



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Maple Elementary School	30-66506-6113617	April 20, 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 Maple Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

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 Maple 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 1

Maple Elementary ensures that our plan meets ESSA requirements and aligns with the district's Local Control and Accountability Plan (LCAP), thereby creating coherence across federal, state, and local programs while supporting the unique needs of the Maple community. As part of the Maple Experience, we are committed to a data-driven, project-based learning approach that supports the whole child and promotes equitable access to high-quality instruction. Through a Comprehensive Needs Assessment, Maple analyzes multiple data sources—including student achievement, English learner progress, attendance, and school climate data to guide strategic decision-making and resource allocation. Information about these priorities, goals, and outcomes is shared transparently with the community through the school website, the School Accountability Report Card (SARC), and district communications. Stakeholder engagement remains a cornerstone of Maple's approach, with input from parents, staff, students, and advisory groups such as ELAC and SSC used to shape school initiatives and priorities. Programs supported through ESSA funding (Titles I, II, III, and IV) are integrated within LCAP actions to provide targeted supports, professional learning for staff, and evidence-based interventions that address the needs of English Learners, students with disabilities, and socioeconomically disadvantaged students. Progress toward these goals is monitored through ongoing data reviews, site and district leadership collaboration, and annual program evaluations, ensuring a continuous cycle of reflection, accountability, and improvement to best serve all Maple students.

Educational Partner Involvement

How, when, and with whom did Maple 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

At Maple Elementary, the development, annual review, and update of the School Plan for Student Achievement (SPSA) follows a collaborative and data-driven process that engages a broad range of stakeholders. Site administration works with the School Site Council (SSC), teachers, support staff, and district personnel to analyze school-wide and subgroup student data, review progress toward prior goals, and identify areas of need to ensure alignment with the district's Local Control and Accountability Plan (LCAP) and federal ESSA requirements. Throughout the school year, Maple gathers input from families and community members through English Learner Advisory Committee (ELAC) meetings, parent meetings, surveys, and other engagement opportunities to ensure multiple perspectives inform school priorities. The planning process begins in the fall with a review of student achievement and program data, followed by collaborative work with staff and stakeholders to draft goals, strategies, and proposed resource allocations that support student learning and targeted interventions. Draft plans are shared with SSC and ELAC for feedback and discussion, where members review the effectiveness of current strategies and expenditures and provide recommendations for improvement. The SSC ultimately reviews and approves the final SPSA and the Annual Review and Update to ensure the plan reflects the needs of Maple students and aligns with district priorities and program requirements. Throughout the year, staff monitor progress through professional learning communities, leadership meetings, and ongoing data reviews, allowing the school to make adjustments as needed and maintain a continuous cycle of reflection, collaboration, and improvement. This inclusive process reflects Maple Elementary's commitment to stakeholder engagement and continuous improvement in support of student success.

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.

Not applicable

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.

When reviewing the 2025 data from the California Dashboard for Maple School, the suspension rate moved from orange (2024) to blue (2025), which is a celebration in the success for the targeted intervention in place with Positive Behavioral Interventions and Supports (PBIS) and how its implementation improved student behavior and reduced suspension rates.

There are multiple areas identified for greater performance achievement. English Language Arts (ELA), Mathematics, and English Learner Progress are currently categorized as orange for overall performance. With academic support programs such as intervention, tutoring, and resources for all students to bridge performance gaps in core subjects, there will be a focus on increasing the distance from standard by at least three points. Chronic absenteeism is currently red and

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.

Although the All Students category is orange in student academic performance, no identifiable student group is at two or more performance levels. The subgroups, English Learners, Hispanic, and Socio-Economically Disadvantaged students, were categorized as orange in academic performance. The other subgroups were placed in No Color, which typically means a low number of qualifying students in this group and therefore, unable to be weighted against the All Students category at this time.

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Maple 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	1.9%	2.15%	2.22%	6	7	7
Asian	1.59%	1.53%	1.27%	5	5	4
Filipino	1.59%	1.23%	0.95%	5	4	3
Hispanic/Latino	88.89%	89.57%	88.89%	280	292	280
Pacific Islander	0%	%	0.63%	0		2
White	3.81%	3.37%	4.13%	12	11	13
Two or More Races	2.22%	2.15%	1.90%	7	7	6
Not Reported	0%	%	%	0		
Total Enrollment				315	326	315

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			28
Kindergarten	68	34	
Grade 1	41	52	
Grade 2	51	40	
Grade3	36	55	
Grade 4	49	34	
Grade 5	35	48	
Grade 6	35	37	
Total Enrollment	315	326	

Conclusions based on this data:

1. Overall Enrollment Increase – The total student enrollment has increased from 315 in 2022-23 to 326 in 2023-24.
2. Shifting Demographics – The enrollment data shows a decline in White student percentages, while the African-American student population has increased from 1.9% in 2022-23 to 2.15% in 2023-24. The Hispanic student

population has increased from 88.89% in 2022-23 to 89.57% in 2023-24. This indicates a demographic shift in the student body over the past few years.

3. Grade Level Distribution Fluctuations – Kindergarten enrollment significantly decreased from 68 students to 34 students between 2022-23 and 2023-24, although there was a large increase in the number of students in third and fifth grades. This shift may suggest enrollment patterns, or external factors influencing student movement.

