



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pacific Drive Elementary School	30-66506-6028120	April 16, 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 Pacific Drive 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

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 Pacific Drive 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

Pacific Drive Elementary School's plan for meeting ESSA requirements aligns with the Fullerton School District's Local Control and Accountability Plan (LCAP) to ensure coherence across federal, state, and local programs. School goals, actions, and expenditures are developed through a comprehensive needs assessment using multiple data sources, including student achievement data, English learner progress, attendance trends, and school climate indicators. At Pacific Drive, this analysis also considers the needs of students participating in our Spanish Dual Language Academy and our inclusive practices Co-Teach model, ensuring equitable access to rigorous instruction and appropriate supports for all learners. Stakeholder input from parents, staff, students, and advisory groups such as ELAC, School Site Council, and PTA informs school priorities and strategies. Programs funded through ESSA (including Title I, II, III, and IV) are strategically integrated with LCAP actions to strengthen bilingual and biliteracy development, support inclusive instructional practices, provide targeted academic interventions, and expand professional learning for teachers and staff. Progress toward school goals is monitored through ongoing data reviews, collaborative PLC and leadership meetings, and annual program evaluations, ensuring that resources are used effectively to improve outcomes for all Pacific Drive students.

Educational Partner Involvement

How, when, and with whom did Pacific Drive 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

Pacific Drive Elementary School engaged in a collaborative planning process to develop and review the School Plan for Student Achievement (SPSA). The principal worked closely with the School Site Council (SSC), teachers, support staff, and district personnel to analyze schoolwide and subgroup data, including student achievement, English learner progress, attendance, and school climate indicators, in order to review progress toward prior goals and identify areas of need. Input was also gathered from parents and families through ELAC meetings, parent meetings, surveys, and community engagement opportunities to ensure that stakeholder perspectives were included in the planning process. As a participating site in the Orange County Department of Education's Community Schools Partnership Grant program, Pacific Drive also integrates community school strategies that support the whole child and strengthen family engagement. These efforts include offering parenting education classes, facilitating a Parent Collaboration Group that provides families with opportunities to share feedback and engage in school planning, and operating the Dolphin Market food pantry in partnership with community organizations to support families experiencing food insecurity. These initiatives expand opportunities for families to connect with the school, access resources, and contribute input that informs school priorities and services. Staff members contributed feedback and insights during professional learning community (PLC) meetings and staff development discussions, while student perspectives were gathered through surveys and other feedback opportunities.

The planning and review process occurred throughout the school year, beginning with stakeholder consultation and initial data analysis in August and September, followed by the development of goals, strategies, and resource allocations during the fall months. Formal discussions took place during SSC and ELAC meetings where members reviewed student achievement data, evaluated the effectiveness of current strategies and expenditures, and provided recommendations for revisions. Progress toward SPSA goals was monitored throughout the year, with mid-year reviews allowing for adjustments as needed. The SSC reviewed and approved the final SPSA and the Annual Review and Update to ensure that the plan reflects the needs of Pacific Drive students and aligns with Fullerton School District priorities, the Local Control and Accountability Plan (LCAP), federal program requirements, and the broader goals of the Community Schools framework.

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.

N/A

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.

A review of Pacific Drive Elementary’s most recent California School Dashboard identifies key areas requiring continued attention. The Suspension Rate indicator is in the Orange performance category, with 1.4% of students suspended at least one day, reflecting an increase from the previous year and indicating a need to strengthen preventative behavior supports and alternative means of correction.

The Chronic Absenteeism indicator remains in the Yellow category, with 12.4% of students chronically absent, meaning they missed 10% or more of instructional days during the school year. Chronic absenteeism is slightly higher among several student groups, including Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students, highlighting the need for continued focus on student engagement and attendance.

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.

Referring to the California School Dashboard, the Mathematics indicator identified Students with Disabilities performing two performance levels below the “All Students” level. While overall Mathematics performance is Yellow, Students with Disabilities are in the Red category, indicating a significant need for additional academic support in mathematics.

In addition, the Chronic Absenteeism indicator shows higher absenteeism rates among several student groups, including Students with Disabilities (14.4%), Socioeconomically Disadvantaged students (13.9%), and Hispanic students (13.7%), compared to the schoolwide rate of 12.4%.

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 Pacific Drive 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	0.34%	0.51%	0.66%	2	3	4
African American	2.02%	2.03%	1.81%	12	12	11
Asian	3.37%	3.56%	3.13%	20	21	19
Filipino	1.35%	1.53%	1.32%	8	9	8
Hispanic/Latino	80.64%	80.68%	81.71%	479	476	496
Pacific Islander	0.51%	0.17%	0.33%	3	1	2
White	8.42%	8.31%	8.57%	50	49	52
Two or More Races	3.37%	3.22%	2.47%	20	19	15
Not Reported	0%	%	%	0		
Total Enrollment				594	590	607

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten	45	48	48
Kindergarten	130	96	
Grade 1	99	72	
Grade 2	82	92	
Grade3	81	80	
Grade 4	84	75	
Grade 5	52	82	
Grade 6	66	51	
Total Enrollment	639	590	

Conclusions based on this data:

1.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	207	177	160	34.8%	30.0%	26.4%
Fluent English Proficient (FEP)	26	42	50	4.4%	7.1%	8.2%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	79	82	90	79	81	88	79	81	88	100.0	98.8	97.8
Grade 4	84	74	71	84	74	70	84	74	70	100.0	100	98.6
Grade 5	52	82	68	51	79	68	51	79	68	98.1	96.3	100
Grade 6	65	52	80	64	49	80	64	49	80	98.5	94.2	100
All Grades	280	290	309	278	283	306	278	283	306	99.3	97.6	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2346.	2371.	2385.	3.80	9.88	11.36	7.59	20.99	21.59	30.38	24.69	26.14	58.23	44.44	40.91
Grade 4	2393.	2432.	2439.	8.33	10.81	17.14	11.90	22.97	24.29	19.05	29.73	20.00	60.71	36.49	38.57
Grade 5	2451.	2446.	2481.	9.80	8.86	13.24	27.45	25.32	27.94	23.53	22.78	30.88	39.22	43.04	27.94
Grade 6	2459.	2488.	2498.	6.25	6.12	11.25	15.63	16.33	35.00	31.25	48.98	20.00	46.88	28.57	33.75
All Grades	N/A	N/A	N/A	6.83	9.19	13.07	14.39	21.91	27.12	25.90	29.68	24.18	52.88	39.22	35.62

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	3.80	6.17	10.23	51.90	62.96	57.95	44.30	30.86	31.82
Grade 4	8.33	6.76	7.14	59.52	66.22	68.57	32.14	27.03	24.29
Grade 5	5.88	11.39	11.76	62.75	56.96	67.65	31.37	31.65	20.59
Grade 6	7.81	10.20	13.75	43.75	61.22	56.25	48.44	28.57	30.00
All Grades	6.47	8.48	10.78	54.32	61.84	62.09	39.21	29.68	27.12

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	0.00	6.17	10.23	51.90	46.91	50.00	48.10	46.91	39.77
Grade 4	1.19	5.41	10.00	39.29	59.46	55.71	59.52	35.14	34.29
Grade 5	5.88	6.33	8.82	52.94	50.63	67.65	41.18	43.04	23.53
Grade 6	4.69	10.20	8.75	48.44	53.06	56.25	46.88	36.73	35.00
All Grades	2.52	6.71	9.48	47.48	52.30	56.86	50.00	40.99	33.66

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	5.06	8.64	9.09	60.76	66.67	72.73	34.18	24.69	18.18
Grade 4	3.57	8.11	7.14	67.86	77.03	75.71	28.57	14.86	17.14
Grade 5	9.80	15.19	11.76	68.63	60.76	70.59	21.57	24.05	17.65
Grade 6	6.25	12.24	12.50	68.75	69.39	73.75	25.00	18.37	13.75
All Grades	5.76	10.95	10.13	66.19	68.20	73.20	28.06	20.85	16.67

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	3.80	13.58	10.23	62.03	53.09	67.05	34.18	33.33	22.73
Grade 4	5.95	9.46	15.71	57.14	75.68	60.00	36.90	14.86	24.29
Grade 5	7.84	6.33	8.82	64.71	63.29	67.65	27.45	30.38	23.53
Grade 6	7.81	8.16	15.00	62.50	71.43	61.25	29.69	20.41	23.75
All Grades	6.12	9.54	12.42	61.15	65.02	64.05	32.73	25.44	23.53

Conclusions based on this data:

1.

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.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	79	82	90	79	82	89	79	82	89	100.0	100	98.9
Grade 4	84	74	71	84	74	70	84	74	70	100.0	100	98.6
Grade 5	52	81	68	51	81	68	51	81	68	98.1	100	100
Grade 6	65	52	80	64	50	80	64	50	80	98.5	96.2	100
All Grades	280	289	309	278	287	307	278	287	307	99.3	99.3	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	2363.	2395.	2399.	1.27	8.54	10.11	15.19	21.95	23.60	26.58	23.17	26.97	56.96	46.34	39.33
Grade 4	2401.	2439.	2442.	2.38	4.05	8.57	16.67	21.62	21.43	26.19	36.49	37.14	54.76	37.84	32.86
Grade 5	2428.	2440.	2473.	1.96	7.41	10.29	7.84	4.94	20.59	31.37	37.04	30.88	58.82	50.62	38.24
Grade 6	2462.	2459.	2466.	6.25	4.00	8.75	3.13	14.00	11.25	40.63	28.00	32.50	50.00	54.00	47.50
Grade 11															
All Grades	N/A	N/A	N/A	2.88	6.27	9.45	11.51	15.68	19.22	30.58	31.36	31.60	55.04	46.69	39.74

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	7.59	18.29	11.24	37.97	39.02	50.56	54.43	42.68	38.20
Grade 4	4.76	12.16	14.29	39.29	51.35	51.43	55.95	36.49	34.29
Grade 5	1.96	4.94	7.35	35.29	45.68	52.94	62.75	49.38	39.71
Grade 6	3.13	10.00	7.50	50.00	36.00	41.25	46.88	54.00	51.25
Grade 11									
All Grades	4.68	11.50	10.10	40.65	43.55	48.86	54.68	44.95	41.04

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	3.80	4.88	10.11	41.77	53.66	56.18	54.43	41.46	33.71
Grade 4	2.38	4.05	10.00	39.29	58.11	52.86	58.33	37.84	37.14
Grade 5	3.92	2.47	8.82	49.02	46.91	51.47	47.06	50.62	39.71
Grade 6	3.13	4.00	6.25	45.31	46.00	40.00	51.56	50.00	53.75
All Grades	3.24	3.83	8.79	43.17	51.57	50.16	53.60	44.60	41.04

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	3.80	9.76	12.36	53.16	60.98	59.55	43.04	29.27	28.09
Grade 4	3.57	6.76	8.57	52.38	68.92	60.00	44.05	24.32	31.43
Grade 5	0.00	4.94	8.82	56.86	59.26	55.88	43.14	35.80	35.29
Grade 6	7.81	4.00	10.00	56.25	52.00	46.25	35.94	44.00	43.75
All Grades	3.96	6.62	10.10	54.32	60.98	55.37	41.73	32.40	34.53

Conclusions based on this data:

1.

