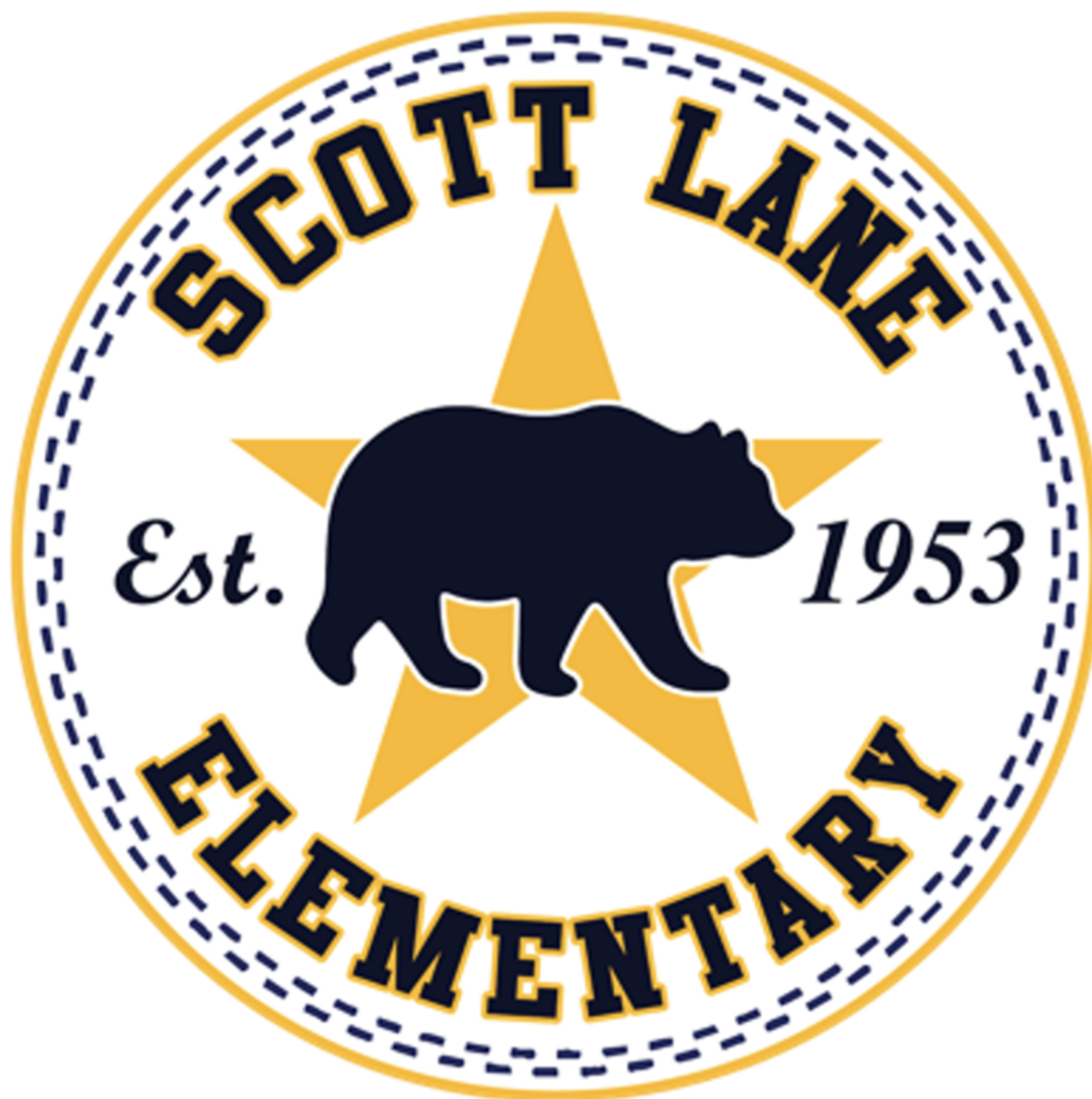




Targeted Support and Improvement (TSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Scott Lane Elementary School	43-69674-6049019	April 23, 2026	June 11, 2026

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

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

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

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

This plan is being used by Scott Lane Elementary School for meeting ESSA's planning requirements for Targeted Support and Improvement (TSI) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

Scott Lane Elementary is deeply committed to supporting all students in reaching their full academic, social-emotional, and personal potential. Our school's goals align directly with the three overarching priorities of the SCUSD Local Control and Accountability Plan (LCAP). Our plan is grounded in a continuous cycle of data analysis, stakeholder input, and strategic action to ensure resources are intentionally aligned to improve outcomes for all students, particularly those who have been historically underserved.

1. Academic Achievement and Equity: In alignment with LCAP Goal 1, "All students will make measurable annual progress toward mastering California Standards and toward graduation," Scott Lane implements a comprehensive academic program designed to raise overall student achievement while accelerating the growth of historically underserved groups, including English Learners and students from low-income backgrounds—who together make up the majority of our student population. Through highly effective instruction, our Dual Language Immersion (DLI) program, and intentional language development strategies, we provide equitable access to rigorous content. A key focus of our work is strengthening Tier 1 core instruction across all classrooms, with an emphasis on literacy development, particularly writing and academic language, and consistent implementation of designated and integrated English Language Development (ELD). Additionally, we are prioritizing structured academic discourse to increase student talk, engagement, and agency, supporting language acquisition in both English and Spanish across all content areas. Teachers collaborate regularly to analyze student data, align instruction, and refine practices to meet the diverse needs of our learners.

2. Whole Child Support: To address LCAP Goal 2, "All students will equitably receive the social-emotional and behavioral support they need," Scott Lane has built a Multi-Tiered System of Supports (MTSS) that includes a Coordination of Services Team (COST), Positive Behavioral Interventions and Supports (PBIS), targeted Socio-Emotional Learning (SEL) instruction, and proactive and supportive behavioral supports such as Restorative Practices. Through these efforts, we are working to create a safe, inclusive, and culturally responsive school environment where students feel a strong sense of belonging. Our MTSS framework ensures timely academic and behavioral interventions, with staff collaborating to monitor progress and adjust supports based on student need.

3. Family and Community Engagement: Scott Lane is equally aligned with LCAP Goal 3, stating that we "will partner with students and families, and with labor, business and community members to create and expand opportunities for students." Our school promotes strong partnerships through consistent communication, shared decision-making, and inclusive practices. We engage with families, community organizations, and district partners to expand learning opportunities and ensure every student is prepared for success in middle school. We intentionally incorporate input from our School Site Council (SSC), English Learner Advisory Committee (ELAC), and broader parent community (PTA/Cafecitos) to ensure our plan reflects the priorities and experiences of those we serve. Communication structures, including parent/classroom representation, family workshops, and multilingual outreach through ParentSquare, support increased access and engagement for all families.

Through our intentional focus on instruction, language development, collaboration, social-emotional learning, and strong educational community partnerships, Scott Lane is fulfilling the district's LCAP vision by meeting the holistic needs of our students. Our SPSA serves as a living document that guides our ongoing efforts to improve student outcomes, reduce performance gaps, and ensure that every student experiences a rigorous, supportive, and equitable learning environment.

Educational Partner Involvement

How, when, and with whom did your Scott Lane 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

Scott Lane Elementary engaged in a collaborative and data-driven process to develop and refine the School Plan for Student Achievement (SPSA). Input was gathered throughout the year from a variety of educational partners, including teachers, classified staff, and families. Formal opportunities for feedback and review occurred through School Site Council (SSC) meetings (January 13, February 3, March 3, April 9, and April 23) and English Learner Advisory Committee (ELAC) meetings (January 30), as well as Certificated Staff and Classified Staff meetings.

To inform planning, the school analyzed multiple sources of data, including academic performance data (CAASPP, ELPAC, and local assessments), behavioral and attendance data, and results from our state's California Healthy Kids Survey (CHKS). In addition, qualitative input from staff and families provided valuable insight into student experiences and areas for growth.

Several key themes emerged from this engagement process. Educational partners identified the need to strengthen core instruction, particularly in literacy, with an emphasis on writing, academic language development, and increased opportunities for student discourse. There was also a clear need to continue refining systems of support for Emergent Bilingual students, ensuring consistent implementation of designated and integrated ELD. Stakeholders emphasized the importance of maintaining strong social-emotional and behavioral supports, including wellness and restorative practices, to foster a positive and inclusive school climate. Additionally, families expressed a desire for continued communication, transparency, and opportunities to engage meaningfully in their children's education.

These identified priorities directly informed the development of the SPSA goals, strategies, and actions. The plan reflects a focused commitment to strengthening Tier 1 instruction, expanding academic discourse and student agency, refining MTSS systems, and increasing family engagement through intentional outreach and collaboration. Through this process, Scott Lane ensures that our SPSA is responsive to the needs of our school community and aligned with the district's LCAP priorities.

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 only.

