



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Commonwealth Elementary School	30-66506-6028021	April 6, 2026	May 19, 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 Commonwealth Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Comprehensive Support and Improvement

TITLE I

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

Schoolwide Program
Comprehensive Support and Improvement
TITLE I

Commonwealth School's plan for effectively meeting ESSA's requirements aligns with the district's Local Control and Accountability Plan (LCAP) to ensure coherence across federal, state, and local programs. School goals, actions and expenditures are developed through a comprehensive needs assessment using multiple data sources, including student achievement, English learner progress, attendance, and climate data. Stakeholder input from parents, staff, students and advisory groups such as ELAC and SSC informs priorities and strategies. Programs funded through ESSA (d.g., Title I, II, III and IV) are integrated and aligned with LCAP actions to support equitable access to high-quality instruction, targeted interventions for underserved students, and professional learning for staff. Progress is monitored through ongoing data reviews, site and district leadership meetings, and annual evaluations, ensuring resources are used effectively to improve student outcomes.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Commonwealth School engaged in a collaborative planning process to develop and review the SPSA. The principal worked with the School Site Council (SSC), teachers, support staff, and district personnel to analyze student data, review progress toward prior goals, and identify areas of need. Input was also gathered from parents and families through ELAC meetings where members reviewed student achievement data, evaluated the effectiveness of current strategies and expenditures, and provided recommendations for revisions. The SSC reviewed and approved the final SPSA and the Annual Review and Update to ensure that the plan reflects students' needs and aligns with district priorities, the LCAP, and federal program requirements. Additionally, Commonwealth is a part of the California Community School Partnership Program and the Community Engagement Initiative.

Resource Inequities

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

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

Commonwealth was identified as an ATSI school based on the 2023 Dashboard and remains in ATSI this year. Commonwealth was identified because of our SPED student group, specifically in ELA and Chronic Absenteeism being in the red for the past 2 years.

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.

According to the California School Dashboard, Commonwealth School has identified areas requiring improvement, as indicated by performance levels in the "Red" or "Orange" categories. These performance levels suggest that certain state indicators are below desired standards. To address these challenges, the school is implementing targeted strategies within its School Plan for Student Achievement (SPSA). These strategies include analyzing comprehensive school-wide and subgroup data to pinpoint specific areas needing enhancement, aligning improvement goals with the Local Control and Accountability Plan (LCAP) and Every Student Succeeds Act (ESSA) requirements, and actively engaging stakeholders—such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), staff members, parents, students, and district personnel—through surveys, focus groups, and meetings. This collaborative and data-driven approach aims to elevate performance in the identified areas, ensuring that all students receive a high-quality education.

Referring to the 2025 California School Dashboard, Commonwealth Elementary demonstrated meaningful improvement across several state indicators when compared to 2024. In 2024, the school was identified in the Red performance category for English Language Arts and Orange in Chronic Absenteeism, Suspension Rate, English Learner Progress, and Mathematics. In 2025, Commonwealth improved English Language Arts from Red to Yellow and Mathematics from Orange to Yellow, reflecting stronger academic performance and progress in core content areas. Chronic Absenteeism also improved from Orange to Yellow, indicating successful efforts to increase student attendance and engagement. Suspension Rate showed significant progress from Orange to Blue, highlighting the positive impact of school wide behavior supports, restorative practices, and proactive student interventions. English Learner Progress remained in Orange, signaling a continued need for focused support in language acquisition and academic achievement for multilingual learners. Overall, the Dashboard data reflects that Commonwealth Elementary is moving in a positive direction, with clear gains in academics, attendance, and school climate, while continued emphasis on English Learner outcomes remains a priority for the School Plan for Student Achievement.

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.

According to the California School Dashboard, Commonwealth School has identified that certain student groups are performing two or more levels below the "All Students" performance on specific state indicators. For instance, while the overall student body may be performing at a "Green" level in English Language Arts, subgroups such as English Learners or Students with Disabilities might be performing at the "Orange" or "Red" levels, indicating a significant performance gap. To address these disparities, the School Plan for Student Achievement (SPSA) includes targeted strategies such as analyzing detailed subgroup data to identify specific needs, aligning goals with the Local Control and Accountability Plan (LCAP) and Every Student Succeeds Act (ESSA) requirements, and engaging stakeholders—including the School Site Council (SSC), English Learner Advisory Committee (ELAC), staff members, parents, students, and district personnel—through surveys, focus groups, and meetings. This collaborative and data-driven approach aims to close the achievement gaps and ensure equitable educational outcomes for all student groups, especially in areas of ELA, Students with disabilities and chronically absent students.

Other Needs

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

According to iREADY data from Diagnostic 1 to Diagnostic 3, there are definite gaps in achievement for ELA LTELs, and students with IEPs.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	%	0		
African American	2.58%	2.36%	1.49%	8	7	4
Asian	2.9%	3.37%	4.48%	9	10	12
Filipino	0.97%	2.02%	1.49%	3	6	4
Hispanic/Latino	83.87%	84.85%	84.70%	260	252	227
Pacific Islander	0%	%	%	0		
White	6.77%	4.38%	5.97%	21	13	16
Two or More Races	2.9%	3.03%	1.87%	9	9	5
Not Reported	0%	%	%	0		
Total Enrollment				310	297	268

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			21
Kindergarten	46	41	
Grade 1	37	33	
Grade 2	33	34	
Grade3	51	34	
Grade 4	36	50	
Grade 5	48	37	
Grade 6	59	45	
Total Enrollment	310	297	

Conclusions based on this data:

1.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	134	107	84	43.2%	36.0%	31.3%
Fluent English Proficient (FEP)	26	26	22	8.4%	8.8%	8.2%

Conclusions based on this data:

1. Analysis of the English Learner (EL) Enrollment data indicates several notable trends over the past three years. The number of identified English Learners declined from 134 students in 2022–23 to 107 students in 2023–24, and further to 84 students in 2024–25. This steady decrease suggests progress in language acquisition and possible reclassification of students, while also reflecting shifts in enrollment patterns.
2. The Fluent English Proficient (FEP) subgroup remained relatively stable in overall numbers, with 26 students in both 2022–23 and 2023–24, and 22 students in 2024–25. As a percentage of enrollment, FEP students remained consistent at 8.4%, 8.8%, and 8.2%, indicating a steady population of students entering school already proficient in English.
3. The Reclassified Fluent English Proficient (RFEP) subgroup data was not reported in the table, which limits a full analysis of long-term language acquisition outcomes. Because RFEP status is a critical indicator of successful English Learner progress, ensuring accurate tracking and reporting of reclassification data should remain a priority. Overall, the decline in EL enrollment combined with stable FEP numbers may indicate positive movement toward English proficiency, but stronger RFEP monitoring will provide a clearer picture of student success over time.

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	51	34	31	51	33	31	51	33	31	100.0	97.1	100
Grade 4	35	51	33	35	50	33	35	50	33	100.0	98	100
Grade 5	46	37	50	46	37	50	46	37	50	100.0	100	100
Grade 6	60	47	37	60	47	36	60	47	36	100.0	100	97.3
All Grades	192	169	151	192	167	150	192	167	150	100.0	98.8	99.3

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	2331.	2350.	2379.	5.88	3.03	12.90	9.80	18.18	25.81	15.69	18.18	16.13	68.63	60.61	45.16
Grade 4	2420.	2379.	2427.	8.57	2.00	18.18	17.14	12.00	30.30	28.57	20.00	9.09	45.71	66.00	42.42
Grade 5	2456.	2452.	2429.	10.87	8.11	4.00	21.74	21.62	20.00	26.09	29.73	22.00	41.30	40.54	54.00
Grade 6	2513.	2467.	2491.	11.67	8.51	8.33	31.67	27.66	22.22	40.00	21.28	27.78	16.67	42.55	41.67
All Grades	N/A	N/A	N/A	9.38	5.39	10.00	20.83	19.76	24.00	28.13	22.16	19.33	41.67	52.69	46.67

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	7.84	3.03	9.68	41.18	63.64	51.61	50.98	33.33	38.71
Grade 4	8.57	2.00	9.09	62.86	68.00	57.58	28.57	30.00	33.33
Grade 5	10.87	13.51	0.00	56.52	45.95	66.00	32.61	40.54	34.00
Grade 6	11.67	6.38	13.89	66.67	59.57	52.78	21.67	34.04	33.33
All Grades	9.90	5.99	7.33	56.77	59.88	58.00	33.33	34.13	34.67