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	112	110	102	35.6%	33.7%	32.4%
Fluent English Proficient (FEP)	25	30	35	7.9%	9.2%	11.1%

Conclusions based on this data:

1. The percentage of English Learners at Maple School has decreased steadily over the past few years, from 35.5% in 2021-22 to 33.7% in 2023-24, and is at 32.4% for the 2024-25 school year. This decline may reflect a combination of factors, including successful reclassification of students to Fluent English Proficient (FEP) status, demographic changes, or shifts in overall enrollment patterns. Notably, the FEP population has increased by approximately 2% each year over the last three years, from 7.9% in 2023-24, 9.2% in 2023-24, and 11.1% in 2024-25, highlighting progress in language acquisition and reclassification efforts.

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	38	55	36	36	53	35	36	53	35	94.7	96.4	97.2
Grade 4	47	34	51	46	34	51	46	34	51	97.9	100	100
Grade 5	38	49	34	36	48	34	36	48	34	94.7	98	100
Grade 6	37	38	47	37	37	47	37	37	47	100.0	97.4	100
All Grades	160	176	168	155	172	167	155	172	167	96.9	97.7	99.4

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	2378.	2379.	2383.	0.00	22.64	8.57	19.44	5.66	25.71	38.89	16.98	20.00	41.67	54.72	45.71
Grade 4	2383.	2432.	2415.	4.35	5.88	9.80	6.52	29.41	17.65	17.39	23.53	17.65	71.74	41.18	54.90
Grade 5	2472.	2425.	2455.	11.11	6.25	5.88	19.44	10.42	23.53	30.56	29.17	26.47	38.89	54.17	44.12
Grade 6	2459.	2499.	2459.	0.00	8.11	6.38	27.03	21.62	19.15	29.73	51.35	21.28	43.24	18.92	53.19
All Grades	N/A	N/A	N/A	3.87	11.63	7.78	17.42	15.12	20.96	28.39	29.07	20.96	50.32	44.19	50.30

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	0.00	11.32	5.71	72.22	58.49	60.00	27.78	30.19	34.29
Grade 4	4.35	17.65	13.73	56.52	67.65	52.94	39.13	14.71	33.33
Grade 5	13.89	4.17	8.82	69.44	52.08	61.76	16.67	43.75	29.41
Grade 6	2.70	5.41	8.51	64.86	56.76	48.94	32.43	37.84	42.55
All Grades	5.16	9.30	9.58	65.16	58.14	55.09	29.68	32.56	35.33

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.56	15.09	8.57	58.33	41.51	51.43	36.11	43.40	40.00
Grade 4	2.17	2.94	9.80	28.26	61.76	52.94	69.57	35.29	37.25
Grade 5	16.67	2.08	11.76	55.56	50.00	55.88	27.78	47.92	32.35
Grade 6	2.70	5.41	0.00	45.95	67.57	44.68	51.35	27.03	55.32
All Grades	6.45	6.98	7.19	45.81	53.49	50.90	47.74	39.53	41.92

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	5.56	5.66	8.57	69.44	69.81	60.00	25.00	24.53	31.43
Grade 4	2.17	8.82	1.96	80.43	73.53	64.71	17.39	17.65	33.33
Grade 5	5.56	8.33	8.82	72.22	52.08	70.59	22.22	39.58	20.59
Grade 6	5.41	8.11	6.38	75.68	78.38	74.47	18.92	13.51	19.15
All Grades	4.52	7.56	5.99	74.84	67.44	67.66	20.65	25.00	26.35

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.56	13.21	5.71	63.89	56.60	57.14	30.56	30.19	37.14
Grade 4	4.35	0.00	0.00	65.22	73.53	74.51	30.43	26.47	25.49
Grade 5	8.33	6.25	2.94	75.00	54.17	61.76	16.67	39.58	35.29
Grade 6	2.70	16.22	4.26	75.68	67.57	68.09	21.62	16.22	27.66
All Grades	5.16	9.30	2.99	69.68	61.63	66.47	25.16	29.07	30.54

Conclusions based on this data:

- 2025 California Dashboard data show that reading comprehension, specifically in informational text, and writing are Maple School's greatest domain areas of need in English Language Arts (ELA). With Tier 1 instruction, there has been a shift with instructional programs, enhanced Tier 2 interventions, and a strengthened Rtl analysis to reduce the number of students performing below standard and accelerate growth in both reading and writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	38	55	36	37	54	36	37	54	36	97.4	98.2	100
Grade 4	47	34	51	46	34	51	46	34	51	97.9	100	100
Grade 5	38	49	34	37	48	34	37	48	34	97.4	98	100
Grade 6	37	38	47	37	37	47	37	37	47	100.0	97.4	100
All Grades	160	176	168	157	173	168	157	173	168	98.1	98.3	100

* 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	2401.	2392.	2418.	5.41	12.96	8.33	32.43	20.37	30.56	29.73	20.37	30.56	32.43	46.30	30.56
Grade 4	2396.	2431.	2428.	2.17	11.76	5.88	6.52	8.82	19.61	39.13	52.94	35.29	52.17	26.47	39.22
Grade 5	2479.	2418.	2452.	8.11	6.25	2.94	21.62	4.17	14.71	24.32	18.75	35.29	45.95	70.83	47.06
Grade 6	2451.	2506.	2437.	5.41	13.51	8.51	16.22	13.51	6.38	24.32	37.84	17.02	54.05	35.14	68.09
Grade 11															
All Grades	N/A	N/A	N/A	5.10	10.98	6.55	18.47	12.14	17.26	29.94	30.06	29.17	46.50	46.82	47.02