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	1424.1	1415.2	1415.4	1435.4	1427.2	1430.3	1397.6	1387.1	1380.7	39	33	23
1	1437.1	1438.0	1461.1	1454.8	1458.8	1471.5	1418.8	1416.5	1450.0	36	20	16
2	1481.1	1456.3	1470.7	1499.0	1469.1	1483.6	1462.7	1443.1	1457.3	27	31	20
3	1479.1	1493.9	1481.0	1485.3	1499.2	1489.6	1472.3	1488.0	1472.2	21	26	31
4	1485.9	1526.0	1516.6	1484.2	1527.6	1527.1	1487.2	1524.1	1505.4	30	18	18
5	*	1549.8	1543.3	*	1554.5	1563.0	*	1544.7	1523.3	10	25	12
6	1523.2	*	1554.9	1524.3	*	1557.4	1521.4	*	1552.0	16	7	20
All Grades										179	160	140

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	10.26	15.15	8.70	43.59	27.27	43.48	38.46	42.42	39.13	7.69	15.15	8.70	39	33	23
1	13.89	0.00	12.50	19.44	20.00	43.75	38.89	65.00	37.50	27.78	15.00	6.25	36	20	16
2	14.81	0.00	10.00	44.44	35.48	40.00	29.63	41.94	45.00	11.11	22.58	5.00	27	31	20
3	4.76	15.38	16.13	38.10	42.31	32.26	38.10	30.77	32.26	19.05	11.54	19.35	21	26	31
4	6.67	33.33	22.22	53.33	33.33	44.44	20.00	27.78	16.67	20.00	5.56	16.67	30	18	18
5	*	32.00	41.67	*	48.00	16.67	*	8.00	33.33	*	12.00	8.33	*	25	12
6	12.50	*	45.00	43.75	*	25.00	31.25	*	15.00	12.50	*	15.00	16	*	20
All Grades	11.73	16.25	20.71	40.78	35.00	35.71	31.28	34.38	31.43	16.20	14.38	12.14	179	160	140

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	17.95	21.21	21.74	35.90	24.24	39.13	38.46	33.33	30.43	7.69	21.21	8.70	39	33	23
1	16.67	20.00	31.25	38.89	35.00	37.50	27.78	40.00	31.25	16.67	5.00	0.00	36	20	16
2	25.93	22.58	35.00	51.85	38.71	30.00	14.81	22.58	30.00	7.41	16.13	5.00	27	31	20
3	19.05	38.46	41.94	57.14	42.31	32.26	14.29	11.54	9.68	9.52	7.69	16.13	21	26	31
4	40.00	55.56	61.11	36.67	38.89	16.67	3.33	0.00	16.67	20.00	5.56	5.56	30	18	18
5	*	56.00	58.33	*	36.00	25.00	*	0.00	16.67	*	8.00	0.00	*	25	12
6	37.50	*	65.00	43.75	*	10.00	6.25	*	15.00	12.50	*	10.00	16	*	20
All Grades	27.37	35.00	43.57	41.34	35.00	27.86	18.99	18.13	20.71	12.29	11.88	7.86	179	160	140

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	6.38	15.15	8.70	17.02	18.18	0.00	46.81	48.48	78.26	29.79	18.18	13.04	47	33	23
1	0.00	0.00	6.25	16.13	15.00	43.75	41.94	40.00	31.25	41.94	45.00	18.75	31	20	16
2	2.94	0.00	5.00	32.35	22.58	25.00	38.24	32.26	50.00	26.47	45.16	20.00	34	31	20
3	0.00	7.69	3.23	28.57	19.23	19.35	50.00	46.15	41.94	21.43	26.92	35.48	28	26	31
4	0.00	11.11	5.56	19.23	38.89	27.78	46.15	33.33	33.33	34.62	16.67	33.33	26	18	18
5	13.33	20.00	16.67	26.67	28.00	8.33	40.00	40.00	41.67	20.00	12.00	33.33	15	25	12
6	0.00	*	30.00	31.25	*	25.00	43.75	*	20.00	25.00	*	25.00	16	*	20
All Grades	4.47	9.38	10.00	22.35	25.00	20.71	41.90	38.75	43.57	31.28	26.88	25.71	179	160	140

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	12.82	24.24	26.09	79.49	57.58	69.57	7.69	18.18	4.35	39	33	23
1	38.89	35.00	43.75	44.44	55.00	50.00	16.67	10.00	6.25	36	20	16
2	37.04	9.68	35.00	55.56	70.97	55.00	7.41	19.35	10.00	27	31	20
3	9.52	26.92	32.26	66.67	61.54	51.61	23.81	11.54	16.13	21	26	31
4	26.67	50.00	50.00	53.33	44.44	33.33	20.00	5.56	16.67	30	18	18
5	*	44.00	41.67	*	44.00	58.33	*	12.00	0.00	*	25	12
6	25.00	*	45.00	62.50	*	45.00	12.50	*	10.00	16	*	20
All Grades	26.26	31.25	37.86	59.78	55.00	52.14	13.97	13.75	10.00	179	160	140

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	20.51	24.24	17.39	61.54	48.48	60.87	17.95	27.27	21.74	39	33	23
1	16.67	15.00	18.75	66.67	70.00	68.75	16.67	15.00	12.50	36	20	16
2	48.15	38.71	25.00	48.15	54.84	70.00	3.70	6.45	5.00	27	31	20
3	47.62	42.31	48.39	52.38	53.85	35.48	0.00	3.85	16.13	21	26	31
4	43.33	55.56	50.00	33.33	38.89	38.89	23.33	5.56	11.11	30	18	18
5	*	80.00	66.67	*	16.00	33.33	*	4.00	0.00	*	25	12
6	43.75	*	65.00	43.75	*	30.00	12.50	*	5.00	16	*	20
All Grades	36.87	42.50	40.71	49.72	46.25	47.86	13.41	11.25	11.43	179	160	140