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	1.96	0.00	6.45	35.29	39.39	51.61	62.75	60.61	41.94
Grade 4	11.43	2.00	9.09	42.86	34.00	60.61	45.71	64.00	30.30
Grade 5	13.04	2.70	2.00	43.48	56.76	54.00	43.48	40.54	44.00
Grade 6	11.67	4.26	2.78	63.33	51.06	52.78	25.00	44.68	44.44
All Grades	9.38	2.40	4.67	47.40	44.91	54.67	43.23	52.69	40.67

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	0.00	9.09	6.45	60.78	63.64	61.29	39.22	27.27	32.26
Grade 4	2.86	0.00	9.09	74.29	72.00	60.61	22.86	28.00	30.30
Grade 5	8.70	8.11	10.00	73.91	72.97	66.00	17.39	18.92	24.00
Grade 6	6.67	4.26	8.33	83.33	68.09	66.67	10.00	27.66	25.00
All Grades	4.69	4.79	8.67	73.44	69.46	64.00	21.88	25.75	27.33

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	1.96	3.03	3.23	45.10	57.58	61.29	52.94	39.39	35.48
Grade 4	5.71	6.00	9.09	65.71	60.00	57.58	28.57	34.00	33.33
Grade 5	6.52	10.81	4.00	76.09	62.16	54.00	17.39	27.03	42.00
Grade 6	11.67	6.38	11.11	73.33	70.21	63.89	15.00	23.40	25.00
All Grades	6.77	6.59	6.67	65.10	62.87	58.67	28.13	30.54	34.67

Conclusions based on this data:

1. Commonwealth Elementary maintained consistently high participation rates in CAASPP testing across the three-year period, with 99–100% of enrolled students tested each year, ensuring that achievement data accurately reflects overall student performance. Achievement data from 2022–23 through 2024–25 shows encouraging gains in several areas, particularly in Grade 3 and Grade 4 where mean scale scores increased and the percentage of

students meeting or exceeding standards rose. Overall, the percentage of students meeting or exceeding standards increased to 34% in 2024–25**, while the percentage of students not meeting standards decreased from 52.69% in 2023–24 to 46.67% in 2024–25. Domain results indicate notable improvement in writing, with fewer students performing below standard, while reading performance remained relatively stable. Listening and research/inquiry results suggest a need for continued focus on strengthening students' analytical thinking and communication skills. These findings highlight the importance of continuing targeted literacy instruction, structured writing opportunities, and integrated reading and inquiry practices to support ongoing academic growth for all students.

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	51	34	31	51	33	31	51	33	31	100.0	97.1	100
Grade 4	35	51	33	35	50	33	35	50	33	100.0	98	100
Grade 5	46	37	50	46	37	50	46	37	50	100.0	100	100
Grade 6	60	47	37	60	47	36	60	47	36	100.0	100	97.3
All Grades	192	169	151	192	167	150	192	167	150	100.0	98.8	99.3

* 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	2354.	2372.	2387.	1.96	6.06	9.68	15.69	15.15	22.58	25.49	24.24	32.26	56.86	54.55	35.48
Grade 4	2424.	2418.	2443.	5.71	6.00	9.09	17.14	20.00	30.30	37.14	28.00	21.21	40.00	46.00	39.39
Grade 5	2455.	2442.	2434.	10.87	0.00	8.00	15.22	16.22	6.00	30.43	32.43	32.00	43.48	51.35	54.00
Grade 6	2486.	2460.	2466.	8.33	8.51	8.33	25.00	17.02	11.11	23.33	19.15	30.56	43.33	55.32	50.00
Grade 11															
All Grades	N/A	N/A	N/A	6.77	5.39	8.67	18.75	17.37	16.00	28.13	25.75	29.33	46.35	51.50	46.00

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	9.80	6.06	6.45	35.29	51.52	61.29	54.90	42.42	32.26
Grade 4	11.43	8.00	12.12	48.57	48.00	51.52	40.00	44.00	36.36
Grade 5	6.52	2.70	8.00	50.00	48.65	40.00	43.48	48.65	52.00
Grade 6	10.00	14.89	11.11	50.00	29.79	30.56	40.00	55.32	58.33
Grade 11									
All Grades	9.38	8.38	9.33	45.83	43.71	44.67	44.79	47.90	46.00

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	1.96	9.09	9.68	43.14	39.39	51.61	54.90	51.52	38.71
Grade 4	0.00	6.00	15.15	51.43	48.00	30.30	48.57	46.00	54.55
Grade 5	8.70	0.00	6.00	47.83	56.76	46.00	43.48	43.24	48.00
Grade 6	5.00	2.13	8.33	50.00	51.06	44.44	45.00	46.81	47.22
All Grades	4.17	4.19	9.33	47.92	49.10	43.33	47.92	46.71	47.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.88	6.06	12.90	62.75	54.55	67.74	31.37	39.39	19.35
Grade 4	8.57	10.00	12.12	54.29	42.00	63.64	37.14	48.00	24.24
Grade 5	10.87	0.00	6.00	52.17	59.46	52.00	36.96	40.54	42.00
Grade 6	5.00	6.38	8.33	65.00	53.19	55.56	30.00	40.43	36.11
All Grades	7.29	5.99	9.33	59.38	51.50	58.67	33.33	42.51	32.00

Conclusions based on this data:

1. Commonwealth Elementary maintained consistently strong CAASPP participation in mathematics, with 99–100% of enrolled students tested across the three years, ensuring reliable data to guide instructional planning. Overall results in 2024–25 show moderate improvement compared to 2023–24, with the percentage of students meeting or exceeding standards increasing to 24.67% and the percentage of students not meeting standards decreasing to 46%. Grade 3 and Grade 4 demonstrated notable gains in mean scale scores and increased percentages of students meeting standards. Domain results show strength in Communicating Reasoning, where a majority of students performed at or near standard, while Concepts & Procedures and Problem Solving remain areas requiring continued focus, particularly in upper grades. These results suggest that ongoing emphasis on conceptual understanding, mathematical discourse, and real-world problem solving will be important to support continued growth in mathematics achievement across all grade levels.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1392.0	1387.9	1376.9	1403.9	1410.2	1382.5	1364.1	1335.8	1364.4	16	24	11
1	1442.7	*	*	1445.8	*	*	1439.0	*	*	12	7	10
2	1452.3	1445.0	*	1454.9	1452.6	*	1449.2	1436.9	*	12	13	4
3	1462.4	1481.8	1482.6	1462.6	1474.2	1478.5	1461.7	1488.7	1486.0	25	13	11
4	1496.6	1484.6	*	1492.6	1488.2	*	1500.3	1480.7	*	14	22	10
5	1505.9	1517.2	1508.7	1508.4	1507.3	1499.3	1502.8	1526.5	1517.7	14	13	18
6	1526.5	*	*	1508.5	*	*	1544.1	*	*	19	8	9
All Grades										112	100	73

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	4.17	9.09	25.00	20.83	18.18	37.50	33.33	45.45	37.50	41.67	27.27	16	24	11
1	0.00	*	*	41.67	*	*	50.00	*	*	8.33	*	*	12	*	*
2	0.00	15.38	*	33.33	30.77	*	50.00	30.77	*	16.67	23.08	*	12	13	*
3	0.00	15.38	27.27	20.00	30.77	9.09	44.00	30.77	36.36	36.00	23.08	27.27	25	13	11
4	0.00	13.64	*	42.86	36.36	*	57.14	22.73	*	0.00	27.27	*	14	22	*
5	21.43	15.38	5.56	28.57	30.77	44.44	21.43	46.15	33.33	28.57	7.69	16.67	14	13	18
6	21.05	*	*	47.37	*	*	15.79	*	*	15.79	*	*	19	*	*
All Grades	6.25	10.00	15.07	33.04	28.00	19.18	38.39	37.00	43.84	22.32	25.00	21.92	112	100	73

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	0.00	8.33	9.09	25.00	25.00	18.18	50.00	37.50	45.45	25.00	29.17	27.27	16	24	11
1	0.00	*	*	58.33	*	*	33.33	*	*	8.33	*	*	12	*	*
2	0.00	38.46	*	50.00	15.38	*	33.33	23.08	*	16.67	23.08	*	12	13	*
3	12.00	30.77	36.36	40.00	30.77	9.09	20.00	15.38	36.36	28.00	23.08	18.18	25	13	11
4	21.43	36.36	*	64.29	31.82	*	14.29	18.18	*	0.00	13.64	*	14	22	*
5	21.43	15.38	16.67	64.29	76.92	61.11	0.00	0.00	11.11	14.29	7.69	11.11	14	13	18
6	31.58	*	*	47.37	*	*	5.26	*	*	15.79	*	*	19	*	*
All Grades	13.39	23.00	19.18	48.21	36.00	32.88	21.43	22.00	30.14	16.96	19.00	17.81	112	100	73