Scott Lane Elementary is not an ATSI or CSI school. We are under TSI (Targeted Support Improvement) for suspensions of students with disabilities. This is due to a few students who had challenging behavioral issues which warranted suspension according to California Educational Code guidelines. The increase from 2024 to 2025 is 7.8%. This year, we had two students who had disabilities who also had major challenges who also warranted multiple suspensions.

We have obtained district guidance as we've looked to support our students through behavioral challenges. We have also partnered with behavioral analysts to gather data and give advice to figure out the best way to help our students be successful. We had staff come in to train our teachers on how to understand student behavior and how best to de-escalate. We have incorporated a Calming Space with a full-time Wellness Coach running this room to promote student self-regulation. We have seen successes as our students improve.

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.

Referring to the California School Dashboard (Dashboard), overall performance for Scott Lane Elementary School was in the "Red" performance category for English Learner Progress, Chronic Absenteeism, and Suspension Rate.

English Learner Progress was rated Red, with only 40.6% of English Learners making progress toward English language proficiency. Additionally, Chronic Absenteeism was rated Red, with 22.5% of students chronically absent, reflecting an increase of 0.6%. Suspension Rate was also rated Red, with 4.9% of all students suspended, reflecting an increase of 3.1%.

Student group data in these areas shows that English Learners, socioeconomically disadvantaged students, Hispanic students, and students with disabilities are disproportionately impacted across these indicators, demonstrating overlapping needs in attendance, suspendable behavior, and academic access.

To address these needs, Scott Lane Elementary School is examining data at both the systems level and individual student level, including attendance patterns, discipline data, and English Learner progress data, to identify trends and

root causes. The school is working to strengthen Tier 1 instruction and supports, while also implementing targeted Tier 2 and Tier 3 interventions to address student needs.

This includes a focus on improving consistent school attendance through proactive family communication and support systems, strengthening positive behavior supports and restorative practices to reduce suspensions, and increasing designated and integrated English Language Development to accelerate English Learner progress. Additionally, the school is working to ensure that staff collaboration and data cycles are aligned to monitor student progress and adjust supports in a timely manner.

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

According to the California School Dashboard, no student groups are performing two or more performance levels below the All Students group.

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 data, other needs have been identified using locally collected data and staff observations. The level of social-emotional and behavioral support that Scott Lane Elementary School students require is above what can be fully captured through state indicators alone.

School staff, including administration, wellness staff, support personnel, and outside counseling providers on campus, work with a significant number of students on a regular basis to address social-emotional needs, behavior regulation, and conflict resolution. A large percentage of students receive some level of support throughout the school year, including check-ins, small group support, and targeted interventions.

It is evident that additional mental health and behavioral support is needed to ensure students are able to fully access instruction and engage positively in the school environment. While some supports are currently in place through site resources and supplemental funding, there is a continued need to expand access to counseling services, proactive behavior supports, and family outreach to address student needs more effectively. The addition of a Calming Space, along with a Wellness Coach and full-time Wellness Coordinator, has begun to support these efforts and address student needs.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Scott Lane 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	0.49%	0.26%		2	1
African American	2.44%	2.96%	1.54%	10	12	6
Asian	7.56%	6.90%	6.67%	31	28	26
Filipino	1.71%	1.97%	1.54%	7	8	6
Hispanic/Latino	79.02%	78.33%	80.00%	324	318	312
Pacific Islander	0.24%	0.25%	0.26%	1	1	1
White	5.85%	5.67%	6.15%	24	23	24
Multiple/No Response	2.93%	3.20%	3.33%	12	13	13
Total Enrollment				410	406	390

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		21	20
Kindergarten	58	64	66
Grade 1	76	59	60
Grade 2	48	82	55
Grade3	70	47	72
Grade 4	66	74	48
Grade 5	72	59	69
Total Enrollment	410	406	390

Conclusions based on this data:

1. Scott Lane Elementary's enrollment has remained relatively stable over the past three years, with a slight increase from 396 students in 2022–2023 to 410 in 2023–2024, followed by a small decrease to 406 in 2024–2025. This stability supports consistent program implementation while still requiring flexibility in staffing and resource allocation to respond to shifts across grade levels.
2. The student population continues to be predominantly Hispanic/Latino, comprising approximately 76–79% of total enrollment across the three years.

This demographic trend highlights the importance of culturally responsive teaching practices and sustained focus on language development to meet the needs of a largely multilingual student population.

3. Enrollment across grade levels shows variability from year to year, particularly in primary grades (TK–Grade 2), indicating fluctuations in cohort sizes as students enter the school. This variation underscores the need for adaptable instructional planning and targeted early literacy and language support to ensure strong foundational skills for incoming students.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	228	202	190	54.3%	55.6%	48.7%
Fluent English Proficient (FEP)	53	54	58	14.4%	12.9%	14.9%
Reclassified Fluent English Proficient (RFEP)	26	33		6.8%	6.30%	

Conclusions based on this data:

- English Learners continue to represent a significant portion of the student population, comprising approximately 50–56% of total enrollment over the past three years. This sustained percentage highlights the importance of prioritizing language development and ensuring consistent implementation of effective English Language Development (ELD) practices across all classrooms.
- While the number and percentage of English Learners decreased slightly in 2024–2025 (from 228 students, 55.6%, to 202 students, 49.8%), nearly half of the student population remains classified as English Learners. This indicates a continued need for targeted supports to accelerate language acquisition and access to grade-level content.
- The number of students reclassified as Fluent English Proficient (RFEP) in 2024–2025 was 33, up from 26 the previous year, indicating that students are making progress toward English proficiency; however, reclassification rates remain an area for continued focus to ensure more students are successfully meeting reclassification criteria.

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	67	76	45	62	71	45	62	71	45	92.5	93.4	100
Grade 4	78	68	73	66	64	70	66	64	70	84.6	94.1	95.9
Grade 5	52	78	56	50	71	55	50	70	55	96.2	91	98.2
All Grades	197	222	174	178	206	170	178	205	170	90.4	92.8	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2403.	2398.	2393.	14.52	18.31	17.78	16.13	19.72	11.11	35.48	22.54	33.33	33.87	39.44	37.78
Grade 4	2407.	2428.	2430.	7.58	17.19	12.86	16.67	17.19	22.86	21.21	23.44	20.00	54.55	42.19	44.29
Grade 5	2435.	2395.	2454.	4.00	5.71	7.27	24.00	7.14	18.18	18.00	15.71	30.91	54.00	71.43	43.64
All Grades	N/A	N/A	N/A	8.99	13.66	12.35	18.54	14.63	18.24	25.28	20.49	27.06	47.19	51.22	42.35

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.52	15.49	6.67	66.13	61.97	68.89	19.35	22.54	24.44
Grade 4	4.55	12.50	10.00	66.67	60.94	67.14	28.79	26.56	22.86
Grade 5	2.00	5.71	9.09	72.00	47.14	65.45	26.00	47.14	25.45
All Grades	7.30	11.22	8.82	67.98	56.59	67.06	24.72	32.20	24.12

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.06	4.23	6.67	54.84	61.97	53.33	37.10	33.80	40.00
Grade 4	7.58	4.69	11.43	45.45	53.13	55.71	46.97	42.19	32.86
Grade 5	10.00	0.00	5.45	50.00	32.86	50.91	40.00	67.14	43.64
All Grades	8.43	2.93	8.24	50.00	49.27	53.53	41.57	47.80	38.24

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.68	11.27	2.22	80.65	69.01	71.11	9.68	19.72	26.67
Grade 4	3.03	17.19	5.71	71.21	62.50	68.57	25.76	20.31	25.71
Grade 5	8.00	4.29	3.64	64.00	65.71	78.18	28.00	30.00	18.18
All Grades	6.74	10.73	4.12	72.47	65.85	72.35	20.79	23.41	23.53

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	17.74	14.08	22.22	59.68	57.75	53.33	22.58	28.17	24.44
Grade 4	9.09	9.38	4.29	60.61	64.06	68.57	30.30	26.56	27.14
Grade 5	8.00	2.86	1.82	54.00	55.71	69.09	38.00	41.43	29.09
All Grades	11.80	8.78	8.24	58.43	59.02	64.71	29.78	32.20	27.06

Conclusions based on this data:

- Overall ELA performance shows mixed trends, with slight improvement in the percentage of students meeting or exceeding standards from 27.53% in 2022–2023 to 30.59% in 2024–2025, while a substantial proportion of students continue to perform below standard.
In 2024–2025, 69.41% of students did not meet standard, indicating a continued need to strengthen core literacy instruction.
- Student performance is concentrated in the “Nearly Met” and “Not Met” categories, suggesting that many students are approaching grade-level expectations but require targeted support to reach proficiency.
The percentage of students in the “Nearly Met” category increased to 27.06% in 2024–2025, highlighting an opportunity to accelerate learning for students on the cusp of meeting standards.
- Performance across ELA domains indicates that writing and analytical skills remain areas of need, with consistently low percentages of students performing above standard and higher proportions below standard across grade levels.
This trend suggests a need for increased emphasis on writing, academic language development, and opportunities for students to engage in meaningful reading, writing, and discourse across content areas.

