School Year: **2026-27**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Carriage Drive Elementary School	34-67447-6105910	April 24, 2026	June 23, 2026

Purpose and Plan Summary

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

X	Schoolwide Program The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

Summarize the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards
Goal 2: Student Engagement and Course Access
Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

Table of Contents

Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

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

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

Input from Educational Partners

How, when, and with whom did the 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

Carriage's SSC met on September 16, 20025, October 20, 2025, December 15, 2025, January 26, 2026, February 23, 2026, April 20, 2026. SSC made a motion to approve the plan on April 20, 2026. At the Sept meeting we discussed Title One requirements, SSC roles and responsibilities, our Safety Plan, our desire to continue a focus on funding VAPA programs on site. In October, we had SPAC, Community Events/ Involvement, ELPAC and Intervention update. Admin provided an update to the relationship the school has with Citrus Heights City and traffic patrol and the impact on our traffic routes. Admin also provided a budget update. In December, traffic update was provided, school events shared, ELPAC and SPAC updates given, and admin shared the possible fiscal impact on the 2026- 2027 school year for LCFF and Title budgets. For the 2025- 2026 school year SSC voted to move funds from one SPSA goal to another. In Jan, admin shared a budget update including the impact on the PKS positions. SSC reviewed the Staff Needs Assessment Survey. SSC discussed what we want to do with funds reserved for IA and SCIA position for the 2026- 2027 school year. After the review, SSC had desire to keep our SCIS position for the 2026- 2027 school year and also saw the need to allocate money for one full time IA position. In Feb, SSC reviewed an additional staffing vote for positions and confirmed the commitment to the SCIS and one full time IA. SSC also discussed the allocation of how the remaining funds might be spent across the SPSA goals for the 2026- 2027 school year. In April, SSC reviewed the draft budget across the SPSA goals and reviews the draft SPSA plan.
Carriage held monthly "Conversation at Carriage" meetings for parents to attend and meet with Admin, Parent/ Community Liaison, Campus Monitor, SCIS, Site Counselor and Intervention teacher. These meetings were held on September, October, December, January, February and

April. These meetings included topics such as the, "what does it mean to be a Title one school, the importance of attendance and attendance requirements, our school's commitment to VAPA programs, Community Involvement and school wide events, budget updates. Families were given surveys through out the year to collect their opinions and preferences to different topics and areas. Staff met monthly and during these staff meetings agenda topics included budget overviews and updates, student data analysis and celebrations and a review of the site's SPSA goals. Staff was asked to provide feedback through a variety of ways including surveys, small group conversations, whole group conversations and 1:1 conversations. Staff was in agreement to the plan in the April staff meeting.

School and Student Performance Data

Student Enrollment
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	0.47%	0.68%	0.23%	2	3	1
African American	3.29%	3.60%	5.15%	14	16	22
Asian	4.47%	4.05%	3.04%	19	18	13
Filipino	0.71%	1.35%	0.94%	3	6	4
Hispanic/Latino	36.94%	36.26%	32.79%	157	161	140
Pacific Islander	%	%	0.47%			2
White	46.59%	46.17%	47.07%	198	205	201
Multiple/No Response	7.53%	7.88%	10.30%	32	35	44
			Total Enrollment	425	444	427

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	23-24	**24-25**	**25-26**
Transitional Kindergarten		18	24
Kindergarten	58		59
Grade 1	56		61
Grade 2	66		65
Grade3	71		72
Grade 4	86		69
Grade 5	88		77
Total Enrollment	425		427

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	82	88	65	15.9%	19.3%	15.2%
Fluent English Proficient (FEP)	23	30	33	5.8%	5.4%	7.7%
Reclassified Fluent English Proficient (RFEP)	12	19	23	2.80%	4.30%	5.40%

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**
444	**71.2%**	**19.8%**	**0.5%**
Total Number of Students enrolled in Carriage Drive 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	88	19.8%
Foster Youth	2	0.5%
Homeless	16	3.6%
Socioeconomically Disadvantaged	316	71.2%
Students with Disabilities	87	19.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	3.6%
American Indian	3	0.7%
Asian	18	4.1%
Filipino	6	1.4%
Hispanic	161	36.3%
Two or More Races	35	7.9%
Pacific Islander	0	0.0%
White	205	46.2%

School and Student Performance Data

Overall Performance

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

Red Lowest Performance	Orange	Yellow	Green	Blue Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
2	2	1	0	0

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

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

All Students	English Learners	Long-Term English Learners
Orange	Red	
49.6 points below standard	93.6 points below standard	
Maintained 1.4 points	Declined 22.1 points	
204 Students	48 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	63.8 points below standard	56.4 points below standard
	Increased 67.6 points	Maintained 2.6 points
2 Students	11 Students	152 Students