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	2.56	9.09	4.35	84.62	72.73	78.26	12.82	18.18	17.39	39	33	23
1	19.44	10.00	25.00	25.00	50.00	43.75	55.56	40.00	31.25	36	20	16
2	11.11	0.00	0.00	48.15	45.16	55.00	40.74	54.84	45.00	27	31	20
3	0.00	3.85	3.23	61.90	50.00	41.94	38.10	46.15	54.84	21	26	31
4	0.00	16.67	5.56	63.33	66.67	55.56	36.67	16.67	38.89	30	18	18
5	*	32.00	16.67	*	48.00	50.00	*	20.00	33.33	*	25	12
6	0.00	*	35.00	50.00	*	30.00	50.00	*	35.00	16	*	20
All Grades	6.70	11.25	11.43	57.54	56.25	50.71	35.75	32.50	37.86	179	160	140

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	41.03	27.27	30.43	43.59	45.45	56.52	15.38	27.27	13.04	39	33	23
1	2.78	0.00	12.50	58.33	60.00	68.75	38.89	40.00	18.75	36	20	16
2	18.52	9.68	20.00	62.96	64.52	70.00	18.52	25.81	10.00	27	31	20
3	4.76	3.85	6.45	57.14	80.77	74.19	38.10	15.38	19.35	21	26	31
4	10.00	33.33	16.67	70.00	55.56	61.11	20.00	11.11	22.22	30	18	18
5	*	20.00	16.67	*	72.00	66.67	*	8.00	16.67	*	25	12
6	0.00	*	30.00	87.50	*	70.00	12.50	*	0.00	16	*	20
All Grades	16.20	17.50	18.57	60.34	61.88	67.14	23.46	20.63	14.29	179	160	140

Conclusions based on this data:

1.

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
607	72.7%	26.4%	0.0%
Total Number of Students enrolled in Pacific Drive Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	160	26.4%
Foster Youth	0	0.0%
Homeless	8	1.3%
Socioeconomically Disadvantaged	441	72.7%
Students with Disabilities	113	18.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	1.8%
American Indian	4	0.7%
Asian	19	3.1%
Filipino	8	1.3%
Hispanic	496	81.7%
Two or More Races	15	2.5%
Pacific Islander	2	0.3%
White	52	8.6%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Pacific Drive Elementary demonstrates strong progress for English Learner students, as reflected by the English Learner Progress Indicator in the Blue performance level, with 56.1% of English Learners making progress toward English language proficiency. These results indicate that the school’s instructional supports for multilingual learners are effectively promoting continued language development and academic growth.

2. Pacific Drive Elementary's English Language Arts indicator is currently in the Yellow performance level, indicating that continued focus on strengthening literacy instruction is needed. However, the school demonstrated significant growth with a 17.4-point increase in distance from standard, indicating meaningful progress in ELA achievement.
3. Pacific Drive Elementary's Mathematics indicator is currently in the Yellow performance level, indicating that continued focus on strengthening mathematics instruction is needed. However, the school demonstrated positive growth with an 8.2-point increase in distance from standard, suggesting that students are making progress in mathematics achievement.

School and Student Performance Data

Academic Performance English Language Arts

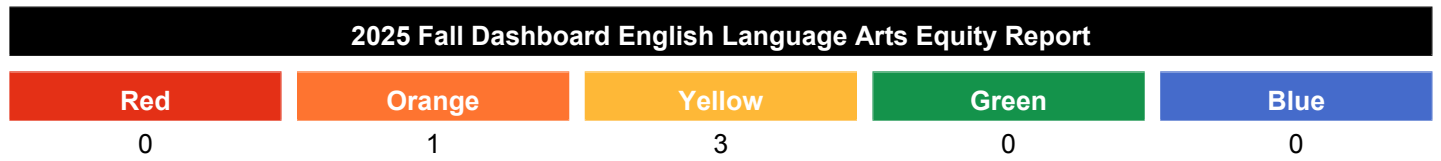
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 32.8 points below standard Increased 17.4 points 303 Students	English Learners  Yellow 43.2 points below standard Increased 12.3 points 118 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Yellow 35.5 points below standard Increased 18.5 points 235 Students

Students with Disabilities  Orange 94.8 points below standard Increased 26.8 points 55 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Yellow 34.1 points below standard Increased 20.4 points 243 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color 31 points below standard Increased 4.5 points 28 Students

Conclusions based on this data:

1. Pacific Drive Elementary's English Language Arts indicator remains in the Yellow performance level, indicating that continued focus on literacy achievement is needed. However, the school demonstrated significant improvement with a 17.4-point increase in distance from standard, with progress also evident among key student groups such as English Learners and socioeconomically disadvantaged students. These results suggest that current instructional strategies and targeted supports are contributing to improved literacy outcomes and continued student growth.

School and Student Performance Data

Academic Performance Mathematics

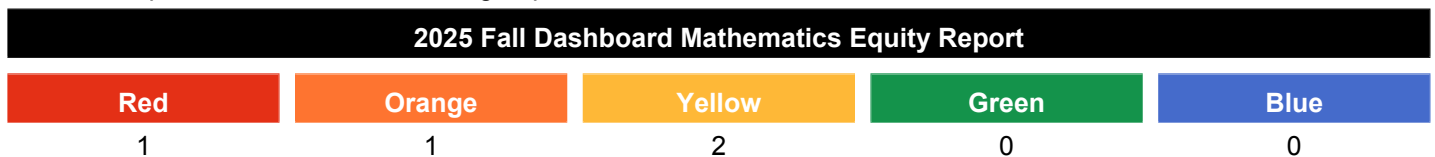
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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  Yellow 53 points below standard Increased 8.2 points 303 Students	English Learners  Orange 67.3 points below standard Maintained -2.6 points 118 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Yellow 59.3 points below standard Increased 6 points 235 Students

Students with Disabilities  Red 114.8 points below standard Maintained -2.1 points 55 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Yellow 56.8 points below standard Increased 9.8 points 243 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color 33.6 points below standard Declined 6.2 points 28 Students

Conclusions based on this data:

1. Pacific Drive Elementary's Mathematics indicator remains in the Yellow performance level, indicating a continued need to strengthen mathematics achievement. However, the school demonstrated positive growth with an 8.2-point increase in distance from standard, suggesting that students are making progress in mathematics learning. Continued focus on targeted instruction and supports will help build on this improvement and further close achievement gaps among student groups.

