 Tier 1 0 % Tier 2 54% Tier 3 46% 2 Tier 1 3% Tier 2 28% Tier 3 69% 3 Tier 1 1% Tier 2 44% Tier 3 54% 4 Tier 1 8% Tier 2 44% Tier 3 48% 5 Tier 1 11% Tier 2 39% Tier 3 49% 6 Tier 1 2% Tier 2 22% Tier 3 77% Math DPA 2 2025- 2026 K Tier 1 17% Tier 2 84% Tier 3 0% 1 Tier 1 5% Tier 2 73% Tier 3 22% 2 Tier 1 12% Tier 2 51% Tier 3 38% 3 Tier 1 22% Tier 2 49% Tier 3 28% 4 Tier 1 21% Tier 2 39% Tier 3 41% 5 Tier 1 15% Tier 2 39% Tier 3 46% 6 Tier 1 5% Tier 2 32% Tier 3 64% An analysis of the 2025–2026 DPA 1 and DPA 2 results for Reading and Math at Sheehy Elementary shows overall growth in Tier 1 performance across multiple grade levels, particularly in the primary grades, while also highlighting a continued need for targeted interventions in upper grades. Reading:	Increased percentage of students who meet or exceed grade-level standards in ELA by 7 % and 5 % in Math
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	From DPA 1 to DPA 2, Reading data indicates notable improvement in Tier 1 performance in Kindergarten through Grade 3. Kindergarten showed a substantial increase in Tier 1 students (from 8% to 43%), with Tier 3 remaining at 0%, indicating strong early literacy gains. Grades 1–3 also demonstrated increases in Tier 1 percentages, along with corresponding decreases in Tier 3, suggesting that instructional supports and interventions are positively impacting student outcomes in the early and mid-elementary grades. However, Grades 4–6 continue to have a high percentage of students performing in Tier 3, particularly in Grades 5 and 6, where over half of students remain in Tier 3 on DPA 2. While some Tier 1 growth is evident, these results indicate a need for intensified, targeted reading interventions and progress monitoring in the upper grades. Math: Math results show modest gains from DPA 1 to DPA 2 across most grade levels, with increases in Tier 1 performance in Kindergarten through Grade 4. Kindergarten improved from 0% to 17% in Tier 1, and Grades 2–4 also showed measurable movement from Tier 3 into Tier 2 and Tier 1. Despite these gains, a significant percentage of students in Grades 5 and 6 remain in Tier 3, with Grade 6 continuing to show the highest level of need. These outcomes indicate that while core math instruction is supporting some student growth, additional supports are necessary to accelerate learning for students with significant skill gaps.	
ELPAC	The 2024- 2025 ELPAC scores indicate 39.3% of our English Learners are making progress by one score or more this is a decrease of 21% from the 2023- 2024 school year.	60% or more of English Learners will increase their annual ELPAC score by one or more levels*
ELPAC	The 2024-2024 ELPAC results show that 12% of students scored at Level 4 in overall language performance, and 26.40%% were at Level 3.	10% or more of English Learners will be eligible to be reclassified as English Language Proficient
CAASPP, ELA and Math	During the 2024-2025 school year, Margaret Sheehy Elementary School's students participated in the California Assessment of Student Performance and Progress (CAASPP) for English	Increased percentage of students who meet or exceed grade-level standards in ELA and Math by 7%,and 5%

	Language Arts (ELA). The following outlines the percentage of students within various groups who met or exceeded the state standards: Performance by grade level was as follows: Math: ELA:	
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.1 Professional Learning Communities (PLC) – Guaranteed & Viable Curriculum Implementation and Unit Planning (2 days each teacher) Sheehy staff will engage in structured Professional Learning Community (PLC) collaboration focused on unit planning and the continued development of a Guaranteed and Viable Curriculum (GVC) in ELA/ELD and Mathematics. PLC time will be intentionally dedicated to aligning standards, developing common unit plans, and creating shared assessments to monitor student progress. Teachers will use PLC collaboration time to analyze student data, refine instructional strategies, and plan targeted Tier 2 reteaching and intervention based on progress monitoring results. The school will provide additional planning time, substitute coverage, and necessary materials to support effective collaboration and curriculum development. Staff will utilize adopted core instructional programs and supplemental resources designed to support universal access, differentiation, and intervention for all students, including English learners, students with disabilities (SWD), and advanced learners. PLC teams will also plan the integration of ancillary materials, intervention supports, and extended learning opportunities to strengthen instruction in ELA/ELD, Mathematics, Social Studies, and Science. Funding will support instructional materials, technology, intervention resources, and classroom supplies that enhance implementation of the GVC and improve access to rigorous, standards-aligned instruction. These collaborative efforts are grounded in research-based practices, including the work of Robert Marzano, which identifies a clearly articulated and systematically implemented Guaranteed and Viable Curriculum as a critical factor in improving student achievement.	EL. Hispanic, SED.SWD. amongst all students	500 3010 1000-1999: Certificated Personnel Salaries Certificated Additional hours for training, data/progress monitoring activities, AVID, Extended Day for Academics and our Academic Mentors Program 9000 3010 1000-1999: Certificated Personnel Salaries Certificated Substitute salaries to accommodate training and data/progress review activities, RtI, Lesson Studies, etc. 23,025 3010 3000-3999: Employee Benefits Certificated staff benefits 1800 3010 2000-2999: Classified Personnel Salaries Classified Additional hours for SSC, ELAC, interpreting, etc.