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	4.17	0.00	12.50	4.17	9.09	37.50	29.17	72.73	50.00	62.50	18.18	16	24	11
1	4.35	*	*	4.35	*	*	47.83	*	*	43.48	*	*	23	*	*
2	0.00	0.00	*	56.25	38.46	*	25.00	38.46	*	18.75	23.08	*	16	13	*
3	5.88	7.69	9.09	29.41	23.08	27.27	29.41	30.77	18.18	35.29	38.46	45.45	17	13	11
4	4.17	4.55	*	16.67	18.18	*	41.67	18.18	*	37.50	59.09	*	24	22	*
5	0.00	0.00	0.00	21.43	30.77	27.78	35.71	53.85	50.00	42.86	15.38	22.22	14	13	18
6	10.53	*	*	52.63	*	*	26.32	*	*	10.53	*	*	19	*	*
All Grades	3.57	3.00	6.85	22.32	18.00	19.18	41.96	36.00	43.84	32.14	43.00	30.14	112	100	73

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	0.00	12.50	18.18	75.00	70.83	63.64	25.00	16.67	18.18	16	24	11
1	41.67	*	*	50.00	*	*	8.33	*	*	12	*	*
2	16.67	38.46	*	58.33	38.46	*	25.00	23.08	*	12	13	*
3	8.00	15.38	18.18	56.00	61.54	45.45	36.00	23.08	36.36	25	13	11
4	28.57	27.27	*	71.43	54.55	*	0.00	18.18	*	14	22	*
5	35.71	15.38	0.00	50.00	76.92	88.89	14.29	7.69	11.11	14	13	18
6	15.79	*	*	68.42	*	*	15.79	*	*	19	*	*
All Grades	18.75	18.00	16.44	61.61	66.00	61.64	19.64	16.00	21.92	112	100	73

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	6.25	12.50	9.09	43.75	54.17	36.36	50.00	33.33	54.55	16	24	11
1	0.00	*	*	75.00	*	*	25.00	*	*	12	*	*
2	8.33	23.08	*	75.00	61.54	*	16.67	15.38	*	12	13	*
3	28.00	30.77	36.36	44.00	46.15	45.45	28.00	23.08	18.18	25	13	11
4	21.43	40.91	*	78.57	45.45	*	0.00	13.64	*	14	22	*
5	64.29	38.46	72.22	21.43	53.85	11.11	14.29	7.69	16.67	14	13	18
6	42.11	*	*	42.11	*	*	15.79	*	*	19	*	*
All Grades	25.89	28.00	32.88	51.79	51.00	45.21	22.32	21.00	21.92	112	100	73

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	6.25	0.00	0.00	68.75	50.00	81.82	25.00	50.00	18.18	16	24	11
1	0.00	*	*	83.33	*	*	16.67	*	*	12	*	*
2	0.00	0.00	*	50.00	69.23	*	50.00	30.77	*	12	13	*
3	0.00	15.38	9.09	32.00	38.46	36.36	68.00	46.15	54.55	25	13	11
4	0.00	4.55	*	64.29	31.82	*	35.71	63.64	*	14	22	*
5	14.29	0.00	0.00	42.86	84.62	66.67	42.86	15.38	33.33	14	13	18
6	15.79	*	*	63.16	*	*	21.05	*	*	19	*	*
All Grades	5.36	3.00	6.85	55.36	50.00	50.68	39.29	47.00	42.47	112	100	73

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	6.25	12.50	36.36	56.25	25.00	36.36	37.50	62.50	27.27	16	24	11
1	0.00	*	*	75.00	*	*	25.00	*	*	12	*	*
2	0.00	23.08	*	66.67	53.85	*	33.33	23.08	*	12	13	*
3	4.00	0.00	9.09	64.00	69.23	63.64	32.00	30.77	27.27	25	13	11
4	7.14	13.64	*	85.71	63.64	*	7.14	22.73	*	14	22	*
5	21.43	23.08	5.56	35.71	61.54	77.78	42.86	15.38	16.67	14	13	18
6	42.11	*	*	47.37	*	*	10.53	*	*	19	*	*
All Grades	12.50	12.00	12.33	60.71	56.00	67.12	26.79	32.00	20.55	112	100	73

Conclusions based on this data:

1. Commonwealth Elementary's ELPAC results show steady progress in English language development, with the percentage of students performing at Level 4 increasing from 6.25% in 2022–23 to 15.07% in 2024–25, and a slight

decrease in the percentage of students at Level 1 over the same period. Performance data indicates particular strength in oral language development, especially in speaking, where more than three-quarters of students performed at Levels 3 or 4 in 2024–25. Listening performance remained stable with the majority of students demonstrating moderate or well-developed skills. While gains are evident, written language and reading remain areas for continued growth, with a significant percentage of students performing at Level 2. These results suggest the need for continued targeted ELD instruction that integrates academic vocabulary development, structured oral language opportunities, and explicit reading and writing support to accelerate English language acquisition for multilingual learners.

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
268	79.5%	31.3%	1.1%
Total Number of Students enrolled in Commonwealth Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	84	31.3%
Foster Youth	3	1.1%
Homeless	14	5.2%
Socioeconomically Disadvantaged	213	79.5%
Students with Disabilities	65	24.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.5%
American Indian	0	0.0%
Asian	12	4.5%
Filipino	4	1.5%
Hispanic	227	84.7%
Two or More Races	5	1.9%
Pacific Islander	0	0.0%
White	16	6%

Conclusions based on this data:

1. Language needs are high. Thus, effective teaching must include strategies that develop vocabulary for students to access curriculum.

2. Parent resources are very limited. Assistance to establish a relationship (language barrier) with teachers, access to community resources, and understanding how to navigate the educational system are critical.
3. The continued implementation of positive cultural influence for students and families and cultural proficiency by staff enables curriculum and practices to embed a connection between student schema and learning.

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. PBIS Implementation and explicit behavior expectations, accountability, and supports are creating a safer and effective learning environment for students. Weekly monitoring of student attendance, notifications to parents, and school-wide incentives are improving student attendance. Reading foundational skills and comprehension skills continue to be an area of needs for our student body. English learner progress remained in the yellow, but this could be the result of reclassification of 14 students.



School and Student Performance Data

Academic Performance English Language Arts

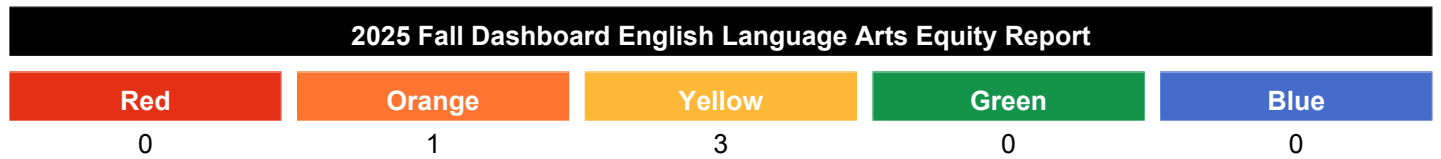
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 52.1 points below standard Increased 20.9 points 146 Students	English Learners  Yellow 49.6 points below standard Increased 29.5 points 66 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Socioeconomically Disadvantaged  Yellow 50.6 points below standard Increased 18.1 points 124 Students

Students with Disabilities  Orange 116.9 points below standard Increased 33.8 points 44 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Yellow 61.3 points below standard Increased 16.6 points 122 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students

Conclusions based on this data:

1. There are 3 years of SBAC data available for ELA.
Listed are the results (Standard Met or Exceeded) over the past 3 years for each grade level in ELA:
6th grade students made a 9% INCREASE over 3 years,
5th grade students made 11% INCREASE over 3 years,
4th grade students made 3% INCREASE over 2 years.
19% of 3rd grade students met or exceeded the standard for ELA.
2. Need still exists to improve learning for school as a whole.
3. RFEP students continue to score well on SBAC.

School and Student Performance Data

Academic Performance Mathematics

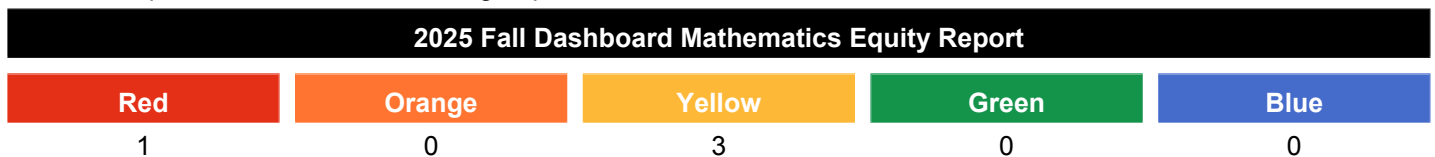
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 68.2 points below standard Increased 9.2 points 146 Students	English Learners  Yellow 64.9 points below standard Increased 9 points 66 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Socioeconomically Disadvantaged  Yellow 71.2 points below standard Increased 4 points 124 Students

Students with Disabilities  Red 159.9 points below standard Maintained 0.2 points 44 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Yellow 72.9 points below standard Increased 4.5 points 122 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students

Conclusions based on this data:

- There are 3 years of SBAC data available for Math.
Listed are the results (Standard Met or Exceeded) over the past 3 years for each grade level in MATH:
6th grade students made a 15% DECREASE over 3 years,
5th grade students made 13% DECREASE over 3 years,
4th grade students made 0% gain over 2 years.
23% of 3rd grade students met or exceeded the standard for MATH.