School and Student Performance Data

Academic Performance Science

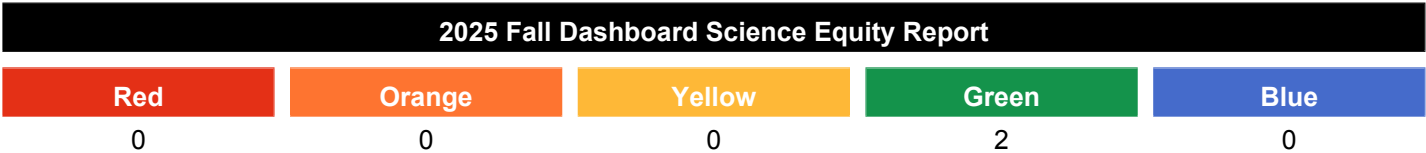
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 47.5 science points Increased 4 points 68 Students	English Learners  No Performance Color 50.6 science points Increased 9.4 points 21 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  Green 46 science points Increased 5.1 points 57 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Green 48.4 science points Increased 6.4 points 58 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Conclusions based on this data:

1. Pacific Drive Elementary's Science indicator is in the Green performance level, indicating that students are performing above the standard in science achievement. The school also demonstrated continued improvement with a 4.0-point increase in distance from standard, reflecting strong student performance and ongoing growth in science learning.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 No Performance Color
56.1 making progress.	making progress.
Number Students: 114 Students	Number Students: 4 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10.5%	33.3%	0%	56.1%

Conclusions based on this data:

1. Pacific Drive Elementary demonstrates strong outcomes for English Learners, as reflected by the English Learner Progress Indicator in the Blue performance level, with 56.1% of students progressing at least one ELPI level. These results indicate that the school’s instructional supports are effectively promoting English language development and continued growth for multilingual learners.

School and Student Performance Data

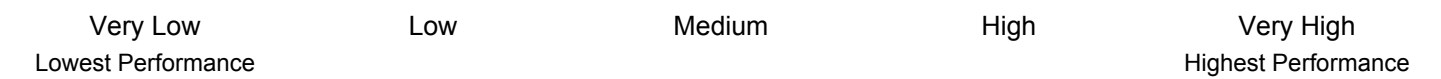
Academic Performance College/Career Report

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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 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.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

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

All Students



Yellow

12.4% Chronically Absent

Declined 5

623 Students

English Learners



Yellow

11.4% Chronically Absent

Declined 1.8

166 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

7 Students

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Homeless



No Performance Color

18.2% Chronically Absent

0

11 Students

Socioeconomically Disadvantaged



Yellow

13.9% Chronically Absent

Declined 5.6

461 Students

Students with Disabilities  Yellow 14.4% Chronically Absent Declined 5.7 132 Students	African American  No Performance Color 0% Chronically Absent Declined 33.3 11 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color 5.3% Chronically Absent Increased 0.5 19 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Yellow 13.7% Chronically Absent Declined 3.8 510 Students
Two or More Races  No Performance Color 0% Chronically Absent Declined 15.8 15 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Green 9.3% Chronically Absent Declined 7.7 54 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
Lowest Performance

Orange

Yellow

Green

Blue
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

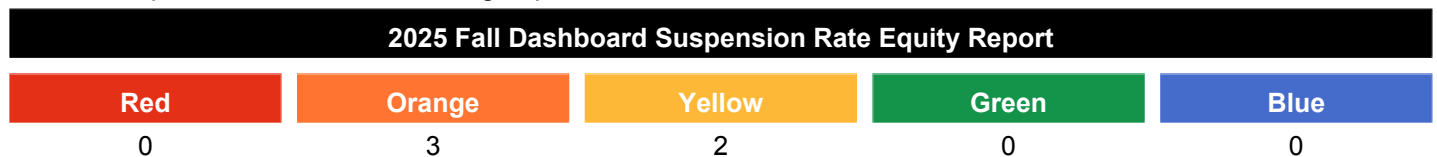
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Orange 1.4% suspended at least one day Increased 0.8% 632 Students	English Learners Orange 2.3% suspended at least one day Increased 2.3% 171 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color 0% suspended at least one day 11 Students	Socioeconomically Disadvantaged Orange 1.5% suspended at least one day Increased 1.1% 466 Students

Students with Disabilities  Yellow 1.5% suspended at least one day Maintained 0.1% 136 Students	African American  No Performance Color 0% suspended at least one day Maintained 0% 11 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 20 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Orange 1.5% suspended at least one day Increased 0.9% 518 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 15 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Yellow 1.9% suspended at least one day Maintained 0.1% 54 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

ENGLISH LANGUAGE ARTS

Based on the 2025 Data, the percentage of students in grades 2 scoring in levels 1 and 2 ("not mastered") on the final district diagnostic assessments in ELA will decrease by at least 10% from the district diagnostic one results

Based on the 2025 Data, based on the overall ELA distance from standard (DFS) score on the SBAC, students in grades 3rd - 6th will increase by 3 points from -32.8 to -29.8.

Based on the 2025 Data, the percentage of English Learners in grades 3-6 making progress on the reading portion of the ELPAC will increase by at least 10% from the results from the ELPAC.

