



# School Plan for Student Achievement (SPSA)

| School Name    |            | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|----------------|------------|-----------------------------------|----------------------------------------|---------------------------|
| Raymond School | Elementary | 30-66506-6028138                  | April 30, 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 Raymond 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 Raymond 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

Raymond Elementary's plan for meeting the planning requirements of the Every Student Succeeds Act (ESSA) is aligned with the district's Local Control and Accountability Plan (LCAP) to ensure coordinated support for student success. The school conducts regular needs assessments using student achievement data, attendance, behavior data, and stakeholder input to identify priorities and allocate resources effectively.

Federal, state, and local funds including Title I, II, III, IV, and LCFF are coordinated to support high quality instruction, targeted interventions, and professional development. Raymond Elementary implements evidence based practices to support the diverse needs of all students, including English Learners, students with disabilities, and socioeconomically disadvantaged students.

Families, staff, and community members provide input through the School Site Council, ELAC, and school surveys. Progress toward goals is monitored regularly to support continuous improvement and alignment with ESSA and LCAP priorities.

## Educational Partner Involvement

How, when, and with whom did Raymond 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

Raymond Elementary School engaged in a collaborative planning process to develop and review the School Plan for Student Achievement (SPSA). The principal worked with the School Site Council (SSC), teachers, support staff, and district personnel to analyze student data, review progress toward prior goals, and identify areas of need. Input was also gathered from parents and families through ELAC meetings, parent meetings, and surveys to ensure stakeholder perspectives were included.

The planning and review process occurred throughout the school year, with discussions taking 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. In March, Raymond Elementary's school leadership teams, representing a variety of stakeholder groups, will meet to review the SPSA draft and provide feedback.

The plan will be refined based on this input and finalized in late April. The SSC will review and approve the final SPSA and the Annual Review and Update to ensure that the plan reflects students' needs and aligns with district priorities, the LCAP, and federal program requirements.

## 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 the 2025 California School Dashboard and CAASPP data for Raymond Elementary School highlights both strengths and areas for continued improvement. Overall, 64% of students met or exceeded standards in English Language Arts and 50% met or exceeded standards in Mathematics. While many students are achieving at or above state expectations, the data indicates a need to continue strengthening performance in mathematics and closing achievement gaps among student groups.

Chronic absenteeism also remains an area of focus, as consistent attendance is essential for student learning and engagement. Student groups including English Learners, socioeconomically disadvantaged students, and students with disabilities continue to be monitored to ensure equitable access to instruction and academic success.

To address these needs, Raymond Elementary has implemented monthly attendance team meetings, attendance incentives, and both classroom and schoolwide attendance goals. Attendance is reinforced during weekly assemblies, and individualized plans are developed for students experiencing chronic absenteeism. To strengthen academic outcomes, the school focuses on Guaranteed and Viable standards, professional development that supports data driven instruction, and differentiated learning opportunities for students. Parent engagement efforts, including Dual Language Academy parent meetings and family events, further support student learning and school partnership.

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

According to the 2025 California School Dashboard, English Learners are performing two or more performance levels below the "all student" performance in English Language Arts, indicating a need for targeted academic support. Additionally, students with disabilities are performing two or more performance levels below the "all student" performance in English Language Arts, highlighting the importance of attendance related support for this group.

To address these disparities, Raymond Elementary implements differentiated instruction and focuses on Guaranteed and Viable standards to ensure consistent, high-quality instruction for all learners. Raymond provides additional academic support and interventions for English Learners and students with disabilities through small group instruction, specialized resources, and progress monitoring. For chronic absenteeism, individualized attendance plans and consistent communication with families are used to support students and improve attendance outcomes.

## Other Needs

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

In addition to Dashboard results, additional needs are identified using locally collected data, including student achievement in ELA and Math, attendance trends, and subgroup performance. Monthly attendance meetings, classroom assessments, and teacher observations help monitor progress and guide interventions for English Learners, students with disabilities, and socioeconomically disadvantaged students.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Raymond 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                | 0.32%                 | 0.49%  | 0.50%  | 2                  | 3     | 3     |
| African American               | 0.97%                 | 0.65%  | 0.67%  | 6                  | 4     | 4     |
| Asian                          | 0.81%                 | 0.82%  | 1.51%  | 5                  | 5     | 9     |
| Filipino                       | 1.94%                 | 1.47%  | 2.01%  | 12                 | 9     | 12    |
| Hispanic/Latino                | 73.62%                | 72.67% | 74.25% | 455                | 444   | 444   |
| Pacific Islander               | 0.49%                 | 0.49%  | 0.33%  | 3                  | 3     | 2     |
| White                          | 18.93%                | 19.48% | 17.89% | 117                | 119   | 107   |
| Two or More Races              | 2.91%                 | 3.93%  | 2.84%  | 18                 | 24    | 17    |
| Not Reported                   | 0%                    | %      | %      | 0                  |       |       |
| Total Enrollment               |                       |        |        | 618                | 611   | 598   |

### Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 22-23              | 23-24 | 24-25 |
| Transitional Kindergarten         |                    |       | 24    |
| Kindergarten                      | 107                | 82    |       |
| Grade 1                           | 79                 | 82    |       |
| Grade 2                           | 88                 | 79    |       |
| Grade3                            | 88                 | 86    |       |
| Grade 4                           | 81                 | 84    |       |
| Grade 5                           | 85                 | 83    |       |
| Grade 6                           | 90                 | 84    |       |
| Total Enrollment                  | 618                | 611   |       |

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                | 160                | 121   | 115   | 25.9%               | 19.8% | 19.2% |
| Fluent English Proficient (FEP) | 32                 | 54    | 43    | 5.2%                | 8.8%  | 7.2%  |

### Conclusions based on this data:

1. Over the past three years, Raymond Elementary’s English Learner population has steadily declined from 160 students (25.9%) in 2022-23 to 115 students (19.2%) in 2024-25, while the number of Fluent English Proficient students has fluctuated, currently at 43 students (7.2%).

# 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                                | 86                     | 86    | 82    | 85                   | 86    | 81    | 85                        | 86    | 81    | 98.8                          | 100   | 98.8  |
| Grade 4                                | 82                     | 86    | 81    | 80                   | 86    | 79    | 80                        | 86    | 79    | 97.6                          | 100   | 97.5  |
| Grade 5                                | 84                     | 81    | 83    | 84                   | 81    | 83    | 84                        | 81    | 83    | 100.0                         | 100   | 100   |
| Grade 6                                | 89                     | 84    | 77    | 89                   | 83    | 77    | 89                        | 83    | 77    | 100.0                         | 98.8  | 100   |
| All Grades                             | 341                    | 337   | 323   | 338                  | 336   | 320   | 338                       | 336   | 320   | 99.1                          | 99.7  | 99.1  |

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                              | 2435.            | 2417. | 2445. | 30.59               | 26.74 | 33.33 | 28.24          | 20.93 | 22.22 | 17.65                 | 25.58 | 23.46 | 23.53              | 26.74 | 20.99 |
| Grade 4                              | 2494.            | 2502. | 2505. | 35.00               | 38.37 | 40.51 | 26.25          | 26.74 | 22.78 | 18.75                 | 15.12 | 13.92 | 20.00              | 19.77 | 22.78 |
| Grade 5                              | 2510.            | 2525. | 2530. | 23.81               | 37.04 | 32.53 | 30.95          | 23.46 | 32.53 | 21.43                 | 16.05 | 12.05 | 23.81              | 23.46 | 22.89 |
| Grade 6                              | 2520.            | 2546. | 2573. | 17.98               | 24.10 | 29.87 | 25.84          | 33.73 | 42.86 | 30.34                 | 26.51 | 12.99 | 25.84              | 15.66 | 14.29 |
| All Grades                           | N/A              | N/A   | N/A   | 26.63               | 31.55 | 34.06 | 27.81          | 26.19 | 30.00 | 22.19                 | 20.83 | 15.63 | 23.37              | 21.43 | 20.31 |

| <b>Reading</b><br><b>Demonstrating understanding of literary and non-fictional texts</b> |                  |       |       |                       |       |       |                  |       |       |
|------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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                                                                                  | 23.53            | 13.95 | 23.46 | 58.82                 | 66.28 | 60.49 | 17.65            | 19.77 | 16.05 |
| Grade 4                                                                                  | 23.75            | 30.23 | 29.11 | 68.75                 | 61.63 | 54.43 | 7.50             | 8.14  | 16.46 |
| Grade 5                                                                                  | 16.67            | 17.28 | 27.71 | 63.10                 | 65.43 | 51.81 | 20.24            | 17.28 | 20.48 |
| Grade 6                                                                                  | 19.10            | 24.10 | 31.17 | 50.56                 | 54.22 | 50.65 | 30.34            | 21.69 | 18.18 |
| All Grades                                                                               | 20.71            | 21.43 | 27.81 | 60.06                 | 61.90 | 54.38 | 19.23            | 16.67 | 17.81 |

| <b>Writing</b><br><b>Producing clear and purposeful writing</b> |                  |       |       |                       |       |       |                  |       |       |
|-----------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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                                                         | 22.35            | 25.58 | 29.63 | 55.29                 | 48.84 | 54.32 | 22.35            | 25.58 | 16.05 |
| Grade 4                                                         | 18.75            | 27.91 | 27.85 | 67.50                 | 60.47 | 59.49 | 13.75            | 11.63 | 12.66 |
| Grade 5                                                         | 22.62            | 34.57 | 22.89 | 63.10                 | 48.15 | 66.27 | 14.29            | 17.28 | 10.84 |
| Grade 6                                                         | 15.73            | 20.48 | 32.47 | 56.18                 | 57.83 | 57.14 | 28.09            | 21.69 | 10.39 |
| All Grades                                                      | 19.82            | 27.08 | 28.13 | 60.36                 | 53.87 | 59.38 | 19.82            | 19.05 | 12.50 |