Students with Disabilities	African American	American Indian
Red 99.9 points below standard Declined 13.6 points 37 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Yellow 52.8 points below standard Increased 6.5 points 89 Students

Two or More Races	Pacific Islander	White
No Performance Color 73.7 points below standard Declined 13.2 points 13 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Orange 49.6 points below standard Maintained 1.9 points 90 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Our English language Learners and our Students with Disabilities scored the lowest on the dashboard indicator.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

During the 2025–2026 school year, our overall enrollment increased, including a 4% rise in our English Learner (EL) population. English Learners and students with disabilities together comprised approximately 40% of our total student population, representing a significant portion of our school community. Given this, these student groups must remain a primary area of focus as we plan and implement supports to improve student outcomes moving forward.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Personnel & Professional Learning:
Ongoing professional development is essential to deepen instructional practices in mathematics and across content areas. Additional Science of Reading across all grade levels will further support consistency and coherence in instructional delivery. Additionally, targeted professional development focused on explicit instructional strategies for Multilingual Learners (MLs) and students with disabilities is necessary to strengthen access and engagement across all content areas.

Programs & Services:

Structured systems for Tier 1 and Tier 2 support must be reinforced through the consistent implementation of common assessments, progress monitoring tools, and data analysis protocols. Dedicated time for grade-level and cross-grade collaboration is essential so staff can identify specific students, analyze assessment data, and determine intentional, targeted next steps for instruction and intervention. Utilizing data from i-Ready, mCLASS, and other site-based common assessments during sitewide data conversations will strengthen our ability to make informed instructional decisions and monitor student progress effectively.

Materials & Instructional Resources:
Access to high-quality instructional materials that support early literacy, literacy vs language acquisition, language development strategies, and differentiated instruction will help ensure consistency across classrooms. Tools that support formative assessment and progress monitoring are also critical to guide instructional decision-making.

Behavioral Supports:
To increase access to instruction, the site must continue strengthening Tier 1 and Tier 2 behavioral systems, including consistent school wide procedures, routines, and positive behavior supports. These systems require ongoing staff training, alignment, and potentially additional support personnel or resources to ensure implementation fidelity. Strong behavioral systems will directly impact students’ ability to engage in grade-level content by proactively addressing behavioral needs.

School and Student Performance Data

Academic Performance
Mathematics

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	2	2	0	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Red	
63.3 points below standard	105.7 points below standard	
Increased 3.3 points	Declined 28.7 points	
209 Students	56 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	110.6 points below standard	76.8 points below standard
2 Students	Increased 36.5 points	Maintained -1.4 points
	12 Students	159 Students

Students with Disabilities	African American	American Indian
Yellow 93.2 points below standard Increased 15.9 points 35 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Orange 68.7 points below standard Declined 5 points 90 Students

Two or More Races	Pacific Islander	White
No Performance Color 91.3 points below standard Maintained -0.9 points 12 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Yellow 53.5 points below standard Increased 16.3 points 92 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
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Our Students with Disabilities scored the lowest on the dashboard indicator.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

During the 2025–2026 school year, our overall enrollment increased, including a 4% rise in our English Learner (EL) population. English Learners comprised approximately 20% of our total student population, representing a significant portion of our school community. Given this, these student groups must remain a primary area of focus as we plan and implement supports to improve student outcomes moving forward.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Personnel & Professional Learning:
Ongoing professional development is essential to deepen instructional practices in mathematics and across content areas. Most teachers have received training in conceptual understanding in math with Mike Fitchett; however, continued coaching, collaboration time, and follow-up training are needed to fully embed these practices into daily instruction. Additional Expanding Building Thinking Classrooms training across all grade levels will further support consistency and coherence in instructional delivery. Additionally, targeted professional development focused on explicit instructional strategies for Multilingual Learners (MLs) and students with disabilities is necessary to strengthen access and engagement across all content areas.

Programs & Services:
Structured systems for Tier 1 and Tier 2 support must be reinforced through the consistent implementation of common assessments, progress monitoring tools, and data analysis protocols. Dedicated time for grade-level and cross-grade collaboration is essential so staff can identify specific students, analyze assessment data, and determine intentional, targeted next steps for instruction and intervention. Utilizing data from i-Ready and other site-based common assessments during site wide data conversations will strengthen our ability to make informed instructional decisions and monitor student progress effectively.

Materials & Instructional Resources:
Access to high-quality instructional materials that support conceptional understanding in math, language development strategies, and differentiated instruction will help ensure consistency across classrooms. Tools that support formative assessment and progress monitoring are also critical to guide instructional decision-making.

Behavioral Supports:
To increase access to instruction, the site must continue strengthening Tier 1 and Tier 2 behavioral systems, including consistent school wide procedures, routines, and positive behavior supports. These systems require ongoing staff training, alignment, and potentially additional support personnel or resources to ensure implementation fidelity. Strong behavioral systems will directly impact students' ability to engage in grade-level content by proactively addressing behavioral needs.

