School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Los Paseos Elementary	43 69583 6095392	May 26, 2026	June 11, 2026

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous

cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

- Schoolwide Program

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

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Plan Description

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

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

☑ Schoolwide Program

This School Plan for Student Achievement (SPSA) represents our school's allocation of resources towards unique school-level needs as determined by our review of student outcome data and stakeholder input. This needs assessment is further analyzed to determine the root causes that inform the actions as laid out in this plan. Actions are monitored for effectiveness through various metrics, and future plans are adjusted to ensure that they demonstrate the desired outcome.

The SPSA continues to be organized under goals aligned with the district's LCAP. The action categories under each goal are also aligned to the LCAP, enabling cross-referencing between various plans. The actions are structured by a Multi-Tiered System of Support to distinguish core programs from strategic or intensive support programs. As the goals and categories are broad, there is ample flexibility for a wide variety of programs and services, as well as an infrastructure that encourages professional learning about program effectiveness in meeting common goals. These goals are:

1.0 Academics: Through equitable, inclusive access, advance college, career, and civic readiness for all students

- 1.1. Elementary School: Improve literacy and math proficiency for all elementary students with a focus on closing the opportunity gap for students identified as English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged
- 1.2 Middle School: Build community and a supportive learning environment for all students by providing an equitable, rigorous, and culturally responsive curriculum for middle school academic success with a focus on closing the opportunity gap for students identified as English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged
- 1.3 High School: Implement and support the transition from middle to high school to increase on-track graduation rates, college and career preparation, CTE completion, and post-secondary attainment as evidenced in the California Dashboard and local indicators of student success.
- 1.4 English Learners: Facilitate English learner success in accessing grade-level academics and developing English language proficiency to ensure equitable opportunities for all students.
- 1.5 Inclusive Practices: Foster a culture of inclusivity and equity to improve access to educational opportunities for all students, including students identified with diverse backgrounds, abilities, and needs.

2.0 Family and Community Engagement: Promote family and community engagement and participation in the education process for all students

3.0 School Climate and Culture: Enhance student achievement through student engagement, social-emotional learning, and a school climate that cultivates relationships and well-being.

- 3.1 Attend to Social-Emotional Learning and Development: Within the three-year cycle of this plan, develop whole-child wellness centers at the two middle and two high school schools, K-8 and elementary sites, and our alternative high school to improve timely student and community access to our growing inventory of social-emotional and school-linked services. Provide social-emotional learning strategies and practices intentionally designed, assessed, and monitored for student outcomes within multi-tiered support systems. Build a community of practice in collaboration with staff and students to establish culturally responsive and inclusive school-wide equity practices that create the conditions for belonging, safe learning environments, and meaningful learning experiences by June 2027.

Additional school-level goals and priorities include focusing on three areas: increasing academic proficiency, supporting overall student well-being, and increasing student engagement in a variety of experiences.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

This plan was created with input from parents/guardians, including members of the School Site Council, the English Learner Advisory Committee, and the Home, School, and Community Club. These groups met multiple times throughout the year, monthly from September through May. Participants review components of the site plan and solicit input from each group of educational partners, review the progress, and adjust according to students' data and needs. The Admin Team also met with teachers and staff to discuss the plan, particularly how staff will support learners at all levels to continue their growth to grade-level proficiency and beyond grade-level proficiency.

Educational partner groups reviewed student data on academics and behavior to determine which practices had a positive impact on student learning and well-being and which did not.
Parent and community member input was solicited through online LCAP Advisory Committee Meetings, available on Zoom to all on 2/27, 3/10, 4/24, and 5/15.

The School Site Council conducted regular meetings on 9/23, 10/21, 12/16, 1/27, 3/24, 5/26
The English Learner Advisory Committee conducted regular meetings on 9/24, 11/12, 1/17, 3/25, 4/22, 5/27
The Home and School Club met monthly on 9/5, 10/9, 11/6, 12/5, 1/9, 2/6, 5/1

In addition to these formal and official opportunities for stakeholders to inform the SPSA, the principal also conducted regular Coffee Chats, which served as informal opportunities for all parents and staff to provide input on school progress and accountability. These chats were held on 9/12, 11/21, 1/16, 3/20, 5/22

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

On the 2025 California School Dashboard, Los Paseos has an "Orange" performance category in English Language Arts and Mathematics

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

For the 2025 California School Dashboard reports, Los Paseos did not have any state indicators for which performance for any student group was two or more performance levels below the "all student" performance.

Other Needs

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

I-Ready is an additional local metric of data used by Los Paseos to identify areas of need for students in Reading and Math. The following data summarizes the progression of learning during the 2025-26 school year as measured on the iReady Diagonostic given in August (BOY), December (MOY) and May (EOY). The data is highlighted by growth of 27% more students scoring at or above grade level in both Reading and Math as a result of instruction during the year. It is important to note that the cut-points for proficiency levels on the iReady increase during the year to keep pace with nationally normed test data (to account for the normal growth that students should experience during the school year). This means that the improvement of percentages of students at various proficiency levels indicates that the the growth of Los Paseos students has outpaced national normed growth during this school year. It is also helpful to understand that the proficiency standards that define grade level in iReady were defined by experts who determined what students should know to be considered "on grade level." That cut point corresponds to the 72nd percentile in the national iReady

data set. For context, this means that of the millions of students who take the iReady nationally, only 28% score at or above grade level; whereas, in math, 51% and in Reading, 58% of Los Paseos students are currently scoring at that level (as of May 2026). Disaggregation of local data does reveal that there are higher needs in particular student groups including low socioeconomic status, students with disabilities, and English Learners who are over-represented in those students scoring two or more years below grade level.