Students already achieving high levels in Math continued to enrich learning with supplemental resources such as ALEKS.

School and Student Performance Data

Academic Performance Science

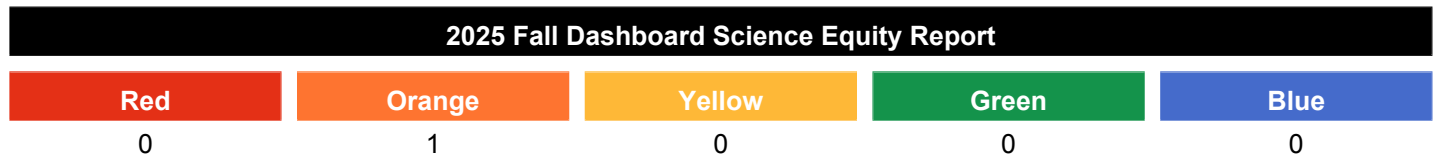
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Orange 40.5 science points Declined 4 points 49 Students	English Learners  No Performance Color 40.3 science points Maintained -0.5 points 27 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Orange 41.4 science points Maintained -1.6 points 42 Students

Students with Disabilities  No Performance Color 29.6 science points 15 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 40.8 science points Maintained 0.5 points 46 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

Conclusions based on this data:

1. An overall decline in scores demonstrates the need for more focused instruction for 5th graders, although English Learners maintained.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
39.7 making progress.	making progress.
Number Students: 63 Students	Number Students: 1 Student

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

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.6%	38.7%	0%	38.7%

Conclusions based on this data:

1. We need to identify students who decreased a level and provide additional supports in learning English.
2. There are too many students maintaining EL level. Identify who they are in order to provide additional supports. Long term English Learners require more focused support in the upper grades, especially fifth graders moving into sixth grade.
3. Provide newcomers students with targeted interventions throughout the day (RtI).

School and Student Performance Data

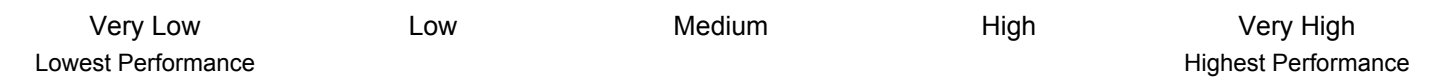
Academic Performance College/Career Report

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

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:

- 1.

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



Yellow

19% Chronically Absent

Declined 3.4

290 Students

English Learners



Yellow

14.9% Chronically Absent

Declined 8.6

87 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

Homeless



No Performance Color

52.6% Chronically Absent

Increased 22.2

19 Students

Socioeconomically Disadvantaged



Yellow

19.8% Chronically Absent

Declined 4.5

237 Students

Students with Disabilities  Orange 22.9% Chronically Absent Declined 7 83 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 30.8% Chronically Absent Increased 9.3 13 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Yellow 19.2% Chronically Absent Declined 3 245 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0% Chronically Absent Declined 21.4 18 Students

Conclusions based on this data:

1. Students with chronic absenteeism are monitored on a weekly basis. Attendance team works with district Attendance SSA to reach out to families who are on attendance plans. We saw improvement in all areas with the exception of Asian students and those experiencing homelessness.

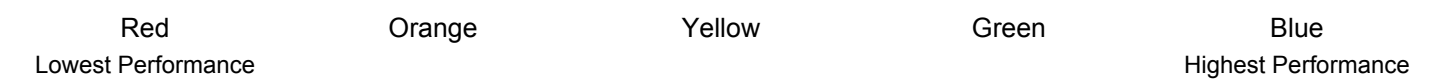
School and Student Performance Data

Academic Engagement Graduation Rate

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

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

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

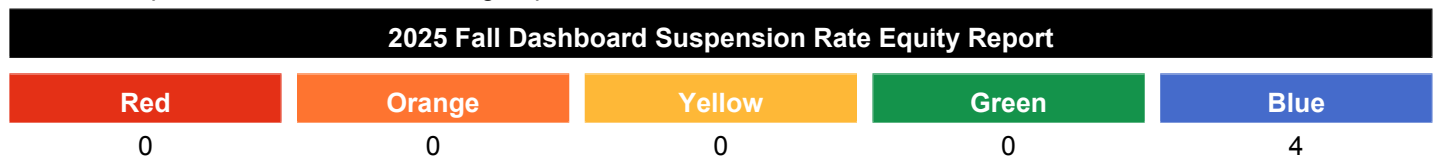
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0% suspended at least one day Declined 1.2% 301 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 91 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Homeless  No Performance Color 0% suspended at least one day Maintained 0% 20 Students	Socioeconomically Disadvantaged  Blue 0% suspended at least one day Declined 1.5% 246 Students

Students with Disabilities  Blue 0% suspended at least one day Declined 1.1% 87 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 0% suspended at least one day Maintained 0% 14 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Blue 0% suspended at least one day Declined 1.4% 254 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0% suspended at least one day Maintained 0% 18 Students

Conclusions based on this data:

1. Suspension data indicates success using other means of correction for students with referrals.

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.

Student Achievement

By Spring, the percentage of students in grades K- 2 scoring in levels 1 and 2 ("not mastered") on the final district diagnostic assessments in ELA will decrease by at least 10% from the district diagnostic one results

By Spring, the overall ELA distance from standard (DFS) score on the SBAC, students in grades 3rd - 6th will increase by 3 points from -79.1 to -76.1

By Spring, the percentage of English Learners in grades 3-6 making progress on the reading portion of the ELPAC will increase by at least 10% from the results from the ELPAC.

MATHEMATICS:

By Spring, the percentage of students in grades K-2 scoring in levels 1 and 2 ("not mastered") on the final district diagnostic assessments in Math will decrease by at least 10% from the district diagnostic one results.

By Spring, the overall math distance from standard (DFS) score on the SBAC, students in grades 3rd - 6th will increase by 3 points from -77.4 to -73.4

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 1: All students will demonstrate proficiency or growth toward proficiency in ELA and math.

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.

Comparison of the California Dashboard and local data shows a continued need to improve academic achievement in ELA and Math. While Commonwealth improved to Yellow in both areas, students remain below standard overall, and subgroup gaps persist for English Learners and Students with Disabilities. Local iReady data shows only 13% of students were on grade level in ELA and Math by Spring, while English Learner Progress remained Orange and declined to 39.7%. These findings support Goal 1 priorities of reducing K–2 “not mastered” rates, improving grades 3–6 SBAC DFS scores, and increasing ELPAC reading progress through stronger core instruction and targeted intervention.

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
SBAC	Dashboard Data	DFS increased by 3 points or more on the SBAC both overall and for significant subgroups of English learners, Hispanic students, economically disadvantaged and students with disabilities.
iReady	D2 Data	Increase by 10%
K-2 Assessments	Benchmark Data	Increase by 10%
ELPAC	Dashboard Data	Increase by 10%