School and Student Performance Data

Academic Performance
Science

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	No Performance Color	No Performance Color
44.8 science points	32.4 science points	0 Students
Declined 5.8 points	Declined 13.3 points	
82 Students	20 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	40.5 science points
1 Student	4 Students	Declined 7.7 points
		58 Students

Students with Disabilities	African American	American Indian
No Performance Color 33 science points Declined 7.1 points 15 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color 0 Students	No Performance Color 46.4 science points Declined 4.2 points 36 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	No Performance Color 0 Students	Yellow 45.7 science points Declined 5.4 points 35 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Our English language Learners and our Students with Disabilities scored the lowest on the dashboard indicator.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

During the 2025–2026 school year, our overall enrollment increased, including a 4% rise in our English Learner (EL) population. English Learners and students with disabilities together comprised approximately 40% of our total student population, representing a significant portion of our school community. Given this, these student groups must remain a primary area of focus as we plan and implement supports to improve student outcomes moving forward.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Personnel & Professional Learning:
Ongoing professional development is essential to deepen instructional practices in mathematics and across content areas. Additional Science of Reading across all grade levels, specifically Vocabulary and background knowledge will further support consistency and coherence in instructional delivery. Additionally, targeted professional development focused on explicit instructional strategies for Multilingual Learners (MLs) and students with disabilities is necessary to strengthen access and engagement across all content areas.

Programs & Services:

Structured systems for Tier 1 and Tier 2 support must be reinforced through the consistent implementation of common assessments, progress monitoring tools, and data analysis protocols. Dedicated time for grade-level and cross-grade collaboration is essential so staff can identify specific students, analyze assessment data, and determine intentional, targeted next steps for instruction and intervention. Utilizing data from i-Ready, mCLASS, and other site-based common assessments during site wide data conversations will strengthen our ability to make informed instructional decisions and monitor student progress effectively.

Materials & Instructional Resources:
Access to high-quality instructional materials that support content vocabulary, academic language, language development strategies, and differentiated instruction will help ensure consistency across classrooms. Tools that support formative assessment and progress monitoring are also critical to guide instructional decision-making.

Behavioral Supports:
To increase access to instruction, the site must continue strengthening Tier 1 and Tier 2 behavioral systems, including consistent school wide procedures, routines, and positive behavior supports. These systems require ongoing staff training, alignment, and potentially additional support personnel or resources to ensure implementation fidelity. Strong behavioral systems will directly impact students’ ability to engage in grade-level content by proactively addressing behavioral needs.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Yellow	No Performance Color
63.3 making progress.	making progress.
Number Students: 60 Students	Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
8.5%	28.8%	0%	62.7%

Lowest Performing Group:
Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

During the 2025–2026 school year, we saw the greatest growth with students who made progress on at least one ELPI level. We need to make improvement in our students who fall into the, "Maintained ELPI Level 1, 2L, 2H, 3L, or 3H".

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

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What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Personnel & Professional Learning:
Ongoing professional development is essential to deepen instructional practices in mathematics and across content areas. Most teachers have received training in conceptual understanding in math with Mike Fitchett; however,

continued coaching, collaboration time, and follow-up training are needed to fully embed these practices into daily instruction. Additional Expanding Building Thinking Classrooms training across all grade levels will further support consistency and coherence in instructional delivery. Additionally, targeted professional development focused on explicit instructional strategies for Multilingual Learners (MLs) and students with disabilities is necessary to strengthen access and engagement across all content areas.

Programs & Services:
Structured systems for Tier 1 and Tier 2 support must be reinforced through the consistent implementation of common assessments, progress monitoring tools, and data analysis protocols. Dedicated time for grade-level and cross-grade collaboration is essential so staff can identify specific students, analyze assessment data, and determine intentional, targeted next steps for instruction and intervention. Utilizing data from i-Ready and other site-based common assessments during site wide data conversations will strengthen our ability to make informed instructional decisions and monitor student progress effectively.

Materials & Instructional Resources:
Access to high-quality instructional materials that support conceptual understanding in math, early literacy, learning difficulty vs language acquisition, language development strategies, and differentiated instruction will help ensure consistency across classrooms. Tools that support formative assessment and progress monitoring are also critical to guide instructional decision-making.

Behavioral Supports:
To increase access to instruction, the site must continue strengthening Tier 1 and Tier 2 behavioral systems, including consistent school wide procedures, routines, and positive behavior supports. These systems require ongoing staff training, alignment, and potentially additional support personnel or resources to ensure implementation fidelity. Strong behavioral systems will directly impact students' ability to engage in grade-level content by proactively addressing behavioral needs.