Reading:
BOY: 31% at or above grade level, 31% two or more years below grade level
MOY: 46% at or above grade level, 21% two or more years below grade level
EOY: 58% at or above grade level, 17% two or more years below grade level

Math
BOY: 24% at or above grade level, 30% two or more years below grade level
MOY: 30% at or above grade level, 21% two or more years below grade level
EOY: 51% at or above grade level, 16% two or more years below grade level

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.46%	0.74%	0.26%	2	3	1
African American	1.83%	2.23%	1.79%	8	9	7
Asian	15.75%	17.12%	18.21%	69	69	71
Filipino	4.34%	3.72%	3.33%	19	15	13
Hispanic/Latino	42.47%	42.18%	44.62%	186	170	174
Pacific Islander	0.68%	0.74%	0.51%	3	3	2
White	21.00%	21.09%	18.97%	92	85	74
Two or More Races	9.13%	8.19%	8.46%	40	33	33
Not Reported	4.34%	3.97%	3.85%	19	16	15
			Total Enrollment	438	403	390

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		36	61
Kindergarten	48	44	45
Grade 1	65	51	43
Grade 2	67	63	52
Grade3	69	63	68
Grade 4	78	68	57
Grade 5	68	78	64
Total Enrollment	438	403	390

Conclusions based on this data:

1. The overall demographic make-up of the Los Paseos student population has remained relatively stable over the three-year period shown here.
2. Los Paseos enrollment has slightly declined from the 23-24.

3. Hispanic students at Los Paseos make up roughly 44% of our population.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
English Learners	80	62	58	18.3%	15.4%	14.9%
Fluent English Proficient (FEP)	31	24	22	7.1%	6.0%	5.6%

Conclusions based on this data:

1. 6% of Los Paseos students are designated as Fluent English Proficient.
2. Approximately 15.4% of Los Paseos students are designated English Learners.
3. English Learner numbers remain relatively stable year-to-year with a slight increase in 23-24.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	79	72	60	79	71	59	79	71	59	100.0	98.6	98.3
Grade 4	67	78	69	67	78	68	67	78	68	100.0	100	98.6
Grade 5	66	67	76	66	67	76	66	67	76	100.0	100	100
All Grades	212	217	205	212	216	203	212	216	203	100.0	99.5	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2394.	2429.	2379.	13.92	26.76	15.25	17.72	21.13	11.86	35.44	32.39	23.73	32.91	19.72	49.15
Grade 4	2463.	2460.	2466.	17.91	26.92	20.59	34.33	21.79	29.41	16.42	21.79	23.53	31.34	29.49	26.47
Grade 5	2528.	2518.	2482.	31.82	26.87	15.79	25.76	31.34	27.63	25.76	17.91	26.32	16.67	23.88	30.26
All Grades	N/A	N/A	N/A	20.75	26.85	17.24	25.47	24.54	23.65	26.42	24.07	24.63	27.36	24.54	34.48

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.66	28.17	11.86	59.49	52.11	54.24	27.85	19.72	33.90
Grade 4	19.40	17.95	11.76	64.18	60.26	76.47	16.42	21.79	11.76
Grade 5	25.76	22.39	13.16	62.12	64.18	67.11	12.12	13.43	19.74
All Grades	18.87	22.69	12.32	61.79	58.80	66.50	19.34	18.52	21.18

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.06	15.49	5.08	63.29	64.79	40.68	31.65	19.72	54.24
Grade 4	11.94	12.82	11.76	59.70	56.41	58.82	28.36	30.77	29.41
Grade 5	24.24	22.39	11.84	60.61	52.24	63.16	15.15	25.37	25.00
All Grades	13.21	16.67	9.85	61.32	57.87	55.17	25.47	25.46	34.98

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.13	14.08	6.78	74.68	74.65	74.58	15.19	11.27	18.64
Grade 4	17.91	11.54	16.18	62.69	70.51	73.53	19.40	17.95	10.29
Grade 5	15.15	14.93	13.16	69.70	74.63	72.37	15.15	10.45	14.47
All Grades	14.15	13.43	12.32	69.34	73.15	73.40	16.51	13.43	14.29

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.39	19.72	11.86	65.82	67.61	52.54	22.78	12.68	35.59
Grade 4	11.94	20.51	14.71	70.15	66.67	73.53	17.91	12.82	11.76
Grade 5	27.27	22.39	15.79	56.06	70.15	64.47	16.67	7.46	19.74
All Grades	16.51	20.83	14.29	64.15	68.06	64.04	19.34	11.11	21.67

Conclusions based on this data:

1. 78.82% of students in grades 3-5 are meeting or exceeding standards in Reading as measured by state testing.
2. For the 24-25 School Year, 34.48% of students overall did not meet standard in in English Language Arts across grade levels showing a need for additional support.
3. 65.5% of all students score at, near, or above standard in writing.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	79	72	60	79	70	59	79	70	59	100.0	97.2	98.3
Grade 4	67	78	69	67	78	68	67	78	68	100.0	100	98.6
Grade 5	66	67	76	66	67	76	66	67	76	100.0	100	100
All Grades	212	217	205	212	215	203	212	215	203	100.0	99.1	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2403.	2449.	2413.	13.92	34.29	15.25	29.11	15.71	16.95	18.99	34.29	40.68	37.97	15.71	27.12
Grade 4	2480.	2457.	2462.	22.39	15.38	11.76	26.87	21.79	25.00	31.34	30.77	33.82	19.40	32.05	29.41
Grade 5	2474.	2510.	2473.	6.06	25.37	15.79	18.18	13.43	7.89	37.88	29.85	35.53	37.88	31.34	40.79
Grade 11															
All Grades	N/A	N/A	N/A	14.15	24.65	14.29	25.00	17.21	16.26	28.77	31.63	36.45	32.08	26.51	33.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	16.46	33.33	20.34	49.37	44.93	44.07	34.18	21.74	35.59
Grade 4	25.37	15.38	17.65	52.24	43.59	41.18	22.39	41.03	41.18
Grade 5	10.61	23.88	14.47	45.45	38.81	34.21	43.94	37.31	51.32
Grade 11									
All Grades	17.45	23.83	17.24	49.06	42.52	39.41	33.49	33.64	43.35