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	8.11	20.37	16.67	62.16	44.44	61.11	29.73	35.19	22.22
Grade 4	6.52	11.76	7.84	36.96	50.00	47.06	56.52	38.24	45.10
Grade 5	8.11	6.25	2.94	56.76	39.58	44.12	35.14	54.17	52.94
Grade 6	2.70	10.81	8.51	43.24	51.35	25.53	54.05	37.84	65.96
Grade 11									
All Grades	6.37	12.72	8.93	49.04	45.66	43.45	44.59	41.62	47.62

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	2.70	7.41	8.33	59.46	50.00	63.89	37.84	42.59	27.78
Grade 4	2.17	5.88	5.88	32.61	64.71	45.10	65.22	29.41	49.02
Grade 5	8.11	4.17	2.94	51.35	31.25	44.12	40.54	64.58	52.94
Grade 6	2.70	5.41	2.13	48.65	62.16	42.55	48.65	32.43	55.32
All Grades	3.82	5.78	4.76	47.13	50.29	48.21	49.04	43.93	47.02

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	13.51	11.11	13.89	59.46	57.41	66.67	27.03	31.48	19.44
Grade 4	2.17	14.71	7.84	45.65	50.00	54.90	52.17	35.29	37.25
Grade 5	8.11	6.25	2.94	62.16	39.58	67.65	29.73	54.17	29.41
Grade 6	5.41	8.11	4.26	59.46	72.97	48.94	35.14	18.92	46.81
All Grades	7.01	9.83	7.14	56.05	54.34	58.33	36.94	35.84	34.52

Conclusions based on this data:

1. According to the 2025 California Dashboard, Maple students demonstrate the greatest need in Mathematical Concepts and Problem Solving. Teachers continue to collaborate and analyze student progress towards mastery of grade-level standards and provide Tier 2 targeted interventions for students not meeting expectations. Additionally, teachers will implement Cognitively Guided Instruction (CGI) strategies to strengthen students' ability to communicate mathematically and apply the CCSS Math Practices effectively, supporting growth in both conceptual understanding and problem-solving skills.

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	1425.6	*	*	1430.5	*	*	1413.7	*	*	31	8	9
1	1451.8	1438.2	*	1459.9	1455.2	*	1443.2	1420.9	*	13	23	7
2	1463.4	1471.3	1462.2	1477.6	1475.4	1467.8	1448.9	1466.8	1455.8	18	13	18
3	1470.7	1493.4	1484.8	1469.9	1508.0	1493.0	1470.9	1478.2	1476.1	12	17	12
4	1490.8	1516.8	1491.1	1492.1	1515.8	1495.8	1488.9	1517.0	1486.2	16	12	13
5	1518.9	1520.1	*	1521.7	1530.0	*	1515.5	1509.7	*	13	15	9
6	1523.1	*	*	1524.7	*	*	1521.0	*	*	11	5	9
All Grades										114	93	77

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	16.13	*	*	41.94	*	*	22.58	*	*	19.35	*	*	31	*	*
1	0.00	4.35	*	46.15	26.09	*	53.85	47.83	*	0.00	21.74	*	13	23	*
2	0.00	7.69	5.56	44.44	30.77	27.78	33.33	61.54	61.11	22.22	0.00	5.56	18	13	18
3	8.33	17.65	8.33	41.67	35.29	50.00	33.33	23.53	25.00	16.67	23.53	16.67	12	17	12
4	6.25	25.00	0.00	37.50	33.33	38.46	25.00	33.33	38.46	31.25	8.33	23.08	16	12	13
5	38.46	20.00	*	15.38	40.00	*	23.08	33.33	*	23.08	6.67	*	13	15	*
6	9.09	*	*	54.55	*	*	18.18	*	*	18.18	*	*	11	*	*
All Grades	11.40	11.83	9.09	40.35	33.33	35.06	28.95	39.78	35.06	19.30	15.05	20.78	114	93	77

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	38.71	*	*	19.35	*	*	16.13	*	*	25.81	*	*	31	*	*
1	7.69	17.39	*	53.85	26.09	*	30.77	52.17	*	7.69	4.35	*	13	23	*
2	16.67	7.69	16.67	44.44	69.23	38.89	33.33	23.08	38.89	5.56	0.00	5.56	18	13	18
3	33.33	47.06	25.00	33.33	23.53	66.67	8.33	11.76	0.00	25.00	17.65	8.33	12	17	12
4	31.25	41.67	38.46	31.25	16.67	38.46	25.00	41.67	7.69	12.50	0.00	15.38	16	12	13
5	38.46	33.33	*	38.46	53.33	*	0.00	6.67	*	23.08	6.67	*	13	15	*
6	45.45	*	*	36.36	*	*	18.18	*	*	0.00	*	*	11	*	*
All Grades	30.70	24.73	25.97	34.21	37.63	40.26	19.30	29.03	19.48	15.79	8.60	14.29	114	93	77