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	67	76	45	62	76	45	62	76	45	92.5	100	100
Grade 4	78	68	73	76	67	73	76	67	73	97.4	98.5	100
Grade 5	52	78	56	51	77	56	51	77	56	98.1	98.7	100
All Grades	197	222	174	189	220	174	189	220	174	95.9	99.1	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2400.	2407.	2410.	9.68	18.42	15.56	20.97	27.63	24.44	30.65	18.42	28.89	38.71	35.53	31.11
Grade 4	2432.	2439.	2439.	7.89	11.94	6.85	15.79	16.42	24.66	34.21	34.33	31.51	42.11	37.31	36.99
Grade 5	2408.	2411.	2435.	0.00	2.60	8.93	0.00	6.49	10.71	25.49	16.88	19.64	74.51	74.03	60.71
All Grades	N/A	N/A	N/A	6.35	10.91	9.77	13.23	16.82	20.11	30.69	22.73	27.01	49.74	49.55	43.10

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.90	27.63	22.22	50.00	39.47	48.89	37.10	32.89	28.89
Grade 4	9.21	11.94	15.07	44.74	47.76	45.21	46.05	40.30	39.73
Grade 5	0.00	5.19	8.93	29.41	22.08	30.36	70.59	72.73	60.71
All Grades	7.94	15.00	14.94	42.33	35.91	41.38	49.74	49.09	43.68

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.52	18.42	20.00	43.55	44.74	42.22	41.94	36.84	37.78
Grade 4	6.58	10.45	10.96	52.63	50.75	49.32	40.79	38.81	39.73
Grade 5	0.00	0.00	3.57	39.22	29.87	39.29	60.78	70.13	57.14
All Grades	7.41	9.55	10.92	46.03	41.36	44.25	46.56	49.09	44.83

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.68	19.74	17.78	67.74	57.89	62.22	22.58	22.37	20.00
Grade 4	9.21	11.94	9.59	53.95	55.22	53.42	36.84	32.84	36.99
Grade 5	0.00	1.30	8.93	47.06	45.45	41.07	52.94	53.25	50.00
All Grades	6.88	10.91	11.49	56.61	52.73	51.72	36.51	36.36	36.78

Conclusions based on this data:

- Overall mathematics performance shows modest improvement, with the percentage of students meeting or exceeding standards increasing from 19.58% in 2022–2023 to 29.88% in 2024–2025. Despite this growth, a significant proportion of students continue to perform below standard, with 70.11% not meeting standard in 2024–2025, indicating a continued need to strengthen core mathematics instruction.
- A large percentage of students remain in the “Nearly Met” category, increasing from 22.73% in 2023–2024 to 27.01% in 2024–2025, suggesting that many students are approaching grade-level expectations but require targeted support to achieve proficiency. This presents an opportunity to accelerate learning for students who are close to meeting standards.
- Performance across mathematical domains indicates that students continue to experience challenges in applying concepts and procedures and in problem solving, particularly in upper grades. While there has been some improvement in these areas, the percentage of students performing below standard remains high, highlighting the need for increased emphasis on conceptual understanding, mathematical reasoning, and opportunities for students to engage in problem solving and mathematical discourse.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1427.3	1404.2	1380.0	1434.9	1409.5	1381.4	1409.3	1391.9	1376.6	47	51	37
1	1448.4	1443.3	1430.8	1461.5	1445.6	1447.4	1434.6	1440.5	1413.7	19	38	34
2	1429.3	1433.5	1450.7	1418.1	1432.4	1469.9	1440.0	1434.4	1431.0	41	24	41
3	1463.1	1471.2	1466.3	1445.3	1454.7	1454.4	1480.4	1487.2	1477.7	34	43	23
4	1472.7	1503.2	1482.8	1454.9	1495.9	1479.0	1489.9	1510.1	1486.1	52	38	36
5	1522.3	1489.5	1517.9	1513.0	1472.5	1520.9	1531.1	1506.0	1514.4	32	51	23
All Grades										225	245	194

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	23.40	11.76	5.41	29.79	41.18	37.84	31.91	25.49	21.62	14.89	21.57	35.14	47	51	37
1	5.26	13.16	11.76	42.11	31.58	26.47	42.11	28.95	32.35	10.53	26.32	29.41	19	38	34
2	0.00	0.00	7.32	34.15	37.50	36.59	31.71	37.50	31.71	34.15	25.00	24.39	41	24	41
3	0.00	16.28	4.35	26.47	18.60	34.78	44.12	44.19	26.09	29.41	20.93	34.78	34	43	23
4	1.92	21.05	13.89	25.00	42.11	33.33	44.23	13.16	25.00	28.85	23.68	27.78	52	38	36
5	21.88	5.88	30.43	28.13	27.45	34.78	34.38	39.22	13.04	15.63	27.45	21.74	32	51	23
All Grades	8.89	11.84	11.34	29.78	32.65	34.02	37.78	31.43	25.77	23.56	24.08	28.87	225	245	194

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	29.79	15.69	8.11	23.40	47.06	40.54	29.79	13.73	10.81	17.02	23.53	40.54	47	51	37
1	26.32	31.58	23.53	52.63	21.05	29.41	10.53	26.32	23.53	10.53	21.05	23.53	19	38	34
2	2.44	8.33	26.83	41.46	54.17	36.59	21.95	16.67	17.07	34.15	20.83	19.51	41	24	41
3	11.76	20.93	13.04	29.41	37.21	30.43	23.53	16.28	21.74	35.29	25.58	34.78	34	43	23
4	11.54	44.74	30.56	34.62	23.68	30.56	21.15	10.53	13.89	32.69	21.05	25.00	52	38	36
5	18.75	7.84	43.48	46.88	49.02	30.43	25.00	21.57	8.70	9.38	21.57	17.39	32	51	23
All Grades	16.00	21.22	23.71	36.00	38.78	33.51	23.11	17.55	15.98	24.89	22.45	26.80	225	245	194

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		9.80	2.70		15.69	24.32		58.82	54.05		15.69	18.92		51	37
1		7.89	2.94		26.32	14.71		44.74	35.29		21.05	47.06		38	34
2		0.00	0.00		33.33	31.71		33.33	36.59		33.33	31.71		24	41
3		9.30	0.00		20.93	21.74		37.21	47.83		32.56	30.43		43	23
4		15.79	2.78		23.68	19.44		34.21	33.33		26.32	44.44		38	36
5		3.92	0.00		21.57	30.43		35.29	43.48		39.22	26.09		51	23
All Grades	6.22	8.16	1.55	23.11	22.45	23.71	39.56	41.63	41.24	31.11	27.76	33.51	225	245	194

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	25.53	19.61	16.22	61.70	60.78	62.16	12.77	19.61	21.62	47	51	37
1	52.63	42.11	35.29	42.11	42.11	47.06	5.26	15.79	17.65	19	38	34
2	21.95	8.33	29.27	58.54	70.83	51.22	19.51	20.83	19.51	41	24	41
3	20.59	25.58	8.70	50.00	51.16	43.48	29.41	23.26	47.83	34	43	23
4	28.85	47.37	28.57	46.15	31.58	51.43	25.00	21.05	20.00	52	38	35
5	40.63	9.80	34.78	53.13	66.67	52.17	6.25	23.53	13.04	32	51	23
All Grades	29.33	25.31	25.91	52.89	53.88	51.81	17.78	20.82	22.28	225	245	193

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	29.79	15.69	5.41	42.55	58.82	51.35	27.66	25.49	43.24	47	51	37
1	15.79	13.16	17.65	68.42	63.16	61.76	15.79	23.68	20.59	19	38	34
2	2.44	8.33	41.46	65.85	66.67	39.02	31.71	25.00	19.51	41	24	41
3	5.88	16.28	30.43	61.76	53.49	43.48	32.35	30.23	26.09	34	43	23
4	5.77	36.84	36.11	42.31	42.11	38.89	51.92	21.05	25.00	52	38	36
5	25.00	15.69	73.91	50.00	54.90	8.70	25.00	29.41	17.39	32	51	23
All Grades	13.78	17.96	31.96	52.89	55.92	42.27	33.33	26.12	25.77	225	245	194

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	10.64	7.84	0.00	80.85	74.51	70.27	8.51	17.65	29.73	47	51	37
1	15.79	26.32	8.82	47.37	52.63	38.24	36.84	21.05	52.94	19	38	34
2	7.32	0.00	2.44	46.34	62.50	60.98	46.34	37.50	36.59	41	24	41
3	0.00	2.33	0.00	55.88	53.49	52.17	44.12	44.19	47.83	34	43	23
4	7.69	13.16	2.78	48.08	50.00	47.22	44.23	36.84	50.00	52	38	36
5	12.50	7.84	0.00	46.88	39.22	69.57	40.63	52.94	30.43	32	51	23
All Grades	8.44	9.80	2.58	55.56	55.10	56.19	36.00	35.10	41.24	225	245	194