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	18.99	30.00	10.17	43.04	51.43	61.02	37.97	18.57	28.81
Grade 4	20.90	17.95	14.71	58.21	53.85	61.76	20.90	28.21	23.53
Grade 5	3.03	19.40	13.16	62.12	58.21	52.63	34.85	22.39	34.21
All Grades	14.62	22.33	12.81	53.77	54.42	58.13	31.60	23.26	29.06

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.39	22.86	13.56	58.23	64.29	66.10	30.38	12.86	20.34
Grade 4	17.91	15.38	23.53	58.21	52.56	48.53	23.88	32.05	27.94
Grade 5	9.09	20.90	14.47	71.21	59.70	51.32	19.70	19.40	34.21
All Grades	12.74	19.53	17.24	62.26	58.60	54.68	25.00	21.86	28.08

Conclusions based on this data:

1. For the 24-25 school year, Communicating Reasoning, was a relative strength of Los Paseos Students 2-5 with 58.6% at or near standard and 17.24% above standard.
2. The data shows that a significant number of students are not at grade-level proficiency in math, 69.45%. Staff are working on developing student-centered and engaging instruction for all learners, with support from the district math TOSA, SCCOE staff, and through grant work with California Education Partners. Teams are also focused on using site level data regularly to improve student outcomes as measured by state testing.
3. Roughly 71 % of Los Paseos students either fell in the "exceeds expectations" or the "met/ nearly met" metric in "Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems", showing an area of strength to be built on for the 26-27 school year.

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1412.7	1385.8	1398.6	1430.2	1402.3	1394.5	1371.9	1347.5	1407.5	13	15	12
1	1427.8	1407.0	*	1433.6	1410.3	*	1421.5	1403.1	*	12	11	7
2	*	1463.6	1472.3	*	1472.6	1479.1	*	1454.2	1464.8	9	14	13
3	1484.3	*	*	1493.9	*	*	1474.5	*	*	12	10	10
4	1530.5	*	*	1536.2	*	*	1524.5	*	*	13	10	8
5	*	*	*	*	*	*	*	*	*	6	7	8
All Grades										65	67	58

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.69	6.67	16.67	23.08	26.67	8.33	53.85	20.00	50.00	15.38	46.67	25.00	13	15	12
1	0.00	0.00	*	33.33	9.09	*	41.67	9.09	*	25.00	81.82	*	12	11	*
2	*	21.43	7.69	*	14.29	38.46	*	42.86	46.15	*	21.43	7.69	*	14	13
3	16.67	*	*	25.00	*	*	33.33	*	*	25.00	*	*	12	*	*
4	53.85	*	*	23.08	*	*	15.38	*	*	7.69	*	*	13	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.08	20.90	15.52	30.77	26.87	32.76	30.77	19.40	32.76	15.38	32.84	18.97	65	67	58

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.69	20.00	8.33	38.46	13.33	33.33	38.46	26.67	25.00	15.38	40.00	33.33	13	15	12
1	0.00	0.00	*	50.00	9.09	*	25.00	36.36	*	25.00	54.55	*	12	11	*
2	*	42.86	15.38	*	21.43	53.85	*	21.43	23.08	*	14.29	7.69	*	14	13
3	33.33	*	*	33.33	*	*	25.00	*	*	8.33	*	*	12	*	*
4	69.23	*	*	23.08	*	*	0.00	*	*	7.69	*	*	13	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.31	38.81	34.48	35.38	19.40	31.03	20.00	19.40	15.52	12.31	22.39	18.97	65	67	58

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	0.00	16.67	5.88	13.33	8.33	64.71	46.67	66.67	29.41	40.00	8.33	17	15	12
1	7.69	0.00	*	38.46	18.18	*	46.15	18.18	*	7.69	63.64	*	13	11	*
2	0.00	7.14	7.69	72.22	28.57	30.77	5.56	7.14	15.38	22.22	57.14	46.15	18	14	13
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	20.00	*	*	30.00	*	*	40.00	*	*	10.00	*	*	20	*	*
5	0.00	*	*	7.14	*	*	28.57	*	*	64.29	*	*	14	*	*
All Grades	9.23	2.99	6.90	33.85	29.85	24.14	33.85	26.87	39.66	23.08	40.30	29.31	65	67	58

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.69	20.00	16.67	76.92	20.00	41.67	15.38	60.00	41.67	13	15	12
1	25.00	18.18	*	50.00	18.18	*	25.00	63.64	*	12	11	*
2	*	35.71	38.46	*	57.14	61.54	*	7.14	0.00	*	14	13
3	16.67	*	*	58.33	*	*	25.00	*	*	12	*	*
4	46.15	*	*	46.15	*	*	7.69	*	*	13	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.08	31.34	32.76	58.46	41.79	53.45	18.46	26.87	13.79	65	67	58

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	15.38	20.00	8.33	69.23	33.33	50.00	15.38	46.67	41.67	13	15	12
1	16.67	9.09	*	50.00	54.55	*	33.33	36.36	*	12	11	*
2	*	35.71	15.38	*	50.00	76.92	*	14.29	7.69	*	14	13
3	58.33	*	*	33.33	*	*	8.33	*	*	12	*	*
4	69.23	*	*	23.08	*	*	7.69	*	*	13	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	47.69	44.78	34.48	40.00	32.84	44.83	12.31	22.39	20.69	65	67	58

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	0.00	16.67	84.62	53.33	58.33	15.38	46.67	25.00	13	15	12
1	16.67	9.09	*	16.67	9.09	*	66.67	81.82	*	12	11	*
2	*	7.14	15.38	*	35.71	38.46	*	57.14	46.15	*	14	13
3	8.33	*	*	50.00	*	*	41.67	*	*	12	*	*
4	7.69	*	*	69.23	*	*	23.08	*	*	13	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.77	4.48	8.62	60.00	49.25	55.17	29.23	46.27	36.21	65	67	58

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.69	20.00	66.67	69.23	40.00	33.33	23.08	40.00	0.00	13	15	12
1	0.00	0.00	*	91.67	54.55	*	8.33	45.45	*	12	11	*
2	*	7.14	7.69	*	71.43	69.23	*	21.43	23.08	*	14	13
3	25.00	*	*	50.00	*	*	25.00	*	*	12	*	*
4	46.15	*	*	30.77	*	*	23.08	*	*	13	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.08	8.96	20.69	60.00	67.16	62.07	16.92	23.88	17.24	65	67	58

Conclusions based on this data:

1. English Learners saw significant increases in their oral language and writing domains for the 24-25 school year.
2. The number of students who overall scored a level "3", increased by over 5% from the 23-24 school year to the 24-25 school year.
3. 68.9% of English Learners are making progress towards English language proficiency according to the California Schools Dashboard, this is a 17.9% increase from the 23-24 school year.