	Through ongoing PLC collaboration, Sheehy teachers will ensure consistent, standards-aligned instruction, timely interventions, and continuous refinement of unit plans to support improved outcomes for all students.		
1.2	AVID Sheehy Elementary will continue the implementation of AVID strategies. We will purchase resources and materials to support the idea of a college/career-oriented mindset. Develop a team of staff members who meet regularly to discuss progress on implementing strategies and school-wide events. Funds will also be utilized for the purpose of: -A team attending the yearly Summer Institute -Membership fees -Extra hours for planning by a Team Lead -Purchase of materials to support the implementation of organization and WICOR strategies. -Meet monthly as a team to monitor progress and plan the next steps. Handwriting without tear Curriculum Purchase of Accelerated Reader Subscription The school funds the implementation of the AVID framework (professional development, materials and supplies, and additional hours). Teachers use WICOR strategies (Writing, Inquiry, Collaboration, Organization, Reading) and other strategies supported by research to prepare all students for college and careers. AVID's WICOR strategies (Writing, Inquiry, Collaboration, Organization, and Reading) are a cornerstone of the AVID (Advancement Via Individual Determination) system, designed to enhance student learning, promote rigor, and prepare students for college and career success. These strategies are presented as a cohesive, evidence-based framework for driving positive student outcomes Beltz, Z. V. (2018). Impact of Advancement Via Individual Determination (AVID) on achievement and perceptions of learning. California State University San Marcos. Retrieved from ScholarWorks.	EL. Hispanic, SED.SWD. amongst all students	7560 3010 4000-4999: Books And Supplies AVID WICOR SUPPLY Materials 5200 3010 5000-5999: Services And Other Operating Expenditures Accelerated Reader to Support AVID 3725 3010 5000-5999: Services And Other Operating Expenditures AVID Dues 3,600 3010 5700-5799: Transfers Of Direct Costs ELA and Math Rewards-Printshop 4500 3010 5000-5999: Services And Other Operating Expenditures AVID and Professional Development Conferences
1.3	Targeted Intervention and RTI Support Students who are two or more years below grade level, including English learners and students with disabilities (SWD), will receive targeted and intensive academic support through the school's Response to Intervention (RTI) framework. Instruction will be delivered by the teacher of record, a Reading Intervention teacher, or trained	EL. Hispanic, SED.SWD. amongst all students	86690 3010 2000-2999: Classified Personnel Salaries Instructional Aid Salaries 26279 3010 3000-3999: Employee Benefits

	Instructional Assistants to ensure students receive additional time and focused support aligned to their assessed needs. Using assessment data and ongoing progress monitoring, teachers will design and implement accelerated instruction at the student's instructional level, focusing on foundational literacy and core academic skills. Instruction will be structured to provide small-group or individualized support, allowing staff to adjust strategies based on student performance and growth. Intervention supports will be aligned with classroom instruction and coordinated through PLC collaboration, ensuring that interventions reinforce grade-level standards while addressing learning gaps. Staff will regularly review student data to evaluate the effectiveness of interventions and make timely instructional adjustments. The Response to Intervention (RTI) framework is widely recognized as an evidence-based, multi-tiered system designed to identify and support students who are struggling academically or behaviorally. This proactive approach emphasizes early identification, research-based instruction, ongoing progress monitoring, and data-driven decision-making to improve student outcomes and ensure equitable access to learning opportunities for all students (Marzano, 2016).		Classified Staff benefits
1.4	implement an Extended Day Master Plan that provides Learning Opportunities given for students with need and enrichment in Math, and ELA. • Math (EL, SWD) • ELA (EL, Hispanic, SED, SWD) • STEM Research overwhelmingly supports the effectiveness of well-designed extended day and after-school programs as an evidence-based strategy for improving a wide range of student outcomes, from academic achievement to social-emotional development. Numerous studies, including meta-analyses and large-scale evaluations, demonstrate that participation in high-quality after-school activities can lead to measurable gains for students. (After School Alliance.org)	EL. Hispanic, SED.SWD. amongst all students	1,200 3010 1000-1999: Certificated Personnel Salaries Extended Day Opportunities in math, ELA and STEM
1.5	Sheehy will implement intensive Tier 3 intervention for students in grades 3–6 using research-based instructional materials, including SIPPS, to support students performing significantly below grade level.	EL. Hispanic, SED.SWD. amongst all students	1125.00 3010 2000-2999: Classified Personnel Salaries

	In addition, early literacy intervention will be provided to first-grade students during the 2026–2027 school year to address foundational reading needs at an early stage. This work will be guided by the Response to Intervention (RTI) framework, an evidence-based, multi-tiered system designed to identify and support students who are struggling academically or behaviorally. RTI emphasizes early intervention, the use of research-based instructional strategies, ongoing progress monitoring, and data-driven decision-making to ensure instruction is responsive to individual student needs and improves overall educational outcomes (Marzano, 2008)		Classified Additional hours for data progress monitoring, SSC, ELAC, interpreting, etc.
1.6	The site Learning Director and Categorical Program Office (CPO) Clerk/Materials will be hired as Auxiliary Service. Such individuals will: • Supervise compliance, documentation, required assessment, and achievement data. • Address the needs of all students in the school, especially those low-achieving and at risk of not meeting grade-level standards A Learning Director committed to evidence-based strategies moves beyond tradition or intuition. They act as a lead learner and a change agent, guiding the academic program through a cycle of inquiry, action, and reflection, all grounded in the best available evidence of what truly works to improve student achievement. This approach fosters a dynamic and responsive educational environment focused on continuous improvement and success for all students. (Marzano, 2008)	EL. Hispanic, SED.SWD. amongst all students	21,712 3010 2000-2999: Classified Personnel Salaries CPO Clerk Salary
1.7	Sheehy Elementary will implement regular instructional rounds across classrooms, and school sites, effective teaching practices, reflect collaboratively, and apply learned strategies to improve instruction and build collective teacher efficacy. Instructional rounds are recognized as an evidence-based strategy for enhancing teaching quality and fostering a culture of collaborative learning within educational settings.	EL. Hispanic, SED.SWD. amongst all students	2,500 3010 1000-1999: Certificated Personnel Salaries Substitute for instructional Rounds