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	34.04	21.57	27.03	44.68	58.82	62.16	21.28	19.61	10.81	47	51	37
1	0.00	0.00	2.94	84.21	81.58	64.71	15.79	18.42	32.35	19	38	34
2	4.88	4.17	7.32	63.41	62.50	58.54	31.71	33.33	34.15	41	24	41
3	5.88	20.93	0.00	76.47	62.79	82.61	17.65	16.28	17.39	34	43	23
4	15.38	15.79	5.71	55.77	68.42	62.86	28.85	15.79	31.43	52	38	35
5	31.25	7.84	0.00	59.38	68.63	78.26	9.38	23.53	21.74	32	51	23
All Grades	16.89	12.65	8.29	60.89	66.94	66.32	22.22	20.41	25.39	225	245	193

Conclusions based on this data:

- Overall English language proficiency outcomes indicate a decline in the percentage of students performing at the highest levels, with Level 4 decreasing from 11.84% in 2023–2024 to 11.34% in 2024–2025, while Level 1 increased from 24.08% to 28.87%.
This shift suggests that a growing number of students are not yet demonstrating proficiency in English and require increased targeted language development support.

2. Domain-level data shows that students demonstrate relative strengths in speaking and oral language development, with Level 4 performance increasing from 17.96% to 31.96%, while writing and reading remain areas of concern. In writing, Level 4 decreased significantly from 8.16% to 1.55%, and Level 1 increased from 27.76% to 33.51%. Similarly, in reading, Level 4 declined from 9.80% to 2.58%, while Level 1 increased from 35.10% to 41.24%, indicating a need for focused instruction in written and receptive language development.
3. A large proportion of students remain in the middle performance bands, with Level 2 decreasing from 31.43% to 25.77% and Level 3 increasing from 32.65% to 34.02%, indicating some movement toward proficiency but not yet at desired levels.
This trend highlights the need for intentional instructional strategies that accelerate language acquisition, including structured opportunities for academic discourse, explicit language instruction, and integrated ELD across content areas.

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
406	58.4%	49.8%	0.2%
Total Number of Students enrolled in Scott Lane 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	202	49.8%
Foster Youth	1	0.2%
Homeless	5	1.2%
Socioeconomically Disadvantaged	237	58.4%
Students with Disabilities	44	10.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	3%
American Indian	2	0.5%
Asian	28	6.9%
Filipino	8	2%
Hispanic	318	78.3%
Two or More Races	13	3.2%
Pacific Islander	1	0.2%
White	23	5.7%

Conclusions based on this data:

1. Scott Lane Elementary serves a predominantly Hispanic/Latino student population, representing 78.3% of total enrollment, with all other racial/ethnic groups comprising significantly smaller percentages.

This demographic highlights the importance of culturally responsive practices and instructional strategies that reflect and support the linguistic and cultural assets of the school community.

2. A significant portion of the student population experiences additional learning needs, with 49.8% identified as English Learners and 58.4% identified as socioeconomically disadvantaged. This indicates that more than half of students may require targeted academic, language, and social-emotional supports to access grade-level content and achieve academic success.
3. The school also serves specific student groups requiring additional support, including 10.8% of students with disabilities, 1.2% experiencing homelessness, and a small percentage of foster youth. While smaller in number, these groups represent students with unique needs, emphasizing the importance of inclusive practices, differentiated instruction, and coordinated support systems to ensure equitable access to learning.

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
English Language Arts  Yellow	Chronic Absenteeism  Red	Suspension Rate  Red
Mathematics  Yellow		
English Learner Progress  Red		

Conclusions based on this data:

1. Overall performance data indicates that the school is experiencing the greatest challenges in student engagement and English learner progress, with Chronic Absenteeism, Suspension Rate, and English Learner Progress all in the Red performance level. These indicators suggest systemic needs related to attendance, student behavior (limited number of students), and the effectiveness of language development supports for English Learners.

2. Academic performance in both English Language Arts and Mathematics is at the Yellow performance level, indicating that while students are demonstrating some progress, a significant number are not yet meeting grade-level standards.
This aligns with assessment data showing high percentages of students performing at or near standard, but not yet achieving proficiency.
3. The combination of Red indicators in engagement and English learner progress alongside Yellow academic performance suggests that student outcomes are influenced by both instructional and non-instructional factors. Addressing attendance, school climate, and targeted supports for English Learners will be critical to improving overall academic achievement and moving performance indicators out of the Red and Yellow levels.

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		
All Students Yellow 42.6 points below standard Increased 20.3 points 166 Students	English Learners Orange 72.7 points below standard Increased 17.1 points 97 Students	Long-Term English Learners
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged Yellow 59.9 points below standard Increased 17.6 points 112 Students

Students with Disabilities  No Performance Color 113.7 points below standard Increased 3.8 points 27 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Yellow 50.7 points below standard Increased 21.7 points 135 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Conclusions based on this data:

- Overall English Language Arts performance for All Students is at the Yellow level, with students performing 42.6 points below standard, despite an increase of 20.3 points. This indicates that while there has been measurable growth, a significant gap remains in meeting grade-level expectations.
- English Learners are performing at the Orange level, with students 72.7 points below standard, although demonstrating growth of 17.1 points. This highlights a persistent and substantial achievement gap for English Learners, indicating a need for targeted language development and access to grade-level literacy instruction.
- Student group performance data shows that while some groups, including Hispanic students and socioeconomically disadvantaged students, have demonstrated improvement, they continue to perform significantly below standard (50.7 and 59.9 points below standard, respectively). This suggests that while current supports are contributing to growth, additional focused efforts are needed to accelerate progress and close achievement gaps across student groups.

School and Student Performance Data

Academic Performance Mathematics

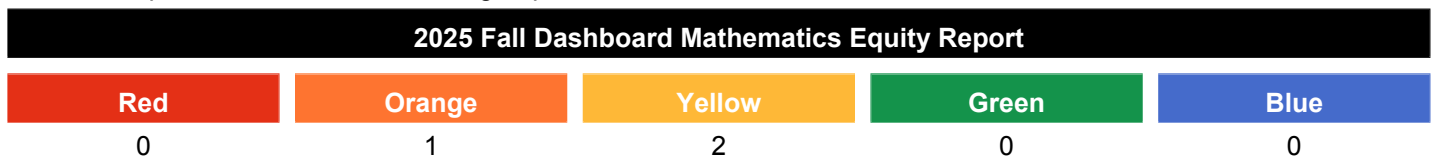
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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		
All Students  Yellow 54.4 points below standard Increased 4.3 points 169 Students	English Learners  Orange 77.9 points below standard Maintained 1.6 points 100 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Yellow 66.6 points below standard Increased 6.1 points 114 Students

Students with Disabilities  No Performance Color 127.1 points below standard Declined 10.4 points 27 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Yellow 58.6 points below standard Increased 8.5 points 136 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Conclusions based on this data:

- Overall Mathematics performance for All Students is at the Yellow level, with students performing 54.4 points below standard, reflecting only a modest increase of 4.3 points. This indicates that while there has been slight improvement, a substantial gap remains in students meeting grade-level expectations in mathematics.
- English Learners are performing at the Orange level, with students 77.9 points below standard and showing minimal growth (1.6 points). This highlights a significant and persistent achievement gap for English Learners in mathematics, suggesting a need for stronger integration of language development within math instruction.
- Student group data shows that while some groups, including Hispanic students and socioeconomically disadvantaged students, are performing at the Yellow level and demonstrating growth, they remain significantly below standard (58.6 and 66.6 points below standard, respectively).