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	Establish a structure and culture for continuous improvement by implementing best practices and providing professional development to teachers and staff. *Evidence-based instructional strategies noted by Hattie implemented school-wide *Marzano The Art and Science Teaching Strategies: Elements and Design Questions *Marzano Academic Vocabulary implementation *CGI Math/Thinking Maps/Writer's Workshop *GLAD Strategies, *High-Reliability School Level 3 training and instructional rounds. *Next Generation Science Standards (NGSS) PD and implementation *Designated and Integrated English Language Development (ELD) instruction for all ELs *Program Specialist support in Orton Gillingham implementation.	All students	63,145.00 Title I 1000-1999: Certificated Personnel Salaries Program Specialist 23,223.00 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Program Specialist 7856.00 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes for Professional Development
1.2	Implement Professional Learning Communities to promote authentic, timely assessment of student	All students	23,000.00 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	performance as a means to strengthen instruction and to identify students for additional interventions. *Response to Intervention (Rtl) *PE Instruction for PLC Time *Support New EL students and long-term ELs *Grade level collaboration/Vertical articulation		1000-1999: Certificated Personnel Salaries PE Teacher 9,460.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Recreational Assistant 10,730 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental Materials and Supplies for students
1.3	Establish opportunities for innovative authentic learning through a broad course of study that supports CCSS. *All the Arts/Arts *Instrumental Music *Visual and Performing Arts (VAPA) Supporting materials for Arts Integration and Performances for Tiger Theater Group *Science, Technology, Engineering, Arts, Mathematics (STEAM) Robotics Club. Creation and implementation of a STEAM classroom available to students TK-6th grade *Field Trips to enhance and enrich learning connections *Speech & Debate Club *Program Specialist support in morphology and OG Implementation.	All students	7400 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Performing Arts Program 2,000.00 LCFF - Supplemental 4000-4999: Books And Supplies Materials and Supplies Teacher Classroom 4,000.00 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Transportation for Field Trips 9146.00 LCFF - Base 4000-4999: Books And Supplies Folklorico Supplies, Clubs, Arts 3,000.00 LCFF - Base 5000-5999: Services And Other Operating Expenditures Admission/Costs associate with Field Trips
1.4	Ensure student/teacher access to instructional and reading materials, including digital materials, aligned to CCSS.	All students	5,000.00 LCFF - Supplemental 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	1. Supplemental CCSS instructional materials, including Simple Solutions 2. Software licenses to utilize specific programs to enhance and enrich the curriculum, and provide intervention for struggling students 3. Basic learning materials to ensure students are able to carry out learning tasks effectively.		CCSS supplemental materials per student/teacher 11,620.00 LCFF - Base 4000-4999: Books And Supplies Basic learning materials and supplies 2,000.00 Title I 4000-4999: Books And Supplies Software Licenses
1.5	Ensure student/parent success in acquiring skills necessary to support school-wide goals and initiatives. 1. Parent Education: Computer classes, Parenting Skills, English Classes, ELAC 2. Extended educational opportunities for families to connect learning.	All students	1,900.00 Title I 5000-5999: Services And Other Operating Expenditures Parent Involvement
1.6	Ensure students in need of additional support or remediation outside of the school day are provided with extended day academic support.	All students	5,000.0 Title I 1000-1999: Certificated Personnel Salaries Extended Learning Day- Certificated Personnel Support for Students 1000.00 Title I 2000-2999: Classified Personnel Salaries Extended Learning Day- Classified Personnel Support for Students 1000.00 Title I 4000-4999: Books And Supplies Instructional Materials

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.

Analysis of current achievement data indicates a continued need to strengthen Tier 1 core instruction and targeted Tier 2 intervention in both English Language Arts and Mathematics. While multiple support programs are in place, performance gaps for English Learners and students with IEPs continue to widen, signaling the need for more consistent, high-impact instructional practices across classrooms. In the primary grades, a strong emphasis on foundational literacy and numeracy skills is essential to reduce the percentage of students scoring in the “not mastered” range on district diagnostics. In grades 3–6, improving Distance from Standard scores on the SBAC in both ELA and Math will require rigorous standards-based instruction, frequent formative assessment, and timely intervention. Additionally, increasing English Learner progress on the reading portion of the ELPAC remains a priority, requiring intentional language development strategies embedded throughout daily instruction. Overall, this plan focuses on early skill development, data-driven response systems, and equitable access to high-quality teaching so all student groups can make stronger academic gains.

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

Implementation of the planned strategies remained aligned to the articulated goal, with continued investment in Tier 1 instruction, intervention supports, assessment systems, and professional development focused on literacy and mathematics achievement. However, several adjustments were necessary during the year. Additional time, staffing, and resources were redirected to address widening achievement gaps for English Learners and students with IEPs, particularly through increased small-group intervention, progress monitoring, and differentiated instructional support. Greater emphasis was also placed on foundational skill development in grades K–2 than originally anticipated, requiring supplemental materials and staff support. In some cases, expenditures initially intended for broad schoolwide supports were prioritized toward targeted intervention services, instructional coaching, and data analysis to better respond to student needs. Overall, budget shifts reflected a strategic response to student performance data while maintaining focus on the original academic goals.

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

As a result of this analysis, the goal will remain focused on improving student achievement in English Language Arts and Mathematics, but several refinements will be made to strengthen implementation and accelerate outcomes. Annual outcomes and metrics will place greater emphasis on growth for English Learners and students with IEPs, including subgroup-specific targets on district diagnostics, SBAC Distance from Standard scores, and ELPAC progress measures. Strategies and activities will be revised to increase consistency of Tier 1 instruction through strengthened PLC cycles, standards-based lesson design, and regular formative assessment practices. Additional Tier 2 intervention time, expanded progress monitoring, and intensified support in foundational literacy and numeracy skills in grades K–2 will be incorporated. Professional development will also place greater focus on differentiation, structured language supports, and inclusive practices for diverse learners. These revisions can be found in the SPSA Goal 1 action steps, updated student outcome metrics, expenditure tables for intervention and professional development resources, and the annual needs assessment summary sections.

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.

Technology and Digital Literacy

All Commonwealth students and staff will have access to and demonstrate mastery of 21st Century learning tools, resources, and skills in support of relevant and rigorous learning experiences.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 2: FSD will provide access to high quality digital tools, infrastructure, resources, personalized learning technology and professional learning so that all students have opportunities to access engaging online instructional resources and can demonstrate digital and informational literacy skills required for college and career success.

Identified Need

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

Analysis of the California Dashboard and 2025 iReady data shows Commonwealth Elementary has improved to Yellow in ELA and Math, but significant achievement needs remain. By Spring, only 13% of students were on grade level in both subjects, while English Learners, LTELs, and Students with Disabilities continued to lag behind peers. These results identify the need for Goal 2 to strengthen Tier 1 instruction, targeted intervention, and effective use of 21st Century learning tools to personalize learning and accelerate achievement for all students, especially high-need groups.

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
Access to age appropriate technology	Start of the school year - 0%	100% of all Students
Common Sense Media Lessons	Start of the school year - 0%	100% of 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
2.1	Promote the use of instructional technology as a means to deliver a rigorous and relevant curriculum aligned to the core content standards, taught through 21st Century Learning Skills. 1. Computer Hardware: iPads, Keyboard, chargers, covers 2. Computer Software: Programs and Apps (listed in Goal #1) 3. Ipads to update current stock and accommodate new students	All Students	2,200.00 LCFF - Supplemental 6000-6999: Capital Outlay Computer Hardware 4,000.00 LCFF - Supplemental 4000-4999: Books And Supplies Computer Equipment such as iPad covers, chargers, USB cords, etc.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.2	Provide professional development for integrating 21st-century skills, tools, and teaching strategies into the classroom practice. *Technology Professional Development: Conferences and Trainings *Technology support: Tech TOSA, Tech. Leadership Team, Tech IA *STEAM Lab Materials; STEAM Lab improvements *Enhanced STEAM Lab to be focused on flexible learning options; materials for interactive learning opportunities, and non-traditional teaching methods to improve student outcomes.	All students	10,973.00 Title I 5800: Professional/Consulting Services And Operating Expenditures Professional Development 4,000.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Tech Personnel 1,000.00 Title I 4000-4999: Books And Supplies STEAM lab materials
2.3	Provide parent and student orientations and trainings on responsible digital citizenship, internet safety, and internet resources. *Parent/student training *Parent Tech Night	All students	1500.00 Title I 1000-1999: Certificated Personnel Salaries Parent Workshop and Trainings

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.

Implementation of Goal 2 was effective and expanded access to technology that supports rigorous, standards-based instruction. Students had continued access to iPads, keyboards, chargers, and updated devices to meet enrollment and instructional needs. Digital programs were regularly used to personalize learning, support intervention, and increase student engagement across subjects.

Professional development and site-based technology support helped teachers integrate 21st-century learning tools into daily instruction. Staff increased use of digital resources for collaboration, assessment, creativity, and communication. STEAM Lab improvements to provide students with hands-on learning opportunities were not implemented to the extent described in the plan, but staff plans to move forward with the original plan. We know that a space where classes focused on problem solving, design thinking, and innovation will ultimately yield academic growth. Family trainings and Parent Tech Night supported digital citizenship, internet safety, and home access to learning resources.

Overall, Goal 2 strategies were successfully implemented and contributed to stronger student engagement, staff capacity, and student digital literacy skills.

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

Overall, implementation remained closely aligned to the intended goal, with expenditures focused on maintaining student devices, software access, technology support, and STEAM learning opportunities. Significant adjustments were made during the year to prioritize replacement of headphones, chargers, keyboards, and protective equipment due to wear and increased student use. Additional resources were also directed toward technical support and troubleshooting to minimize instructional disruptions. Some planned professional development and parent training opportunities were adjusted in format or timing based on staff availability and scheduling needs. STEAM purchases must be prioritized toward high-use materials and flexible learning resources that had the greatest immediate impact on student engagement. These differences were strategic in nature and remained consistent with the overall purpose of the goal.