	The foundation of instructional rounds as an evidence-based practice is significantly rooted in the work of City, Elmore, Fiarman, and Teitel and their influential book, "Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning." This text outlines the methodology and principles of instructional rounds, emphasizing a focus on the "instructional core"—the interaction between teachers, students, and content		
1.8	Sheehy Elementary School will participate in ongoing professional development focused on Building Thinking Classrooms in Mathematics to strengthen instructional practices and improve student achievement in mathematics. Teachers will receive training and collaborate through Professional Learning Communities (PLCs) to implement Thinking Classroom strategies such as vertical non-permanent surfaces, collaborative problem-solving, and student-centered mathematical discourse. These instructional strategies are designed to increase student engagement, deepen conceptual understanding, and strengthen critical thinking skills in mathematics. Building Thinking Classrooms is based on the research of Peter Liljedahl and emphasizes instructional practices that promote student thinking, collaboration, and active problem-solving. Studies show that when students work collaboratively on non-routine tasks and explain their reasoning, they demonstrate increased engagement, improved mathematical reasoning, and greater conceptual understanding. These research-based strategies align with best practices in mathematics instruction and support equitable access to rigorous learning for all students. Metrics for Success: Increase the percentage of students meeting or exceeding standards on district and state mathematics assessments (e.g., CAASPP) by 5% annually. Monitor benchmark assessment data (i-Ready or district math benchmarks) three times per year to track student growth in mathematics proficiency. Conduct quarterly classroom walkthroughs to monitor implementation of Thinking Classroom strategies. Teachers will participate in at least two professional development sessions and ongoing PLC collaboration focused on Thinking Classroom strategies each year.	EL. Hispanic, SED.SWD. amongst all students	3,000 3010 5800: Professional/Consulting Services And Operating Expenditures Professional Development Agreement 200 3010 4000-4999: Books And Supplies Supplemental Material: Thinking Building Classrooms Book / AVID materials

	PLC teams will review student work and formative assessment data at least once per month to adjust instruction and support student learning.		
1.11			
1.12			
1.13			
1.14			
1.19			
1.20			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Grounded in Center for Model School Work, Sheehy staff has made significant progress in developing and implementing the Guaranteed Viable Curriculum (GVC) this school year. Teachers have worked diligently to refine the GVC in ELA/ELD and Math, with a focus on improving progress monitoring and implementing targeted reteaching during Tier 2 instruction. Several teachers dedicated planning days to this work, demonstrating their commitment to a consistent and effective curriculum for all students. The school has supported these efforts by providing additional planning time, funding for substitutes, and materials and supplies. Implementation of the GVC is further enhanced through locally adopted core materials for differentiated instruction, supplemented by additional resources and extended day programs, ensuring all students—including English learners and students with disabilities—have access to the support needed for academic success.

1.2 AVID Implementation and College/Career Mindset

Sheehy Elementary continues to foster a college and career-oriented mindset through the implementation of AVID strategies. The school has invested in resources, developed a dedicated AVID staff team to guide implementation and plan school-wide events, and allocated funds for professional development, including Summer Institute attendance, membership fees, and dedicated planning time for a Team Lead. The AVID team meets monthly to monitor progress and plan next steps, ensuring WICOR strategies and other research-based approaches are effectively integrated to prepare all students for future academic and career success.

1.3 Intervention Programs and Student Growth

Sheehy Elementary's intervention programs are demonstrating measurable positive impact. Recent DPA results for grades 3 and 4 show substantial growth, with multiple students moving from the "red" to "yellow" performance categories. This progress indicates that the intensive instruction provided by Reading Intervention teachers, teachers of record, and Instructional Assistants is effectively supporting students two or more years below grade level, including English learners and students with disabilities. Tailored accelerated instruction aligned to individual student needs continues to be a critical factor in this encouraging growth.

1.4 Extended Day Program

Sheehy Elementary currently offers an extended day program for grades 1–5, providing targeted instruction and enrichment opportunities in Math and ELA. This program is designed to reinforce classroom learning and provide additional support to enhance student outcomes in core subjects.

1.5 Tier 3 Early Literacy Intervention

Tier 3 intervention in early literacy is being provided for students requiring the most intensive support in foundational reading skills. This targeted instruction addresses significant learning gaps and accelerates progress in areas such as phonological awareness, phonics, and fluency, ensuring students build a strong foundation for reading success.

1.6 English Learner (EL) Support

The Learning Director has played a pivotal role in supporting English Learner (EL) students through the ELPAC assessment process and in developing effective tiered interventions. This dedicated support has enhanced the school's ability to meet the needs of EL students and provide targeted assistance to ensure academic growth.

1.7 Instructional Rounds and Collaborative Practice

Sheehy Elementary participated in four instructional round cycles, with teachers collaborating around vertical alignment. While initial rounds did not have a specific focus, they demonstrated growth across grade levels in ELA, with Math identified as a current area of focus. Extended day opportunities focused on academic mentors and student champions to reinforce learning. Future instructional rounds will be implemented based on a team-developed problem of practice to continue strengthening teacher collaboration and student outcomes.

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

Analysis of the 2025–2026 DPA results at Sheehy Elementary shows growth in early grades but continued challenges in upper grades. In Reading, Kindergarten through Grade 3 demonstrated strong Tier 1 gains, indicating effective implementation of core instruction, Tier 2 interventions, and progress monitoring. However, Grades 4–6 continue to have high Tier 3 percentages, particularly in Grades 5 and 6, suggesting that intended interventions were not fully effective and may require additional supports, staffing, and targeted professional development. In Math, Tier 1 growth was evident in Kindergarten through Grade 4, reflecting alignment with planned strategies and resource allocation, but Grades 5 and 6 remain high in Tier 3, indicating a need for more intensive Tier 3 interventions and small-group instruction. Overall, early-grade strategies were successfully implemented, but upper-grade gaps highlight the need to adjust resources and supports to accelerate learning and reduce students performing in Tier 3.

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.

As a result of this analysis, Sheehy Elementary will make targeted adjustments to the Reading and Math goals, annual outcomes, and strategies to better support students performing in Tier 2 and Tier 3. In Math, the school will participate in Thinking Building Classrooms professional development to strengthen instructional practices and accelerate student learning, particularly in upper grades. In Reading, the implementation of the Response to Intervention (RTI) framework will continue, with intensified Tier 2 and Tier 3 supports, progress monitoring, and small-group instruction for students with significant skill gaps. Annual outcome metrics will be refined to track growth in Tier 1 performance and reduction in Tier 3 percentages across all grade levels.