| <b>Listening</b><br><b>Demonstrating effective communication skills</b> |                  |       |       |                       |       |       |                  |       |       |
|-------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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                                                                 | 17.65            | 11.63 | 9.88  | 70.59                 | 65.12 | 80.25 | 11.76            | 23.26 | 9.88  |
| Grade 4                                                                 | 17.50            | 23.26 | 18.99 | 70.00                 | 62.79 | 73.42 | 12.50            | 13.95 | 7.59  |
| Grade 5                                                                 | 16.67            | 13.58 | 21.69 | 73.81                 | 71.60 | 71.08 | 9.52             | 14.81 | 7.23  |
| Grade 6                                                                 | 15.73            | 9.64  | 11.69 | 76.40                 | 83.13 | 83.12 | 7.87             | 7.23  | 5.19  |
| All Grades                                                              | 16.86            | 14.58 | 15.63 | 72.78                 | 70.54 | 76.88 | 10.36            | 14.88 | 7.50  |

| <b>Research/Inquiry</b><br><b>Investigating, analyzing, and presenting information</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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                                                                                | 17.65            | 18.60 | 14.81 | 62.35                 | 58.14 | 65.43 | 20.00            | 23.26 | 19.75 |
| Grade 4                                                                                | 16.25            | 24.42 | 24.05 | 72.50                 | 59.30 | 59.49 | 11.25            | 16.28 | 16.46 |
| Grade 5                                                                                | 25.00            | 23.46 | 18.07 | 55.95                 | 61.73 | 69.88 | 19.05            | 14.81 | 12.05 |
| Grade 6                                                                                | 16.85            | 20.48 | 36.36 | 70.79                 | 67.47 | 51.95 | 12.36            | 12.05 | 11.69 |
| All Grades                                                                             | 18.93            | 21.73 | 23.13 | 65.38                 | 61.61 | 61.88 | 15.68            | 16.67 | 15.00 |

#### Conclusions based on this data:

1. In 2025, Raymond Elementary students showed overall growth in English Language Arts, with increases in the percentage of students meeting or exceeding standards across most grades, while some gaps remain in achievement for upper elementary grades and specific skill areas such as reading comprehension and research/inquiry.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|                                        | 22-23                  | 23-24 | 24-25 | 22-23                | 23-24 | 24-25 | 22-23                     | 23-24 | 24-25 | 22-23                         | 23-24 | 24-25 |
| Grade 3                                | 86                     | 86    | 82    | 86                   | 86    | 79    | 86                        | 86    | 79    | 100.0                         | 100   | 96.3  |
| Grade 4                                | 82                     | 86    | 81    | 81                   | 86    | 79    | 81                        | 86    | 79    | 98.8                          | 100   | 97.5  |
| Grade 5                                | 84                     | 81    | 83    | 84                   | 81    | 83    | 84                        | 81    | 83    | 100.0                         | 100   | 100   |
| Grade 6                                | 89                     | 84    | 77    | 89                   | 84    | 77    | 89                        | 84    | 77    | 100.0                         | 100   | 100   |
| All Grades                             | 341                    | 337   | 323   | 340                  | 337   | 318   | 340                       | 337   | 318   | 99.7                          | 100   | 98.5  |

\* 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                              | 2446.            | 2429. | 2444. | 18.60               | 18.60 | 25.32 | 43.02          | 29.07 | 32.91 | 23.26                 | 30.23 | 22.78 | 15.12              | 22.09 | 18.99 |
| Grade 4                              | 2502.            | 2513. | 2493. | 34.57               | 34.88 | 26.58 | 22.22          | 37.21 | 32.91 | 24.69                 | 16.28 | 25.32 | 18.52              | 11.63 | 15.19 |
| Grade 5                              | 2490.            | 2505. | 2511. | 15.48               | 17.28 | 24.10 | 19.05          | 25.93 | 14.46 | 27.38                 | 29.63 | 32.53 | 38.10              | 27.16 | 28.92 |
| Grade 6                              | 2506.            | 2508. | 2533. | 13.48               | 17.86 | 24.68 | 21.35          | 21.43 | 19.48 | 26.97                 | 23.81 | 27.27 | 38.20              | 36.90 | 28.57 |
| Grade 11                             |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
| All Grades                           | N/A              | N/A   | N/A   | 20.29               | 22.26 | 25.16 | 26.47          | 28.49 | 24.84 | 25.59                 | 24.93 | 27.04 | 27.65              | 24.33 | 22.96 |

| <b>Concepts &amp; Procedures</b><br><b>Applying mathematical concepts and procedures</b> |                  |       |       |                       |       |       |                  |       |       |
|------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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                                                                                  | 23.26            | 17.44 | 27.85 | 63.95                 | 62.79 | 59.49 | 12.79            | 19.77 | 12.66 |
| Grade 4                                                                                  | 40.74            | 44.19 | 36.71 | 38.27                 | 43.02 | 50.63 | 20.99            | 12.79 | 12.66 |
| Grade 5                                                                                  | 19.05            | 16.05 | 24.10 | 50.00                 | 55.56 | 54.22 | 30.95            | 28.40 | 21.69 |
| Grade 6                                                                                  | 14.61            | 16.67 | 23.38 | 49.44                 | 40.48 | 46.75 | 35.96            | 42.86 | 29.87 |
| Grade 11                                                                                 |                  |       |       |                       |       |       |                  |       |       |
| All Grades                                                                               | 24.12            | 23.74 | 27.99 | 50.59                 | 50.45 | 52.83 | 25.29            | 25.82 | 19.18 |

| <b>Problem Solving &amp; Modeling/Data Analysis</b><br><b>Using appropriate tools and strategies to solve real world and mathematical problems</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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                                                                                                                                            | 29.07            | 18.60 | 24.05 | 56.98                 | 54.65 | 53.16 | 13.95            | 26.74 | 22.78 |
| Grade 4                                                                                                                                            | 25.93            | 26.74 | 20.25 | 50.62                 | 56.98 | 56.96 | 23.46            | 16.28 | 22.78 |
| Grade 5                                                                                                                                            | 14.29            | 14.81 | 16.87 | 55.95                 | 61.73 | 61.45 | 29.76            | 23.46 | 21.69 |
| Grade 6                                                                                                                                            | 10.11            | 11.90 | 12.99 | 55.06                 | 57.14 | 58.44 | 34.83            | 30.95 | 28.57 |
| All Grades                                                                                                                                         | 19.71            | 18.10 | 18.55 | 54.71                 | 57.57 | 57.55 | 25.59            | 24.33 | 23.90 |

| <b>Communicating Reasoning</b><br><b>Demonstrating ability to support mathematical conclusions</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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                                                                                            | 23.26            | 17.44 | 29.11 | 66.28                 | 68.60 | 53.16 | 10.47            | 13.95 | 17.72 |
| Grade 4                                                                                            | 28.40            | 34.88 | 27.85 | 50.62                 | 51.16 | 53.16 | 20.99            | 13.95 | 18.99 |
| Grade 5                                                                                            | 10.71            | 14.81 | 16.87 | 55.95                 | 64.20 | 63.86 | 33.33            | 20.99 | 19.28 |
| Grade 6                                                                                            | 12.36            | 13.10 | 22.08 | 56.18                 | 64.29 | 58.44 | 31.46            | 22.62 | 19.48 |
| All Grades                                                                                         | 18.53            | 20.18 | 23.90 | 57.35                 | 62.02 | 57.23 | 24.12            | 17.80 | 18.87 |

**Conclusions based on this data:**

1. In 2025, Raymond Elementary students showed modest gains in overall mathematics achievement, with increases in students meeting or exceeding standards in most grades, while continued support is needed in problem solving, modeling, and communicating reasoning skills.

# School and Student Performance Data

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

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

## ELPAC Results

| ELPAC Summative Assessment Data<br>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                                                                                            | 1393.2  | 1395.3 | 1401.3 | 1406.4        | 1410.1 | 1415.6 | 1362.5           | 1360.4 | 1368.4 | 19                        | 19    | 16    |
| 1                                                                                            | 1426.9  | 1421.7 | 1419.6 | 1448.8        | 1441.7 | 1427.3 | 1404.3           | 1401.3 | 1411.4 | 19                        | 15    | 14    |
| 2                                                                                            | 1461.9  | 1472.8 | 1453.8 | 1476.5        | 1487.1 | 1467.6 | 1446.6           | 1458.1 | 1439.6 | 24                        | 18    | 14    |
| 3                                                                                            | 1484.8  | 1484.1 | 1511.9 | 1491.8        | 1493.4 | 1522.0 | 1477.4           | 1474.5 | 1501.1 | 18                        | 21    | 18    |
| 4                                                                                            | 1517.6  | 1512.8 | 1521.4 | 1519.7        | 1508.2 | 1521.7 | 1515.1           | 1516.8 | 1520.4 | 17                        | 17    | 14    |
| 5                                                                                            | 1540.2  | 1533.7 | 1533.4 | 1530.2        | 1534.7 | 1539.6 | 1549.9           | 1531.8 | 1526.6 | 15                        | 13    | 14    |
| 6                                                                                            | 1526.6  | *      | *      | 1519.6        | *      | *      | 1533.2           | *      | *      | 22                        | 10    | 8     |
| All Grades                                                                                   |         |        |        |               |        |        |                  |        |        | 134                       | 113   | 98    |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| K                                                                                     | 0.00    | 10.53 | 6.25  | 31.58   | 21.05 | 43.75 | 47.37   | 42.11 | 31.25 | 21.05   | 26.32 | 18.75 | 19                       | 19    | 16    |
| 1                                                                                     | 0.00    | 0.00  | 7.14  | 31.58   | 40.00 | 7.14  | 47.37   | 33.33 | 42.86 | 21.05   | 26.67 | 42.86 | 19                       | 15    | 14    |
| 2                                                                                     | 0.00    | 5.56  | 7.14  | 50.00   | 38.89 | 35.71 | 33.33   | 50.00 | 35.71 | 16.67   | 5.56  | 21.43 | 24                       | 18    | 14    |
| 3                                                                                     | 5.56    | 14.29 | 22.22 | 33.33   | 33.33 | 50.00 | 50.00   | 33.33 | 27.78 | 11.11   | 19.05 | 0.00  | 18                       | 21    | 18    |
| 4                                                                                     | 23.53   | 29.41 | 21.43 | 41.18   | 35.29 | 50.00 | 29.41   | 23.53 | 21.43 | 5.88    | 11.76 | 7.14  | 17                       | 17    | 14    |
| 5                                                                                     | 33.33   | 23.08 | 28.57 | 40.00   | 46.15 | 42.86 | 26.67   | 23.08 | 21.43 | 0.00    | 7.69  | 7.14  | 15                       | 13    | 14    |
| 6                                                                                     | 13.64   | *     | *     | 50.00   | *     | *     | 27.27   | *     | *     | 9.09    | *     | *     | 22                       | *     | *     |
| All Grades                                                                            | 9.70    | 15.93 | 16.33 | 40.30   | 35.40 | 40.82 | 37.31   | 32.74 | 28.57 | 12.69   | 15.93 | 14.29 | 134                      | 113   | 98    |