School and Student Performance Data

Academic Performance Science

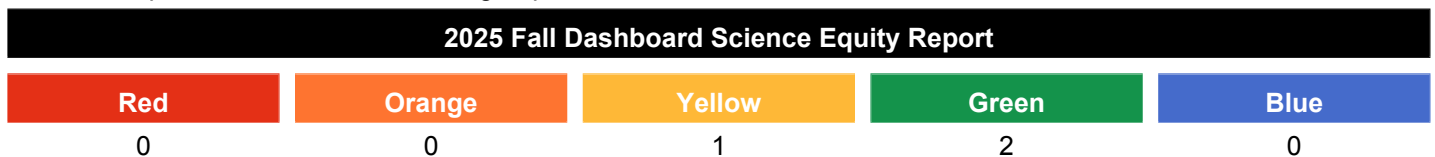
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Green 48 science points Increased 9.5 points 54 Students	English Learners  Yellow 43.9 science points Increased 8.5 points 31 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Green 45.3 science points Increased 7.8 points 37 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Green 45.3 science points Increased 8.9 points 40 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students

Conclusions based on this data:

- Overall Science performance for All Students is at the Green level, with students scoring 48 points above standard and demonstrating strong growth (+9.5 points). This indicates that science is a relative area of strength for the school, with students exceeding grade-level expectations and continuing to improve.
- English Learners are performing at the Yellow level, with students scoring 43.9 points, showing improvement but still not yet reaching the same level of performance as All Students. This suggests that while growth is evident, there remains an opportunity to strengthen language supports within science instruction to accelerate English Learner achievement.
- Student group performance shows positive outcomes for key populations, including Hispanic students and socioeconomically disadvantaged students, both performing at the Green level and demonstrating growth (+8.9 and +7.8 points respectively). However, several student groups do not have sufficient data for performance levels, limiting the ability to fully analyze equity across all groups.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
40.6 making progress.	making progress.
Number Students: 143 Students	Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24.5%	35%	0%	40.6%

Conclusions based on this data:

- English Learner Progress is at the Red level, with only 40.6% of students making progress toward English language proficiency.
This indicates that fewer than half of English Learners are advancing at least one ELPAC level, signaling a significant need to strengthen systems and instruction that support language acquisition.
- A substantial portion of English Learners are not progressing, with 35% maintaining the same performance level and 24.5% decreasing at least one ELPAC level.
This means nearly 60% of English Learners are either stagnating or regressing, highlighting an urgent need for more targeted and effective language development supports.
- The rate of students making progress (40.6%) is not sufficient to support timely reclassification (RFEP), which may contribute to a sustained high percentage of English Learners (49.8%) within the overall student population.
This suggests that students may be remaining in English Learner status longer, reinforcing the need for accelerated and consistent language development practices across all grade levels.

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



Red

22.5% Chronically Absent

Increased 0.6

422 Students

English Learners



Red

23.2% Chronically Absent

Increased 2.5

220 Students

Long-Term English Learners

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

7 Students

Socioeconomically Disadvantaged



Red

25.2% Chronically Absent

Increased 2.8

270 Students

Students with Disabilities  Orange 25% Chronically Absent Declined 7.7 64 Students	African American  No Performance Color 25% Chronically Absent 0 12 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 17.9% Chronically Absent Declined 10.7 28 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Hispanic  Red 24.8% Chronically Absent Increased 3 331 Students
Two or More Races  No Performance Color 7.1% Chronically Absent Declined 8.2 14 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 0% Chronically Absent Declined 14.8 24 Students

Conclusions based on this data:

1. Chronic Absenteeism is at the Red level for All Students, with 22.5% of students chronically absent, reflecting an increase of 0.6%.
This indicates that nearly one in four students is missing significant instructional time, which likely contributes to gaps in academic performance across content areas.
2. English Learners experience similarly high rates of chronic absenteeism (23.2%), which has increased by 2.5%, suggesting attendance is a significant barrier to both language development and academic achievement.
This reinforces the connection between absenteeism and the low English Learner Progress indicator, highlighting attendance as a critical factor in student outcomes.
3. Chronic absenteeism disproportionately impacts key student groups, including socioeconomically disadvantaged students (25.2%) and Hispanic students (24.8%), both at the Red level and increasing.
Additionally, Students with Disabilities show high absenteeism rates (25%) despite some improvement, indicating a continued need for targeted supports for vulnerable populations.

School and Student Performance Data

Conditions & Climate Suspension Rate

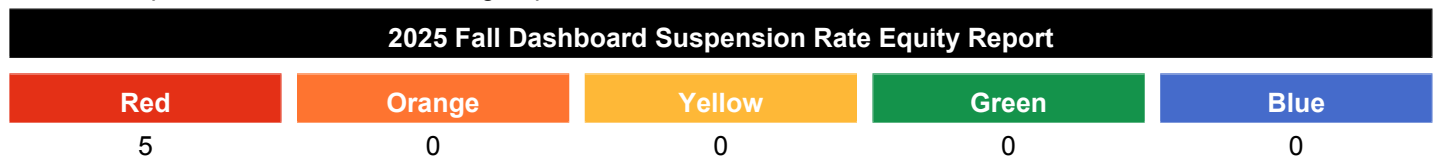
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Red 4.9% suspended at least one day Increased 3.1% 432 Students	English Learners  Red 5.4% suspended at least one day Increased 2.8% 222 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Socioeconomically Disadvantaged  Red 6.6% suspended at least one day Increased 3.8% 272 Students

Students with Disabilities  Red 7.8% suspended at least one day Increased 2.4% 64 Students	African American  No Performance Color 8.3% suspended at least one day 12 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Red 6.7% suspended at least one day Increased 4% 30 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Hispanic  Red 4.7% suspended at least one day Increased 2.8% 338 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 14 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 0% suspended at least one day Maintained 0% 25 Students

Conclusions based on this data:

1. Suspension Rate is at the Red level for All Students, with 4.9% of students suspended at least once, reflecting an increase of 3.1%.
This indicates a significant rise in exclusionary discipline practices, which may be impacting instructional time and overall student engagement.
2. English Learners are also at the Red level, with 5.4% of students suspended and an increase of 2.8%, suggesting that this group is disproportionately impacted by disciplinary actions.
This aligns with patterns seen in chronic absenteeism and academic performance, where English Learners experience multiple overlapping barriers.
3. Suspension rates are elevated among key student groups, including Students with Disabilities (7.8%), socioeconomically disadvantaged students (6.6%), and Hispanic students (4.7%), all at the Red level and increasing.

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.

Academic

Broader Goal:

All students will improve academic achievement in English Language Arts and Mathematics, with a focused effort on reducing achievement gaps for English Learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities. Through strengthened Tier 1 instruction, increased academic discourse, and targeted support, students will demonstrate increased access to grade-level standards.

Focus Goals for Academic Performance:

A. CAASPP Achievement (All Students):

Increase the percentage of students meeting or exceeding standards in English Language Arts and Mathematics by at least 5 percentage points as measured by CAASPP.

B. Targeted Student Groups:

Increase the percentage of English Learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities meeting or exceeding grade-level standards by at least 5 percentage points, reducing achievement gaps.

C. Local Assessment (i-Ready or Equivalent):

Increase the percentage of students performing at or above grade level by at least 5 percentage points, with accelerated growth for students below grade level.

D. Instructional Focus:

Strengthen Tier 1 instruction through consistent implementation of standards-aligned practices, academic discourse, and language development strategies that increase student engagement and access to rigorous content.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

This goal is aligned to LCAP Goal 1: Academic Achievement and Equity, which focuses on ensuring that all students make measurable annual progress toward mastering California State Standards. It also aligns to LCAP Goal 3: Family and Community Engagement, as engaging families in understanding academic expectations, student progress, and instructional supports is essential to improving student outcomes.

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.

California School Dashboard data indicate that overall student performance in both English Language Arts and Mathematics is at the Yellow performance level, with students performing 42.6 points below standard in ELA and 54.4 points below standard in Mathematics, despite increases of 20.3 points in ELA and 4.3 points in Mathematics. While growth is evident, current performance levels indicate that a significant percentage of students are not yet meeting grade-level standards.

Disaggregated data reveal more significant needs for student groups. English Learners are performing at the Orange level in both ELA (72.7 points below standard) and Mathematics (77.9 points below standard), indicating substantially reduced access to grade-level content. Additionally, students with disabilities are performing 127.1 points below standard in ELA and declined 10.4 points, highlighting a critical need for more effective differentiation and support within core instruction.

Local data further reflect persistent gaps. i-Ready diagnostic data show increases in the percentage of students at or above grade level; however, a significant proportion of students remain below grade level, particularly among English Learners and other historically underserved groups. These patterns suggest that while interventions are producing incremental growth, Tier 1 instruction is not yet consistently meeting the needs of all learners.

The data indicate a need to strengthen core instruction to ensure all students have access to rigorous, grade-level content. In particular, there is a need to increase the use of academic discourse, language development strategies, and student-centered instructional practices to improve comprehension, engagement, and access for English Learners and other student groups. Additionally, consistent use of data-driven instructional cycles is needed to monitor student progress and adjust supports in a timely manner.