School and Student Performance Data

Student Population

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

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

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
403	**40.4%**	**15.4%**	**0.5%**
Total Number of Students enrolled in Los Paseos Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	62	15.4%
Foster Youth	2	0.5%
Homeless	59	14.6%
Socioeconomically Disadvantaged	163	40.4%
Students with Disabilities	32	7.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	2.2%
American Indian	3	0.7%
Asian	69	17.1%
Filipino	15	3.7%
Hispanic	170	42.2%
Two or More Races	33	8.2%
Pacific Islander	3	0.7%
White	85	21.1%

Conclusions based on this data:

1. 40.4% of Los Paseos students are socioeconomically disadvantaged. This number has stayed relatively constant for the last two years.

2. The percentage of students who are classified as English Learners decreased slightly to roughly 15.4% matching the 22-23 school year after a slight increase in the 23-24 school year of 18%.

3. The number of students identified as foster youth remains the same, at roughly .5%.

School and Student Performance Data

Overall Performance

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. English Learner progress remains a bright spot in Los Paseos data, moving to the blue indicator group with 68.9% of English Learners making progress. Teacher teams will reflect and continue to leverage high-impact strategies.
2. During the 23-24 school year, Los Paseos began to increase and improve school attendance processes; as a result, chronic absenteeism rates decreased from the "red" performance band to the "yellow" performance band.

For the 24-25 School Year this trend continues. The school site will continue to have strong attendance and MTSS processes to support students and families.

3. Suspension rates continue to hold at the "green" performance band for the 24-25 school year, from their once "Orange" levels for the 22-23 school year, this reflects a continued school-wide shift in restorative and progressive discipline policies.

School and Student Performance Data

Academic Performance
English Language Arts

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

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Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	1	0

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

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

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	
23.6 points below standard	57.8 points below standard	
Declined 24.4 points	Declined 27.4 points	
200 Students	41 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	58.2 points below standard	59.3 points below standard
2 Students	Maintained -0.8 points	Declined 21.5 points
	25 Students	83 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
105 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 5.5 points	3 Students	1 Student
26 Students		

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Orange
18.8 points below standard	Fewer than 11 students - No Data for Privacy	48.7 points below standard
Declined 53.8 points	9 Students	Declined 11.5 points
33 Students		84 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
0.5 points above standard	Fewer than 11 students - No Data for Privacy	17.5 points above standard
Declined 32.6 points	2 Students	Declined 30.4 points
18 Students		44 Students

Conclusions based on this data:

1. The "All Students" group at Los Paseos has declined to the "below standard" level, reflecting a need to better prepare students for the shift in state testing measures.
2. Students identified as being homeless are roughly 105% points below standard in ELA; Tier III practices can be used differently to serve this student group better. In response, Los Paseos has will specifically invest in material to support Tier III math instruction to better meet student needs.
3. English Learners need additional support and designated ELD instruction to perform at or above standard.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

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

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	
34.1 points below standard	72.7 points below standard	
Declined 23.6 points	Declined 27.8 points	
200 Students	41 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	74.5 points below standard	71.4 points below standard
2 Students	Declined 18.7 points	Declined 29.6 points
	25 Students	83 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
121.1 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 35.3 points	3 Students	1 Student
26 Students		

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Orange
4.4 points above standard	Fewer than 11 students - No Data for Privacy	63.4 points below standard
Declined 20.6 points	9 Students	Declined 21.6 points
33 Students		84 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
1.1 points above standard	Fewer than 11 students - No Data for Privacy	17.4 points below standard
Declined 18.9 points	2 Students	Declined 41.1 points
18 Students		44 Students

Conclusions based on this data:

1. In 26-27, Los Paseos will continue to focus on increasing the mathematical learning of all student groups. Teachers will continue to participate in professional development focused on mathematics.
2. There is a 46-point discrepancy between the mathematics performance of students identified as Hispanic and those identified as White.
3. The student group identified as "Asian" scored 4.4% above standanrd in a math for the 24-25 school year.

School and Student Performance Data

Academic Performance
Science

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	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
 Green	 No Performance Color	 No Performance Color
55.1 science points	44.1 science points	0 Students
Declined 2.3 points	Declined 2.7 points	
76 Students	16 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	Fewer than 11 students - No Data for Privacy	44.5 science points
	10 Students	Declined 5.4 points
		31 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 8 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 57.8 science points 13 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 Yellow 47.8 science points Maintained 0 points 33 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	 No Performance Color 65.4 science points Declined 9.6 points 17 Students

Conclusions based on this data:

1. For the 24-25 school year, students identified as "Hispanic" maintained their science scores.
2. For the 24-25 school year the, "All Student" group fell into the "green" indicator group.
3. Students identified as English learners saw a slight decline of 2.7% in their scores for the 24-25 school year, showing an increased need to leverage GLAD and SEAL strategies in science.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Blue	No Performance Color
68.9 making progress.	making progress.
Number Students: 45 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**
6.7%	24.4%	0%	68.9%

Conclusions based on this data:

1. According to the California State Dashboard,68.9% of students identified as English Learners made progress toward English Language proficiency, a 17.9% increase from the previous year.
2. Current practices enabled 68.9% of students to progress at least one ELPI level in their English language development.
3. 24.4% of students maintained their ELPI Levels 1,2L,2H,3L,and 3H and require additional support to progress in their English language development.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	
17.4% Chronically Absent	17.4% Chronically Absent	
Declined 2.5	Declined 10.3	
420 Students	69 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Orange	 Yellow
Fewer than 11 students - No Data for Privacy	22.9% Chronically Absent	26% Chronically Absent
4 Students	Declined 7.1	Declined 3.5
	70 Students	181 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
26.7% Chronically Absent	27.3% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 0.8	0	2 Students
45 Students	11 Students	

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Yellow
8.6% Chronically Absent	6.7% Chronically Absent	21.2% Chronically Absent
Increased 2.8	Declined 3.9	Declined 4.8
70 Students	15 Students	184 Students

Two or More Races	Pacific Islander	White
 Yellow	 No Performance Color	 Orange
16% Chronically Absent	Fewer than 11 students - No Data for Privacy	16.5% Chronically Absent
Declined 5.7	3 Students	Maintained -0.4
50 Students		85 Students

Conclusions based on this data:

1. Overall, the rate of chronic absenteeism continues to decrease at Los Paseos, holding the "yellow" band from the "resd" for two years.
2. For the 24-25 School Year Chronic absenteeism rates were highest for students with disabilities, at 26.7%.
3. When reviewing the race/ethnicity disaggregated data, students identified as African American were the most chronically absent group, at 27.3% absent.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Blue	
0.7% suspended at least one day	0% suspended at least one day	
Maintained -0.2%	Declined 1.2%	
427 Students	72 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Yellow	 Green
Fewer than 11 students - No Data for Privacy	1.4% suspended at least one day	1.1% suspended at least one day
4 Students	Maintained 0%	Declined 0.4%
	73 Students	185 Students

Students with Disabilities	African American	American Indian
 Green	 No Performance Color	 No Performance Color
2.2% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 0.3%	11 Students	2 Students
46 Students		

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Green
0% suspended at least one day	0% suspended at least one day	1.6% suspended at least one day
Maintained 0%	Maintained 0%	Declined 0.4%
72 Students	15 Students	187 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Blue
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Maintained 0%	3 Students	Maintained 0%
52 Students		85 Students

Conclusions based on this data:

1. Less than 1% of Los Paseos students were suspended for at least one day in the 22-25 school year.
2. The suspension rates at Los Paseos continues to decrease from previous years and hold at a " maintain -0.2%" for the 24-25 school year.
3. Students at Los Paseos identified as a student with disabilities had the highest suspension rate at 2.2% in the 24-25 school year, continue to decline from the 2.4% from the previous 23-24 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

College and Career Readiness
Goal 1A: The percentage of students who score at or above grade level on the i-Ready ELA Diagnostic Assessment will increase by 15% or more by June 2026.

Goal 1B: The percentage of students who score at or above grade level on the i-Ready Math Diagnostic Assessment will increase by 15% or more by June 2026.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: Prepare all students for college, career, and civic life through equitable, high-quality, inclusive instruction.

Identified Need

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

According to the California Dashboard's 2024 SBAC Data, students at Los Paseos scored an average of 23.6 points below standard in ELA and 34.1 points below standard in Math.

According to SBAC Data, English Learners are making steady progress, with 68.9% making progress, a 17.9% increase.

The data indicate a continued need to concentrate on student achievement in both Math and ELA across all groups with effective Universal/Tier I, Targeted/Tier II, and Intensive/Tier III instructional support to reach grade-level standards or higher. The most recent local December 2025-26 Diagnostic i-Ready Assessment shows that 30% of Los Paseos students are meeting grade level expectations or higher in math, and 49% of students are one grade level below in math, while 47% of Los Paseos students are meeting grade level expectations or higher in ELA and 38% of students are one grade level below in ELA.

There is a need to focus on essential standards for each grade level and assess student mastery of those standards regularly to tailor instruction to better meet student needs.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
IReady Reading	31% of all students scored at or above grade level on iReady Diagnostic #1 (August 2025). 46% of all students scored at or above grade level on iReady Diagnostic #2 (December 2025); a 15% improvement since August 2025. 58% of all students scored at or above grade level on iReady Diagnostic #3 (May 2026); a 27% improvement since August 2025	The percentage of students scoring at grade level or higher as measured by the iReady Diagnostic Test will increase by 15% or more for the all student group by June 2027.

iReady Math	24% of all students scored at or above grade level on iReady Diagnostic #1 (August 2025). 30% all of students scored at or above grade level on iReady Diagnostic #2 (December 2025); a 6% improvement since August 2025. 51% of all students scored at or above grade level on iReady Diagnostic #3 (May 2026); a 27% improvement since August 2025	The percentage of students scoring at grade level or higher as measured by the iReady Diagnostic Test will increase by 15% or more for the all student group by June 2027.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Programs and services funded in this School Plan include: 1. PD for Math Instruction/Strategies to Support all students with a focus on English Learners and students with identified areas of need 2. Release time for teacher collaboration and PD using Cycles of Inquiry, Collaborative Professional Learning Teams 3. Ongoing Professional Development around Positive Behavior Supports and Restorative Practices 4. PD and release time to support Universal Design for Learning and coaching support via district TOSA to increase and improve our inclusion efforts and student achievement outcomes.	All Students, with a focus on underperforming or disadvantaged students, including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.	6720 Lottery 14 days of release time for PLT Unit Planning and lesson design using UDL principles
1.2	Additional instructional materials Guided Reading, Classroom Libraries, and small groups	Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.	1416. Library Allocation (Lottery Restricted) Supplemental Reading Materials 1000 Lottery Office Supplies
1.4	Provide additional support and resources for all teaching staff to strengthen Universal/Tier I instruction.	All Students	6650. Lottery Classroom Materials ($350 per classroom x 19 teachers, including specialists and preschool) 1500 Lottery Mystery Science Subscription to supplement adopted materials

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			500 Lottery Math Manipulatives for classroom use (base ten blocks, fraction bars, etc.)
1.5	Provide time for leadership team to meet, review data, and plan instructional next steps for our most at risk students (Guiding Coalition).	All Students with a focus on underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.	3261.82 Title I release time and substitute coverage

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Los Paseos is taking proactive steps to increase academic achievement, particularly among historically underserved groups. Here's how the incorporation of the PLT process, collaboration days, professional development, and math tutoring support have contributed to this goal:

- PLT Process (Professional Learning Teams): The PLT process fosters collaboration among educators, allowing them to share best practices, analyze student data, and develop targeted interventions to support student learning. By focusing on data-driven decision-making and instructional improvement, PLTs can help identify and address the specific needs of historically underserved students.