School and Student Performance Data

Academic Performance
College/Career Report

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

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

All Students	English Learners	Long-Term English Learners
Orange	Orange	
28.4% Chronically Absent	25.5% Chronically Absent	
Declined 1.3	Declined 8.5	
476 Students	94 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	47.6% Chronically Absent	28.8% Chronically Absent
	Declined 14.9	Declined 3.6
5 Students	21 Students	354 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
33% Chronically Absent	52.4% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 4.5	Increased 19	2 Students
109 Students	21 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
10.5% Chronically Absent	Fewer than 11 students - No Data for Privacy	27.4% Chronically Absent
Declined 44.5	6 Students	Declined 0.8
19 Students		168 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Orange
44.2% Chronically Absent	Fewer than 11 students - No Data for Privacy	25.6% Chronically Absent
Declined 4.3	2 Students	Declined 0.6
43 Students		215 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

During the 2025–2026 school year we didn't have any "Red" dashboard indicators for absenteeism, however our African American population increased. All other areas saw a decrease in chronic absenteeism.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

During the 2025–2026 school year the site did a variety of attendance incentives, programs, resources and funding was all designated to celebrating and highlighting students who came to school and were on time.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Personnel, Programs & Services:
To continue decreasing chronic absenteeism, ongoing incentives, programs, and dedicated funding must be allocated within the site plan. These efforts require coordinated implementation and regular collaboration among the attendance clerk, administration, and other key support staff. Establishing consistent meeting structures will ensure timely monitoring of attendance data, identification of at-risk students, and alignment of intervention strategies.

The attendance clerk should be more fully integrated into sitewide conversations where student needs and supports are discussed, strengthening communication and ensuring a proactive, team-based approach. Additionally, ongoing collaboration between site administration, the attendance clerk, and Student Services personnel is essential to align resources, provide targeted interventions, and address barriers to consistent student attendance.

Materials & Resources:
Resources to support attendance improvement may include incentive systems, family outreach materials, communication tools, and data tracking systems to monitor and respond to attendance trends effectively.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	1	5

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Blue	
0.4% suspended at least one day	0% suspended at least one day	
Declined 2%	Declined 1%	
488 Students	96 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Blue
Fewer than 11 students - No Data for Privacy	0% suspended at least one day	0.5% suspended at least one day
5 Students	Declined 4.2%	Declined 2.7%
	24 Students	365 Students

Students with Disabilities

Green

0.9% suspended at least one day

Declined 3.2%

112 Students

African American

No Performance Color

0% suspended at least one day

Maintained 0%

22 Students

American Indian

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Asian

No Performance Color

0% suspended at least one day

Declined 5%

19 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

7 Students

Hispanic

Blue

0.6% suspended at least one day

Declined 1.2%

173 Students

Two or More Races

Blue

0% suspended at least one day

Maintained 0%

45 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

White

Blue

0.5% suspended at least one day

Declined 2.8%

218 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

During the 2025–2026 school year we didn't have any "Red" dashboard indicators for absenteeism. All other areas either saw a decrease or maintained.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

During the 2025–2026 school year admin with the support of additional staff worked to determine alternative supports for students who needed behavior interventions.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Behavioral Supports (Personnel, Programs & Services):
To decrease suspension rates, the site must continue strengthening Tier 1 and Tier 2 behavioral systems through the consistent implementation of schoolwide procedures, routines, and positive behavior supports. This includes ongoing professional development for staff to ensure alignment, consistency, and fidelity in behavior expectations and responses across all classrooms and settings.

Additional resources may include increased access to support personnel (e.g., counselors, behavior intervention staff, and paraprofessionals) to provide proactive interventions, social-emotional support, and targeted Tier 2 strategies for students demonstrating behavioral needs. Structured systems for progress monitoring and data analysis are also necessary to identify students early, track behavior trends, and adjust interventions accordingly.

Materials & Resources:
Resources such as behavior tracking systems, social-emotional learning (SEL) curricula, restorative practices materials, and incentive systems to reinforce positive behavior are essential. These supports will help create a consistent, proactive approach to behavior, ultimately reducing the need for exclusionary discipline practices and increasing students’ access to instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

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 deleted.

ANALYSIS

What data did you use to monitor progress and how often?

We used iReady, text-level, mClass, BPST, Systematic ELD assessments, CAASPP, ELPAC, and other measures to determine progress throughout the year in grade level and whole staff meetings.

What worked and didn't work? Why? (monitoring)

We noticed that there was a significant increase in English Learner progress since implementing Systematic ELD. We noticed that our math scores were increasing in the K-2nd grades due to professional development of our teachers at those grade levels. Instructional Assistants continue to support classroom progress. According to the Winter IREADY data our students made a 12% growth in ELA and 6.37% in Math.