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.

School Culture and Climate

At Sheehy Elementary School, we are committed to cultivating a supportive, student-centered learning environment where every child feels safe, valued, and connected to the school community. Grounded in the Center for Model Schools framework, we prioritize the development of strong relationships, inclusive practices, and proactive systems of support that promote both academic success and social-emotional well-being.

Through the intentional implementation of restorative practices, positive behavior supports, and culturally responsive engagement strategies, we aim to strengthen students' sense of belonging and connection to school. By the end of the 2026–2027 academic year, Sheehy Elementary will reduce the overall suspension rate to 3.0% and decrease chronic absenteeism to 20%, reflecting our commitment to equitable access to learning and consistent student engagement

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide a safe, more culturally responsive environment, where students learn social and emotional skills and receive additional support to increase their engagement in learning.

Identified Need

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

Based on an analysis of 2024–2025 data, there is a critical need to address increasing suspension rates and persistent performance gaps at Sheehy, particularly for student groups currently in the Red and Orange performance ranges. While the school-wide suspension rate of 5.2% places the site in the Low (Orange) range, this represents a 0.4% increase from the previous year, signaling a need for strengthened behavioral supports and restorative practices.

The most significant area of concern is the African American student population, which saw a sharp 6.32 percentage point increase in suspensions. With 15.2% of these students suspended for at least one day, this group falls into the Very High (Red) performance level, indicating a widening gap in equitable outcomes. Similarly, English Learners experienced an upward trend, with a 1.4 percentage point increase bringing their suspension rate to 4.3% and placing them in the Low (Orange) range.

While some groups showed stability or improvement, they continue to require targeted intervention to move out of the Orange tier. Students with Disabilities currently sit at a 6.3% suspension rate, and Socioeconomically Disadvantaged students—despite a marginal decrease of 0.5 percentage points—remain in the Low (Orange) category. In contrast, Hispanic students demonstrated notable progress with a 4.8 percentage point decrease, moving them into the Medium (Yellow) range.

Chronic absenteeism remains a concern, with 27.6% of all students identified as chronically absent (Low/Orange). Students with Disabilities had a 35.6% chronic absenteeism rate (Very High/Red), while English Learners performed in the Medium (Yellow) range at 14.6%.

These data indicate the need to strengthen equitable, proactive systems of behavioral and attendance support to ensure safe, supportive learning environments where all students are consistently present and engaged in learning.

In addition, Student response to culture and safety on the center for model school survey indicate that student safety is closely tied to adult supervision and structured environments. While the school has successfully fostered a secure atmosphere within classrooms and hallways—where combined "safe" ratings exceed 70%—there is a visible drop in confidence regarding unsupervised or "blind" spots. Specifically, the bathrooms and outdoor areas show the highest levels of student discomfort, with roughly 1 in 6 students reporting they do not feel safe in these locations.

Overall, the school provides a stable and supportive environment, but the disparity between the classroom (2% unsafe) and the bathrooms (16% unsafe) highlights a need for targeted interventions in less-monitored spaces to ensure safety is felt consistently across the entire campus.

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
California Dashboard	2024-2025 school overall suspension rate 5.2 % 2023- 2024 Aeries suspension data indicates Sheehy Elementary is at 4.8 suspension rate.	Sheehy's overall suspension rate will be below 3.5%
Aeries Analytics Data	2025 School attendance data Aeries currently indicates Sheehy Elementary has an 89.1 attendance rate. 2024-2025 Aeries attendance data indicates Sheehy Elementary is at a 91% positive attendance rate	Sheehy School will meet or exceed 95% positive attendance rates, as measured by Aeries Data in the cumulative average of ADA months #1-10.
Aeries Analytics Data	2025 School attendance data Aeries attendance data indicates our chronic absentee rate is at 29% 2024- 2025 Aeries attendance data indicates our chronic absentee rate at Sheehy Elementary is at 21% chronic absentee rate.	number of chronically absent students will decrease by 10% or more

California Dashboard	In 2024- 2025 school year, Sheehy Elementary had a 28% Chronic Absenteeism Rate.	number of chronically absent students will decrease to increase one level indicator or more
Center for Model School Data	Student response to culture and safety on the center for model school survey indicate that student safety is closely tied to adult supervision and structured environments. While the school has successfully fostered a secure atmosphere within classrooms and hallways—where combined "safe" ratings exceed 70%—there is a visible drop in confidence regarding unsupervised or "blind" spots. Specifically, the bathrooms and outdoor areas show the highest levels of student discomfort, with roughly 1 in 6 students reporting they do not feel safe in these locations. Overall, the school provides a stable and supportive environment, but the disparity between the classroom (2% unsafe) and the bathrooms (16% unsafe) highlights a need for targeted interventions in less-monitored spaces to ensure safety is felt consistently across the entire campus.	75 % of student will indicate feeling safe at school in using combined ratings of safety on the center for model school survey.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	1. Positive Behavior Implementation and Supports PBIS is a comprehensive system that follows a three-tiered framework to enhance and integrate all the information, procedures, and practices that impact student outcomes daily. The first tier offers universal support to all students, establishing consistent and proactive assistance while preventing undesirable behaviors. The second tier assists students who are at risk or have the potential to develop more severe behavioral issues before they arise. It helps students acquire the necessary skills to access the core program. The third tier focuses on students who require more personalized and intensive support to enhance their academic and behavioral outcomes. *Monthly Tier 1 PBIS committee meetings to discuss -minor infractions -students who need to be referred to Tier 2	EL, Hispanic, SED, SWD, amongst all students	3500 0824 1000-1999: Certificated Personnel Salaries Teacher Substitute salaries to accommodate training, data/progress review activities, committee work (IEPs, SSTs, PBIS). 300 0824 2000-2999: Classified Personnel Salaries Classified Additional hours for training, data/progress monitoring activities, PBIS, PTC, etc. 1,000 0824 5800: Professional/Consulting Services And Operating Expenditures Professional services-Assemblies, authors, or