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

As a result of this analysis, the goal will remain the same with refinements to improve sustainability and measurable outcomes. Metrics will place greater focus on digital literacy, classroom technology integration, device readiness, and family participation in technology trainings. Strategies will include a structured device replacement cycle, targeted staff professional development, expanded STEAM integration, increased parent support for digital citizenship, and continued technical support to reduce downtime. These changes can be found in the SPSA Goal 2 action steps, updated metrics, expenditure tables, and needs assessment sections.

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.

Safe and Secure Environment

Commonwealth Elementary will provide a welcoming, safe, and secure environment for all members of our school community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 3: All FSD departments and school sites will work to provide a safe and secure environment that promotes the physical, social, and emotional health and well-being of all staff and students.

Identified Need

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

Review of Dashboard and local data indicates Goal 3 systems are producing positive results, but several areas still need significant improvement. Suspension Rate improved to Blue with 0.0% suspended students, reflecting effective PBIS, supervision, and restorative supports. Chronic Absenteeism improved to Yellow at 19.0%, down from 22.4%; however, rates remain above desired levels, with significant gaps for Students with Disabilities (22.9%) and Homeless students (52.6%). Continued attention is needed to improve daily attendance, family engagement, and targeted case management for high-need groups. Local needs also indicate the importance of sustaining counseling, mental health services, playground supervision, and positive behavior supports to maintain a safe and welcoming campus climate. Steps taken include SSOAR, SARB interventions, attendance incentives, family outreach through the Social Services Assistant, PBIS systems, counseling supports, and ongoing safety procedures.

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
Second Step	0% at start of the year	100% Completion at all grade levels
Dashboard Attendance	Dashboard Data	Decrease/Maintain
Dashboard Suspension	Dashboard Data	Decrease/Maintain
Survey Data	Feelings of Safe and Secure environment	Increase/Maintain

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	Implement a school-wide plan to support the knowledge and training of all stakeholders to ensure safe work and school environments. *Emergency Preparedness	All Students	3,000.00 LCFF - Base 4000-4999: Books And Supplies Materials to support emergency plan such as

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	*Safety Plans *Safety Materials *Additional Playground Supervisors and monthly meetings		shelter (easy-ups), folding tables for parent reunification, and ensuring supplies are usable. 2,000.00 LCFF - Base 2000-2999: Classified Personnel Salaries Monthly Meetings with playground supervisors/Additional supervisors
3.2	Identify and develop programs that support the emotional and physical well-being of all students and staff. 1. Positive Behavior Intervention Supports (PBIS) 2. Health Assistants/paid for by the District 3. Early mental health services 4. Counseling support 5. Bullying/Cyber-bullying training 6. Theme Weeks such as : Red Ribbon Week, Unity Week, Bully Free Week, Kindness Week, Autism Acceptance Week.	All students	5,872.00 LCFF - Supplemental 4000-4999: Books And Supplies Rewards/Incentives 2,000.00 LCFF - Base 4000-4999: Books And Supplies Rewards and Incentives 500.00 LCFF - Supplemental 4000-4999: Books And Supplies FSD Print Shop School-wide PBIS materials
3.3	Promote opportunities and incentives to increase attendance rates and parent participation. 1. Saturday School Opportunity Attendance Recovery (SSOAR) 2. School Attendance Review Board (SARB) (ATSI) 3. Blackboard Connect Communication to Families 4. Rewards and Incentives 5. Available staff to serve as interpreters 6. School Performances such as School Play/Talent Show etc.	All students	1050.00 LCFF - Supplemental 4000-4999: Books And Supplies Translation personnel 6,201 Title I 4000-4999: Books And Supplies Rewards and Incentives 2000.00 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra time SSA to support parents afterschool/extra projects

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.4	Ensure school facilities are maintained and are safe working and learning environments. 1. Upgrade equipment and facilities as needed 2. Evaluate cleaning schedules (daily cleaning)	All students	3,098.00 LCFF - Base 6000-6999: Capital Outlay Materials and supplies
3.5	Provide resources required for a basic learning classroom environment. 1. Students supplies 2. Non-supplemental classroom materials 3. Copier	All students	1,000.00 LCFF - Supplemental 4000-4999: Books And Supplies Materials and Supplies 2,000.00 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Copier/Printer services
3.6	Provide parents support with navigating resources for basic needs, education and mental health through the availability of a Social Services Assistant.	All students	

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.

Implementation of Goal 3 was strong and effective in maintaining a safe, welcoming, and supportive school environment. Safety efforts included updated emergency plans, safety materials, and increased playground supervision. PBIS, counseling, mental health services, bullying prevention, and schoolwide theme weeks supported positive behavior, wellness, and belonging.

Attendance efforts included SSOAR, SARB, family communication, incentives, interpreter support, and engaging school events that increased connection to school. Facilities were maintained through upgrades, cleaning routines, and classroom supplies.

The Social Services Assistant provided valuable support by connecting families to basic needs, educational resources, and mental health services. Overall, Goal 3 strategies positively supported safety, attendance, family engagement, and school climate.

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

Overall, implementation remained closely aligned to the intended goal, with expenditures focused on safety, student support, attendance improvement, and maintaining positive learning environments. Minor adjustments were made during the year to address emerging student needs, including increased counseling, behavior support, and family outreach services. Additional resources were directed toward playground supervision, student incentives, and materials that strengthened PBIS and attendance efforts. Some planned activities or trainings were adjusted in timing based on staffing availability and scheduling needs. Facility and classroom expenditures were prioritized toward high-need repairs, cleaning supplies, and essential student materials. These adjustments remained consistent with the overall purpose of creating a safe, welcoming, and supportive school environment.

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

As a result of this analysis, the goal will remain the same with refinements to strengthen measurable outcomes and targeted supports. Metrics will place greater focus on attendance rates, chronic absenteeism, behavior data, family engagement, and student wellness indicators. Strategies will include expanded PBIS supports, increased mental health and counseling services, stronger attendance intervention systems, continued family outreach through translation and community support, and ongoing campus safety and facility improvements. These changes can be found in the SPSA Goal 3 action steps, updated annual metrics, expenditure tables, and comprehensive needs assessment sections.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Parent Engagement

Commonwealth Elementary will increase parent engagement through timely, accessible and pertinent communication among all members of our school community and within our District using a variety of platforms.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 4: FSD will promote engagement of all families by creating a culture of inclusion through open and effective lines of communication and by providing families meaningful opportunities to support and celebrate student learning and cultures.

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.

Review of Dashboard and local data indicates a continued need to strengthen family engagement and two-way communication. The Dashboard identified Parent and Family Engagement as "Standard Not Met," while Chronic Absenteeism remained at 19.0%, highlighting the need for stronger family-school partnerships. Steps taken include Blackboard Connect, social media, bilingual outreach, interpreters, parent trainings, conferences, PTA and advisory groups, Social Services Assistant support, and participation in the California Engagement Initiative to expand outreach and engagement practices.

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
School Survey	Fall and Winter Survey	Increase by 10%
Attendance at Parent Meetings	Sign in Sheets	Increase by 10%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Promote ongoing and open communication among all stakeholders that maintains a culture of respect, integrity and inclusion. (ATSI) *Ensure adequate school office personnel *Social Services Assistant *Establish mail delivery schedules based on need *Single Plan for Student Achievement (SPSA)	All Students	200.00 LCFF - Base 5900: Communications Postage 2000.00 LCFF - Base 2000-2999: Classified Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	*Local Control Accountability Plan (LCAP) *District and site websites *Parent and student led conferences *Social Media *Partners with Administration and Labor (PAL) *Calendar, reminders, Info Fliers *Student planners *Provide interpreters for parent meetings *Parent Training/Involvement *California Engagement Initiative Cohort V		Extra Time for parent support during times such as online registration, etc. 500.00 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures FSD Print Shop 1,000.00 LCFF - Supplemental 4000-4999: Books And Supplies Student Planners 1000.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Interpreters/classified extra time 10,000 Title I 2000-2999: Classified Personnel Salaries SSA
4.2	Identify opportunities and implement plans to increase parent and business participation to support the personal and intellectual success of every student and community building. *District Foundations *District and Site Advisory Groups *Parent Teacher Association (PTA) *Community Partners: First Evangelical Community Church, Fullerton College CSUF, Cypress College, FJUHS		700.00 LCFF - Base 2000-2999: Classified Personnel Salaries Extra custodial support for events
4.3	Plan and promote activities and events highlighting student successes. *FSD Fest		500.00 LCFF - Base 4000-4999: Books And Supplies Materials and supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	*Every Student Succeeding *Parent Teacher Association Reflections *Arts Lab/Gallery *Award and iROAR Monthly Assemblies		

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.