What modification(s) did you make based on the data? (evaluation)

We focused our efforts on our Tier 1 and 2 models to provide services to students who were not making adequate progress, focusing efforts on students in combination classes and those underperforming in 1st and 2nd grade. We implemented professional development in math, specifically targeting our English Learners who were the lowest performing on CAASPP in 24-25

2025-26

Identified Need

We will need to provide differentiated instruction with additional instructional assistants' support to our students, especially our upper grade EL students and our Student with Disabilities. Additionally, we will need to provide training and collaboration time (release time and compensation for extra hours) and supplemental support curriculum, materials, and supplies for reading and writing. We will need to provide experiences outside of school to boost academic language/vocabulary.

We will need to provide differentiated instruction with additional instructional assistants' support to our students, especially our Students with Disabilities. Additionally, we will need to provide professional development and supplemental support curriculum, materials, and supplies for math.

We will need to provide differentiated instruction with additional instructional assistants' support to our students, especially our upper grade EL students and our Student with Disabilities. Additionally, we will need to provide training and collaboration time (release time and compensation for extra hours) and supplemental support curriculum, materials, and supplies for reading and writing. We will need to provide experiences outside of school to boost academic language/vocabulary.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	49.6 points below standard	+3 scale score points
	English Learners	93.6 points below standard	
	Foster Youth		
	Homeless	63.8 points below standard	
	Socioeconomically Disadvantaged	56.4 points below standard	
	Students with Disabilities	99.9 points below standard	
	African American		
	American Indian		
	Asian		

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	Filipino		
	Hispanic	52.8 points below standard	
	Two or More Races	73.7 points below standard	
	Pacific Islander		
	White	49.6 points below standard	
Math State Assessment: Change in scale score	All Students	63.3 points below standard	+3 scale score points
	English Learners	105.7 points below standard	
	Foster Youth		
	Homeless	110.6 points below standard	
	Socioeconomically Disadvantaged	76.8 points below standard	
	Students with Disabilities	93.2 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	68.7 points below standard	
	Two or More Races	91.3 points below standard	
	Pacific Islander		
	White	53.5 points below standard	
English Language Learner State Assessment:	63.3		+2%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
Change in percentage of English language learners making progress on ELPAC		
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	17.82%	+1%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Continue to employ an Intervention Teacher (1.0 FTE) with a focus on ELA for English Learners and underperforming students in ELA	X All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Other		School Year 2026-2027
1.2	Employ one full time Instructional Assistants (in addition to the ones provided by "other" funding source) to support academic differentiation in ELA and Math PC # ________	X All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation	37,158 18,965	School Year 2026-2027

	Utilize district and site experts to increase capacity around language acquisition for ML, students with disabilities and our low income families. Provide materials and extra hours as needed.		3000-3999: Employee Benefits		
1.3	Provide support materials and books for explicit language development within designated ELD to support our ML students. Supplemental materials will support integrated ELD instruction by providing vocabulary and content knowledge support for ML students within ELA and Math instruction.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3,000	School Year 2026-2027
1.4	Provide curriculum, experimental/ extracurricular activities,	All Students X English Learners Low-Income Students Foster Youth	Title I Part A Site Allocation	39,159	School Year 2026-2027

	materials, supplies, and technology to increase vocabulary and content knowledge within ELA, Math and Science.Utilize district and site experts to increase capacity around language acquisition for ML, students with disabilities and our low income families. Provide materials and extra hours as needed.	X Lowest Performing Students with Disabilities	4000-4999: Books And Supplies		
1.5	Provide academic and instructional Professional Development to staff, including guest teachers to cover for training and collaboration around Tier 1 instruction (Including but not limited to- Math: BTC, other Conceptualized Math resources including new	X All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	30,000	School Year 2026-2027

	adoption and revisiting Fitchett's work and in Literacy: Science of Reading strands. Professional Development to staff, including guest teachers to cover administering and analyzing data, for grade levels, cross grade levels as well as whole school collaboration to strengthen our instructional decisions for all students but specifically our ML students, students with disabilities and our low income families. Utilize district and site experts to increase capacity around language acquisition for ML, students with disabilities and our low income families. Provide materials and					

	extra hours as needed.					

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

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 deleted.

ANALYSIS

What data did you use to monitor progress and how often?

We tracked attendance data daily and monitored progress weekly and monthly. We also utilized SAEBRS, MySAEBRS, and surveys to monitor student well being and engagement. We implemented PBIS systems consistently across grade levels through tout the entire year.