	-School-wide implementation or ROAR *Biweekly Tier 2/3 PBIS committee meetings to discuss: -Tier 2 interventions -Student progress on Tier 2 interventions -Students on BIP -Needs for MTSS referrals -Needs for Mental Health referrals Positive Behavioral Interventions and Supports (PBIS) is widely recognized as an evidence-based strategy effective in reducing school suspensions and fostering a more positive school culture and climate. This multi-tiered framework shifts the focus from reactive, punitive disciplinary measures to proactive, instructional, and reinforcement-based approaches to behavior Center on PBIS. (Year). Positive Behavioral Interventions & Supports [Website]. Retrieved from www.pbis.org		consultants for Art, etc. for the classroom and/or extended day. 1572 0824 3000-3999: Employee Benefits Certificated Staff Benefits
2.2	Counseling Program/Engagement The school counseling program provides a wide variety of support to all staff and students at Sheehy Elementary. Some of the services provided include, but are not limited to: -Creation of Socio-emotional classroom lessons • Implementation of classroom lessons on basic socio-emotional skills by pushing into the classrooms. -Small group instruction -one-on-one lessons -Mental Health Awareness Day activities -College sign-in day -Playground conflict resolution coaching for students and staff -Support implementation of AVID strategies -Support schoolwide growth mindset through lessons and activities -Implement ROAR academy The school will implement instruction on the Conflict Resolution "Time Machine" tool. The school counselor will support classroom teachers and other staff with the teaching of strategies necessary for students to utilize this tool appropriately. The counselor will have access to a live-	EL, Hispanic, SED, SWD, amongst all students	43778 0824 4000-4999: Books And Supplies Supplemental Materials and Supplies-Books and reference materials for COunsleing Program; PBIS, Behavior intervention, Counseling, Classroom, and safety. 1500 0824 5700-5799: Transfers Of Direct Costs Printshop--PBIS, CD, SEL, etc.

	size "Time Machine", students can walk on for conflict resolution. All grades will have access to "Time Machine" tools that can be used to practice conflict resolution. Additionally, the whole school will have access to a time machine that will be painted on the blacktop in the playground. Other school-wide activities, such as motivational speakers and assemblies will be funded in order to support student and staff mental health and motivation and engagement. American Psychological Association. (2006). Evidence-based practice in psychology. American Psychologist, 61(4), 271–285. You can also access the policy and related reports on the APA website (www.apa.org/pract		
2.3	Extended Day Sheehy will provide various extended day opportunities that support the development of social-emotional skills and student wellness. Some of the opportunities provided may be, but are not limited to: -Student Council -Cheerleading -STEAM -Visual and Performance Arts (VAPA Standards) -Intramural sports Research overwhelmingly supports the effectiveness of well-designed extended day and after-school programs as an evidence-based strategy for improving a wide range of student outcomes, from academic achievement to social-emotional development. Numerous studies, including meta-analyses and large-scale evaluations, demonstrate that participation in high-quality after-school activities can lead to measurable gains for students. (After School Alliance.org)	EL, Hispanic, SED, SWD, amongst all students	
2.4	Student recognition systems Sheehy has a system for recognizing student progress and achievement throughout the school year. The school schedules quarterly assemblies to recognize achievements in: -Academics -Behavior -Attendance -Sports	EL, Hispanic, SED, SWD, amongst all students	1,500 0824 4000-4999: Books And Supplies Printer Ink, certificates, medals, tags and other rewards 1000.00 0824 5700-5799: Transfers Of Direct Costs

	*Purchase ink, certificates, medals, attendance tags, and other rewards for student recognition (PBIS.org)		Testing snacks
2.5	Attendance Sheehy School has a system for monitoring students' attendance. -Daily attendance is taken, and phone calls are made to inquire about reasons for absence. -Weekly attendance rates are monitored by class, and the highest attendance by grade level is recognized on the morning announcements so they can fly the attendance winner flag outside their classroom. -ADA Monthly attendance is monitored, and the winners are also recognized on morning announcements by grade level. -Quarterly attendance is monitored, and perfect attendance winners are recognized during quarterly and yearly assemblies. -Administrators make regular presentations and send out regular reminders through Parent Square, printed materials, and phone calls about the importance of daily and timely attendance at school. -School nurses check on families of students with chronic absenteeism to check for health needs. -SART meetings are scheduled regularly, as needed by the school Clerk, for families who meet the absence markers. -The community liaison, counselor, and admin make home visits to check on attendance and well-being. -SARB referrals are made for those families with Chronic absenteeism. -MTSS referrals are made to support families with extenuating circumstances and eliminate barriers causing absenteeism. (Nitz et al., 2023)	EL, Hispanic, SED, SWD, amongst all students	2000.00 0824 4000-4999: Books And Supplies Attendance Incentives
2.6	Sheehy Elementary will organize quarterly field trips for students as a positive behavior incentive. These trips will reward students who demonstrate consistent adherence to school-wide behavioral expectations, reinforcing social-emotional learning and promoting a positive school climate. Metrics: Track the number of students eligible and attending each quarterly field trip. Monitor behavior referrals and incidents before and after each trip to evaluate impact. Collect student and teacher feedback on engagement and motivation. Research Basis: Research indicates that positive reinforcement, including experiential rewards like field trips,		2500 0824 5700-5799: Transfers Of Direct Costs Field trips-Fees and Transportation

	increases student motivation, reinforces prosocial behavior, and supports a positive school culture.(Fallon et al., 2023)		
2.11			
2.12			
2.13			
2.14			
2.19			
2.20			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

1 Positive Behavior Implementation and Supports (PBIS)

The implementation of Tier 1 PBIS at Sheehy Elementary continues to be effective, as demonstrated by a school-wide suspension rate of 5.2%, slightly above the target of 3.5%. Monthly Tier 1 PBIS committee meetings have effectively supported the monitoring of minor infractions and school-wide behavior expectations (ROAR). Biweekly Tier 2/3 meetings have provided a structured process to monitor interventions, progress on Behavior Intervention Plans (BIPs), MTSS referrals, and mental health supports. While overall suspension rates have improved, data from 2024–2025 highlight disparities among African American students (15.2%) and Students with Disabilities (6.3%), indicating the need to strengthen equitable Tier 2 and 3 interventions. The current strategies have been effective in reducing general suspensions but require targeted adjustments to address disproportionate outcomes.