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 ELA	Baseline Diagnostic 3 2025 17% Mid or Above grade level 16% Early on grade level 37% One grade level below 19% Two grade levels below 11% Three grade levels below	By Diagnostic 3 2026 Goal 5% growth for the following top two levels: 22% Mid or Above grade level 21% Early on grade level With correlating reductions in the other three levels below target
iReady Math	Baseline Diagnostic 3 2025 14% Mid or Above grade level 18% Early on grade level 48% One grade level below 13% Two grade levels below 7% Three grade levels below	By Diagnostic 3 2026 Goal 5% growth for the following top two levels: 19% Mid or Above grade level 23% Early on grade level With correlating reductions in the other three levels below target
ELA SBAC	Baseline (2025 California School Dashboard) All Students: 12.35% Standard Exceeded 18.24% Standard Met 27.06% Standard Nearly Met 42.35% Standard Not Met Hispanic/Latino/a/x: 10.1% Standard Exceeded 14.5% Standard Met English Learners:	By June of 2026 - Overall Goal of 5% growth for the following top two levels: All Students: 12.35% to 17.35% Standard Exceeded 18.24% to 23.24% Standard Met With correlating reductions in the other two levels below target Hispanic/Latino/a/x 10.1% to 15.1% Standard Exceeded 14.5% to 19.5% Standard Met

	1.4% Standard Exceeded 4% Standard Met	English Language Learners 1.4% to 6.4% Standard Exceeded 4% to 9% Standard Met
Math SBAC	Baseline (2025 California School Dashboard) All Students: 9.77% Standard Exceeded 20.11% Standard Met 27.01% Standard Nearly Met 43.1% Standard Not Met Hispanic/Latino/a/x 7.9% Standard Exceeded 19.3% Standard Met English Language Learners 1.3% Standard Exceeded 10.3% Standard Met	By June of 2026 - Overall Goal of 5% growth for the following top two levels: All Students: 14.77% Standard Exceeded 25.11% Standard Met With correlating reductions in the other two levels below target Hispanic/Latino/a/x 7.9% to 12.9% Standard Exceeded 19.3% to 24.3% Standard Met English Language Learners 1.3% to 6.3% Standard Exceeded 10.3% to 15.3% Standard Met
ELPAC	Baseline June 2025 22.29% Level 1 29.71% Level 2 32.57% Level 3 15.43% Level 4	June 2026 Goal 5% growth 37.57% Level 3 20.43% Level 4 With correlating reductions in the other two levels below target

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Implement a comprehensive system of support to provide targeted Tier I and Tier II instruction in English Language Arts. Student needs will be identified using multiple data sources, including CAASPP, ELPAC, and local assessments, with ongoing progress monitoring through tools such as iReady and other site-based measures. Certificated and classified staff will provide small group and targeted instruction focused on foundational literacy skills, reading comprehension, and writing. Instruction will emphasize academic language development and structured opportunities for student discourse to support English Learners and students performing below grade level. Additional staffing and time will be allocated to support intervention, progress monitoring, and collaboration to ensure instruction is responsive to student needs and focused on increasing the percentage of students meeting or exceeding grade-level standards.	English Learners Students performing below or approaching grade-level standards, as identified through CAASPP, ELPAC, and local assessments Students requiring additional academic and language support to access grade-level content	210,975 Title I 2000-2099: Classified Personnel Salaries Three 6 hr. Instructional Paras for Intervention - English and Bilingual/Spanish 53,844 Title I 2000-2099: Classified Personnel Salaries Two 3 hr. Instructional Paras for Intervention - English and Bilingual/Spanish (K) 21,500 Title I None Specified Hourly and additional hourly pay - Instructional Paras/Hourly /STLA for Intervention, PD, and meetings (SLT staff, etc) (Bilingual Spanish) Tier 1 & Tier II Intervention (K) 1,000 Title I

			1000-1999: Certificated Personnel Salaries Certificated Intervention ELA/Math
1.2	Provide ongoing opportunities for families to engage in their students' academic learning through workshops, meetings, and school events focused on English Language Arts and Mathematics. Topics will include understanding grade-level expectations, interpreting student assessment data (CAASPP, ELPAC, and local assessments), and strategies to support reading, writing, and language development at home. The school will utilize multiple communication platforms, including ParentSquare and in-person meetings, to ensure accessible, multilingual communication and increase participation among families, particularly those of English Learners and students performing below grade level. Family input gathered through SSC, ELAC, and other engagement opportunities will be used to inform instructional priorities and improve student outcomes. These efforts will strengthen the home-school connection and increase student achievement outcomes.	English Learners Students performing below or approaching grade-level standards All students, with emphasis on increasing engagement of families whose students require additional academic support	2,869 Title I Part A: Parent Involvement None Specified Parent workshops, materials/supplies including food/snacks 500 Title I Part A: Parent Involvement None Specified Translation/interpretation Services for Parent Engagement, Workshops and/or SST meetings 500 Title I Part A: Parent Involvement None Specified Childcare services for parents attending parent workshops
1.3	Provide teachers with standards-aligned instructional materials, supplemental resources (including field trips), and ongoing professional learning to support high-quality Tier I instruction in English Language Arts and Mathematics. Resources and professional development will focus on evidence-based literacy practices, with an emphasis on strengthening writing instruction, reading comprehension, and academic language development across content areas. Instructional coaching, collaboration time, and professional learning opportunities will support teachers in implementing strategies that increase student engagement, structured academic discourse, and access to grade-level content, particularly for English Learners and students performing below grade level. Materials and training will be selected and aligned to support consistent, effective instruction across classrooms and grade levels.	All students English Learners Students performing below or approaching grade-level standards	16925 Title I None Specified Instructional materials and supplies; professional development and instructional coaching; supplemental curriculum and technology-based programs (e.g., iReady, Lexia); technology and equipment to support instruction and assessment (e.g., devices, hotspots, headphones); field trips; and related resources to support English Language Development (ELD) and Dual Language Immersion (DLI) instruction.
1.4	Provide ongoing professional learning and collaboration opportunities for teachers to strengthen instructional practices in English Language Arts and Mathematics. Professional development, including workshops, conferences, and site-based collaboration, will focus on evidence-based strategies with an emphasis on strengthening writing instruction, academic language development, and structured academic discourse. Teachers will engage in regular collaboration cycles to analyze student data, plan instruction, and monitor student progress, with a focus on improving outcomes for English Learners and students	All students English Learners Students performing below or approaching grade-level standards	2402 Targeted Allocation None Specified Professional development and training (including conferences and workshops); instructional coaching and consultation; teacher collaboration and planning time (including substitutes for release time); and related costs to support data analysis, instructional planning, and

	performing below grade level. Staff will engage in ongoing cycles of data analysis and progress monitoring to evaluate the effectiveness of instruction and interventions and adjust supports accordingly. These efforts will support consistent implementation of effective Tier I instruction and increase student access to grade-level standards.		implementation of effective teaching practices.
1.5	Provide additional staffing and support to ensure effective implementation of instructional programs and schoolwide systems that support student achievement in English Language Arts and Mathematics. This includes certificated and classified staff to support coordination of services, instructional implementation, supervision, and student support throughout the school day. Staff will assist in maintaining structured learning environments, supporting student engagement, and ensuring that instructional time is maximized. These supports will contribute to improved access to instruction, particularly for English Learners and students performing below grade level, and support consistent implementation of schoolwide academic priorities.	All students English Learners Students requiring additional academic and behavioral support to access instruction	2,000 Targeted Allocation None Specified Certificated and classified staff (including hourly and extra duty); supervision and student support personnel; and related staffing costs to support implementation of instructional programs, student engagement, and schoolwide systems.

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.

i-Ready Diagnostic data from 2024 to March 2025 indicate that 33% of students met or exceeded standards in English Language Arts, reflecting a 4% decrease, and 32% met or exceeded standards in Mathematics, reflecting a 2% decrease. These results suggest that, while intervention systems were in place, they were not consistently implemented early enough or with sufficient intensity to produce the desired growth in student outcomes.

The data highlights the need to strengthen Tier I core instruction and ensure that Tier I and Tier II interventions are implemented consistently from the beginning of the school year, particularly for historically underserved student groups, including Hispanic/Latino/a/x students, English Learners, socioeconomically disadvantaged students, and students with disabilities. Continued focus on data-driven instruction, early identification of student needs, and targeted support is necessary to improve academic performance.

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 differences between intended implementation and actual practice in several key areas. While collaboration time was planned, there was a need for more structured and consistent opportunities for grade-level teams to analyze student data and ensure coherence in instructional practices across classrooms. This limited the effectiveness of data-driven instruction and alignment of Tier I supports.

Additionally, fewer parent learning opportunities were implemented than originally planned. As a result, there is a need to more intentionally plan and schedule family engagement opportunities at the beginning of the school year to ensure consistent implementation and increased participation. These adjustments will help strengthen both instructional coherence and family support for student learning.

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, several changes have been made to strengthen implementation of Goal 1 and improve student outcomes. A greater emphasis has been placed on strengthening Tier I instruction through academic discourse, writing instruction, and language development strategies to better support English Learners and students performing below grade level. These changes are reflected in Strategy 1.3 (instructional materials, professional learning, and coaching) and Strategy 1.4 (professional development and collaboration), which now include a more explicit focus on writing, academic language, and structured opportunities for student engagement.

Additionally, increased structures for teacher collaboration and data analysis will be incorporated to ensure more consistent use of student data to inform instruction and intervention. This is reflected in Strategy 1.4, which includes ongoing cycles of data analysis and progress monitoring.