MATHEMATICS:

Based on the 2025 Data, the percentage of students in grades K-2 scoring in levels 1 and 2 ("not mastered") on the final district diagnostic assessments in Math will decrease by at least 10% from the 2023 district diagnostic one results.

Based on the 2025 Data, based on the overall math distance from standard (DFS) score on the SBAC, students in grades 3rd - 6th will increase by 3 points from -53 to -50.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: Student Achievement: All students will demonstrate growth and 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.

Referring to the California School Dashboard, the Mathematics indicator identified Students with Disabilities performing two performance levels below the "All Students" level. While overall Mathematics performance is Yellow, Students with Disabilities are in the Red category, indicating a significant need for additional academic support in mathematics.

Steps Taken to Address Needs:

Targeted Academic Interventions: Implementation of specialized instruction and RTI programs and differentiated instruction strategies to support struggling students.

Professional Development: Ongoing training for teachers to employ evidence based instructional practices aimed at improving student outcomes and to close the achievement gap.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC	Dashboard Data	Increase by 3 DFS
iReady	D2 Data	Increase by 10%
K-1 Assessments	Benchmark Data	Increase by 10%
ELPAC	2026 Dashboard Data	Increase by 10%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Certificated Personnel: - A PE Teacher will provide instruction for students, to provide release times for grade levels to participate in Professional Learning Communities (PLC) biweekly for 50 minutes. PLC Teams discuss how to respond when students are not learning the G and V Standards, and identify interventions to help students at risk. - Substitute teachers will be paid to allow teachers to participate in professional development and training in their areas of Language Arts, Math, ELD, and their professional growth goals. At the site level, teachers and support staff engage on professional development in order to increase their skills and best meet the needs of students. - Teacher substitutes will be utilized to support the following programs: Grade level meetings, Conducting Student Assessments, Round Tables/SIT Meetings, Teacher Evaluation Conferences, and Teacher Instructional Rounds. - All the Arts lessons are provided in all grade levels. Cost is shared with the District. - A stipend will be paid to teachers to support Speech and Debate coaching, Robotics Team coaching, STAGE program	All students	50460 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Physical Education Costs: Teacher- 80% of .5 FTE 1575 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Fee for All the Arts lessons 1251 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra Certificated Hours 1000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Certificated Substitutes 8000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Extra Certificated Hours 23721 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Certificated Substitutes
1.2	Classified Personnel: Instructional aides will be utilized to assist with the increased needs of students in Kindergarten	All Students	8000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Extra Classified Hours for Instructional Assistants

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	- Instructional aides will be utilized to assist with the increased number of students in 1st - 2nd grade. These aides share time in each classroom coordinated by grade level teams. - Extra time will be allotted to pay for additional professional development in the areas of behavioral support strategies, curriculum implementation and support - Instructional aides will be utilized and provided with extra time to support RtI interventions during and after the school day. - Interpretation and translation for parent conferences, communication and meetings, supported by office staff.		4000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra Time for Instructional Assistants 25572 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Instructional Assistants Kindergarten (2) and 1st/2nd grade (1) - 3.75hrs/day 49411 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Instructional Assistants for Math and Language Arts RtI (2) 2920 LCFF - Base 2000-2999: Classified Personnel Salaries Extra time for office staff
1.3	Service Purchases: - Teachers will attend trainings/ conferences to improve their instructional practices i.e. CUE and other technology conferences. - Duplo machine maintenance contract and supplies will be purchased to maintain the Duplo machine and to assist in the duplication of intervention materials. - Funds for the reproduction of materials and overages on copy machine will be available to assist with the implementation of the CCSS - Consultants will be contracted to present Professional Development such as: Dual Language Academy, High Reliability Schools	All Students	1200 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries After school robotics teacher stipend 2639 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Speech and Debate Program 5000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Transportation for Science Camp 6000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures CBE - Copier Lease 4030 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			5000-5999: Services And Other Operating Expenditures FSD - Print Shop
1.4	Instructional Purchases: - Technology support/replacement for Student/Teacher needs iReady, iPads, Laptops, desktop computers, smart TVs, printers, apps, keyboards, earphones, cables, etc. will be purchased to provide students more opportunities to print, publish their final edited works, and support students' needs. - Computers, laptops, iPads, memory, cables, and other technology equipment and Apps, services will be purchased for teachers, Principal, Office Staff to access and run district, instructional and intervention programs, etc. to run efficiently. - Students will be provided with a variety of grade level appropriate web based programs to support achievement: ST Math will be used in Grades K-2 to support mathematical concepts and development of number sense. iReady Online Instruction will provide students with personalized lessons and data tracking in support of the district benchmark program. Raz-Kids will be used primary grades and dual language classes for expanding reading opportunities and a digital library. Heggerty will be used digitally to support phonemic awareness to build foundational reading skills. BrainPop will be available school wide to support the needs of all students with specific lessons targeting English Language Learners. Scholastic News will be used to support reading comprehension and vocabulary development with an emphasis in supporting English language learners and special education students. Simple Solutions Mathematics program will be used in Grades 2-6, providing supplemental and spiraling practice. Accelerated Reader will be added for grades 1-6 to support literacy and reading comprehension strategies. STAR Reading Assessment will be added as well to support accurate implementation of the Accelerated Reader program.	All Students	17000 LCFF - Supplemental 4000-4999: Books And Supplies iReady Lessons 1500 LCFF - Supplemental 4000-4999: Books And Supplies Reprographics 61743 LCFF - Supplemental 4000-4999: Books And Supplies Instructional Materials 21100 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental Curriculum 2000 LCFF - Supplemental 4000-4999: Books And Supplies After School Robotics instructional materials

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Pacific Drive Elementary has effectively implemented targeted instructional strategies and supports, including addition of literacy based supplemental curriculum, data-driven instruction, MTSS interventions, and focused support for English Learners, resulting in measurable student growth across content areas. Dashboard data reflect this effectiveness through improved performance indicators and strong progress in English Learner development, demonstrating that current strategies are positively impacting student outcomes.