1.2 Counseling Program and Social-Emotional Learning (SEL)

The counseling program has implemented a variety of socio-emotional supports, including classroom lessons, small group interventions, and planning for Mental Health Awareness Day. These activities have provided meaningful engagement and support for students and staff. The adoption of Second Step as a Tier 1 SEL program is underway, aiming to improve conflict resolution skills and socio-emotional competence across all grades. Early implementation shows promise in supporting student behavior and engagement, though chronic absenteeism data (27.6% overall, 35.6% for Students with Disabilities) suggest additional proactive measures are needed. Overall, the strategies are effective in promoting social-emotional growth, but expanded reach and integration with attendance interventions will enhance impact.

1.3 Extended Day and Enrichment Programs

The Extended Day program currently offers Student Council and Intramural Sports, successfully fostering leadership, teamwork, and school engagement. Plans to expand offerings to include Cheerleading, STEAM, and Visual and Performing Arts (aligned with VAPA standards) are expected to further diversify student opportunities for social-emotional and academic development. Participation in these programs supports student engagement, which is linked to

improved attendance and behavior. While existing programs have positively impacted student motivation, the expansion is intended to strengthen engagement for students at risk of chronic absenteeism or behavioral challenges.

1.4 Student Recognition and Motivation

Quarterly assemblies recognizing achievements in academics, behavior, attendance, and sports have been implemented consistently and have contributed to increased student motivation and reinforcement of positive behavior. The availability of necessary recognition materials, such as certificates, medals, and ink, ensures that celebrations are meaningful and visible to students. While these assemblies effectively support positive reinforcement and school culture, focusing recognition on students with improved attendance and behavior could further address chronic absenteeism and equitable recognition outcomes.

1.5 Attendance Monitoring and Support

Sheehy Elementary maintains a comprehensive attendance monitoring system; however, analysis of 2024–2025 data indicates persistent chronic absenteeism, particularly among Students with Disabilities (35.6%) and African American students. Current strategies provide a solid framework, but refinement is needed to implement targeted interventions, proactive outreach, and parent engagement strategies. Integration with PBIS and SEL supports is expected to improve consistent student attendance and engagement in learning. The existing system is partially effective, but targeted enhancements are necessary to achieve equitable attendance outcomes.

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

The differences between intended implementation and actual execution are primarily due to partial roll out of programs and interventions. Budgeted expenditures were largely allocated appropriately, but some funds were underutilized or delayed, particularly for in our offering of extended day opportunities, enrichment program expansion, and motivational/SEL activities. While core strategies were implemented effectively, the full impact on equity, chronic absenteeism, and behavioral outcomes has been constrained by these gaps.

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

The overall goal will be refined to place a stronger emphasis on equity in student outcomes, particularly for African American students and Students with Disabilities. While maintaining the focus on reducing suspension rates and improving attendance, the updated goal will explicitly include:

Reducing disproportionate suspension rates among identified student groups

Decreasing chronic absenteeism, especially for Students with Disabilities

Increasing student engagement and connectedness through SEL and enrichment opportunities

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.

Family and Community Empowerment

Sheehy Elementary School is committed to fostering strong, meaningful partnerships with families, recognizing them as equal partners in the education of their children. Through the lens of the Center for Model Schools' Involved Families framework, the school ensures that families have the knowledge, skills, and resources necessary to actively support learning at home and engage in the school community.

To empower families, Sheehy Elementary implements the Parent ROAR Matrix, which provides structured avenues for engagement:

Resources: Families have access to essential tools such as student data, grades, assignments, and communication platforms like Parent Square.

Opportunities: Families are encouraged to communicate with staff, volunteer, and contribute meaningfully to school initiatives.

Access: Families can participate in teacher meetings, access student files, and collaborate with office staff and administrators.

Reach Out & Rise: Families are invited to embrace the role of active partners, advocating for and supporting their child's education.

By leveraging the Parent ROAR Matrix, Sheehy Elementary strengthens family-school partnerships, ensuring all families feel informed, empowered, and connected to their child's learning journey.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Empower families and community stakeholders to become full partners in the education of students to ensure all students excel academically, build character, and are productive members of our community.

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 2026 Center for Model School Survey results for the Involved Families essential category reveal a significant performance gap. While the school has established mechanisms for parental participation, the overall impact is rated as Weak (23-24), with specific indicators in the "Very Weak" to "Weak" range.

Trust and Inclusion: Teacher-Parent Trust is low (30), and only 8% of respondents feel the school strongly encourages parent-to-parent outreach.

While opportunities exist, only 13% of teachers feel parents are involved "a great deal" in commenting on school curricula.

A quarter of the staff (25%) reports that the school does not at all develop formal networks to link families together (e.g., directories or digital connection platforms).

Identified Need

There is a critical need to move beyond "token" parent participation toward authentic, collaborative partnership. The school must address the lack of social capital among families and the low level of teacher-parent trust. Specifically, the school lacks a robust system for connecting parents to one another and ensuring that parent feedback on academic programs is impactful rather than just advisory.