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	6.90	*	*	31.03	*	*	24.14	*	*	37.93	*	*	29	*	*
1	0.00	0.00	*	12.50	26.09	*	31.25	21.74	*	56.25	52.17	*	16	23	*
2	0.00	7.69	0.00	5.56	15.38	22.22	27.78	69.23	50.00	66.67	7.69	27.78	18	13	18
3	0.00	0.00	0.00	13.33	23.53	25.00	73.33	29.41	50.00	13.33	47.06	25.00	15	17	12
4	15.38	0.00	0.00	15.38	50.00	15.38	30.77	33.33	46.15	38.46	16.67	38.46	13	12	13
5	5.88	0.00	*	29.41	6.67	*	41.18	66.67	*	23.53	26.67	*	17	15	*
6	0.00	*	*	36.36	*	*	18.18	*	*	45.45	*	*	11	*	*
All Grades	3.51	1.08	3.90	28.07	25.81	20.78	36.84	39.78	45.45	31.58	33.33	29.87	114	93	77

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	32.26	*	*	48.39	*	*	19.35	*	*	31	*	*
1	30.77	26.09	*	69.23	69.57	*	0.00	4.35	*	13	23	*
2	27.78	15.38	27.78	66.67	76.92	50.00	5.56	7.69	22.22	18	13	18
3	16.67	41.18	8.33	41.67	35.29	83.33	41.67	23.53	8.33	12	17	12
4	25.00	50.00	30.77	56.25	16.67	46.15	18.75	33.33	23.08	16	12	13
5	23.08	33.33	*	53.85	53.33	*	23.08	13.33	*	13	15	*
6	0.00	*	*	100.00	*	*	0.00	*	*	11	*	*
All Grades	24.56	27.96	24.68	59.65	56.99	57.14	15.79	15.05	18.18	114	93	77

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	32.26	*	*	38.71	*	*	29.03	*	*	31	*	*
1	7.69	8.70	*	76.92	78.26	*	15.38	13.04	*	13	23	*
2	33.33	15.38	33.33	61.11	84.62	61.11	5.56	0.00	5.56	18	13	18
3	50.00	52.94	41.67	33.33	23.53	50.00	16.67	23.53	8.33	12	17	12
4	43.75	41.67	38.46	43.75	58.33	46.15	12.50	0.00	15.38	16	12	13
5	69.23	66.67	*	7.69	26.67	*	23.08	6.67	*	13	15	*
6	54.55	*	*	45.45	*	*	0.00	*	*	11	*	*
All Grades	39.47	34.41	36.36	43.86	53.76	49.35	16.67	11.83	14.29	114	93	77

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	19.35	*	*	58.06	*	*	22.58	*	*	31	*	*
1	30.77	17.39	*	30.77	39.13	*	38.46	43.48	*	13	23	*
2	5.56	0.00	5.56	44.44	76.92	44.44	50.00	23.08	50.00	18	13	18
3	0.00	0.00	0.00	50.00	35.29	50.00	50.00	64.71	50.00	12	17	12
4	0.00	0.00	0.00	50.00	75.00	61.54	50.00	25.00	38.46	16	12	13
5	15.38	0.00	*	61.54	60.00	*	23.08	40.00	*	13	15	*
6	0.00	*	*	36.36	*	*	63.64	*	*	11	*	*
All Grades	11.40	4.30	9.09	49.12	56.99	50.65	39.47	38.71	40.26	114	93	77

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	35.48	*	*	41.94	*	*	22.58	*	*	31	*	*
1	0.00	0.00	*	92.31	56.52	*	7.69	43.48	*	13	23	*
2	11.11	7.69	11.11	66.67	92.31	66.67	22.22	0.00	22.22	18	13	18
3	25.00	0.00	0.00	58.33	100.00	83.33	16.67	0.00	16.67	12	17	12
4	6.25	16.67	0.00	62.50	83.33	69.23	31.25	0.00	30.77	16	12	13
5	23.08	0.00	*	46.15	86.67	*	30.77	13.33	*	13	15	*
6	18.18	*	*	72.73	*	*	9.09	*	*	11	*	*
All Grades	19.30	7.53	6.49	59.65	74.19	68.83	21.05	18.28	24.68	114	93	77

Conclusions based on this data:

1. On the 2025 California School Dashboard, only 33.7% of English Learner students at Maple Elementary made progress toward English language proficiency on the ELPI, based on ELPAC results, highlighting a need for

strengthened language support, such as targeted vocabulary instruction and professional development focused on ELD strategies to accelerate English learner growth and support timely reclassification.

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
315	82.5%	32.4%	0.0%
Total Number of Students enrolled in Maple 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	102	32.4%
Foster Youth	0	0.0%
Homeless	10	3.2%
Socioeconomically Disadvantaged	260	82.5%
Students with Disabilities	53	16.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	2.2%
American Indian	0	0.0%
Asian	4	1.3%
Filipino	3	1%
Hispanic	280	88.9%
Two or More Races	6	1.9%
Pacific Islander	2	0.6%
White	13	4.1%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- Maple has a high-need for highly structured academic interventions in ELA and Math to overcome pandemic learning loss.
- Maple students need in-class supports to access grade-level curriculum and to make up academic ground lost during the pandemic.

3. Though Maple English Language Learners (ELLs) are making progress, more focus on designated and integrated ELD (as well as newcomer supports) will help our ELLs grow more quickly and lessen the number of Long-term ELLs.