- Professional Development on Collaboration Days: Collaboration days provide dedicated time for teachers to engage in professional development activities focused on improving instructional practices and supporting student achievement. By participating in targeted professional development sessions, educators can gain new insights and strategies for effectively serving diverse student populations, including socioeconomically disadvantaged students, English Learners, and Hispanic students.

- We have initiated a Math Improvement Team, with teacher leaders in grades TK-3, to identify and implement mathematically powerful instructional practices to improve student learning in mathematics. This work is in collaboration with California Education Partners and MHUSD.

- Professional Development by District TOSAs: Ongoing professional development provided valuable expertise and support in meeting the needs of English Learners and Hispanic students. This included training on culturally responsive teaching practices, language acquisition strategies, and differentiated instruction to ensure equitable access to learning opportunities for all students.

- Overall, by leveraging these supports and initiatives, Los Paseos works to address performance resulting from opportunity gaps and ensure that all students, particularly those from historically underserved groups, have access to high-quality education and opportunities for academic success. Collaboration, professional development, and targeted interventions are key to sustaining and furthering these efforts.

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

No major differences

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

We will continue to use i-Ready as a tool to inform teachers and families of student growth. The i-Ready data will be another source of information for teachers as they develop and design lessons to reach all learners and accelerate learning for those who are not yet at grade level.

- Guiding Coalition: Each grade level will have at least one representative who will meet monthly with members to review data and plan school-wide instructional next steps. (SPSA Goal 1: 1.5)..

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Family/Guardian and Community Engagement
By June 2027, each grade level will facilitate at least two engaging, curriculum-connected learning or enrichment events for families—in addition to Back to School Night and Open House—as measured by attendance records and participant feedback.

By June 2027, Los Paseos Elementary will expand and strengthen opportunities for families to engage in learning partnerships with school staff by offering intentional parent education experiences (e.g., Parent Nights, coffee chats, and workshops) focused on supporting literacy and numeracy at home.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Promote Parent/Guardian, Family, and Community Engagement in Education to Support a Shared Vision of Student Achievement

Identified Need

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

Los Paseos Elementary has a strong foundation of family engagement through well-attended school events and ongoing communication, providing a meaningful base to expand more intentional, curriculum-connected opportunities for families. By building on these existing practices and offering targeted learning experiences that support literacy and numeracy at home, the school can deepen family partnerships in ways that reinforce classroom instruction and promote consistency for students. Strengthening these connections between home and school is associated with improved student engagement, skill development, and overall academic outcomes.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ParentSquare Usage	During the 24-25 SY 399 out of 721 parents interacted. Typically, there are 2 contacts per student. 55% parent interaction could mean that all families are interacting. This was a 4% increase from the 24-25 School Year. For the 25-26 SY 405 out of 636 parents have interacted, this is a 63% parent interaction that could mean all families are interacting and serves as an 8% increase in interacting parents. According to Parent Square analytics for the 25-26, 99.3% of Los Paseos families are contactable; 93% are receiving emails, 13% are receiving text updates (a 2% increase from 24-25), and 56% of parents use the app.	100% of families will engage with school communications on ParentSquare in the 25-26 academic year, as measured by Parent Square usage reports.
Parent Surveys	Implement School-level Parent Survey. During the 25-26 school year, the district provided families with surveys for LCAP input. The ELAC needs assessment is also sent out to ELL parents in March and April.	100% of families will participate in one or more school events in 25-26, as measured by event sign in sheets.
# of Parent Volunteers	For the 2025-2026 School year, we have 92 cleared parent volunteers. This is roughly 23% of our parent population.	Los Paseos will increase # of Parent Volunteers by 10% in 2026-2027, as measured by the roster of badged and district-approved parent volunteers.
Attendance at Family Literacy/Academic Nights	In the 24-25 school year 6 out of 7 grade levels hosted one or more opportunities for families to engage in learning or enrichment opportunities with their students.	100% of grade levels will host one or more opportunities for families to engage in learning and enrichment opportunities with their students.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Offer Family Literacy, Math, & or Science Nights once per trimester to engage all families in supporting student learning. Family Learning Nights will correspond with our areas of curricular focus.	All students, with a focus on underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.	1764 LCFF Staffing for Family Learning Nights 200 LCFF Babysitting for Parenting Classes

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.2	1. Provide support to families for fostering improved reading and math skills through games and homework support at home 2. Provide planning time for teachers to collaborate and construct opportunities for family engagement	All students, with a focus on underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.	1300.77 LCFF Take-home Instructional Materials
2.3	1.Provide adequate office equipment and supplies to serve and communicate with our families, including postage. 2. Provide information to parents and community through the site's website and use of ParentSquaree.	All students, with a focus on underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.	4800 Lottery Copy machine leases & maintenance 561.56 LCFF Postage Costs 1065 Lottery School Website Management
2.4	1. Provide ELF with one day of sub time (half day in Fall, Half Day in Spring) to connect with students identified as English Learners to discuss ELPAC, previous scores and reclassification.	English Learners	240 Title I

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Los Paseos has adopted a comprehensive approach to increase parent participation through a variety of strategies and activities. Each initiative is designed to create multiple touchpoints for parental involvement, thereby fostering a more engaged and supportive school community.