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
measured by local data. Such as event sign in sheets and parent data.	2025 2026- School Data 9/23/2025 11 Parents 10/38/2026 13 parents Family Literacy night - 82 parents 2024- 2025 Data School Site Council meetings 9/16/2024 6 Parents 12/6/2024 12 Parents 1/20/2025 10 parents 3/17/20205 22 Parents Coffee with the prinicpal 3/4/3035 8 Parents 5/6/2025 4 parents	increase parent participation in school activities by 20%,
Center for Model School Survey	The Center for model school data indicates that families perceive the school as making moderate efforts to involve parents in school improvement and academic support initiatives. A majority of respondents reported that the school "somewhat" involves parents in developing programs aimed at improving student academic outcomes (54%), while 25% indicated the school does so "a great deal." Similarly, 46% of families shared that parent leaders from diverse	Increase the percentage of families reporting that the school involves parents "a great deal" in academic decision-making, school improvement efforts, and family networking opportunities from an average of 18% to 35% by the next survey cycle through expanded parent leadership structures, inclusive engagement opportunities, and intentional family partnership initiatives.

	backgrounds are “somewhat” included in school improvement efforts, with an additional 21% reporting this occurs “a great deal.” Parent involvement in commenting on school curricula showed lower levels of engagement, as 46% of respondents indicated “not at all” or “a little.” Additionally, opportunities for families to connect with one another through formal networks and outreach among parents demonstrated an area of growth, with a combined 42% reporting limited opportunities for family networking and 46% reporting limited encouragement for highly involved parents to support less involved families. Overall, the results suggest the school has established foundational family engagement practices but would benefit from expanding authentic collaboration opportunities, strengthening family-to-family partnerships, and increasing inclusive participation structures.	
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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
3.1	Communication The District/Sheehy staff will actively engage families through various communication methods, including but not limited to monthly newsletters and calendars, regular updates to the school website, weekly Parent Square posts and alerts, monthly Parent Square posts about ELAC/SSC/PTC, flyers and Parent Square posts inviting families to school events, meetings, and assemblies. Additionally, teachers and other staff will maintain regular phone, email, app-based, and in-person communication with families and will make home visits as needed for various reasons. Furthermore, daily attendance calls and messages will be sent to keep families informed about their child's attendance. Students whose parents are engaged in their education tend to achieve higher grades and test scores. Decades of research highlight that when schools effectively engage families, students demonstrate better academic outcomes. (Panorama Education; PowerSchool; Hill & Tyson, 2009; El Nokali, Bachman, & Votruba-Drzal, 2010; The Annie E. Casey Foundation; American Psychological Association; Waterford.org)	EL. Hispanic, SED.SWD. amongst all students	

3.2	Family/Community Empowerment and Engagement activities Parent involvement at the school is a crucial aspect of student achievement. The school provides various activities and support for parents to participate, including, but not limited to: SSC • The School Site Council, which develops the Single Plan for Student Achievement and ensures the proper allocation of categorical funds ELAC The English Learner Advisory Committee (ELAC) reviews and makes suggestions on the English Language Development Program and involves parents in the planning, implementation, and evaluation of consolidated application programs. The committee has a representative who serves on the District English Learner Advisory Committee (DELAC). PTC • The Parent Teacher Club collaborates with school staff to organize family and community events and fundraisers and purchases items that contribute to the overall well-being and engagement of students, staff, family, and community members. • Other family empowerment activities occur throughout the year, such as Back to School Night, Parent-Teacher Conferences, Open House, Literacy Night, Winter Program, Awards assemblies, movie nights, ASSETS events, Fall Festival, Dance Festival, and volunteering opportunities. • The school also encourages families to participate in District committees, meetings, and activities.	EL. Hispanic, SED.SWD. amongst all students	700 3010 2000-2999: Classified Personnel Salaries Classified OT-Parent Engagement: Translation Costs, Childcare, etc.
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	Parental involvement is linked to improved school attendance, reduced absenteeism, and better behavioral outcomes, including fewer disciplinary issues. (Panorama Education; The Annie E. Casey Foundation; American Psychological Association; Families and Schools)		
3.3	Parent Education sessions, which include, but are not limited to: • PASSport To Success, parent education workshops, parenting academy provided by the Family Engagement Resource Center, and district/site community liaisons. • Parent Institute for Quality Education (PIQE) Purchases may be required for parent education classes and family engagement activities, such as childcare, binders, materials, books, supplies, and interpreting and translation services. Families and Schools. (n.d.). The importance of parent engagement: A list of research and thought leadership. Families and Schools. Retrieved May 7, 2025,	EL. Hispanic, SED.SWD. amongst all students	
3.4	Community Liasion In addition, the community liaison is essential in empowering our community by attending meetings and being available after hours to assist family and community members in engaging in school activities.	EL. Hispanic, SED.SWD. amongst all students	
3.5	Family Help Station The district established a Family Help Station in the front office. School staff maintains the equipment and provides the information at the Family Help Station. The Family Help Station serves purposes such as, but not limited to: -Aiding families in the creation of e-mail accounts -Registration -Gathering of information about community resources	EL. Hispanic, SED.SWD. amongst all students	

	-Checking student grades and information on Aeries		
3.6	Annual parent and staff surveys are conducted to assess, monitor, and modify school-wide and grade-level-specific programs.	EL. Hispanic, SED.SWD. amongst all students	
3.11			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Applying the Center for Model Schools (CMS) Framework, specifically the Supportive Environments strand, Sheehy Elementary focuses on creating a culture of inclusion and shared responsibility. By aligning our practices with the pillars of communication, partnership, and empowerment, we ensure every family feels valued and equipped to support student success.

1.1 Communication

Aligned with the CMS goal of transparent and consistent messaging, Sheehy Elementary utilizes a comprehensive communication ecosystem to bridge the gap between school and home.

Digital Integration: Weekly Parent Square updates serve as the primary hub for general information, while dedicated monthly pulses target ELAC, SSC, and PTC groups.

Static & Print Resources: The school website, monthly calendars, and event-specific flyers ensure information is accessible across multiple platforms.

Personalized Outreach: Staff prioritize "high-touch" interactions through phone calls, emails, and apps, ensuring that daily attendance notifications and in-person dialogues maintain a continuous feedback loop.

1.2 Family Involvement

To foster a truly supportive environment, we move beyond "volunteering" toward authentic partnership and shared governance.

Leadership Roles: Parents are actively encouraged to participate in the School Site Council (SSC), ELAC, and PTC to help shape school culture.

Relational Capacity: Beyond traditional milestones like Parent-Teacher Conferences and the Winter Program, the new "Coffee with the Principal" initiative lowers barriers to entry, allowing for informal, meaningful dialogue with school leadership.

1.3 Parent Education

Identifying Parent Education as a key growth area, Sheehy is committed to the CMS principle of building stakeholder capacity to improve student outcomes.