School and Student Performance Data

Academic Performance English Language Arts

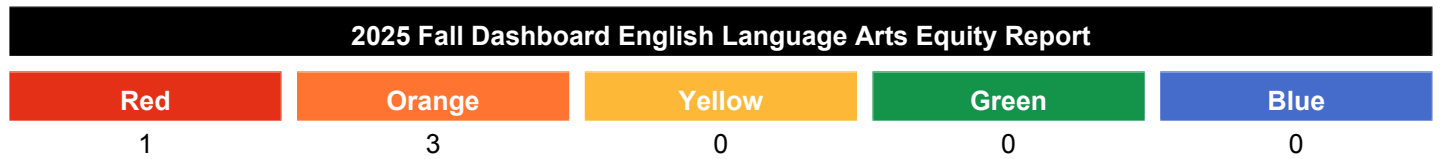
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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  Orange 56.4 points below standard Declined 3.9 points 162 Students	English Learners  Red 71.5 points below standard Maintained 2 points 64 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Orange 54.2 points below standard Maintained 1.1 points 141 Students

Students with Disabilities  Orange 128.1 points below standard Increased 3.3 points 32 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 61.1 points below standard Declined 3.3 points 148 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students

Conclusions based on this data:

1. Continued Challenges for Students with Disabilities: Students with disabilities remain a high-needs group, scoring 131.3 points below standard and a small decline from their previous performance with a -3.8 point change. While Resource Specialist Program (RSP) support services provide individualized instruction, more data-driven interventions, differentiated learning strategies, and assistive technology may be necessary to close the achievement gap.
2. Both English Language Learners and Socioeconomically Disadvantaged groups showed an increase in points, with the EL group increasing by 6.3 points, and SED group increasing the largest, with a 8.6 point increase.

School and Student Performance Data

Academic Performance Mathematics

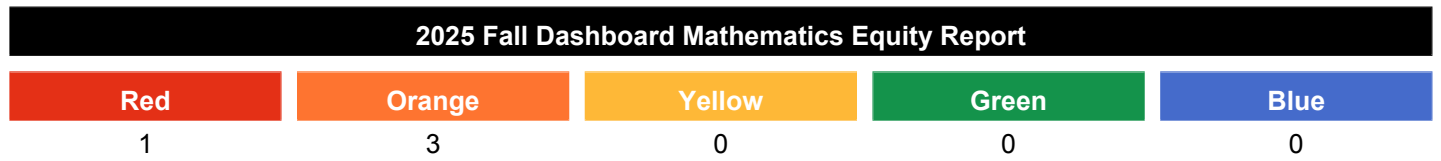
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 68 points below standard Declined 5.3 points 162 Students	English Learners  Orange 84.5 points below standard Declined 3.5 points 64 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Orange 64.6 points below standard Maintained 0.7 points 141 Students

Students with Disabilities  Red 149.7 points below standard Declined 8.9 points 32 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 67.9 points below standard Maintained -0.7 points 148 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students

Conclusions based on this data:

1. Continued Challenges for Students with Disabilities: Students with disabilities remain a high-needs group, scoring 140.8 points below standard although there was a large increase from their previous performance with a 11.1 point change. While Resource Specialist Program (RSP) support services provide individualized instruction, more data-driven interventions, differentiated learning strategies, and assistive technology may be necessary to close the achievement gap.
2. Both English Language Learners and Socioeconomically Disadvantaged groups showed an increase in points, with the EL group increasing by 4.8 points, and SED group increasing with a 3.4 point increase. Our Hispanic subgroup also showed a small increase of 3.1 points.

School and Student Performance Data

Academic Performance Science

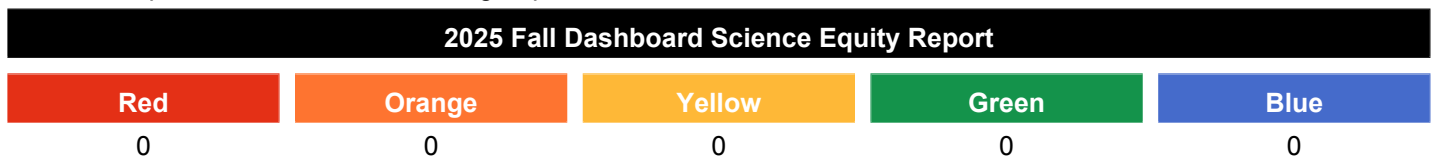
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students Green 46 science points Increased 6.4 points 32 Students	English Learners No Performance Color 46.6 science points Increased 10.7 points 14 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 2 Students	Socioeconomically Disadvantaged No Performance Color 45.4 science points Increased 6 points 28 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 3 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 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 45.7 science points Increased 7.8 points 28 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Conclusions based on this data:

1.

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
43.1 making progress.	making progress.
Number Students: 65 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
16.9%	40%	0%	43.1%

Conclusions based on this data:

1. Effective Instructional Support to English Learners as 44% of English Learners are making progress toward English proficiency, which highlights the effectiveness of our designated ELD instructional strategies.
2. While 42.9% of EL students progressed at least one ELPI level, a notable percentage (25%) maintained lower proficiency levels (1, 2L, 2H, 3L, or 3H), and 28.8% decreased one level, suggesting that these students require more intensive and sustained language development interventions. To increase reclassification rates and accelerate proficiency gains, school staff will continue to analyze data through Professional Learning Communities (PLCs), provide instructional rotations before ELPAC and CAASPP testing, and implement additional scaffolds in core instruction.

School and Student Performance Data

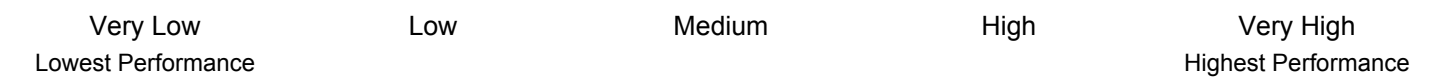
Academic Performance College/Career Report

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."