| <b>Oral Language</b><br><b>Percentage of Students at Each Performance Level for All Students</b> |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|--------------------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| 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                                                                                                | 10.53   | 15.79 | 6.25  | 26.32   | 21.05 | 56.25 | 47.37   | 42.11 | 18.75 | 15.79   | 21.05 | 18.75 | 19                       | 19    | 16    |
| 1                                                                                                | 15.79   | 26.67 | 7.14  | 57.89   | 26.67 | 35.71 | 10.53   | 33.33 | 28.57 | 15.79   | 13.33 | 28.57 | 19                       | 15    | 14    |
| 2                                                                                                | 25.00   | 22.22 | 21.43 | 37.50   | 61.11 | 50.00 | 25.00   | 11.11 | 14.29 | 12.50   | 5.56  | 14.29 | 24                       | 18    | 14    |
| 3                                                                                                | 16.67   | 38.10 | 50.00 | 61.11   | 28.57 | 33.33 | 16.67   | 14.29 | 16.67 | 5.56    | 19.05 | 0.00  | 18                       | 21    | 18    |
| 4                                                                                                | 41.18   | 35.29 | 57.14 | 41.18   | 41.18 | 28.57 | 11.76   | 17.65 | 7.14  | 5.88    | 5.88  | 7.14  | 17                       | 17    | 14    |
| 5                                                                                                | 26.67   | 53.85 | 57.14 | 66.67   | 38.46 | 35.71 | 6.67    | 7.69  | 7.14  | 0.00    | 0.00  | 0.00  | 15                       | 13    | 14    |
| 6                                                                                                | 36.36   | *     | *     | 45.45   | *     | *     | 9.09    | *     | *     | 9.09    | *     | *     | 22                       | *     | *     |
| All Grades                                                                                       | 24.63   | 31.86 | 33.67 | 47.01   | 36.28 | 41.84 | 18.66   | 20.35 | 14.29 | 9.70    | 11.50 | 10.20 | 134                      | 113   | 98    |

| <b>Written Language</b><br><b>Percentage of Students at Each Performance Level for All Students</b> |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|-----------------------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                                         | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                                     | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23   | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| K                                                                                                   | 6.90    | 10.53 | 0.00  | 10.34   | 10.53 | 6.25  | 58.62   | 47.37 | 68.75 | 24.14   | 31.58 | 25.00 | 29                       | 19    | 16    |
| 1                                                                                                   | 3.85    | 0.00  | 7.14  | 19.23   | 20.00 | 7.14  | 30.77   | 26.67 | 21.43 | 46.15   | 53.33 | 64.29 | 26                       | 15    | 14    |
| 2                                                                                                   | 3.57    | 11.11 | 7.14  | 53.57   | 16.67 | 14.29 | 32.14   | 33.33 | 35.71 | 10.71   | 38.89 | 42.86 | 28                       | 18    | 14    |
| 3                                                                                                   | 0.00    | 9.52  | 11.11 | 19.35   | 14.29 | 33.33 | 64.52   | 23.81 | 50.00 | 16.13   | 52.38 | 5.56  | 31                       | 21    | 18    |
| 4                                                                                                   | 11.43   | 11.76 | 7.14  | 20.00   | 29.41 | 50.00 | 37.14   | 41.18 | 21.43 | 31.43   | 17.65 | 21.43 | 35                       | 17    | 14    |
| 5                                                                                                   | 9.09    | 15.38 | 0.00  | 18.18   | 7.69  | 28.57 | 54.55   | 69.23 | 57.14 | 18.18   | 7.69  | 14.29 | 11                       | 13    | 14    |
| 6                                                                                                   | 4.55    | *     | *     | 31.82   | *     | *     | 40.91   | *     | *     | 22.73   | *     | *     | 22                       | *     | *     |
| All Grades                                                                                          | 3.73    | 8.85  | 5.10  | 20.15   | 21.24 | 25.51 | 43.28   | 36.28 | 42.86 | 32.84   | 33.63 | 26.53 | 134                      | 113   | 98    |

| <b>Listening Domain</b><br><b>Percentage of Students by Domain Performance Level for All Students</b> |                |       |       |                     |       |       |           |       |       |                          |       |       |
|-------------------------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| 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                                                                                                     | 5.26           | 15.79 | 6.25  | 73.68               | 73.68 | 81.25 | 21.05     | 10.53 | 12.50 | 19                       | 19    | 16    |
| 1                                                                                                     | 63.16          | 26.67 | 28.57 | 26.32               | 53.33 | 50.00 | 10.53     | 20.00 | 21.43 | 19                       | 15    | 14    |
| 2                                                                                                     | 25.00          | 22.22 | 28.57 | 66.67               | 77.78 | 50.00 | 8.33      | 0.00  | 21.43 | 24                       | 18    | 14    |
| 3                                                                                                     | 27.78          | 33.33 | 50.00 | 66.67               | 52.38 | 38.89 | 5.56      | 14.29 | 11.11 | 18                       | 21    | 18    |
| 4                                                                                                     | 41.18          | 35.29 | 28.57 | 52.94               | 52.94 | 64.29 | 5.88      | 11.76 | 7.14  | 17                       | 17    | 14    |
| 5                                                                                                     | 40.00          | 7.69  | 14.29 | 60.00               | 92.31 | 85.71 | 0.00      | 0.00  | 0.00  | 15                       | 13    | 14    |
| 6                                                                                                     | 22.73          | *     | *     | 63.64               | *     | *     | 13.64     | *     | *     | 22                       | *     | *     |
| All Grades                                                                                            | 31.34          | 24.78 | 26.53 | 58.96               | 65.49 | 62.24 | 9.70      | 9.73  | 11.22 | 134                      | 113   | 98    |

| Speaking Domain<br>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                                                                                      | 5.26           | 21.05 | 12.50 | 73.68               | 47.37 | 62.50 | 21.05     | 31.58 | 25.00 | 19                       | 19    | 16    |
| 1                                                                                      | 5.26           | 0.00  | 7.14  | 73.68               | 73.33 | 64.29 | 21.05     | 26.67 | 28.57 | 19                       | 15    | 14    |
| 2                                                                                      | 45.83          | 33.33 | 21.43 | 37.50               | 61.11 | 71.43 | 16.67     | 5.56  | 7.14  | 24                       | 18    | 14    |
| 3                                                                                      | 16.67          | 42.86 | 66.67 | 83.33               | 42.86 | 33.33 | 0.00      | 14.29 | 0.00  | 18                       | 21    | 18    |
| 4                                                                                      | 52.94          | 52.94 | 57.14 | 41.18               | 35.29 | 35.71 | 5.88      | 11.76 | 7.14  | 17                       | 17    | 14    |
| 5                                                                                      | 66.67          | 92.31 | 85.71 | 26.67               | 7.69  | 7.14  | 6.67      | 0.00  | 7.14  | 15                       | 13    | 14    |
| 6                                                                                      | 59.09          | *     | *     | 31.82               | *     | *     | 9.09      | *     | *     | 22                       | *     | *     |
| All Grades                                                                             | 35.82          | 42.48 | 44.90 | 52.24               | 42.48 | 43.88 | 11.94     | 15.04 | 11.22 | 134                      | 113   | 98    |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| K                                                                                     | 0.00           | 10.53 | 0.00  | 78.95               | 57.89 | 87.50 | 21.05     | 31.58 | 12.50 | 19                       | 19    | 16    |
| 1                                                                                     | 10.53          | 13.33 | 7.14  | 15.79               | 40.00 | 28.57 | 73.68     | 46.67 | 64.29 | 19                       | 15    | 14    |
| 2                                                                                     | 4.17           | 0.00  | 0.00  | 37.50               | 50.00 | 64.29 | 58.33     | 50.00 | 35.71 | 24                       | 18    | 14    |
| 3                                                                                     | 0.00           | 4.76  | 16.67 | 50.00               | 33.33 | 44.44 | 50.00     | 61.90 | 38.89 | 18                       | 21    | 18    |
| 4                                                                                     | 5.88           | 11.76 | 14.29 | 70.59               | 70.59 | 64.29 | 23.53     | 17.65 | 21.43 | 17                       | 17    | 14    |
| 5                                                                                     | 20.00          | 7.69  | 14.29 | 80.00               | 69.23 | 57.14 | 0.00      | 23.08 | 28.57 | 15                       | 13    | 14    |
| 6                                                                                     | 4.55           | *     | *     | 50.00               | *     | *     | 45.45     | *     | *     | 22                       | *     | *     |
| All Grades                                                                            | 5.97           | 7.96  | 9.18  | 52.99               | 53.10 | 56.12 | 41.04     | 38.94 | 34.69 | 134                      | 113   | 98    |