What worked and didn't work? Why? (monitoring)

We noticed that our students experiencing great difficulty coming to school continued to be students who had health issues, students whose parents refused or were unable to bring them to school, and students with social-emotional issues. Our attendance clerk, family liaison, school nurse, secretary, counselors, and administrator regularly reached out to families and students to increase attendance. Our site reached out the staff within the "Student Services" department for additional support. We hired a SCIS who worked closely with our Community Events Committee, counselor and the attendance clerk to provide supports for our families. Supplemental materials were bought to support our students needs.

What modification(s) did you make based on the data? (evaluation).

We continuously responded to the behavioral and mental health challenges of students as we drilled down into causes. We provided professional development to our teachers and our whole staff to increase social emotional awareness and strategies to address well being. Our certificated and classified staff was trained in Tier 1 and Tier 2 PBIS support systems and the consistent implementation of these systems provided direct early intervention support to students across our population.

2025-26

Identified Need

We will need to continue our focus on the arts, supplemental academic experiences, and clubs to promote engagement and improve attendance. We will need to continue to focus our attention on improving attendance in the early primary grades, with family groups, and with our students with disabilities by making positive family connections (via extra hours for our attendance clerk). We need to have our clerk and SCIS create a formal process where they can strategically and consistently reach out to families and provide more family/ students with check in, check out mentoring. We need to continue to provide incentives, assemblies, and special learning opportunities that encourage students to come to school. We will continue to work with community partners.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students: 28.4% Chronically Absent English Learners: 25.5% Chronically Absent Foster Youth: Homeless: 47.6% Chronically Absent Socioeconomically Disadvantaged: 28.8% Chronically Absent Students with Disabilities: 33% Chronically Absent African American: 52.4% Chronically Absent American Indian:	-0.5%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Asian 10.5% Chronically Absent Filipino Hispanic 27.4% Chronically Absent Two or More Races 44.2% Chronically Absent Pacific Islander White 25.6% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	91.1%	93%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	N/A
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino	.N/A

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Hispanic Two or More Races Pacific Islander	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Provide Visual and Performing Arts experiences, materials, supplies, and curriculum.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other	7,000	School Year 2026-2027
2.2	Provide supplemental academic experiences including clubs and other experiences during and after school, materials, and supplies for all students, including but not limited to those who have improved or need to improve academics through consistent	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with disabilities	Title I Part A Site Allocation 4000-4999: Books And Supplies	10,183	School Year 2026-2027

	attendance and engagement with learning.				
2.3	Provide afterschool tutoring for students needing intervention using Title I funds. Provide afterschool enrichment, mentoring and clubs to promote school connectedness using LCFF funds.	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 4000-4999: Books And Supplies	15,700 10,000	School Year 2026-2027
2.4	Provide extra attendance clerk support to track/prevent chronic absenteeism and PBIS data using SWIS tracking system.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Homeless & students with disabilities	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	10,000	School Year 2026-2027

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

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 deleted.

ANALYSIS

What data did you use to monitor progress and how often?

We utilized suspension data, SAEBRS, MySAEBRS, School Climate, Student Concern Forms, and other surveys to monitor progress annually, monthly, and weekly.

What worked and didn't work? Why? (monitoring)

Our MTSS staff (counselors, school psychologist, Intervention teacher, SCIS, principal) met each week to review students of concern referrals made by teachers which helped identify students who were at risk for suspension due to behavioral and social emotional concerns. They were able to make positive contacts with families, provide individual counseling services and SEL skills lessons to small targeted groups, and support teachers with behavior plans. Our community partners established relationships with students during recesses and after school. Students reported that they felt supported by the community partners and other staff. We provided some afterschool clubs. We brought back several popular community events such as Fall Craft Fair, Family Dance, Spring Carnival. We also started new tradittion of "Lunch with a loved one".

What modification(s) did you make based on the data? (evaluation)

Our campus monitor and rec. aides continued a "store" for students who earned and saved positive incentive "cash" (Cougar Paws) when we saw that behavioral difficulties were increasing. We provided training PBIS Tier 1 and Tier 2 training supports to staff to address the need for behavioral interventions. We also increased the number of behavior plans to address individual students with behavioral challenges. Our SCIS ran alternative recess and was a visual additional to our supervised recess times to build relationships and provide SEL supports whiles stbdnents were on the playground. Our community partners were effective for those they served. However, we have experienced a funding cut which will make it impossible to continue their services.