This section provides number of student groups in each level.



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  Red 11.6% Chronically Absent Increased 3.3 328 Students	English Learners  Orange 7.4% Chronically Absent Increased 0.5 108 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 28.6% Chronically Absent 0 14 Students	Socioeconomically Disadvantaged  Red 12.7% Chronically Absent Increased 4.6 276 Students

Students with Disabilities  Red 21.6% Chronically Absent Increased 3.7 74 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Red 11% Chronically Absent Increased 3.4 290 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color 14.3% Chronically Absent Increased 6.6 14 Students

Conclusions based on this data:

1.

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.

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

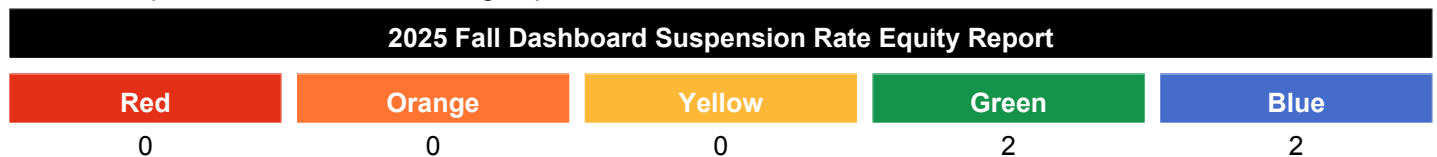
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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 0.6% suspended at least one day Declined 2.3% 335 Students	English Learners  Green 0.9% suspended at least one day Declined 1.6% 109 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0% suspended at least one day Maintained 0% 14 Students	Socioeconomically Disadvantaged  Blue 0.7% suspended at least one day Declined 2.3% 281 Students

Students with Disabilities  Green 1.4% suspended at least one day Declined 1.6% 74 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Blue 0.3% suspended at least one day Declined 2.6% 296 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color 0% suspended at least one day Maintained 0% 14 Students

Conclusions based on this data:

1.

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

Based on the 2025 Dashboard, the CAASPP ELA and Math Distance From Standard (DFS) will increase by 3 points or more, both overall and for all significant subgroups (English Learners, Economically Disadvantaged, Special Education, Hispanic).

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.

The overall academic performance at Maple School, shows an increase in subgroup growth in Mathematics and ELA, however, an overall need for "All students" to increase in academic performance in order to make it to the "green" or "blue" categories. Performance gaps persist Students with Disabilities in both subjects and the school is implementing strategic interventions to address these identified needs, including after-school support, targeted instruction, ELD programming, and specialized literacy/math intervention programs. Moving forward, continued monitoring of student progress, data-driven decision making, and additional academic supports will be key to closing these achievement gaps and ensuring equitable outcomes for all students.

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
CAASPP ELA and Math	Dashboard Data	DFS increase by 3 points or more
iReady ELA and Math	D2 Scores	DFS increase by 3 points or more
ELPAC	2026 Dashboard Data	Increase by 10%
Benchmark Testing	Fall 2026	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	All teachers will implement CCSS-aligned curriculum using approved materials, while PLC teams collaboratively unpack standards, ensure full curriculum coverage, and monitor mastery of Guaranteed and Viable Standards for all students.	All Students	825 LCFF - Base 5800: Professional/Consulting Services And Operating Expenditures All the Arts Program Fee 7500 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Certificated staff will: • use PLC and release time to analyze ELA and Math data to form targeted intervention groups, design differentiated instruction, vertical alignment pacing, project-based units with career focus, and analysis of student artifacts. • participate in data analysis of ELA/Math data to create targeted intervention groups and identified need for recommendation to the MTSS process • participate in instructional rounds		1000-1999: Certificated Personnel Salaries Substitutes, Release Time, Extra Hours 38460 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Physical Education Teacher 14571 LCFF - Supplemental 4000-4999: Books And Supplies Instructional Materials 2856 Title I Part A: Allocation 4000-4999: Books And Supplies Instructional Materials
1.2	Classrooms will provide targeted support for struggling learners through a multi-tiered approach, which may include: an instructional assistant (IA), Tier 2 in-class small group interventions, RtI coach pull-out support, and after-school interventions led by certificated staff to ensure progress toward grade-level standards.	All Students	10716 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Assistant 18466 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Instructional Assistants 20000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Extra Hours Instructional Assistants
1.3	Certificated staff will implement research-based, signature instructional practices, which may include: project-based learning with career focus, NGSS with an environmental science focus, Balanced Literacy, Orton-Gillingham, Morphology, and Math Workshop/CGI—to strengthen ELA and Math outcomes. Staff will engage in ongoing formal and informal professional development in these approaches, specifically focused on the tiered instructional model.	All Students	4291 LCFF - Base 5800: Professional/Consulting Services And Operating Expenditures High Reliability Schools
1.4	All students will engage in experiential, inquiry-based learning opportunities that integrate the 4Cs—critical thinking, communication, collaboration, and creativity—through hands-on, real-world science and environmental learning experiences, including field-based and immersive programs (i.e., overnight camp or field trips) that	All Students	2639 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Speech and Debate Teacher Fee 22,000

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	strengthen academic achievement across disciplines. Upper grade students will have the opportunity to participate in structured speaking and listening experiences, such as speech and debate, eSports, robotics, to build 21st-century communication skills while supporting English language development in reading, writing, speaking, and listening across all content areas.		LCFF - Base 5000-5999: Services And Other Operating Expenditures Environmental Science Immersive Experiences 12000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Environmental Science Immersive Experiences 7500 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries OSS Stipends & Substitutes
1.5			

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.