| Writing Domain<br>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                                                                                     | 10.53          | 15.79 | 6.25  | 57.89               | 42.11 | 68.75  | 31.58     | 42.11 | 25.00 | 19                       | 19    | 16    |
| 1                                                                                     | 0.00           | 0.00  | 7.14  | 42.11               | 46.67 | 42.86  | 57.89     | 53.33 | 50.00 | 19                       | 15    | 14    |
| 2                                                                                     | 0.00           | 11.11 | 7.14  | 66.67               | 72.22 | 57.14  | 33.33     | 16.67 | 35.71 | 24                       | 18    | 14    |
| 3                                                                                     | 5.56           | 4.76  | 27.78 | 77.78               | 66.67 | 72.22  | 16.67     | 28.57 | 0.00  | 18                       | 21    | 18    |
| 4                                                                                     | 23.53          | 17.65 | 7.14  | 58.82               | 70.59 | 78.57  | 17.65     | 11.76 | 14.29 | 17                       | 17    | 14    |
| 5                                                                                     | 40.00          | 23.08 | 0.00  | 60.00               | 76.92 | 100.00 | 0.00      | 0.00  | 0.00  | 15                       | 13    | 14    |
| 6                                                                                     | 13.64          | *     | *     | 81.82               | *     | *      | 4.55      | *     | *     | 22                       | *     | *     |
| All Grades                                                                            | 11.94          | 12.39 | 10.20 | 64.18               | 62.83 | 71.43  | 23.88     | 24.78 | 18.37 | 134                      | 113   | 98    |

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                                                |
| 598                                                             | 57.9%                                                                                                                            | 19.2%                                                                                                                                                        | 0.2%                                                        |
| Total Number of Students enrolled in Raymond 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                                  | 115   | 19.2%      |
| Foster Youth                                      | 1     | 0.2%       |
| Homeless                                          | 2     | 0.3%       |
| Socioeconomically Disadvantaged                   | 346   | 57.9%      |
| Students with Disabilities                        | 69    | 11.5%      |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 4     | 0.7%       |
| American Indian              | 3     | 0.5%       |
| Asian                        | 9     | 1.5%       |
| Filipino                     | 12    | 2%         |
| Hispanic                     | 444   | 74.2%      |
| Two or More Races            | 17    | 2.8%       |
| Pacific Islander             | 2     | 0.3%       |
| White                        | 107   | 17.9%      |

Conclusions based on this data:

1.

# School and Student Performance Data

## Overall Performance

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

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

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



### 2025 Fall Dashboard Overall Performance for All Students

| Academic Performance                                                                                                                                | Academic Engagement                                                                                                                           | Conditions & Climate                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <div>English Language Arts</div> <div></div> <div>Blue</div>      | <div>Chronic Absenteeism</div> <div></div> <div>Green</div> | <div>Suspension Rate</div> <div></div> <div>Blue</div> |
| <div>Mathematics</div> <div></div> <div>Green</div>              |                                                                                                                                               |                                                                                                                                            |
| <div>English Learner Progress</div> <div></div> <div>Green</div> |                                                                                                                                               |                                                                                                                                            |

#### Conclusions based on this data:

- The Blue rating in English Language Arts and the Green ratings in Mathematics and English Learner Progress on the 2025 Fall Dashboard indicate that students are performing well across key academic areas. This suggests that current instructional strategies and interventions are effectively supporting student achievement.
- The Green rating in English Learner Progress showed sustained progress in language acquisition for both English Learners and Long-Term English Learners (LTELs), with improvements reflected in state Dashboard ratings and

aligning with continued CAASPP performance gains, supporting ongoing emphasis on targeted language development and differentiated support.

# School and Student Performance Data

## Academic Performance English Language Arts

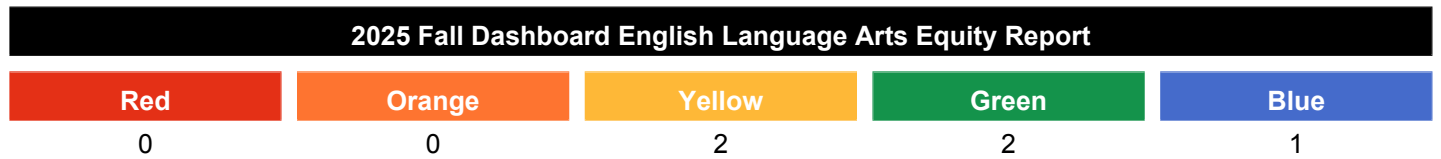
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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                                                                                                                                                 |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>Blue</div> <div>30 points above standard</div> <div>Increased 16.7 points</div> <div>315 Students</div>  | <div>English Learners</div> <div></div> <div>Yellow</div> <div>8.7 points below standard</div> <div>Increased 9.4 points</div> <div>86 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>5 Students</div>       |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>4 Students</div> | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>1 Student</div>          | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>5.9 points above standard</div> <div>Increased 10.9 points</div> <div>194 Students</div> |

|                                                                                                                                                                                                        |                                                                                                                                                                                                    |                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Yellow<br>43.5 points below standard<br>Increased 37.6 points<br>35 Students | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students                | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>9 Students         | <b>Hispanic</b><br><br>Green<br>9.6 points above standard<br>Increased 13.6 points<br>223 Students               |
| <b>Two or More Races</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>9 Students    | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                                                 | <b>White</b><br><br>Blue<br>71.9 points above standard<br>Increased 19.3 points<br>67 Students                   |

#### Conclusions based on this data:

- Overall Growth with Strong Gains for Key Groups:  
In 2025, Raymond Elementary students increased their overall ELA proficiency with 64.06% meeting or exceeding the state standard, showing continued growth from the prior year and indicating progress across multiple student groups, though targeted focus remains for groups below standard.
- Urgent Support Needed for Students with Disabilities:  
Despite overall gains in 2025 ELA, students with disabilities continue to perform significantly below standard, highlighting the need for intensified, evidence-based interventions to accelerate their achievement and close persistent gaps.

# School and Student Performance Data

## Academic Performance Mathematics

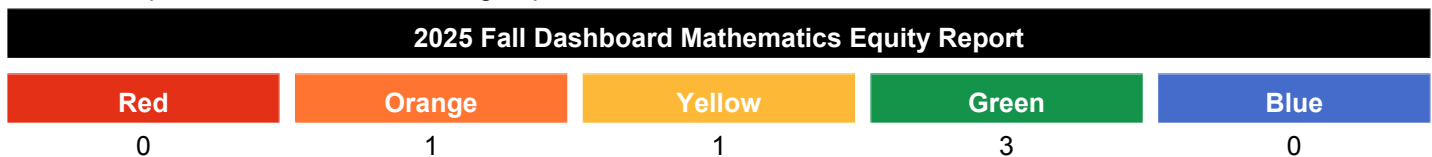
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



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                                    |                                                                                                             |                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Green<br>4.4 points below standard<br>Increased 6.3 points<br>313 Students         | <b>English Learners</b><br><br>Orange<br>37.4 points below standard<br>Maintained 0.6 points<br>84 Students | <b>Long-Term English Learners</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>5 Students |
| <b>Foster Youth</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students | <b>Homeless</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student    | <b>Socioeconomically Disadvantaged</b><br><br>Green<br>21.9 points below standard<br>Increased 5.7 points<br>192 Students   |

|                                                                                                                                                                                                        |                                                                                                                                                                                                    |                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Yellow<br>66.5 points below standard<br>Increased 23.2 points<br>35 Students | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students                | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>9 Students         | <b>Hispanic</b><br><br>Green<br>19.5 points below standard<br>Increased 5.8 points<br>221 Students               |
| <b>Two or More Races</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>9 Students    | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                                                 | <b>White</b><br><br>Green<br>25.7 points above standard<br>Maintained -0.1 points<br>67 Students                 |

#### Conclusions based on this data:

- Overall Growth with Progress for Key Subgroups:**  
 In 2025, Raymond Elementary students showed modest gains in mathematics, with overall achievement improving slightly and several key subgroups, including English Learners, Hispanic, and socioeconomically disadvantaged students, making progress, though these groups continue to perform below the all-student average, highlighting the need for targeted interventions.
- Declines in Performance for Some Groups:**  
 While most subgroups demonstrated growth in 2025, students with disabilities and some higher-performing subgroups continued to show performance gaps or slight declines, emphasizing the need to monitor trends closely and provide tailored support to address these disparities.