2025-26

Identified Need

We recognize the need to continue implementing current programs and staff to promote safety and a sense of belonging. Our Campus Monitor, Parent Liaison and SCIA are helpful, and we need all three positions to address academic readiness, and assist in identifying and providing resources to families to increase attendance and decrease suspensions. We feel continuing with the SCIS position and adding one full time IA (in addition to the other instructional assistants already hired) will allow us to support academic readiness will be of great support to students who are not connected to school and students who are having behavioral difficulties which is impacting their ability to access their education. Additionally, we need to further train all staff in de-escalation strategies, engagement, and fostering a sense of connectedness. We will continue to implement PBIS and will continue to implement the 3-5 year plan to ensure site wide implementation success. We need to explore additional afterschool clubs that support VAPA as well as our academic goals. We are looking at increasing our community events and strengthening the ones we implemented this year.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	0.4% suspended at least one day	-0.3%
	English Learners	0% suspended at least one day	
	Foster Youth		
	Homeless	0% suspended at least one day	
	Socioeconomically Disadvantaged	0.5% suspended at least one day	
	Students with Disabilities	0.9% suspended at least one day	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	African American: 0% suspended at least one day American Indian Asian: 0% suspended at least one day Filipino Hispanic: 0.6% suspended at least one day Two or More Races: 0% suspended at least one day Pacific Islander White: 0.5% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	63.9%	65%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	65.3%	70%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	6%	10%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline

3.1	Continue to employ a School Community Intervention Assistant (SCIA) to support academic readiness for underperforming students and to connect families to school PC 38853.	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	49,380 18,965	School Year 2026-2027
3.2	Continue to employ recreational aides to provide supervision during recesses and lunch, Increase this by an additional person.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	4,130 7,000	School Year 2026-2027
3.3	Provide funds for family meetings, events, and learning, including support for	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement	3,000 3,190	School Year 2026-2027

	parents who are taking on leadership roles.		4000-4999: Books And Supplies Title I Part A Site Allocation 4000-4999: Books And Supplies		
3.4	Provide staff, materials, supplies, training, and curriculum to support positive behavior and well being.	All Students English Learners X Low-Income Students Foster Youth Lowest Performing Students with Disabilities, Hispanic, and White	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	13,700	School Year 2026-2027
3.5	Continue to contract with Community Partners to promote school connectedness for our more marginalized students.	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing Students with Disabilities, Hispanic, White, and African American	Other		School Year 2026-2027
3.6		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Centralized Services

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
ELD Teacher	8/25-6/26				
Intervention Teacher	8/25-6/26				

SCHOOL GOAL #2:
Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Campus Monitor	8/25-6/26				

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Recreational Aides	8/25-6/26				
Counselors	8/25-6/26				

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	49,440	40.00
LCFF Rec Aide Allocation	4,130	0.00
Title I Part A Site Allocation	217,000.00	0.00
Title I Part A Parent Involvement	3,000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	49,400.00
Other	7,000.00
Title I Part A Parent Involvement	3,000.00
Title I Part A Site Allocation	217,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	7,000.00
1000-1999: Certificated Personnel Salaries	15,700.00
2000-2999: Classified Personnel Salaries	107,668.00
3000-3999: Employee Benefits	37,930.00
4000-4999: Books And Supplies	82,232.00
5800: Professional/Consulting Services And Operating Expenditures	30,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	4,130.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	15,700.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	17,000.00

4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	16,700.00
	Other	7,000.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	3,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	86,538.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	37,930.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	62,532.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	30,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	128,282.00
Goal 2	52,883.00
Goal 3	99,365.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Renee Nicholson	Principal
Sara Larian	Classroom Teacher
Nellie Darnell	Classroom Teacher
Mark Siewert	Classroom Teacher
Rob Reyes	Other School Staff
Joana Comstock	Parent or Community Member
Mallory Sayer	Parent or Community Member
Casey Alfonso	Parent or Community Member
Nicole Jones	Parent or Community Member
Myrel Crump	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
ON FILE	English Learner Advisory Committee

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

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

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

Attested:

ON FILE	Principal, Renee Nicholson on April 24, 2026
ON FILE	SSC Chairperson, Mallory Sayer on April 24, 2026

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the 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: Linked Table of Contents

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

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

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

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities
Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
    1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
        a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
        b. use methods and instructional strategies that:
            i. strengthen the academic program in the school,
            ii. increase the amount and quality of learning time, and
            iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
        c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
            i. strategies to improve students' skills outside the academic subject areas;
            ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
            iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
            iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
            v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Budget By Expenditures

Carriage Drive Elementary School

Funding Source: LCFF Rec Aide Allocation **$4,130.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Continue to employ recreational aides to provide supervision during recesses and lunch, Increase this by an additional person.	2000-2999: Classified Personnel Salaries	$4,130.00	Engaging Academic Programs	
	LCFF Rec Aide Allocation Total Expenditures:	$4,130.00		
	LCFF Rec Aide Allocation Allocation Balance:	$0.00		