Based on Maple Elementary's CAASPP data, a decline of 3.9 points and current performance at 54 points below standard indicate that SPSA strategies have had limited effectiveness, highlighting the need for strengthened, targeted implementation of Tier 1 strategies to achieve the intended +3 point DFS growth for all students and subgroups.

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

The primary difference in implementation is the shift from a Reading and Writing Workshop model to Balanced Literacy, incorporating signature practices such as Notice and Note, read-alouds, CER (Claim, Evidence, Reasoning), and academic discourse, resulting in adjustments to instructional materials, professional development, and classroom practice while maintaining the overall literacy goal and related expenditures.

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.

Based on this analysis, the goal will be revised to strengthen ELA/Math implementation and aligned signature practices and the strategies, metrics, and outcomes will remain the same.

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 Maple 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 as measured by staff, parent, and student surveys, classroom walkthroughs and observations, PLC reporting, and assessment data.

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.

Maple is currently a 1:1 device school for all grade levels, TK through 6th grade and it is rooted in a blended learning and project based learning focus. Challenges remain in students have access to digital tools but struggle with consistent device and internet access outside of school and digital citizenship with proper technology use. Additionally, students need deeper digital literacy skills, including critical thinking, media literacy, responsible technology use, and training on safe online practices, which can be addressed through dedicated lessons, project based learning programs, and integration into core subjects. To support this, educators need ongoing professional development to effectively use instructional technology, requiring hands-on training, coaching, and peer mentorship. By addressing these gaps, Maple can ensure all students develop the digital and informational literacy skills necessary to use technology safely and responsibly.

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 Lessons	100% of lessons taught	100% of lessons taught
Digital Citizenship Lessons through Common Sense Media	100% of lessons taught	100% of lessons taught
Students who have access to school provided iPad	100% of students are given an iPad for school use	100% of students are given an iPad for school use

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	Materials, supplies, and professional development will be provided to support 21st century learning through blended and/or project-based learning models.	All Students	11000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Online platforms and/or applications

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Implementation and support will consists of: - students using technology for both consumption and creation via online platforms such as i-Ready, Learning A-Z, MathShelf, Google Classroom, Google Docs, and apps like iMovie and GarageBand - investment in NGSS-aligned curriculum and STEAM lab materials and supplies		
2.2	Technology support provided by a Media Services Tech 1 or 2 position. The position will be responsible for: inventory of current technology devices of both student and staff, maintenance of tech through a tech ticket system, and provide tech assistance to certificated, classified, and students, when necessary.	All Students	28474 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Media Services Tech 1 and 2
2.4			

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.

Maple Elementary has maintained this goal by sustaining a 1:1 device model and integrating high-quality digital tools within blended and project-based learning.

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

A key difference in implementation this year was the iPad refresh using gently used but updated devices, allowing continued access to technology while adjusting expenditures and rollout practices.

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.

Moving forward, Maple will strengthen digital literacy, citizenship, and safe technology use through targeted instruction, PBL integration, and expanded professional learning, with updates reflected in SPSA actions related to instructional technology, student support, and staff development.

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

Maple School will provide a welcoming, safe, and secure environment for all members of our school community as measured by staff, student, and parent surveys, PowerSchool data, and SWIS data.

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.

Maple is committed to fostering a welcoming, safe, and secure environment for all students, staff, and families, but Dashboard and local data indicate areas that need improvement, particularly in student well-being, campus safety, and behavioral interventions. The suspension rate at an "orange" level signals a need for expanded behavioral support through PBIS, restorative practices, and culturally responsive discipline strategies. Survey data from students, staff, and parents reveal concerns about mental health support and school climate, emphasizing the importance of increased counseling services, peer mentoring programs, and social-emotional learning initiatives. To address these concerns, Maple has implemented home visits, SART meetings, SARB interventions, increased mental health resources, and enhanced staff training, all aimed at improving attendance, student behavior, and overall well-being.

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 Lessons	100% of Lessons Taught	100% of Lessons Taught
Dashboard Suspension	Currently Orange	Decrease by 2%

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	Maple will foster a positive school culture by promoting student engagement, well-being, and strong relationships through PBIS, SEL curriculum, OC GRIP, and inclusive activities such as assemblies, recognition programs, field trips, and school-wide celebrations. Materials will be purchased to support these programs.	All Students	2000 LCFF - Base 4000-4999: Books And Supplies PBIS Incentives/Attendance Support Programs 13326 LCFF - Supplemental 2000-2999: Classified Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Noon Supervisors 9600 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra Hours Noon Supervisors
3.2	Maple will promote physical, mental, and emotional well-being by ensuring access to counseling and community resources, with the Mental Health Associate or School Counselor collaborating with the School Psychologist to provide targeted interventions and support for students in need (i.e. 1:1 sessions, group sessions, CAFE use.)	All Students	16632 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Mental Health Therapist
3.3	Maple will maintain clean, safe, and well-designed learning environments that foster comfort, engagement, and a sense of belonging for students and staff. The school will also ensure preparedness through regular emergency drills and ongoing maintenance of updated emergency supplies. Learning environments may include: • creation of or modification to classrooms in alignment with safe, clean, and well-designed learning environments • redesigning learning spaces to act as a third teacher to our students, staff, and/or community members	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.