To address the need for earlier and more consistent intervention, Strategy 1.1 has been refined to emphasize the implementation of Tier I and Tier II supports from the beginning of the school year, with a focus on targeted support for identified student groups.

Recognizing the need for stronger family engagement, Strategy 1.2 has been updated to include more intentional planning for parent workshops and learning opportunities, with a focus on supporting student learning in English Language Arts and Mathematics.

These adjustments ensure that our goal reflects a more focused, data-driven approach to improving academic outcomes and closing achievement gaps.

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.

English Language Development and Language Acquisition

All students will demonstrate growth in language proficiency, with a focused effort on accelerating English language development for English Learners and strengthening biliteracy in both English and Spanish for our students in the DLI program. Through high-quality designated and integrated English Language Development (ELD), structured academic discourse, and effective Dual Language Immersion (DLI) practices, students will increase their English language proficiency as measured by ELPAC and improve their ability to access and engage in grade-level content across all subject areas.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

This goal is aligned to LCAP Goal 1: Academic Achievement and Equity, which focuses on ensuring that all students make measurable annual progress toward mastering California State Standards, including progress in English language proficiency. It also aligns to LCAP Goal 3: Family and Community Engagement, as engaging families in supporting language development and biliteracy is essential to student success in both English and Spanish.

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.

California School Dashboard data indicates that English Learner Progress is in the Red performance level, with only 40.6% of English Learners making progress toward English language proficiency. This reflects a critical need to accelerate language development for a significant portion of our student population.

ELPAC data further shows that a substantial percentage of English Learners remain at the lower proficiency levels, with many students performing at Levels 1 and 2, indicating that they are not yet able to fully access grade-level content in English. While some progress is evident, the overall rate of growth is not sufficient to meet expected outcomes or close achievement gaps.

Given that over half of our student population are English Learners and that our school implements a Dual Language Immersion (DLI) program for over 2/3 of students, there is a need to strengthen both designated and integrated English Language Development (ELD) to ensure students develop proficiency in English while also building biliteracy in Spanish. This includes increasing opportunities for structured academic discourse, explicit instruction in academic vocabulary, and consistent implementation of language development strategies across all content areas.

The data indicates a need for more consistent and intentional instructional practices that support language acquisition, including strengthening Tier I instruction, ensuring fidelity of designated and integrated ELD, and using data to monitor student progress and adjust instruction. Addressing these needs will support increased English Learner progress, improved access to grade-level standards, and overall academic achievement.

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
ELPAC	Baseline June 2025 22.29% Level 1 29.71% Level 2 32.57% Level 3 15.43% Level 4	June 2026 Goal: Increase percentage of students at ELPAC Levels 3 and 4 by at least 5 percentage points 37.57% Level 3 20.43% Level 4 ... with a corresponding decrease in students performing at Levels 1 and 2.
ELPI	Baseline June 2025 40.6%	June 2026 Goal: Increase ELPI from 40.6% to 48.6% (8 percentage point increase)

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	Implement a comprehensive system of support to accelerate English language development for English Learners through both designated and integrated English Language Development (ELD). Student needs will be identified using multiple data sources, including ELPAC, CAASPP, and local assessments, with ongoing progress monitoring to ensure students are making progress toward language proficiency. Certificated and classified staff will provide targeted instruction that focuses on developing academic language, including speaking, listening, reading, and writing skills. Instruction will emphasize structured academic discourse, explicit vocabulary development, and language functions across content areas to support students in accessing grade-level standards. Staffing will be allocated to support small group instruction, intervention, and collaboration to ensure that language development is consistently integrated into daily instruction and aligned with the goals of the Dual Language Immersion (DLI) program.	English Learners Long-term English Learners Students performing at ELPAC Levels 1 and 2 Students requiring additional language support to access grade-level content	0 None Specified None Specified Title1 and Targeted: Supplemental instructional materials and resources to support English Language Development; and related costs to support small group instruction, progress monitoring, and implementation of designated and integrated ELD, allocated under Goal 1 0 None Specified None Specified Certificated and classified staff (including hourly and intervention support) allocated under Goal 1
2.2	Provide ongoing opportunities for families to engage in and support their students' language development and biliteracy through workshops, meetings, and school events. Topics will include understanding English Language Development (ELD) standards, ELPAC expectations, the reclassification (RFEP) process, and strategies to support language development in both English and Spanish at home. The school will utilize multiple communication platforms, including ParentSquare and in-person meetings, to ensure accessible, multilingual	English Learners Students participating in the Dual Language Immersion (DLI) program Families of English Learners	0 None Specified None Specified Parent workshops and family engagement activities; translation and interpretation services; materials and resources to support family learning; and related costs to support multilingual communication and outreach to families of English Learners, in alignment with

	communication and increase participation among families of English Learners. Family input gathered through SSC, ELAC, and other engagement opportunities will be used to inform school practices and strengthen support for student language development. These efforts will strengthen the home-school connection and support increased English Learner progress and biliteracy outcomes. Purchase materials and supplies to increase student motivation, engagement and achievement in ELD, purchase technology to support student learning in the classroom, field trips and visiting programs will be provided to K-5 students to increase English language, vocabulary and background knowledge, fifth grade students participate in Science Camp to increase academic vocabulary and background knowledge.		resources identified in Goal 1 to ensure coordinated and efficient implementation of services. 0 None Specified None Specified hotspots, apple tvs, and headphones to use during learning or assessments on computer in the classroom (iReady, Lexia, CAASPP, etc.) allocated under Goal 2 0 None Specified None Specified 5th Grade Science Camp (District to cover costs for all students)
2.3	Provide teachers with standards-aligned instructional materials, supplemental resources, and ongoing professional learning to support high-quality designated and integrated English Language Development (ELD) and Dual Language Immersion (DLI) instruction. Resources and professional development will focus on evidence-based practices for language acquisition, with an emphasis on academic language development, biliteracy, and strengthening reading and writing in both English and Spanish. Instructional coaching, collaboration time, and professional learning opportunities will support teachers in implementing strategies that increase structured academic discourse, explicit vocabulary instruction, and opportunities for students to develop language across all content areas. Materials and training will be aligned to support consistent implementation of ELD and DLI practices across classrooms and grade levels, supporting language acquisition, ensuring that English Learners have access to rigorous, grade-level content.	English Learners Students participating in the Dual Language Immersion (DLI) program Students requiring additional language development support	0 None Specified None Specified Instructional materials and supplies; professional development and instructional coaching; supplemental curriculum and resources to support English Language Development and Dual Language Immersion; and technology and tools to support language development, biliteracy, and access to instruction, in alignment with resources identified in Goal 1 to ensure coordinated and efficient implementation of services.
2.4	Provide ongoing professional learning and collaboration opportunities for teachers to strengthen instructional practices in English Language Development (ELD) and Dual Language Immersion (DLI). Professional development, including workshops, conferences, and site-based collaboration, will focus on evidence-based strategies for language acquisition, with an emphasis on academic language development, biliteracy, and strengthening reading and writing in both English and Spanish. Teachers will engage in regular collaboration cycles to analyze student data, including ELPAC and other local measures, to plan instruction and monitor student progress in language development. Professional learning will support teachers in implementing designated and integrated ELD,	English Learners Students participating in the Dual Language Immersion (DLI) program Students requiring additional language development support -----Students with SEL needs based on staff observation, BTT, and SWISS data	0 None Specified None Specified Professional development and training (including conferences and workshops); instructional coaching and consultation; teacher collaboration and planning time (including substitutes for release time); and related costs to support data analysis, instructional planning, and implementation of effective English Language Development and Dual Language Immersion practices, in alignment with resources identified in Goal 1

	structured academic discourse, and explicit vocabulary instruction across all content areas. Staff will engage in ongoing cycles of data analysis and progress monitoring to evaluate the effectiveness of language instruction and adjust supports accordingly. These efforts will support consistent implementation of effective ELD and DLI practices and increase English Learner progress toward proficiency.		to ensure coordinated and efficient implementation of services.
2.5	Provide additional staffing and support to ensure effective implementation of English Language Development (ELD) and Dual Language Immersion (DLI) programs and to increase access to services for English Learners and their families. This includes bilingual support staff to facilitate communication, translation, ELPAC monitoring, and outreach to families (bilingual clerk, ELSAT), as well as counseling and support personnel to address barriers to student engagement, attendance, and overall well-being (PIP Counselor, Wellness Coach, Wellness Coordinator, Calming Space). Staff will support coordination of services, family communication, and student support systems to ensure that English Learners are able to fully access instructional programs and language development opportunities. These efforts will contribute to improved student engagement, increased participation in school programs, and stronger alignment between school and home to support language acquisition and academic success.	English Learners Students participating in the Dual Language Immersion (DLI) program Students and families requiring additional support to access school programs and services Students with identified social-emotional needs, as determined through the Coordination of Services Team (COST)	8270 Targeted Allocation 2000-2999: Classified Personnel Salaries Salary for Bilingual Attendance Clerk 0 None Specified None Specified Salary for PIP/Counseling Services, Wellness Coach, Wellness Coordinator, in alignment with resources identified in Goal 3 to ensure coordinated and efficient implementation of services. 0 None Specified None Specified ELSAT funded through district funds

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.