Implementation of Goal 4 was strong and effective in increasing parent engagement through timely, accessible, and meaningful communication. The school maintained consistent communication through office staff support, the Social Services Assistant, websites, social media, calendars, flyers, student planners, and Blackboard Connect reminders. Translation and interpreter services improved access for multilingual families, while parent trainings and participation in the California Engagement Initiative strengthened family voice and involvement. Families were engaged through SPSA, LCAP, advisory groups, PTA, parent-teacher conferences, and student-led conferences, helping build partnerships focused on student success. Community partnerships with local colleges, faith-based organizations, and district foundations expanded resources and volunteer support. School events celebrating student success, including assemblies, awards programs, district arts showcases, and district events, increased family connection and school pride. Overall, Goal 4 strategies effectively strengthened communication, family participation, and positive relationships between school, home, and community.

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

Overall, implementation remained closely aligned to the intended goal, with expenditures focused on communication systems, family engagement supports, translation services, and community-building events. Minor adjustments were made during the year to increase staffing support in the front office and other areas and expand the role of the Social Services Assistant to meet growing family needs. Additional resources were directed toward parent outreach materials, event supplies, interpretation services, and family engagement activities that increased participation.

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

As a result of this analysis, Goal 4 will remain the same with updated metrics focused on family participation and communication effectiveness, along with expanded outreach, workshops, translation support, community partnerships, and flexible meeting access, as reflected in the SPSA Goal 4 action steps, metrics, expenditure tables, and needs assessment sections.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

INTENTIONALLY LEFT BLANK

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 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.

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$258,774.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$103,719.00

Subtotal of additional federal funds included for this school: \$103,719.00

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 - Base	\$37,264.00
LCFF - Supplemental	\$117,791.00

Subtotal of state or local funds included for this school: \$155,055.00

Total of federal, state, and/or local funds for this school: \$258,774.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	37,264.00
LCFF - Supplemental	117,791.00
Title I	103,719.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	133,124.00
2000-2999: Classified Personnel Salaries	30,160.00
4000-4999: Books And Supplies	67,619.00
5000-5999: Services And Other Operating Expenditures	11,400.00
5800: Professional/Consulting Services And Operating Expenditures	10,973.00
5900: Communications	200.00
6000-6999: Capital Outlay	5,298.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF - Base	4,700.00
4000-4999: Books And Supplies	LCFF - Base	26,266.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	3,000.00
5900: Communications	LCFF - Base	200.00
6000-6999: Capital Outlay	LCFF - Base	3,098.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	63,479.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	14,460.00

4000-4999: Books And Supplies	LCFF - Supplemental	31,152.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	6,500.00
6000-6999: Capital Outlay	LCFF - Supplemental	2,200.00
1000-1999: Certificated Personnel Salaries	Title I	69,645.00
2000-2999: Classified Personnel Salaries	Title I	11,000.00
4000-4999: Books And Supplies	Title I	10,201.00
5000-5999: Services And Other Operating Expenditures	Title I	1,900.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	10,973.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	190,480.00
Goal 2	23,673.00
Goal 3	28,721.00
Goal 4	15,900.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Margarita Urdiano	Parent or Community Member
Jon Adams	Parent or Community Member
Inez Pulieo	Parent or Community Member
Adriana Figueroa	Parent or Community Member
Janell Cardenas	Parent or Community Member
Lizbeth Trujillo	Other School Staff
Anthony Vargas	Classroom Teacher
Kyli Christenson	Classroom Teacher
Adriana Migliore-George	Classroom Teacher
Jean Summy	Principal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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 April 6, 2026.

Attested:



Principal, Jean Summy on April 6, 2026



SSC Chairperson, Janell Cardenas on April 6, 2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023



Title I School-Level Parental Involvement Policy

2025-2026

Política de Participación de los Padres a Nivel Escolar del Título I

2025-2026

English

Commonwealth Elementary School has developed a written Title I Parental Involvement Policy with input from parents. A variety of meetings throughout the school year allow for parent involvement. The meetings are conducted in Spanish and English. During parent meetings such as School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), the Annual Title I Meeting, Coffee with the Principal, and parent workshops/trainings, the formulation of parental suggestions is encouraged, reviewed, placed on agendas for action and discussed. The Parent Involvement Policy is distributed at the beginning of the school year to all returning families. For those parents and students enrolling at Commonwealth Elementary during the school year, the Parent Involvement Policy is provided in the registration packet.

Español

La Escuela Primaria Commonwealth ha desarrollado una Política Escrita de Participación de los Padres del Título I con la colaboración de los padres. A lo largo del año escolar se llevan a cabo una variedad de reuniones que permiten la participación de los padres. Las reuniones se realizan en español e inglés. Durante reuniones de padres como el Consejo Escolar (SSC), el Comité Asesor de Aprendices de Inglés (ELAC), la Asociación de Padres y Maestros (PTA), la Reunión Anual de Título I, Café con la Directora y talleres/capacitaciones para padres, se fomenta la formulación de sugerencias de los padres, las cuales se revisan, se incluyen en las agendas para acción y se discuten. La Política de Participación de los Padres se distribuye al



inicio del año escolar a todas las familias que regresan. Para los padres y estudiantes que se inscriben en Commonwealth durante el año escolar, la política se proporciona en el paquete de inscripción.

Involvement of Parents in the Title I Program

Participación de los Padres en el Programa de Título I

English

To involve parents in the Title I program at Commonwealth Elementary School, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
- During a meeting held at the beginning of the school year, the school's Title I program is shared and discussed. In this meeting, parents can expect the following to be explained:
 - Purpose and Definition of Title I
 - Title I program components at Commonwealth Elementary
 - The most recent school achievement data
 - Parent's rights under Title I
 - Goals of the Single Plan for Student Achievement (SPSA)
 - Allocation of Title I funds
 - Title I Parent Involvement Policy
 - Home/School Compact

Español



Para involucrar a los padres en el programa de Título I en la Escuela Primaria Commonwealth, se han establecido las siguientes prácticas:

- La escuela convoca una reunión anual para informar a los padres de estudiantes de Título I sobre los requisitos de este programa y sobre el derecho de los padres a participar en él.
 - En una reunión al inicio del año escolar se presenta y se discute el programa de Título I de la escuela. En esta reunión se explican los siguientes puntos:
 - Propósito y Definición de Título I
 - Componentes del programa de Título I en Commonwealth Elementary
 - Los datos más recientes de rendimiento escolar
 - Los derechos de los padres bajo Título I
 - Metas del Plan Único para el Logro Estudiantil (SPSA)
 - Asignación de fondos de Título I
 - Política de Participación de los Padres del Título I
 - Pacto Escuela/Hogar
-

Information & Parent Meetings

Información y Reuniones de Padres

English

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
- A number of meetings soliciting parental input are offered throughout the school year. PTA and Back to School Night are held in the evening. ELAC and Coffee with the



Principal are held in the morning and/or afterschool. SSC meetings are held before or afterschool to accommodate work schedules.

Español

- La escuela ofrece un número flexible de reuniones para padres de Título I, como reuniones en la mañana o en la tarde.
 - A lo largo del año escolar se ofrecen diversas reuniones para solicitar la opinión de los padres. PTA y Noche de Regreso a la Escuela se realizan en la tarde. ELAC y Café con la Directora se llevan a cabo en la mañana y/o después de clases. Las reuniones de SSC se realizan antes o después de clases para ajustarse a los horarios de trabajo.
-

Parent Feedback & Policy Review

Opiniones de Padres y Revisión de la Política

English

- The school involves parents in planning, reviewing, and improving Title I programs.
- Parent comments are recorded in meeting minutes, shared with staff, and addressed by the next scheduled meeting whenever possible.
- A Needs Assessment Survey is distributed at the beginning of the year and results are shared with parents.
- The Home/School Compact and Parent Policy are reviewed and adopted annually by SSC.

Español

- La escuela involucra a los padres en la planificación, revisión y mejora de los programas de Título I.



- Los comentarios de los padres se registran en las actas de las reuniones, se comparten con el personal y se responden en la siguiente reunión programada, siempre que sea posible.
 - Al inicio del año escolar se distribuye una Encuesta de Necesidades y los resultados se comparten con los padres.
 - El Pacto Escuela/Hogar y la Política de Participación de los Padres se revisan y se adoptan anualmente por el SSC.
-

Communication with Parents

Comunicación con los Padres

English

- Monthly newsletters, flyers, school website, and mass notifications inform parents about Title I programs and meetings.
- Parents receive explanations of curriculum, assessments, and proficiency levels.
- Parent conferences are held twice a year, report cards three times a year, and progress reports mid-trimester for students needing support.
- SPSA goals, California Dashboard Results, and diagnostic data are reviewed at parent meetings.