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

Conference attendance will be reduced in order to allocate and focus more funding towards literacy based instructional materials and programs.

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, adjustments will include refining targeted interventions and strengthening Tier 1 instruction with additional supplemental curriculum and increased instructional teacher professional development to improve academic achievement across student groups. These changes are reflected in the updated strategies, actions, and resource allocations outlined in the corresponding goal section of the SPSA, and include the removal of conference attendance in the Service Purchases section.

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 students have access to high-quality digital tools, resources, personalized learning technology, and professional learning to ensure that all students have opportunities to access engaging online instructional resources and can demonstrate digital informational literacy skills required for college and career success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 Technology/Digital Literacy: 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.

To ensure the effective integration of technology in instruction and operations, we aim to systematically replace aging technology and infrastructure as it becomes outdated or non-functional.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Access to age appropriate technology	Start of the school year - 0%	100% of all students
Completion of Common Sense Media Lessons - yearly	Start of the school year 0%	100% of all students

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Professional Development for Teachers in support of Classroom Instruction: Teachers will have additional substitute release time to plan as grade levels to support their initiatives and projects for Computer Science Pathway projects and strategies. Teachers will work with district support staff including TOSAs and Educational Services Staff to plan and implement new Computer Science Vision strategies and projects for the school year. Staff members will have the opportunity to attend professional development focused on the use of	All Students	4000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teacher release time for District TOSA professional development and coaching

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Artificial Intelligence during school-based opportunities like PD Wednesdays and collaboration with other grade levels during PLC opportunities.		
2.2	Support for 21st Century Learning Environments: iPads and cases will be purchased to replace older, outdated, and damaged items. iPads will be updated for instruction. iPad chargers and cables will be replaced as needed. A technician (Tech 1) will be hired for an additional 10hrs/week to repair technology on campus. Additional hours will be available for the Media Library Specialist to support library set and technology support as needed. Additional technology will be upgraded and/or replaced as needed as supported by office staff.	All Students	28473 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Tech 1- 10hrs/wk 1000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Additional Hours- Classified Personnel 2000 LCFF - Supplemental 4000-4999: Books And Supplies Technology Repair/Replacement 3000 LCFF - Base 2000-2999: Classified Personnel Salaries Extra time for office staff
2.3	Computer Science Pathway: Maintain 1:1 take home laptop program at 6th grade, including repair and replacement of devices and cases as needed. Devices assigned to each grade level's Computer Science Pathway will be maintained and updated as needed,	All Students	3000 LCFF - Supplemental 4000-4999: Books And Supplies Cases for MacBooks & iPads
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.

Through planned teacher and staff collaboration and professional development with district personnel, Pacific Drive's Computer Science Pathway will shift toward embedded strategies and opportunities for students to engage with curriculum and achievement, learning to engage with and responsibly use artificial intelligence platforms and other technology related fields through district provided platforms.

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

Implementation will move away from specific coding platforms, conferences and outside partnerships, and will shift towards stronger district collaboration and support with increased teacher and student choice.

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.

Increased collaboration with district staff and strategic use of PLC time will coincide with strategies and activities in strategy/activity 2.1 in this goal.

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

Pacific Drive 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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3 Safe & Secure Environment: 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.

Based on a review of the California School Dashboard and local data, chronic absenteeism remains an area for improvement at Hermosa Drive Elementary, particularly among socioeconomically disadvantaged students and English Learners. To address this, Pacific Drive has implemented a comprehensive approach that includes attendance improvement initiatives, increased family engagement, and proactive behavior support systems. The school is using individualized attendance plans, classrooms and school-wide attendance celebrations, and early warning systems to support students at risk of chronic absenteeism.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease chronic absenteeism by 2% annually among all student groups, particularly English learners and socioeconomically disadvantaged students.	Dashboard Data	Decrease/Maintain
Survey Data (Community, staff and students)	Feelings of safe and secure environment	Increase
Second Step Lessons	0%	100% completion at all grade levels
Dashboard Suspension	Dashboard Data	Decrease/Maintain

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	PBIS Program (Positive Behavioral Interventions and Supports): The site will supplement the district funded Assistant Principal. Approximately half of this individual's time will be spent supporting the site Principal with school wide safety and discipline	All Students	60444 LCFF - Base 1000-1999: Certificated Personnel Salaries Assistant Principal of site cost.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	activities, including promoting attendance, supporting PBIS, staff evaluation, and tracking data. A mental health associate will spend a portion of time supporting students and teachers in the following ways: -Working with students to implement restorative practices -Hosting small groups of students to support social skills and other mental health needs -Meeting with individuals students to provide counseling -Pushing in to classrooms to provide guidance lessons -Utilizing materials and curriculum in calming room Student incentives, PBIS experiential rewards and materials will also be purchased to support the school wide PBIS program. These items will include raffle prizes, spirit wear, school supplies (pencils, markers, etc.), stickers, pins, and other items. Movie fee for copyrighting. Feedback with surveys will be utilized to gauge value of new reward opportunities.		10977 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Mental Health Associate 7500 LCFF - Supplemental 4000-4999: Books And Supplies Student Incentives/Materials and Suplies 5000 LCFF - Base 4000-4999: Books And Supplies Materials for PBIS and MHA and mental health support and behavior reinforcement
3.2	Positive School Climate: Office staff will provide a warm and welcoming environment for families and visitors supported by proper supplies and additional time as needed. Office equipment will also be properly maintained in cooperation with CBE reproduction services. Mailings will be provided for parent communication as needed.	All Students	3400 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Extra Clerical Hours 2000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures CBE- Copier Lease
3.3	Safe School Environment: The Assistant Principal will oversee the Safe School Plan, implement regular safety drills, and replenish the inventory of materials and supplies required to maintain safety standards. Additional supervisor hours will be paid for student safety during lunchtime, as well as before school drop-off and after school dismissal.	All Students	2000 LCFF - Supplemental 4000-4999: Books And Supplies Safety Supplies 12000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional Playground Supervision hours

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.