Advertisements for Fingerprinting and Badges:
Implementation: The school actively advertises the fingerprinting process required for parents to obtain badges, allowing them to volunteer on campus. This includes information dissemination through newsletters, emails, social media, and during school events.
Effectiveness: This strategy has proven effective in ensuring that parents are aware of the requirements and feel welcomed to participate. By lowering barriers to entry, more parents are able to contribute their time and skills, enhancing the school's volunteer base. For the 24-25 school year, Los Paseos increased its badge parents by 40% and will continue these efforts to continue the parent volunteer growth for the 25-26 school year by implementing new programs such as "Dads on Duty".

Thematic Days:
To strengthen school-home connections and increase meaningful parent involvement, we implement interactive Thematic Days such as Pioneer Day, Gold Rush Day, and Fraction Day. These events are intentionally designed to align with grade-level curriculum, providing families with opportunities to engage directly in their child's learning. By inviting parents to participate in hands-on, content-rich activities, we foster a collaborative learning environment that supports

student achievement. These experiences not only deepen student understanding through real-world applications but also build a stronger sense of community and shared responsibility for academic success.

Learner Fairs:
Implementation: Regularly scheduled learner fairs are organized, inviting parents to come on campus and engage directly with their children's learning experiences. These fairs showcase student projects, interactive exhibits, and provide hands-on learning activities.
Effectiveness: Learner fairs are highly effective in creating a bridge between home and school. They allow parents to see firsthand what their children are learning, fostering a deeper connection and understanding of the educational process. This engagement often leads to increased support for students' academic efforts at home.

Publishing Parties:
Implementation: These events celebrate students' writing achievements by inviting parents to come and read their children's work. The school organizes these parties at the end of writing units, making them regular and anticipated events.
Effectiveness: Publishing parties are effective in boosting students' motivation and pride in their work, while also giving parents a concrete way to participate in and celebrate their child's academic progress. This initiative strengthens the bond between parents, students, and teachers.

Seasonal Fairs (Spring and Fall):
Implementation: Seasonal fairs are held twice a year, providing opportunities for families to engage with the school community through games, activities, and performances. These fairs are well-publicized and planned to be inclusive and entertaining.
Effectiveness: These fairs are effective community-building events that attract a wide range of participants. They help in creating a sense of belonging and school spirit, encouraging families to take an active role in the school’s life.

School-Wide Picnics:
Implementation: Periodic school-wide picnics are organized to encourage informal interactions between parents, students, and staff. These events are typically held outdoors and are designed to be family-friendly.
Effectiveness: Picnics are effective in providing a relaxed and enjoyable setting for community members to connect. They foster a welcoming environment and help build personal relationships that enhance the overall school climate.

Other Opportunities for Campus Engagement:
Implementation: Beyond the structured events, the school offers various other opportunities for parents to be on campus, such as classroom volunteer roles, participation in school committees, and attendance at sports events and performances.
Effectiveness: These ongoing opportunities ensure that parent participation is not limited to major events but is integrated into the daily life of the school. This consistency helps in maintaining high levels of engagement and allows parents to contribute in ways that suit their schedules and interests.

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

Addition of goal 2.4 Provide ELF with one day of sub time (half day in Fall, Half Day in Spring) to connect with students identified as English Learners to discuss ELPAC, previous scores and reclassification.

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

In the 25-26 school year Los Paseos will continue to expand opportunities for parents to engage meaningfully with their children’s learning. Based on feedback, we also plan to offer parents opportunities to learn some of the instructional strategies used in the classroom, further strengthening the connection between home and school. This goal will contnue to use the same analysis metric. No changes at this time.

Website management stipended to provide information to parents and community through the site’s website and use of ParentSquare and the marquee sign. (SPSA Goal 2: 2.3).

Provide ELF with one day of sub time (half day in Fall, Half Day in Spring) to connect with students identified as English Learners to discuss ELPAC, previous scores and reclassification (SPSA Goal 2.4).

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Student Engagement, Social Emotional Learning
By May 2027, 100% of students will be able to identify at least two trusted adults on campus, as measured by student surveys and attendance in an effort to increase student engagement and connectedness to school and community, and inspire productive persistence in attendance for ALL students so that they graduate college and career-ready.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Enhance Student Engagement, Social Emotional Learning, and School Climate that Fosters Relationships, Wellbeing, and Achievement

Identified Need

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

According to the most recent data from the California Dashboard for the 24-25 school year, chronic absenteeism continued to decrease by another 2.5% to an overall percentage of 17.4% chronically absent. Additionally during the 24-25 school year, suspension rates also continued to decline to an overall suspension rate of 0.71%.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Survey	May survey results show that: 90.4% of all students feel safe at school 79.6% that they have two or more trusted adults in whom they feel they can confide.	100% of students will identify 2 or more trusted adults on campus as measured by a school survey taken in May.
PBIS Tiered Fidelity Indicator	Los Paseos scored 90% on Tier I Positive Behavior Practice and 88% on Tier II Positive Behavior Practices, as evidenced by the TFI Audit for the 25-26 school year. Teachers and staff use universal positive behavior practices, progressive discipline, and restorative practices.	100% of teachers will implement Positive Behavior Principles and continue schoolwide use of positive behavior supports. Our PBIS Tier III team and Wellness Counselor will offer additional Tier 2 & 3 support and healing-centered practices.
Chronic Absenteeism Rates	In the 24-25 SY 17.4% of students are chronically absent, this reflects a 2.5% from the 23-24 school year	School wide we will continue to see a drop in chronic absentism for all students.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	-Offering enrichment clubs and student service opportunities, including lunchtime clubs and before/after school activities. -School-wide assemblies to increase student engagement and community partnerships -Implementation of positive behavior supports and restorative practices (Staff will work to keep a low suspension rate through a positive school climate, including an SEL component and restorative practices led by admin and out-of-house experts). -Additional Student Supervisors for recess/lunch times.	All Students	23,000 LCFF Additional Student Supervisor Support (including TK/K) 3268 LCFF Panther Spirit Squad Stipend & Hourly Teacher Run Clubs; enrichment clubs hourly stipend (86 hours) 8771.34 LCFF Classified Staffing Statutory Benefits 1226.42 LCFF Certificated Staffing Statutory Benefits or Office Equipment Maintenance 2500. Lottery Panther Patrol Stipend 3500 Lottery Assemblies
3.2	Structured Recess and PE Activities, incorporating Tier 1 & 2 Social Skills and Conflict Resolution lessons (Playlosophy)	All students, with a focus on underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.	10,000. Title I Playlosophy (Structured Recess/PE/Conflict Resolution, Tier 2 Behavior Support)
3.3	Los Paseos will continue to promote activities using visual, verbal, and technological means, as well as leverage the use of office/CARE staff and outreach partnerships to increase communication with parents about school activities, performances, student progress, and showcasing our accomplishments.	All students, with a focus on underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.	2400. Lottery Staff Laptops/ or Walkies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.4	Maintaining an adequately staffed and equipped health office to attend to students who are sick or injured.	All students, with a focus on underperforming or disadvantaged students, including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.	400 Lottery Health Office Supplies
3.5	PBIS Lead 1/2 Stippened to support the monitoring of Tier II interventions that support student needs and ensure a postive campus climate such as structured recess and attend PBIS meetings both on site and at the DO	All students, with a focus on underperforming or disadvantaged students, including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.	1065 Title I stipend and benefits
3.6	Provide time for teacher PBIS team to meet, review data, and plan next steps for our students as they move throught the tiers of support, mainting our strong PBIS Tier I foundation.	All students, with a focus on underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.	3261.82 Title I Release time and substitute coverage