Strategic Programming: We are actively enhancing evidence-based programs including PASSport to Success, PIQE, and specialized parenting workshops.

Equity-Based Support: To ensure broad accessibility, the site identifies and secures necessary scaffolding—such as childcare, translation services, and materials—to remove traditional obstacles to participation.

1.4 Community Liaison Support

The Community Liaison serves as the vital link between school systems and home life, particularly for students requiring Tier II interventions. By offering flexible, after-hours availability and attending key stakeholder meetings, the Liaison empowers families to navigate the educational landscape and advocate for their children.

1.5 Family Help Station

Central to a "Supportive Environment" is the physical manifestation of hospitality. Located in the front office, the Family Help Station provides technical and navigational aid to ensure no family is left behind, including:

Assistance with digital literacy (email creation).

Navigation of the student registration process.

Direct access to essential community resources.

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

Sheehy did not have any major difference between intended implementation and or budgeted expenditures to this 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.

Sheehy Elementary will continue to work with schools in our south quadrant to provide family literacy and math nights.

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.

To increase academic achievement, attendance, and involvement in school activities for students with disabilities, African American and Foster youth, Sheehy will provide equitable access to academic, social-emotional, and extracurricular services by meeting the needs of underrepresented populations.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

To increase academic achievement and a sense of belonging for African American, homeless, Students with Disabilities, Long Term English Learners, and Foster Youth the District will provide additional targeted programs, services, and supports designed to meet the unique needs of these student groups

Identified Need

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

While the 2024–2025 school year showed promising growth in English Language Arts (ELA), significant achievement gaps persist in Mathematics, particularly for our most vulnerable subgroups. In ELA, all subgroups demonstrated an upward trend; however, English Learners and Students with Disabilities (SWD) remain in the Low (Orange) range. This disparity is more pronounced in Mathematics, where performance for Socioeconomically Disadvantaged and Hispanic students declined or stagnated in the Low (Orange) range, and Students with Disabilities fell into the Very Low (Red) category. Continued improvement across all measures by subgroups, particularly African American and Foster Youth students, as demonstrated through analysis of CCI indicators, attendance rates, and suspension rates.

On the California School Dashboard, our African American and Foster Youth students were in the No Performance Color for ELA.

Our African American and Foster Youth students were in the No Performance Color for Mathematics on the California School Dashboard.

On the California School Dashboard, our African Americans were at a No-Performance level. Our Foster Youth students were in the No-Performance Color for Suspension Rates.

On the California School Dashboard, our African American Chronic Absenteeism No Performance Level and our Foster Youth students were in the No Performance Color for Chronic Absenteeism.

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
California School Dashboard - ELA Performance	2024- 2025	2025-2026 African American - increase 10 points Foster Youth - Increase 10 points

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	Sheehy Elementary will implement an academiic Mentor program to offer small group and individualized mentoring for African American , Students with Disabilities Newcomer EL and Foster Youth students. The extended day teacherswill be responsible for ensuring that students complete their work, preparing them for upcoming exams, communicating student progress with parents, and working with students and parents to provide additional support through our tutorial program. Research suggests that after-school and summer learning programs can positively influence young people under the right conditions. Studies have shown potential positive outcomes, including increased engagement in school, improved school day attendance, fewer unexcused absences, fewer disciplinary referrals, improved academic performance, fewer behavior problems, and improved social and emotional competencies (Wolforth, S. 2024, April 8. What we know about accelerating student achievement and helping young people thrive. American Institutes for Research).	Students with disabilities, African American and Foster Youth	1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

We have successfully launched extended day opportunities, including dedicated tutorial support, for our African American and Foster Youth students. Furthermore, our student champion program is underway, connecting these students with academic mentors to provide additional guidance and support.

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

We had planned to offer an extended day program to a selected group of African-American and Foster Youth students to improve their academics, but instead focused starting up program that would be offered to all students assisting them with their academics.

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 offer an extended day program for our targeted group of African-American, Students with disabilities , EL new comer goup and Foster Youth students to improve their academics, suspension rates and chronic absenteeism.

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	\$260,966.00
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 (\$)
0824	\$58,650.00
3010	\$202,316.00

Subtotal of state or local funds included for this school: \$260,966.00

Total of federal, state, and/or local funds for this school: \$260,966.00

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
3010	202,316	0.00
0824	58,650	0.00

Expenditures by Funding Source

Funding Source	Amount
0824	58,650.00
3010	202,316.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	16,700.00
2000-2999: Classified Personnel Salaries	112,327.00
3000-3999: Employee Benefits	50,876.00
4000-4999: Books And Supplies	55,038.00
5000-5999: Services And Other Operating Expenditures	13,425.00
5700-5799: Transfers Of Direct Costs	8,600.00
5800: Professional/Consulting Services And Operating Expenditures	4,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0824	3,500.00
2000-2999: Classified Personnel Salaries	0824	300.00
3000-3999: Employee Benefits	0824	1,572.00

4000-4999: Books And Supplies	0824	47,278.00
5700-5799: Transfers Of Direct Costs	0824	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	0824	1,000.00
1000-1999: Certificated Personnel Salaries	3010	13,200.00
2000-2999: Classified Personnel Salaries	3010	112,027.00
3000-3999: Employee Benefits	3010	49,304.00
4000-4999: Books And Supplies	3010	7,760.00
5000-5999: Services And Other Operating Expenditures	3010	13,425.00
5700-5799: Transfers Of Direct Costs	3010	3,600.00
5800: Professional/Consulting Services And Operating Expenditures	3010	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	201,616.00
Goal 2	58,650.00
Goal 3	700.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Daniel Perez	Principal
Michelle Cordoza	Other School Staff
Kim Roberts	Classroom Teacher
Lae Saechao	Classroom Teacher
Cinthia Canela	Parent or Community Member
Maria Garcia	Parent or Community Member
Gabrielle Davis	Parent or Community Member
Remedios Alejo	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

Other: Sheehy Leadership Team

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 4, 2026.

Attested:



Principal, Daniel Perez on 5/4/26



SSC Chairperson, Maria Garcia on 5/4/26

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 as 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/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