Funding Source: LCFF Supplemental Site Allocation **$49,440.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide staff, materials, supplies, training, and curriculum to support positive behavior and well being.	4000-4999: Books And Supplies	$13,700.00	Engaging Academic Programs	
	2000-2999: Classified Personnel Salaries	$7,000.00	Engaging Academic Programs	
Provide support materials and books for explicit language development within designated ELD to support our ML students. Supplemental materials will support integrated ELD instruction by providing vocabulary and content knowledge support for ML students within ELA and Math instruction.	4000-4999: Books And Supplies	$3,000.00	Connected School Communities	
Provide afterschool tutoring for students needing intervention using Title I funds. Provide afterschool enrichment, mentoring and clubs to promote school connectedness using LCFF funds.	1000-1999: Certificated Personnel Salaries	$15,700.00	Healthy Environments for Social-Emotional Growth	

Carriage Drive Elementary School

Provide extra attendance clerk support to track/prevent chronic absenteeism and PBIS data using SWIS tracking system.	2000-2999: Classified Personnel Salaries	$10,000.00	Healthy Environments for Social-Emotional Growth	
	LCFF Supplemental Site Allocation Total Expenditures:	$49,400.00		
	LCFF Supplemental Site Allocation Allocation Balance:	$40.00		

Funding Source: Other **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide Visual and Performing Arts experiences, materials, supplies, and curriculum.		$7,000.00	Healthy Environments for Social-Emotional Growth	
Provide VAPA professional development for staff and opportunities for students to increase student engagement. Could be but not limited to: art specialist instruction; band, choir drama, and dance offerings; stipends for VAPA teacher leaders.	4000-4999: Books And Supplies	$28,412.00	Clear Pathways to Bright Futures	
Provide enrichment experiences for students to learn about their community and opportunities for life beyond elementary school. Could be but not limited to Career Week, Author's and Illustrator's Day, Fine Arts Night, College Day, assemblies, and field trips.	5000-5999: Services And Other Operating Expenditures	$12,000.00	Clear Pathways to Bright Futures	
	5800: Professional/Consulting Services And Operating Expenditures	$20,000.00	Clear Pathways to Bright Futures	
	Other Total Expenditures:	$67,412.00		
	Other Allocation Balance:	$0.00		

Carriage Drive Elementary School

Funding Source: Title I Part A Parent Involvement **$3,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide funds for family meetings, events, and learning, including support for parents who are taking on leadership roles.	4000-4999: Books And Supplies	$3,000.00	Engaging Academic Programs	
	Title I Part A Parent Involvement Total Expenditures:	$3,000.00		
	Title I Part A Parent Involvement Allocation Balance:	$0.00		

Funding Source: Title I Part A Site Allocation **$217,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide supplemental academic experiences including clubs and other experiences during and after school, materials, and supplies for all students, including but not limited to those who have improved or need to improve academics through consistent attendance and engagement with learning.	4000-4999: Books And Supplies	$10,183.00	Healthy Environments for Social-Emotional Growth	
	4000-4999: Books And Supplies	$3,190.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	$18,965.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	$10,000.00	Healthy Environments for Social-Emotional Growth	
Continue to employ a School Community Intervention Assistant (SCIA) to support academic readiness for underperforming students and to connect families to school PC 38853.	2000-2999: Classified Personnel Salaries	$49,380.00	Engaging Academic Programs	

Carriage Drive Elementary School

Provide curriculum, experimental/ extracurricular activities, materials, supplies, and technology to increase vocabulary and content knowledge within ELA, Math and Science.Utilize district and site experts to increase capacity around language acquisition for ML, students with disabilities and our low income families. Provide materials and extra hours as needed.	4000-4999: Books And Supplies	$39,159.00	Connected School Communities
Provide academic and instructional Professional Development to staff, including guest teachers to cover for training and collaboration around Tier 1 instruction (Including but not limited to- Math: BTC, other Conceptualized Math resources including new adoption and revisiting Fitchett's work and in Literacy: Science of Reading strands. Professional Development to staff, including guest teachers to cover administering and analyzing data, for grade levels, cross grade levels as well as whole school collaboration to strengthen our instructional decisions for all students but specifically our ML students, students with disabilities and our low income families. Utilize district and site experts to increase capacity around language acquisition for ML, students with disabilities and our low income families. Provide materials and extra hours as needed.	5800: Professional/Consulting Services And Operating Expenditures	$30,000.00	Connected School Communities
	3000-3999: Employee Benefits	$18,965.00	Connected School Communities

Carriage Drive Elementary School

Employ one full time Instructional Assistants (in addition to the ones provided by "other" funding source) to support academic differentiation in ELA and Math PC # _________ Utilize district and site experts to increase capacity around language acquisition for ML, students with disabilities and our low income families. Provide materials and extra hours as needed.	2000-2999: Classified Personnel Salaries	$37,158.00	Connected School Communities
	Title I Part A Site Allocation Total Expenditures:	$217,000.00	
	Title I Part A Site Allocation Allocation Balance:	$0.00	
	Carriage Drive Elementary School Total Expenditures:	$340,942.00	