PBIS and Mental Health supports will work in conjunction to support the behavioral, social emotional and mental health needs of students by implementing tiered systems of support based on positive behaviors reinforcement and strategically available supports from staff including a psychologist, mental health associate, principal and assistant principal.

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

Shift in tier 1 PBIS reinforcement activities away from tangible reinforcers and towards experiential opportunities for students to engage with after earning PBIS incentives.

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.

Feedback surveys from students and teachers will be utilized to gauge effectiveness and value of new PBIS experiential rewards. Changes may be made to future experiences should value decline.

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

Pacific Drive will promote engagement of all parents 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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4 Parent & Community Engagement: 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.

Pacific Drive is dedicated to strengthening family-school partnerships by improving communication, increasing equitable participation, and addressing barriers such as language access and scheduling conflicts. Data shows a need for more real time updates and transparent communication, especially to engage socioeconomically disadvantaged and English Learner families. To address this, the school will enhance multilingual outreach, utilize digital tools, and offer flexible meetings, parent workshops, and cultural events to create an inclusive and engaged school community

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Survey	Fall and Winter Survey	We will increase by 10% on the Spring Survey
Parent Meetings (SSC, ELAC, PTA, Coffee With The Principal)	Sign in Sheets	Increase by 10%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Support Home/School Communication: A full time bilingual social service assistant (SSA) will work with families to provide resources and foster a sense of community. This cost will be shared with the school district. Workshops for parents will be offered. These classes will be based on needs identified by parents, teachers, and staff and focused on helping	All Students	18123 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries SSA salary and benefits 1650 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	parents support their children's education and will be held in conjunction with support from the Community Schools Partnership Grant resources.. Paper fliers will also be provided on an as needed basis to supplement the school's online communication and supported by office staff Parent participants in meetings, volunteer teams, and school committees will receive refreshments, incentives, and recognition, supported by office staff. Families will participate in hands on, interactive curricular activities during ELAC. Families will participate and volunteer in classroom activities and school wide events.		School wide cultural events (SSA extra hours) 1050 Title I Part A: Allocation 4000-4999: Books And Supplies Materials for parent workshops 2000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures CBE Copier Expenses 2000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Purchase Order for Parent Meeting Refreshments 1000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Parent recognition for volunteering 4000 LCFF - Base 2000-2999: Classified Personnel Salaries Extra time for classified office staff 2474 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Materials for Parent classes and events
4.2	Communication: All teachers will use the Seesaw platform for Home/School messaging along with paper copies of information Classified employees will be available as translators for school meetings, teacher conferences, and other school events.	All Students	1500 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Reprographics 2000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Extra Hours for Classified Staff 3000 LCFF - Base

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			2000-2999: Classified Personnel Salaries Extra hours for Office staff translating needs

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.

Innovative opportunities for families with partnership from community organizations will provide meaningful and engaging classes and events that families can take part in to learn more about their student's school careers and learn about school and home systems and supports. The Community Schools Partnership Grant will continue to provide collaboration opportunities with community partners and provide financial support to the school's allocated funding in these areas.

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

Increased events working in conjunction with the Community Schools Partnership Grant will take place as compared to prior school years.

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.

Attendance of any increased or additional events will be monitored to provide data on families' ability to attend during the school day, and surveys will be regularly utilized to ensure families and community partners are engaged in valued and meaningful opportunities.

Goals, Strategies, & Proposed Expenditures

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

Goal 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	\$481,713.00
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	\$187,377.00
Title I Part A: Parent Involvement	\$2,474.00

Subtotal of additional federal funds included for this school: \$189,851.00

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	\$78,364.00
LCFF - Supplemental	\$213,498.00

Subtotal of state or local funds included for this school: \$291,862.00

Total of federal, state, and/or local funds for this school: \$481,713.00

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	78,364.00
LCFF - Supplemental	213,498.00
Title I Part A: Allocation	187,377.00
Title I Part A: Parent Involvement	2,474.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	150,076.00
2000-2999: Classified Personnel Salaries	177,526.00
4000-4999: Books And Supplies	123,893.00
5000-5999: Services And Other Operating Expenditures	27,579.00
5800: Professional/Consulting Services And Operating Expenditures	2,639.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Base	60,444.00
2000-2999: Classified Personnel Salaries	LCFF - Base	12,920.00
4000-4999: Books And Supplies	LCFF - Base	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	57,911.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	16,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	117,843.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	19,105.00

5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	2,639.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	31,721.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	148,606.00
4000-4999: Books And Supplies	Title I Part A: Allocation	1,050.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	6,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	2,474.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	298,122.00
Goal 2	41,473.00
Goal 3	103,321.00
Goal 4	38,797.00

School Site Council Membership

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

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

Name of Members	Role
John Leonard	Principal
Tepmora Wise	Classroom Teacher
Kristen McGann	Classroom Teacher
Jeremy Garcia	Parent or Community Member
Hilda Shimizu	Other School Staff
Emily May	Parent or Community Member
Edder Islas	Other School Staff
Marquita Woods	Parent or Community Member
Andrea Caivano-Reed	Parent or Community Member
Janitza Rivera	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 April 16, 2026.

Attested:



Principal, John Leonard on 4/16/26

SSC Chairperson, Jeremy Garcia on 4/16/26

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023