# School and Student Performance Data

## Academic Performance Science

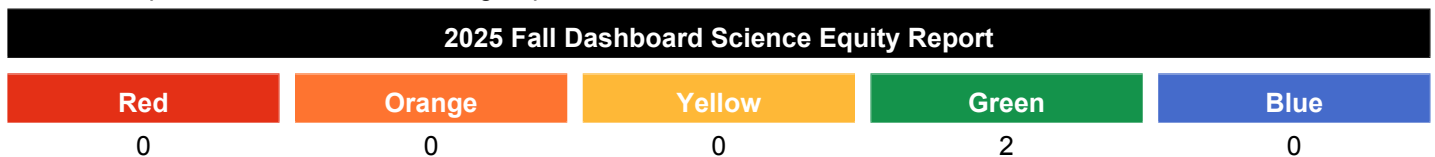
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Science Performance for All Students/Student Group                                        |                                                                                                                  |                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Green<br>58.7 science points<br>Increased 3.1 points<br>81 Students                | <b>English Learners</b><br><br>No Performance Color<br>48.2 science points<br>Maintained 1 points<br>25 Students | <b>Long-Term English Learners</b><br><br>No Performance Color<br>0 Students                                       |
| <b>Foster Youth</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | <b>Homeless</b><br><br>No Performance Color<br>0 Students                                                        | <b>Socioeconomically Disadvantaged</b><br><br>Green<br>54.3 science points<br>Increased 2.7 points<br>41 Students |

|                                                                                                                                                                                                              |                                                                                                                                                                                                   |                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>8 Students | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |
| <b>Asian</b><br><br>No Performance Color<br>0 Students                                                                      | <b>Filipino</b><br><br>No Performance Color<br>0 Students                                                        | <b>Hispanic</b><br><br>Green<br>53.6 science points<br>Increased 3.3 points<br>49 Students                      |
| <b>Two or More Races</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>6 Students          | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                                                | <b>White</b><br><br>No Performance Color<br>65.1 science points<br>Increased 2.4 points<br>24 Students          |

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

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

| 2025 Fall Dashboard English Learner Progress Indicator                                     |                                                                                                             |
|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| English Learner Progress                                                                   | Long-Term English Learner Progress                                                                          |
| <br>Green | <br>No Performance Color |
| 53.2 making progress.                                                                      | making progress.                                                                                            |
| Number Students: 79 Students                                                               | Number Students: 3 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 |
| 12.7%                                                            | 34.2%                                      | 0%                      | 53.2%                              |

### Conclusions based on this data:

1. Steady Progress in English Language Acquisition:  
In 2025, approximately 51% of English Learners at Raymond Elementary advanced at least one ELPI level, earning a Green rating, demonstrating that current instructional strategies are effectively supporting language development for many students.
2. High Percentage of Students Not Advancing:  
Despite this progress, around 29% of English Learners remained at lower ELPI levels and 21% decreased by one level, highlighting the need for continued targeted interventions to support students struggling to increase language proficiency.

# School and Student Performance Data

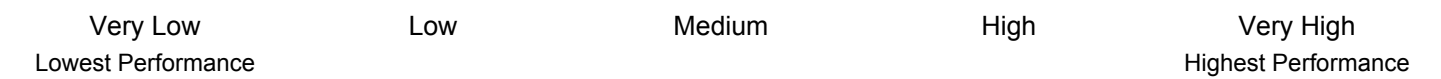
## Academic Performance College/Career Report

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

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

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

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:  
1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

### 2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

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

#### All Students



Green

4.6% Chronically Absent

Declined 1.6

607 Students

#### English Learners



Orange

6% Chronically Absent

Increased 3.7

116 Students

#### Long-Term English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

5 Students

#### Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

6 Students

#### Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

#### Socioeconomically Disadvantaged



Green

6.7% Chronically Absent

Declined 1.3

356 Students

|                                                                                                                                                                                               |                                                                                                                                                                                                    |                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Green<br>7.4% Chronically Absent<br>Declined 3.6<br>81 Students     | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>5 Students |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>9 Students       | <b>Filipino</b><br><br>No Performance Color<br>0% Chronically Absent<br>0<br>12 Students                          | <b>Hispanic</b><br><br>Green<br>5.6% Chronically Absent<br>Declined 0.5<br>448 Students                          |
| <b>Two or More Races</b><br><br>No Performance Color<br>0% Chronically Absent<br>Declined 4.2<br>17 Students | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | <b>White</b><br><br>Blue<br>0% Chronically Absent<br>Declined 5.9<br>110 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.

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

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

Red                      Orange                      Yellow                      Green                      Blue

Lowest Performance                      Highest Performance

This section provides number of student groups in each level.

## 2025 Fall Dashboard Graduation Rate Equity Report

Red

## Orange

## Yellow

## Green

## Blue

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

## 2025 Fall Dashboard Graduation Rate for All Students/Student Group

### All Students

## English Learners

## Long-Term English Learners

## Foster Youth

## Homeless

### Socioeconomically Disadvantaged

## Students with Disabilities

## African American

## American Indian

## Asian

## Filipino

**Hispanic**

## Two or More Races

## Pacific Islander

## White

### Conclusions based on this data:

1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

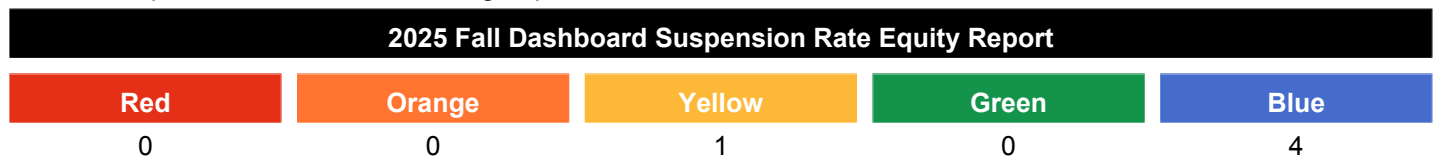
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Suspension Rate for All Students/Student Group                                                                                                                               |                                                                                                                                                                                               |                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Blue<br>0.3% suspended at least one day<br>Declined 0.3%<br>610 Students           | <b>English Learners</b><br><br>Yellow<br>0.9% suspended at least one day<br>Increased 0.9%<br>117 Students | <b>Long-Term English Learners</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>5 Students |
| <b>Foster Youth</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>7 Students | <b>Homeless</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students  | <b>Socioeconomically Disadvantaged</b><br><br>Blue<br>0.3% suspended at least one day<br>Declined 0.8%<br>358 Students      |

|                                                                                                                                                                                                        |                                                                                                                                                                                                    |                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Blue<br>0% suspended at least one day<br>Declined 2.7%<br>81 Students        | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>5 Students |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>9 Students                | <b>Filipino</b><br><br>No Performance Color<br>0% suspended at least one day<br>12 Students                       | <b>Hispanic</b><br><br>Blue<br>0.4% suspended at least one day<br>Maintained 0%<br>450 Students                  |
| <b>Two or More Races</b><br><br>No Performance Color<br>0% suspended at least one day<br>Maintained 0%<br>18 Students | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | <b>White</b><br><br>Blue<br>0% suspended at least one day<br>Declined 1.7%<br>110 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 (ELA):

By Spring 2026, the percentage of K-2 students scoring one or more grades below on the final district diagnostic benchmarks/assessments in ELA will decrease by at least 10% compared to the results from the first district diagnostic assessment.

By Spring 2026, the overall ELA Distance from Standard (DFS) score on the SBAC for students in grades 3-6 will improve by 3 points, increasing from 28.9 to 31.9.

By Spring 2026, the overall ELA Distance from Standard (DFS) score on the SBAC for English Learner students in grades 3-6 will improve by 3 points, increasing from -53.7 to -50.7.

MATHEMATICS:

By Spring 2026, the percentage of K-2 students scoring one or more grades below on the final district diagnostic benchmarks/assessments in Math will decrease by at least 10% compared to the results from the first district diagnostic assessment.

By Spring 2026, the overall Math Distance from Standard (DFS) score on the SBAC for students in grades 3-6 will improve by 3 points, increasing from -4.6 to -1.6

By Spring 2026, the overall Math Distance from Standard (DFS) score on the SBAC for English Learner students in grades 3-6 will improve by 3 points, increasing from -70.5 to -67.5.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

#### Performance Gaps Among Student Groups:

English Learners: This group is performing below their peers in both ELA and mathematics, and Long-Term English Learners (LTEs) continue to show persistent gaps, highlighting a significant achievement gap.

Students with Disabilities: Students with disabilities are performing well below standard in both ELA and mathematics, earning Yellow ratings, indicating support is needed.

#### Steps Taken to Address These Areas:

Targeted Academic Interventions: Implementation of differentiated instruction, small group instruction, and Response to Intervention (RTI) programs to support English Learners, LTEs, and students with disabilities

Attendance Support: Individualized attendance plans, incentives, and consistent family communication to reduce chronic absenteeism.

Professional Development: Ongoing teacher training in evidence-based instructional strategies, data-driven instruction, and language development supports to improve outcomes for students with gaps in achievement.

Monitoring and Progress Tracking: Regular analysis of CAASPP and local assessment data to adjust interventions and ensure supports are meeting student needs.

## Annual Measurable Outcomes

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

| Metric/Indicator  | Baseline/Actual Outcome | Expected Outcome     |
|-------------------|-------------------------|----------------------|
| iReady            | D3 - 2026 Data          | Increase by 10%      |
| SBAC              | 2026 Data               | Increase by 3 points |
| Benchmark Testing | 2026 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/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Students to be Served | Proposed Expenditures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1                     | <p>Certificated Personnel Support</p> <p>Professional Development:<br/>Provide ongoing training focused on best instructional practices, data-driven instruction, and continuous improvement.</p> <p>Collaboration Time:<br/>Fund structured release times and substitutes to allow teachers to participate in Professional Learning Communities (PLCs), focusing on data analysis, lesson planning, enrichment, interventions, and monitoring student progress.</p> <p>Curriculum Implementation:<br/>Support the implementation of California Common Core Standards and college and career readiness pathways through targeted instruction.</p> <p>Specialized Programs:<br/>Support Gifted and Talented Education (GATE) with training and resources.</p> <p>Strengthen Response to Intervention (RTI) programs with certificated staff support during the school day and in before/after-school programs.</p> | All Students          | <p>18455<br/>LCFF - Supplemental<br/>5000-5999: Services And<br/>Other Operating Expenditures<br/>Transportation for Field Trips</p> <p>15,875<br/>Title I<br/>4000-4999: Books And<br/>Supplies<br/>Supplementary Instructional<br/>Materials</p> <p>6,000<br/>LCFF - Supplemental<br/>5000-5999: Services And<br/>Other Operating Expenditures<br/>Copier / Lease</p> <p>50,460<br/>LCFF - Supplemental<br/>5700-5799: Transfers Of<br/>Direct Costs<br/>P.E. Teacher for K-6 (Mon,<br/>Wed. &amp; Thurs.)</p> |