Maple met its goal, as evidenced by a 2.3% decrease in suspensions on the CA dashboard and generally stable or improved survey ratings in school climate, relationships, and partnerships, indicating a welcoming, safe, and secure environment.

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

Key implementation shifts included the opening of the CAFE to build student connectedness and the transition to the Making Better Choices reflection form to support restorative practices.

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.

Moving forward, Maple will refine metrics by strengthening survey participation and targeting safety and connectedness indicators while continuing to monitor suspension rates and restorative practice outcomes within PowerSchool and SWIS data. Staff and stakeholders will focus on learning environments and digital wellness and safety to increase student reporting metrics.

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

Maple School will provide promote parent engagement and involvement throughout the school year. Maple will provide thorough advance communication regarding student progress, school events, and additional information necessary to keep students, parents, and staff informed as reported by satisfaction ratings from parent, staff, and student surveys.

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.

Maple is committed to strengthening parent engagement and community involvement and typically has favorable responses on our surveys, however, there is a need to have equitable participation opportunities and stronger connections between families and the school with regards to what their students are learning in the classroom. While the school offers various engagement opportunities, Maple would also like to increase the participation rates among socioeconomically disadvantaged and special education families, highlighting barriers such as access and scheduling conflicts. By offering parent workshops, cultural events, and volunteer opportunities, the school aims to create an inclusive and collaborative environment where all families feel valued and engaged in their child's education.

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 Spring)	11 survey participants	Increase 15%
Parent Meetings (ELAC, Coffee with the Principal)	12 people in attendance on average	Increase to 20 people in attendance

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	Maple will establish proactive, multilingual communication with families through calls, emails, conferences, and school-wide messaging to share information, celebrate success, and support student achievement. The Student Support Assistant will build strong family relationships and provide targeted outreach and resources for vulnerable populations, including students	All Students	4192 LCFF - Base 2000-2999: Classified Personnel Salaries Childcare, Translations, Office, and Custodial Overtime 15869

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	experiencing homelessness, foster youth, and those with chronic absenteeism.		LCFF - Supplemental 2000-2999: Classified Personnel Salaries Social Services Assistant 5600 LCFF - Base 4000-4999: Books And Supplies Reproduction Charges/ Copy Overage 1398 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Parent Education Courses
4.2	Maple promotes active parent involvement by engaging families in advisory and leadership groups such as ELAC, SSC, PTA, and site teams to support student success and strengthen the home-school connection. Monthly Coffee with the Principal events provide ongoing opportunities for dialogue, feedback, and shared decision-making.	All Students	
4.3	Maple is committed to fostering strong connections through consistent communication with families and the local community, sharing updates, programs, and achievements via multiple platforms and in-person interactions. The school also strengthens partnerships by collaborating with neighboring schools and actively participating in community events such as the Champions for Children Conference, Pumpkin Run, and Love Fullerton.	All Students	
4.4	Maple encourages parent involvement through parent education classes and in collaboration with Maple's CCSPP program and SSA's. These topics may include: Technology Use, Digital Citizenship, Healthy Eating Habits, Math and Balanced Literacy. The topics will be determined based on the parent needs assessment survey.	All Students	
4.5			

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.

Maple has effectively fostered strong family and community connections, as reflected in positive engagement and participation across communication platforms and events, primarily in the post-survey distributed after workshops and on LCAP survey comment section.

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

LCAP survey feedback indicates a desire for expanded offerings, specifically more food-related classes and family literacy opportunities.

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.

Moving forward, metrics through pre/post surveys, LCAP, etc. will be refined and closely monitored to reflect increased family engagement and program impact as Maple implements its new role as a food pantry site (2026-2027) and builds on its recognition as a Green Ribbon School.

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.

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	\$269,915.00
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 Part A: Allocation	\$107,326.00

Subtotal of additional federal funds included for this school: \$107,326.00

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	\$38,908.00
LCFF - Supplemental	\$123,681.00

Subtotal of state or local funds included for this school: \$162,589.00

Total of federal, state, and/or local funds for this school: \$269,915.00

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	38,908.00
LCFF - Supplemental	123,681.00
Title I Part A: Allocation	107,326.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	56,099.00
2000-2999: Classified Personnel Salaries	137,275.00
4000-4999: Books And Supplies	25,027.00
5000-5999: Services And Other Operating Expenditures	45,000.00
5800: Professional/Consulting Services And Operating Expenditures	6,514.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF - Base	4,192.00
4000-4999: Books And Supplies	LCFF - Base	7,600.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	22,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	5,116.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	48,599.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	49,511.00
4000-4999: Books And Supplies	LCFF - Supplemental	14,571.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	11,000.00

1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	7,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	83,572.00
4000-4999: Books And Supplies	Title I Part A: Allocation	2,856.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	1,398.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	161,824.00
Goal 2	39,474.00
Goal 3	41,558.00
Goal 4	27,059.00

School Site Council Membership

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

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

Name of Members	Role
Amanda Sobremesana	Principal
Dalila Tirado	Classroom Teacher
Katie Bezayiff	Classroom Teacher
Josh Render	Classroom Teacher
Julia Rodriguez	Parent or Community Member
Francisca Marchan	Parent or Community Member
Lilian Galvan	Parent or Community Member
Cecilia Garcia	Parent or Community Member
Elvia Aviles	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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 4/20/26.

Attested:



Principal, Amanda Sobremesana on April 20, 2026



SSC Chairperson, Josh Render on April 20, 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