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Overall Implementation:

The strategies and activities to enhance student engagement and improve the school climate have been implemented to ensure that by May 2026, 100% of students can identify at least two trusted adults on campus. Key implementation steps included:

- Mentorship Programs: Establishing mentorship initiatives where teachers, staff, and community members actively engage with students, fostering meaningful relationships and ensuring each student has access to trusted adults.
- Lunch Opportunities: Offering organized recess activities with Playlosophy, DREAMS club, library drop-ins, and wellness services, where students meet with designated staff members to discuss academic progress, social-emotional learning, and personal goals.
- Professional Development: Training teachers and staff on building strong, supportive relationships with students, emphasizing the importance of trust and open communication.
- Student Survey: Conducting regular student check-ins to gather "street data" to monitor students' ability to identify trusted adults and gather feedback on their engagement and connectedness.
- Community Events: Organizing school-wide events and activities, encouraging interaction between students, teachers, staff, and community members, promoting a sense of belonging and community.

Effectiveness:

The effectiveness of these strategies has been monitored through various indicators, including student surveys, attendance records, and qualitative feedback.

- Increased Identification of Trusted Adults: Preliminary survey results indicate maintaining the number of students who can identify two or more trusted adults on campus, moving towards the 100% target.
- Enhanced Student Engagement: Improved attendance rates and active participation in school activities suggest higher levels of student engagement and connectedness.
- Positive School Climate: Observations and feedback from students, staff, and visitors highlight a noticeably positive school climate, with students expressing greater feelings of safety, support, and belonging.
- Productive Persistence: Anecdotal evidence and early academic indicators show that students are more motivated and persistent in their studies, reflecting the impact of the supportive relationships they have formed.

Challenges and Adjustments:

While significant progress has been made, some challenges have been identified:

- Consistency in Mentorship: Ensuring all students receive consistent and meaningful mentorship has been an ongoing effort, requiring continual adjustments and monitoring. Having a dedicated Wellness Counselor on campus four days per week has helped with this aspect.
- Engagement with Hard-to-Reach Students: Additional strategies are needed to connect with students who are less engaged or face barriers to identifying trusted adults. By increasing funds for clubs with a wider range of topics, more students will be able to find a connection.

The school has planned targeted interventions to address these challenges, including additional staff training, the addition of a PBIS lead 1/2 stipend, continued peer mentoring programs such as our Murphy Mentors partnership with Martin Murphy Middle School, and increased collaboration with community organizations to provide comprehensive support.

Conclusion:

Overall, implementing strategies to improve student engagement and school climate has been effective, with promising progress towards 100% of students identifying trusted adults by May 2026. Focusing on mentorship, relationship-building, and responsive adjustments will be key to achieving and sustaining these positive outcomes.

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

N/A

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

We have allocated funds to pay teachers hourly to ensure a strong PBIS Tier I foundation (SPSA Goal 3.6)
We have allocated a half-stipend for a classified PBIS lead to support strong Tier II supports during recess and lunch for a more positive campus (SPSA Goal 3.5)

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$99,891.73
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$17,828.64

Subtotal of additional federal funds included for this school: $17,828.64

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

State or Local Programs	Allocation ($)
LCFF	$40,092.09
Library Allocation (Lottery Restricted)	$1,416.00
Lottery	$40,555.00

Subtotal of state or local funds included for this school: $82,063.09

Total of federal, state, and/or local funds for this school: $99,891.73

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF	40,092.09
Library Allocation (Lottery Restricted)	1,416.00
Lottery	40,555.00
Title I	17,828.64

Expenditures by Budget Reference

Budget Reference	Amount
	30,720.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	40,092.09
	Library Allocation (Lottery Restricted)	1,416.00
	Lottery	40,555.00
	Title I	17,828.64

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	21,047.82
Goal 2	9,931.33
Goal 3	59,392.58
Goal 4	9,520.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

5 Other School Staff

3 Parent or Community Members

0 Secondary Students

Name of Members	Role
1. Stormie Sutton	Principal
2. Mia Pharris	Other School Staff
3. Brandi (Andrade) Murillo	Other School Staff Parent or Community Member
4. Lisa Maack	Classroom Teacher
5. Claire Cabrera	Classroom Teacher Parent or Community Member
6. Ivonne Nash	Other School Staff Parent or Community Member
7. Maria Valdez	Other School Staff 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.

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

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

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	Other: Parent Representative, Traci Lopez

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

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

This SPSA was adopted by the SSC at a public meeting on May 26, 2026.

Attested:

Principal, Glen Webb, Interim for Dr. Stormie Sutton on 5/26/26
SSC Chairperson, Colleen Reed on 5/26/26