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Students to be Served | Proposed Expenditures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | <p>Provide support for Transitional Kindergarten and Dual Language Academy instruction.</p> <p>Enhance services for English Learners through targeted instruction and intervention.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                          |                       | <p>3,300<br/>Title I<br/>5000-5999: Services And Other Operating Expenditures<br/>FSD Print Shop</p> <p>6,500<br/>Title I<br/>5000-5999: Services And Other Operating Expenditures<br/>Professional Development</p> <p>15,000<br/>LCFF - Supplemental<br/>2000-2999: Classified Personnel Salaries<br/>RTI - Instructional Assistant (additional time)</p> <p>22,039<br/>LCFF - Supplemental<br/>1000-1999: Certificated Personnel Salaries<br/>TK/Kinder Instructional Assistant (additional time)</p> <p>30,000<br/>LCFF - Supplemental<br/>1000-1999: Certificated Personnel Salaries<br/>Instructional Assistant (Reading and Math Intervention Groups)</p> <p>12,773<br/>Title I<br/>2000-2999: Classified Personnel Salaries<br/>Instructional Assistants (1st-2nd and Combination classes)</p> |
| <b>1.2</b>              | <p><b>Classified Personnel Support</b></p> <p><b>Instructional Aides:</b><br/>Provide instructional aide support for TK-6th grade RTI (push-in and pull-out small group instruction), with additional focus on K-2 classrooms to support early literacy and numeracy.</p> <p><b>Special Education Support:</b><br/>Fund special education staff, including Resource Specialist Program (RSP) and Speech-Language Pathology (SLP) services, to meet the needs of students with disabilities.</p> <p><b>Program Support:</b><br/>Assist in the implementation of before and after-school enrichment and intervention programs.</p> | All Students          | <p>6,000<br/>LCFF - Supplemental<br/>1000-1999: Certificated Personnel Salaries<br/>Focus Teacher for Math interventions</p> <p>1,500<br/>LCFF - Supplemental<br/>6000-6999: Capital Outlay<br/>Band Classroom Furniture</p> <p>3,000<br/>LCFF - Supplemental<br/>4000-4999: Books And Supplies<br/>Media Center Books<br/>English/Spanish</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Students to be Served | Proposed Expenditures                                                                                                                                                                                                                                                        |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | Provide logistical support for Visual and Performing Arts programs, field trips, and other enrichment activities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                       | 10,568<br>Title I<br>4000-4999: Books And Supplies<br>Supplemental Instructional materials<br><br>9,000<br>LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries Interventions<br><br>5,000<br>Title I<br>2000-2999: Classified Personnel Salaries Interventions |
| <b>1.3</b>              | <p>Instructional Purchases and Resources</p> <p>Curriculum and Supplementary Materials:<br/>Purchase supplementary materials to enhance standards-aligned instruction in core content areas.</p> <p>Expand classroom libraries and Media Center with inclusive and diverse book selections to support literacy development.</p> <p>Technology and Equipment:<br/>Fund the lease and maintenance of copiers and essential classroom technology to support instructional delivery.</p> <p>Instructional Enrichment:<br/>Support Visual and Performing Arts programs through materials and resources.</p> <p>Fund transportation and admission costs for educational field trips to provide real-world learning experiences.</p> | All Students          | 24,010<br>LCFF - Base<br>4000-4999: Books And Supplies<br>Supplementary Instructional Materials                                                                                                                                                                              |
| <b>1.4</b>              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                       |                                                                                                                                                                                                                                                                              |

## 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.

The coordinated implementation of certificated and classified personnel supports, targeted professional development, collaborative planning time, specialized programs, and strategic instructional resources effectively promotes high-quality instruction, addresses diverse student needs, and supports continuous academic improvement toward 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.

There were no major differences between the intended implementation and the budgeted expenditures, as resources and strategies were carried out largely as planned to support 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.

Based on this analysis, adjustments will be made to refine professional development priorities, strengthen targeted interventions for specific student groups, and improve progress monitoring, with these revisions clearly reflected in the updated strategies, actions, and budget allocations within the SPSA.

# 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 Raymond students will have access to and demonstrate master of 21st Century learning tools, resources, and skills in support of relevant and rigorous learning experiences.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

To ensure 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                 | <p>Certificated Personnel Support</p> <p>Professional Development:<br/>Provide ongoing training for staff on instructional technology integration, focusing on delivering rigorous, standards-aligned curricula through 21st Century Learning strategies.</p> <p>Offer professional development on Project-Based Learning (PBL) and the use of digital tools to enhance student engagement, voice, choice, and agency.</p> <p>Support digital citizenship and internet safety workshops for both staff and parents.</p> <p>Program Support:</p> | All Students          | <p>10,000<br/>LCFF - Base<br/>6000-6999: Capital Outlay<br/>PBIS T-shirts, assemblies, and incentives</p> <p>6,000<br/>Title I<br/>1000-1999: Certificated Personnel Salaries<br/>Professional Development opportunities, substitutes, conferences, and extra hours</p> |

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Students to be Served | Proposed Expenditures                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | <p>Implement and support Common Sense Media to promote digital citizenship and safe online practices, while fostering innovative teaching through technology integration.</p> <p>Provide student training in digital literacy skills, ensuring students can effectively use technology for learning, critical thinking, and problem-solving.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                       |                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>2.2</b>              | <p><b>Classified Personnel Support</b></p> <p>Technology Access and Maintenance:<br/>Support the maintenance and management of 1:1 iPad programs for grades TK-6, ensuring all devices are updated and functional.</p> <p>Assist in the Library Media Center to promote access to digital resources and literacy tools.</p> <p>Provide technical support for students and staff to ensure smooth integration of technology in daily instruction.</p> <p>Parent and Community Engagement:<br/>Maintain iPads for parent use and assist in facilitating parent training sessions on digital tools and internet safety.</p> <p>Support community involvement through digital literacy initiatives and workshops.</p>                                                                                                                                                                                                                                  | All Students          | <p>10,233<br/>LCFF - Supplemental<br/>2000-2999: Classified<br/>Personnel Salaries<br/>Additional instructional<br/>assistants and extra hours</p>                                                                                                                                                                                                                                                   |
| <b>2.3</b>              | <p><b>Instructional Purchases and Resources</b></p> <p>Technology Equipment and Maintenance:<br/>Update and replace iPads, keyboards, headphones, cases, and apps to ensure students and staff have access to reliable and up-to-date technology.</p> <p>Maintain and upgrade resources for the Visible Innovation Program and Library Media Center.</p> <p>Support student and staff access to supplementary digital resources that enhance instruction.</p> <p>Digital Instructional Resources:<br/>Purchase software programs that provide interventions and enrichment in core subjects, including:<br/>iReady lessons for ELA and Math<br/>BrainPOP with ELL components<br/>Raz-Kids, Reflex Math, Starfall, FastBridge, Aleks, and additional resources as needed</p> <p>Update the Digital Library to include diverse and engaging resources for students at all grade levels.</p> <p>Project-Based Learning &amp; 21st Century Skills:</p> | All Students          | <p>13,000<br/>Title I<br/>4000-4999: Books And<br/>Supplies<br/>Replacement of devices,<br/>learning tools</p> <p>6,000<br/>Title I<br/>4000-4999: Books And<br/>Supplies<br/>Purchase supplementary<br/>items - keyboards,<br/>headphones, cases, TVs,<br/>library books, etc.</p> <p>21,496<br/>Title I<br/>4000-4999: Books And<br/>Supplies<br/>Purchase supplementary<br/>Digital Resources</p> |

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                    | Students to be Served | Proposed Expenditures |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
|                         | <p>Support Project-Based Learning (PBL) initiatives that integrate technology, allowing students to collaborate, create, and solve real-world problems.</p> <p>Promote the use of instructional technology to deliver rigorous, relevant content aligned with core content standards and 21st Century Learning principles.</p> |                       |                       |

## 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.

The strategies and activities were implemented effectively through ongoing staff professional development, consistent technology maintenance and support, and the expansion of digital instructional resources, resulting in increased student engagement, improved digital literacy, and stronger integration of 21st century learning practices across classrooms.

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

There were no major differences between the intended implementation and the budgeted expenditures, as funds were appropriately allocated toward professional development, device maintenance, software resources, and technology-based instructional support as originally planned.

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

Based on this analysis, the goal will continue with minor refinements to strengthen digital citizenship, expand Project-Based Learning opportunities, and update technology resources as needed, with these revisions reflected in the updated goal actions, expenditures, and annual outcome metrics in the SPSA Action Plan 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 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

Raymond School will provide a welcoming, inclusive, safe, and secure environment for all students, families, and community members, as measured by increased positive responses on the annual LCAP parent survey (growth of at least 5% in key indicators of school climate and engagement), and increased attendance at parent meetings and events by 10% compared to the previous year.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

Raymond Elementary School should enhance support for English Language Learners to ensure their academic success and integration into the school community. This includes providing targeted instructional strategies, professional development for teachers on ELL best practices, and resources for families to support learning at home.