Español

- Los boletines mensuales, volantes, la página web de la escuela y las notificaciones masivas informan a los padres sobre los programas y reuniones de Título I.
- Los padres reciben explicaciones sobre el plan de estudios, las evaluaciones y los niveles de dominio esperados.



- Las conferencias de padres se realizan dos veces al año, las boletas de calificaciones se entregan tres veces al año y se envían reportes de progreso a mitad del trimestre para los estudiantes que necesitan apoyo.
 - En las reuniones de padres se revisan y explican las metas del SPSA, los Resultados del Tablero de California y los datos diagnósticos.
-

Opportunities for Parent Participation in Decisions

Oportunidades para la Participación de Padres en Decisiones

English

- SSC, ELAC, PTA, and Coffee with the Principal meetings allow parents to express ideas and participate in decisions about their child's education.
- Parent conferences may be requested anytime by parents or teachers. Translators are available when needed.

Español

- Las reuniones de SSC, ELAC, PTA y Café con la Directora permiten a los padres expresar ideas y participar en decisiones sobre la educación de sus hijos.
- Las conferencias de padres pueden solicitarse en cualquier momento por los padres o maestros. Traductores están disponibles cuando sea necesario.



COMMONWEALTH ELEMENTARY SCHOOL



School Compact 2025-2026

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, parents, and community partners, the following are agreed upon roles and responsibilities that we will carry out to support student success in school and in life.

The School Pledge

We understand the importance of the school experience for every student and our role as educators. Therefore, to improve student achievement we agree to carry out the following:

- Teachers will communicate regularly with families about their child's progress in school.
- Provide an environment that allows for positive interactions and communication among students, teachers, staff, and parents.
- Provide a welcoming and safe environment that is conducive to learning, relationship building, and student social emotional health.
- Provide high quality curriculum and instruction in a supportive and effective learning environment that enables our students to meet the State's student academic achievement standards.
- Provide opportunities for parent education, volunteerism, and participation in their child's class and classroom activities through varied platforms.
- Provide timely school based support to students and families, when needed.

Teacher: _____ Room #: _____ Principal: _____

The Student Pledge

I realize that my education is important and therefore I pledge to work to the best of my ability. I promise to always do my personal best in my schoolwork, interact positively with others, and have a good attitude about school. I know that I am the one responsible for my own success and that I must work hard to achieve it. Therefore, I will strive to do the following:

- Attend school daily, arrive on time, follow the school's dress code and behavior expectations.
- Attend school prepared with all necessary books and supplies.
- Do my best work everyday. Be a cooperative learner with a positive attitude.
- Complete and return all classwork, homework assignments, and projects in a timely manner.
- Be accountable for my learning, behavior and actions.
- Treat and interact with my teachers, school personnel, and schoolmates with respect and a positive attitude.
- Refuse to tolerate bullying of others in any form.

Student Signature: _____ Grade: _____

The Parent's Pledge

I realize that my child's school years are very important and I understand that my participation in my child's education will help his or her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Ensure that my child attends school regularly and on time with all needed supplies.
- Communicate regularly with my child's teacher seeking information on his or her progress, view my child's academic information on Powerschool's Parent Portal, and/or view my child's assignment progress via their learning platform(s) such as Google Classroom, Class Dojo, and/or Seesaw.
- Provide well-lit and quiet study space at home, establish a regular study time, monitor my child's schoolwork on a regular basis, and check my child's backpack regularly.
- Encourage my child's efforts and be available for assistance.
- Encourage my child to read daily, limit screen time outside of school hours, and supervise his or her online activities.
- Ensure that my child receives healthy nutrition and has a proper bedtime for an adequate night's sleep.
- Immediately update contact phone numbers and address with front office staff.
- As a parent, I will maintain appropriate attire, language, and behavior while I'm on campus in order to ensure a safe learning environment for all children and school community at Commonwealth Elementary.
- Follow all school safety rules in places such as the parking lot, during drop-off and pick-up, and during school events.

Parent's Name: _____ Parent Signature: _____



Pacto Escolar 2025-2026

Es importante que las familias y las escuelas trabajen juntas para ayudar a los estudiantes a alcanzar altos estándares académicos. A través de un proceso que incluyó a maestros, padres y miembros de la comunidad, se acordaron las siguientes funciones y responsabilidades que llevaremos a cabo para apoyar el éxito de los estudiantes en la escuela y en la vida.

El Compromiso Escolar

Entendemos la importancia de la experiencia escolar para cada estudiante y nuestro papel como educadores. Por lo tanto, para mejorar el rendimiento de los estudiantes, acordamos llevar a cabo lo siguiente:

- Los maestros se comunicarán regularmente con las familias sobre el progreso de sus estudiantes en la escuela.
- Proporcionar un ambiente que permita interacciones positivas y buena comunicación entre estudiantes, maestros, el personal docente y los padres.
- Proporcionar un ambiente acogedor y seguro que sea propicio para el aprendizaje, el desarrollo de relaciones interpersonales y la salud social y emocional de los estudiantes.
- Proporcionar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje efectivo y de apoyo que permita a nuestros estudiantes cumplir con los estándares de rendimiento académico estatal.
- Brindar oportunidades para la educación de los padres, voluntariado, y participación en actividades del salón de sus estudiantes a través de diversas plataformas.
- Brindar apoyo escolar oportuno a los estudiantes y las familias cuando sea necesario.

Maestra: _____ Salón #: _____ Directora: _____

El Compromiso del Estudiante

Me doy cuenta de que mi educación es importante y por lo tanto me comprometo a trabajar al máximo de mi capacidad. Prometo siempre hacer lo mejor que pueda en mis tareas escolares, interactuar positivamente con los demás, y tener una buena actitud hacia la escuela. Sé que soy el responsable de mi propio éxito y que debo trabajar duro para lograrlo. Por lo tanto, me esforzaré por hacer lo siguiente:

- Asistir a la escuela todos los días, llegar a tiempo, seguir el código de vestimenta y las expectativas de comportamiento de la escuela.
- Asistir a la escuela preparado(a) con todos los libros y materiales necesarios.
- Hacer mi mejor esfuerzo todos los días. Ser un aprendiz colaborativo con una actitud positiva.
- Terminar y entregar todo el trabajo de clase, tareas asignadas, y los proyectos de manera oportuna.
- Ser responsable de mi aprendizaje, comportamiento y acciones.
- Tratar e interactuar con respeto y actitud positiva a mis maestros, compañeros y el personal docente.
- Negarme a tolerar la intimidación de otros compañeros en cualquier forma.

Firma del estudiante: _____ Grado: _____

El Compromiso de los Padres

Me doy cuenta de que los años escolares de mi hijo(a) son muy importantes y entiendo que mi participación en la educación de mi hijo(a) ayudará a su rendimiento académico y actitud. Por lo tanto, acepto llevar a cabo las siguientes responsabilidades lo mejor posible:

- Asegurarme de que mi hijo(a) asista a la escuela regularmente, a tiempo y con los útiles necesarios.
- Comunicarme regularmente con la maestra de mi hijo(a) en busca de información sobre su progreso, ver la información académica de mi hijo(a) en el Portal para Padres de Powerschool y/o ver el progreso de las tareas de mi hijo(a) a través de sus plataformas de aprendizaje como Google Classroom, Class Dojo y/o Seesaw.
- Proporcionar un espacio de estudio tranquilo y bien iluminado en el hogar, establecer un tiempo de estudio regular, monitorear el trabajo escolar de mi hijo(a) y revisar su mochila regularmente.
- Alentar los esfuerzos de mi hijo(a) y estar disponible para proporcionar asistencia.
- Alentar a mi hijo(a) a leer todos los días, limitar el tiempo en las pantallas fuera del horario escolar y supervisar sus actividades en el internet.
- Asegurarme de que mi hijo(a) tenga una dieta saludable y una hora de acostarse apropiada para una noche de sueño adecuada.
- Actualizar de inmediato los números de teléfono y la dirección con el personal de la oficina.
- Como padre de familia, mantendré vestimenta, lenguaje y comportamiento apropiado mientras esté en la escuela para garantizar un entorno de aprendizaje seguro para todos los estudiantes y la comunidad escolar en la Escuela Primaria Commonwealth.
- Seguir todas las reglas de seguridad de la escuela en lugares como el estacionamiento, al dejar y recoger a los estudiantes, y durante los eventos escolares.

Nombre del padre: _____ Firma del padre: _____