### 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                            |
| Survey Data (Community, Staff, and Students)                                                                                                      | Feelings of Safe and Secure environment 97% | 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                 | <p>Certificated Personnel Support</p> <p>Attendance and Engagement Programs: Promote school attendance through proactive interventions and incentives.</p> <p>Support Saturday School programs to improve attendance and provide academic support.</p> | All Students          | <p>1,000</p> <p>Title I</p> <p>4000-4999: Books And Supplies</p> <p>PBIS posters, supplies, rewards</p> |

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Students to be Served | Proposed Expenditures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | Provide targeted support for Foster Youth and Homeless students to ensure access to resources and consistent attendance.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                       | 3,000<br>Title I<br>5800: Professional/Consulting Services And Operating Expenditures<br>Student assemblies<br><br>19,028<br>LCFF - Base<br>5800: Professional/Consulting Services And Operating Expenditures<br>CNJ Soccer Lunch Program<br><br>1,200<br>LCFF - Base<br>4000-4999: Books And Supplies<br>Student Recognition or Rewards                                                                                                                                                                                              |
| <b>3.2</b>              | <p><b>Classified Personnel Support</b></p> <p>Health and Safety Personnel:<br/>Fund and maintain a Health Assistant to support student health needs.</p> <p>Supply and maintain the nursing station and health office to ensure proper care and hygiene standards.</p> <p>Supervision and Security:<br/>Support supervision of students during recess, lunch, and before/after school, including noon duty supervisors and parking lot supervision.</p> <p>Implement a visitor management system to monitor campus access and ensure safety for all students and staff.</p> <p>Counseling and Mental Health Services:<br/>Provide counseling support services to address the mental health and emotional well-being of all students and staff.</p> <p>Implement programs that promote emotional well-being, such as social-emotional learning (SEL) and anti-bullying initiatives.</p> <p>Offer mentoring opportunities during unstructured times, like lunch, to foster positive relationships and support student well-being.</p> | All Students          | 1,214<br>LCFF - Base<br>2000-2999: Classified Personnel Salaries<br>Extra time for health assistant<br><br>19,296<br>LCFF - Base<br>2000-2999: Classified Personnel Salaries<br>Extra supervision of students<br><br>2,000<br>LCFF - Base<br>2000-2999: Classified Personnel Salaries<br>Extra time for custodial<br><br>18,798<br>Title I<br>2000-2999: Classified Personnel Salaries<br>Counseling interns additional hours<br><br>1,000<br>Title I<br>2000-2999: Classified Personnel Salaries<br>Saturday School support staffing |
| <b>3.3</b>              | <p><b>Instructional Purchases and Resources</b></p> <p>Emergency Preparedness and Safety Resources:<br/>Provide emergency preparedness training and purchase necessary materials to ensure staff and students are ready for any emergency situation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | All Students          | 5,000<br>LCFF - Supplemental<br>4000-4999: Books And Supplies<br>Emergency Preparedness Supplies and Materials                                                                                                                                                                                                                                                                                                                                                                                                                        |

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Students to be Served | Proposed Expenditures                                                                            |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------------------------------------------------------------------------------------------|
|                         | <p>Support and regularly update school safety plans to align with district and state guidelines.</p> <p>Fund resources and materials for the Positive Behavioral Interventions and Supports (PBIS) program to create a safe, positive school climate.</p> <p>Facility Maintenance and Upgrades:<br/>Upgrade or maintain facilities as needed to ensure a safe, clean, and functional learning environment for all.</p> <p>Invest in safety infrastructure, such as security cameras, improved lighting, secure entry points, and playground maintenance.</p> <p>Programs for Well-being and Safety:<br/>Support anti-bullying programs and other initiatives that foster a safe and inclusive school environment.</p> <p>Provide materials and resources for foster youth and homeless students to ensure they have the support needed for success.</p> |                       | <p>1,000<br/>LCFF - Base<br/>6000-6999: Capital Outlay<br/>School improvements in facilities</p> |
| 3.4                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                       |                                                                                                  |

## 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.

The strategies and activities were implemented effectively through coordinated attendance interventions, enhanced supervision and safety measures, and expanded mental health and wellness supports, resulting in improved student engagement, a safer campus environment, and stronger overall well-being.

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

There were no significant differences between the planned implementation and budgeted expenditures, aside from minor adjustments to address evolving needs in student supervision, mental health services, and facility maintenance.

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

As a result of this analysis, the goal will be refined to strengthen attendance interventions, expand mental health and SEL supports, and enhance safety measures, with updates reflected in the Goal 2 actions, services, and annual outcome sections of the SPSA.

# 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

Raymond School will support excellent communication among all members of our school community and within our district and city geographic area at large.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

Raymond Elementary 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 options for parent meetings to accommodate parents' working schedules.

### 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 and LCAP Survey                               | Fall and Winter Survey  | Increase by 10%  |
| Parent Meetings (SSC, ELAC, PTA, Coffee with the Principal) | # of parents completed  | 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                 | <p>Certificated Personnel Support</p> <p>Parent and Community Engagement: Foster Parent Advisory Groups such as PTA, School Site Council (SSC), English Learner Advisory Committee (ELAC), Family Nights, Parent Coffees, Parent Socials, and Champions for Learning to encourage collaboration and input from families.</p> <p>Organize Parent Education Classes based on needs assessments to provide relevant resources and training.</p> | All Students          | <p>1,000<br/>Title I<br/>4000-4999: Books And Supplies<br/>Materials for PTA, ELAC, SSC, Parent Coffees, Dual Language Immersion Parent mtgs and DLA Steering Committee Mtgs. Also, RTI parent mtgs., Parent training based on ELAC needs assessment.</p> <p>18,416</p> |

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Students to be Served | Proposed Expenditures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | <p>Conduct parent meetings tailored to the specific needs and interests of families to increase engagement.</p> <p>Student Recognition and Community Involvement: Highlight student achievements through student events, assemblies, and newsletters to foster pride and community spirit.</p> <p>Encourage student participation in community events to build connections beyond the classroom.</p> <p>Coordinate celebrations and recognition for students, staff, and parents to honor growth, achievements, and contributions.</p>                                                                                                                                      |                       | <p>Title I<br/>2000-2999: Classified Personnel Salaries<br/>Social Service Assistant</p> <p>5,000<br/>LCFF - Base<br/>2000-2999: Classified Personnel Salaries<br/>Office overtime for communication with parents</p> <p>500<br/>Title I<br/>5000-5999: Services And Other Operating Expenditures<br/>Food and drinks for parent meetings</p> <p>2,000<br/>Title I<br/>2000-2999: Classified Personnel Salaries<br/>Childcare and Interpreter at all parent mtgs. &amp; teacher parent conferences</p> <p>8,000<br/>Title I<br/>5800: Professional/Consulting Services And Operating Expenditures<br/>Parent Education Classes on topics requested by parent advisory groups</p> |
| <b>4.2</b>              | <p><b>Classified Personnel Support</b></p> <p>Bilingual and Translation Services: Ensure the school has adequate bilingual staff and a Social Services Assistant to support communication with diverse families.</p> <p>Provide translation services for parent conferences, meetings, weekly messages, flyers, and other communications to ensure all families are included and informed.</p> <p>Parent and Community Support: Facilitate parent and community volunteer programs to strengthen the connection between the school and the broader community.</p> <p>Offer logistical support for school events, parent meetings, and community engagement initiatives.</p> | All Students          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

## Annual Review

## SPSA Year Reviewed: 2025-26

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

### Analysis

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

The coordinated implementation of parent engagement initiatives, community partnerships, student recognition programs, and bilingual support services effectively strengthened family involvement, improved communication, and fostered a more inclusive and connected school community.

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

There were no major differences between the intended implementation and budgeted expenditures, as parent engagement activities, community outreach efforts, and support services were implemented as planned 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.

Based on this analysis, adjustments will focus on expanding outreach to increase family participation, enhancing communication strategies, and strengthening support for diverse families, with these updates reflected in the revised engagement strategies, actions, and budget sections of the SPSA.

# 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 |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

### Strategies/Activities

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

| Strategy/<br>Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|-------------|-----------------------|-----------------------|
|-------------------------|-------------|-----------------------|-----------------------|

## 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       | \$413,661.00 |
| 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          | \$154,226.00    |

Subtotal of additional federal funds included for this school: \$154,226.00

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             | \$82,748.00     |
| LCFF - Supplemental     | \$176,687.00    |

Subtotal of state or local funds included for this school: \$259,435.00

Total of federal, state, and/or local funds for this school: \$413,661.00

# 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 |
|----------------|--------|---------|
|----------------|--------|---------|

## Expenditures by Funding Source

| Funding Source      | Amount     |
|---------------------|------------|
| LCFF - Base         | 82,748.00  |
| LCFF - Supplemental | 176,687.00 |
| Title I             | 154,226.00 |

## Expenditures by Budget Reference

| Budget Reference                                                  | Amount     |
|-------------------------------------------------------------------|------------|
| 1000-1999: Certificated Personnel Salaries                        | 73,039.00  |
| 2000-2999: Classified Personnel Salaries                          | 110,730.00 |
| 4000-4999: Books And Supplies                                     | 102,149.00 |
| 5000-5999: Services And Other Operating Expenditures              | 34,755.00  |
| 5700-5799: Transfers Of Direct Costs                              | 50,460.00  |
| 5800: Professional/Consulting Services And Operating Expenditures | 30,028.00  |
| 6000-6999: Capital Outlay                                         | 12,500.00  |

## Expenditures by Budget Reference and Funding Source

| Budget Reference                                                  | Funding Source      | Amount    |
|-------------------------------------------------------------------|---------------------|-----------|
| 2000-2999: Classified Personnel Salaries                          | LCFF - Base         | 27,510.00 |
| 4000-4999: Books And Supplies                                     | LCFF - Base         | 25,210.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Base         | 19,028.00 |
| 6000-6999: Capital Outlay                                         | LCFF - Base         | 11,000.00 |
| 1000-1999: Certificated Personnel Salaries                        | LCFF - Supplemental | 67,039.00 |
| 2000-2999: Classified Personnel Salaries                          | LCFF - Supplemental | 25,233.00 |
| 4000-4999: Books And Supplies                                     | LCFF - Supplemental | 8,000.00  |

|                                                                   |                     |           |
|-------------------------------------------------------------------|---------------------|-----------|
| 5000-5999: Services And Other Operating Expenditures              | LCFF - Supplemental | 24,455.00 |
| 5700-5799: Transfers Of Direct Costs                              | LCFF - Supplemental | 50,460.00 |
| 6000-6999: Capital Outlay                                         | LCFF - Supplemental | 1,500.00  |
| 1000-1999: Certificated Personnel Salaries                        | Title I             | 6,000.00  |
| 2000-2999: Classified Personnel Salaries                          | Title I             | 57,987.00 |
| 4000-4999: Books And Supplies                                     | Title I             | 68,939.00 |
| 5000-5999: Services And Other Operating Expenditures              | Title I             | 10,300.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I             | 11,000.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 239,480.00         |
| Goal 2      | 66,729.00          |
| Goal 3      | 72,536.00          |
| Goal 4      | 34,916.00          |

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 6 Parent or Community Members

| Name of Members  | Role                       |
|------------------|----------------------------|
| Cristina Centeno | Principal                  |
| Angela J. Lee    | Other School Staff         |
| Jennifer Yang    | Classroom Teacher          |
| Rosalie Stout    | Classroom Teacher          |
| Elisabeth Aguayo | Other School Staff         |
| Melissa Pepin    | Classroom Teacher          |
| Janeth Shipman   | Parent or Community Member |
| Darrlene Alquiza | Parent or Community Member |
| Anne Stott       | Parent or Community Member |
| Priscilla Santos | Parent or Community Member |
| Jenette Lopez    | Parent or Community Member |
| Andrew Stump     | Parent or Community Member |
| Joel Gonzalez    |                            |

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 30, 2026.

Attested:



Principal, Cristina S. Centeno on 04/30/26

SSC Chairperson, Jenette Lopez on 04/30/26

# 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](mailto: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](mailto: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](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

### Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

For additional CSI resources, please see the following links:

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

## **Title I School-Level Family Involvement Policy**

### **Raymond Elementary**

Raymond Elementary School has developed a written Title I parental involvement policy with input from Title I parents. The policy is reviewed yearly at the annual Title I Parent Meeting and approved by the school site council. It has distributed the policy to parents of Title I students. The policy is distributed to all Title I parents via the school handbook. The policy describes the means for carrying out the following Title I parental involvement requirements [Title I Parental Involvement, 20 USC 6318(a)-(f)].

#### **Involvement of Parents in the Title I Program**

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

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
  - Meeting is held at the start of each school year. The school offers a flexible schedule of meetings for Title I parents, such as morning or evening as well as virtual meetings.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy
  - School Site Council reviews, updates, and approves the Single Plan for Student Achievement each October along with the Title I parental involvement policy
  - English Learner Advisory Council advises School Site Council
- The school provides parents of Title I students with timely information about Title I programs.
  - Annual Title I Meeting
  - School Accountability Report Card located on the school website.
  - School Site Council meetings
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure progress, and the proficiency levels students are expected to meet.
  - Annual Title I Meeting
  - Back to School Night Classroom Presentations
  - Trimester Report Cards
  - California Assessment of Student Performance and Progress Test Report
  - California English Language Development Test Student Report
- If requested by parents of Title I students, the school provides opportunities for regular meetings to participate in decisions relating to the education of their children.
  - School Site Council
  - English Learners Advisory Council
  - Parent Teacher Association
  - Student Intervention Team
  - Parent Workshops

### **School-Parent Compact**

Raymond Elementary School distributes to parents of Title I students a parent-school compact (attached). The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes how the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The schools' responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The school has an existing school-parent compact that is reviewed and revised each October by the School Site Council in conjunction with the approval of the Single School Plan for Student Achievement.

### **Building Capacity for Involvement**

Raymond Elementary School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - Annual Title I Meeting
  - English Learners Advisory Council
  - Parent Workshop
  - Parent Teacher Association
  - School Site Council
  - Parent Teacher Conferences
  - Back to School Night Classroom Presentations
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
  - English Learners Advisory Council
  - Parent Workshops
  - Back to School Night
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and on how to work with parents as equal partners.
  - Staff Development Meetings
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. English Learner Advisory Council
- The school distributes Information related to school and parent programs, meetings, and other

activities to Title I parents in a format and language that the parents understand.

- As resources and budget permit, all efforts are made to translate materials into a language that parents can understand
- English Learners Advisory Council meetings are conducted in English and Spanish
- Meetings held by the school are interpreted by the principal, office manager, clerks, or bilingual instructional assistants
- The school provides support for parental involvement activities requested by Title I parents with Tier 3 clearance (fingerprinting, application, and TB test).
  - Parents serve as volunteers in classrooms
  - Parents serve as chaperones on extended learning experiences
  - Parents serve as Lunchtime Exercise and Activities Program leads

### **Accessibility**

Raymond Elementary School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language parents understand.

- As resources and budgets permit, informational materials are in a form and language parents can understand
- Accommodations are made for parents with disabilities such as sign language interpreting for deaf and hard of hearing
- Bilingual Instructional Assistants provide interpreting services for parents during parent-teacher conferences
- Bilingual Office Clerk and Social Service Assistant provides translation and interpreting services for parents
- Bilingual Office Clerks coordinate Individualized Education Plan meetings and bridges home-to-school communication for students with disabilities



**RAYMOND**  
**ELEMENTARY**

517 Raymond Ave. Fullerton, CA 92831  
(714) 447-7740

## TITLE I SCHOOL/PARENT/TEACHER COMPACT

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

*Our families, students, teachers and community members are working together to help students achieve high academic standards. Through a process at our Title I parent meeting it was agreed upon that the following responsibilities would be carried out by all of the Raymond School partners to support student success.*

### AS A TEACHER, I SHALL:

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

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
- Provide early and effective interventions to meet the needs of students who are having academic, social, emotional and/or physical difficulties, and especially for those who are not meeting state standards.
- Hold parent-teacher conferences to discuss the individual child's achievement.
- Provide frequent reports on their child's progress.
- Provide a warm, safe, and caring learning environment.
- Have high expectations and help every child to develop a love of learning.

### AS A PARENT, I SHALL:

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

- I will see that my child attends school regularly and on time.
- I will make sure that my child completes homework.
- I will encourage my child to adhere to the dress code.
- I will provide a quiet place for my child to study.
- I will make sure my child gets an adequate night's sleep and breakfast in the morning.
- I will communicate regularly with the teacher and the school, and participate when possible.
- I will spend quality time talking, reading, and writing with my child everyday.

### AS A STUDENT, I SHALL:

I realize that my education is important because it helps me develop tools that I need to become a happy and productive person. I also understand my parents want to help me do my best in school. I know I am the one responsible for my own success, and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will strive to have a positive attitude.
- I will complete my homework and read daily.
- I will be responsible for my own behavior, and I will follow school and class rules.
- I will come to school on time daily and my materials, ready to learn.
- I will interact with teachers and peers in a positive way.

**Most importantly, we promise to help each other fulfill this agreement.**

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Student Signature



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## ESCUELA DEL TITULO 1/CONVENIO ENTRE PADRES Y MAESTROS

Nombre del estudiante \_\_\_\_\_ Grado \_\_\_\_\_

*Es importante que las familias y las escuelas trabajen juntos para ayudar a los estudiantes a alcanzar altos estándares académicos. Por medio del proceso en nuestras juntas del Título I para Padres que incluyeron nuestros maestros, familias, estudiantes y representantes de la comunidad, lo siguiente son responsabilidades que nosotros como socios realizaremos para apoyar el éxito de los estudiantes.*

### COMO MAESTRA(O), YO:

Comprendemos la importancia de la experiencia de la escuela a cada estudiante del programa Título I y nuestras funciones como profesores. Entonces, para mejorar el logro académico, haremos lo siguiente:

- Proveer un plan de estudio e instrucción de alta calidad en un ambiente de apoyo y efectividad que facilite a los niños participantes a llegar a los estándares académicos del estado.
- Proveer intervenciones efectivas temprano para resolver las necesidades de los niños para los estudiantes quienes tienen dificultades académicas, sociales, emocionales, y/o físicas, y especialmente para los que no llegan a los estándares del estado.
- Ofrecer conferencias con los padres para hablar del logro del estudiante.
- Proveer informes frecuentes acerca del progreso académico del estudiante.
- Proveer un ambiente de aprendizaje afectuoso, seguro, y cariñoso.
- Tener altas expectativas y ayudar a cada niño a desarrollar un amor por el aprendizaje.

### COMO PADRE/MADRE, YO:

Comprendo que los años escolares de mi niño/a son muy importantes, y comprendo que mi participación en la educación de mi hijo/a ayudará con sus logros y su actitud. Por lo tanto, acuerdo realizar las siguientes responsabilidades a mi mejor habilidad:

- Aseguraré que mi hijo/a asista a la escuela a diario y a tiempo.
- Aseguraré que mi hijo/a complete su tarea.
- Animaré a mi hijo/a que se vista de acuerdo al código de vestimenta.
- Proveeré un sitio tranquilo para que mi hijo/a pueda estudiar.
- Aseguraré que mi hijo/a duerma lo suficiente cada noche y que coma un buen desayuno por la mañana.
- Me comunicaré regularmente con el maestro/a y con la escuela, y participaré lo más posible.
- Pasaré tiempo de calidad con mi hijo/a diario, platicando, leyendo, y escribiendo.

### COMO ESTUDIANTE, YO:

Comprendo que mi educación es importante para mí. Me ayuda a desarrollar las habilidades que necesito para ser una persona feliz y productiva. También comprendo que mis padres quieren ayudarme a hacer mi mejor trabajo en la escuela. Comprendo que yo soy él que es responsable por mi propio éxito y que tengo que trabajar duro para alcanzarlo. Por lo tanto, acuerdo realizar las siguientes responsabilidades a mi mejor habilidad:

- Esforzaré a tener una actitud positiva.
- Completaré mi tarea y leeré el diario.
- Seré responsable por mi propio comportamiento y seguiré las reglas de la escuela y del salón.
- Vendré a la escuela a tiempo diario y mis materiales, y listo para aprender.

Trabajaré con los maestros y con mis compañeros de una manera positiva.

**Aún más importante, prometemos ayudarnos el uno al otro para el cumplimiento de este convenio.**

\_\_\_\_\_  
Firma de maestro(a)

\_\_\_\_\_  
Firma del padre/madre

\_\_\_\_\_  
Firma del Estudiante