English Learners demonstrated growth on the ELPAC assessment, with 51.8% of students making progress, representing an increase of 11.8 percentage points from the 2023–2024 school year. This indicates that implementation of designated and integrated English Language Development (ELD) is positively impacting student language acquisition.

However, despite this growth, overall performance remains below desired levels, as reflected in the California School Dashboard indicator for English Learner Progress (Red). This suggests a need for more consistent and intentional implementation of ELD practices across classrooms, with a stronger emphasis on academic discourse, vocabulary development, and writing to accelerate progress for all English Learners.

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

While core ELD strategies were implemented, there was a need for more consistent and structured opportunities for teacher collaboration focused specifically on English Learner data and language development practices. Additionally, family engagement opportunities related to English language development and the ELPAC process were limited and not consistently implemented throughout the year.

These gaps indicate a need for more intentional planning and allocation of time and resources to support collaboration, data analysis, and family engagement to fully meet the intended outcomes of the goal.

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

As a result of this analysis, several changes have been made to strengthen implementation of Goal 2. A greater emphasis has been placed on consistent implementation of designated and integrated ELD, with a focus on academic discourse, explicit vocabulary instruction, and writing to support language development. These changes are reflected in Strategies 2.3 and 2.4, which include a more explicit focus on biliteracy, language development across content areas, and ongoing cycles of data analysis and progress monitoring.

Additionally, Strategy 2.2 has been strengthened to include more intentional planning of family engagement opportunities to support language development at home, including workshops on ELPAC and the reclassification process. Strategy 2.1 has been refined to ensure earlier and more targeted support for English Learners, particularly those at ELPAC Levels 1 and 2.

These adjustments reflect a more focused and data-driven approach to accelerating English Learner progress and improving outcomes on ELPAC and the English Learner Progress Indicator (ELPI).

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.

School Climate

Scott Lane Elementary School will foster a safe, inclusive, and supportive school environment that promotes a strong sense of belonging, school pride, and shared responsibility, where all students demonstrate positive behavior, strong self-regulation skills, and consistent engagement in learning. To support this work, our school will utilize a Multi-Tiered System of Supports (MTSS) to strengthen Tier 1 universal practices, provide targeted Tier 2 and Tier 3 supports, and partner with families to promote student well-being, accountability, and positive school experiences.

Focus will be placed on maintaining and improving proactive and restorative approaches to behavior, including tier I Positive Behavioral Interventions and Supports (PBIS), social-emotional learning (Second Step, Calming Space), and strengthening consistent, effective classroom management practices across all classrooms. Our staff will work collaboratively to create predictable, structured environments that promote positive behavior, maximize instructional time, and support student success.

Our school will refine systems for how staff communicate and collaborate around student needs. This process will align with MTSS and the Coordination of Services Team (COST) to ensure that student needs are reviewed, prioritized, and addressed with appropriate supports. To support student accountability in a non-punitive and student-centered manner, our school will develop a clear process for teachers and staff to share concerns related to student behavior, engagement, and well-being with administration. This process will also include timely communication from administration to relevant staff working directly with a student, regarding outcomes and next steps.

Additionally, our school will continue to emphasize the importance of strong relationships between students and staff as a foundation for a positive school climate. While the Developmental Relationships Survey is not currently being administered for this school year, its core principles will continue to guide practices focused on connection, belonging, and student voice. Our school will also strengthen family partnerships and communication to support student behavior, attendance, and engagement.

By focusing on prevention, relationship-building, and consistent expectations across our school community, our school aims to improve our overall school climate, reduce chronic absenteeism and suspension rates, and increase student sense of belonging, connectedness, and pride in their school community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

This goal is aligned to LCAP Goal 2: Whole Child and Social-Emotional Support, which focuses on ensuring that all students receive the social-emotional and behavioral support they need to succeed. This includes fostering a positive school climate, promoting student well-being and self-regulation, and implementing systems of support that reduce barriers to learning, such as chronic absenteeism and suspension. This goal also aligns to LCAP Goal 3: Family and Community Engagement, as strong partnerships with families are essential to supporting student behavior, attendance, and overall engagement in school.

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.

California School Dashboard data indicates that our school is in the Red performance level for both Chronic Absenteeism and Suspension Rate, demonstrating a critical need to strengthen our school climate, student engagement, and systems of support. Chronic absenteeism is at 22.5%, reflecting an increase from the previous year, and the suspension rate is 4.9%, also showing a significant increase. These data points indicate that a substantial number of our students are not consistently accessing instruction due to attendance challenges and behavioral incidents.

Student group data shows that English Learners, socioeconomically disadvantaged students, Hispanic/Latino/a/x students, and students with disabilities are disproportionately impacted in these areas, highlighting the need for more consistent and equitable systems of support. These trends suggest that current practices are not yet fully meeting the needs of all students and that additional focus is needed to ensure that all of our students feel connected, supported, and able to engage positively in our school environment.

In addition to Dashboard data, staff observations and site-based data indicate a need to strengthen Tier 1 universal supports, including consistent classroom management practices, clear and predictable expectations, and proactive strategies to promote positive behavior. Staff have expressed a need for clearer systems of communication and follow-up when addressing student behavior and engagement concerns, as well as a desire for increased accountability and consistency in how student needs are addressed.

Data and stakeholder input also highlight the importance of strengthening student social-emotional supports, including opportunities for students to develop self-regulation skills, access wellness resources, and build positive relationships with staff. While systems such as MTSS and the Coordination of Services Team (COST) are in place, there is a need to further refine how students are identified, supported, and monitored to ensure timely and effective responses to student needs.

Additionally, strengthening family engagement and communication is essential to improving attendance, behavior, and overall student engagement. Families play a critical role in supporting student success, and increased collaboration between home and school will support more consistent expectations and improved outcomes.

These data points indicate a need to strengthen proactive, relationship-based approaches to school climate, including the consistent implementation of Positive Behavioral Interventions and Supports (PBIS), social-emotional learning, and systems that support communication, collaboration, and accountability in a non-punitive, student-centered manner. Addressing these needs will support improved attendance, reduced suspensions, increased student engagement, and a stronger sense of belonging and school pride.

Furthermore, to ensure consistent implementation and effectiveness of supports, there is a need for ongoing professional learning for all staff in Multi-Tiered System of Supports (MTSS) for social, emotional, and behavioral needs, including evidence-based classroom management strategies, trauma-informed practices, and restorative approaches. Staff have also identified the need for continued development of structured systems that support positive student behavior across settings, including during recess and other unstructured times.

To strengthen these efforts, our school has invested in expanded wellness supports, including the addition of a full-time Wellness Coordinator to lead our Coordination of Services Team (COST) and support the implementation of Tier 2 and Tier 3 interventions. Continued partnerships and structured supports will be important to ensure that students receive consistent opportunities to develop self-regulation, problem-solving, and positive peer interaction skills.

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
Developmental Relationship Survey	Baseline 2025 Developmental Relationships: 43% Strong Experience of Developmental Relationships 6% Weak Experience of Developmental Relationships Social and Emotional Competencies: 54% Strong Social and Emotional Competencies 13% Weak Social and Emotional Competencies 26% Weak Self Management Equitable Practices: 59% Strong Social Responsiveness Environment 3% Weak Social Responsiveness Environment	Two-Year Goals: Developmental Relationships (By June 2027): 48% Strong Experience of Developmental Relationships (+5 percentage points) 1% Weak Experience of Developmental Relationships (decrease of 5 percentage points) Social and Emotional Competencies (By June 2027): 59% Strong Social and Emotional Competencies (+5 percentage points) 8% Weak Social and Emotional Competencies (decrease of 5 percentage points) 21% Weak Self-Management (decrease of 5 percentage points) Equitable Practices (By June 2027): 64% Strong Social Responsiveness Environment (+5 percentage points) 0% Weak Social Responsiveness Environment (decrease of 3 percentage points)
Student Attendance	Baseline 2025 Attendance of 93% schoolwide year to date	Goal for 2026 - increase of 2% Attendance will be 95% schoolwide year to date
Suspension Rate	Baseline 2025 Suspension rate of 4.9%	Goal for 2026 - decrease of 2% Suspension rate will be 2.9%

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	Our school will strengthen Tier 1 universal supports to promote a positive, safe, and inclusive school climate through consistent implementation of Positive Behavioral Interventions and Supports (PBIS). Schoolwide expectations, including our adopted values and agreements, will be explicitly taught, modeled, and reinforced across all settings, including classrooms, common areas, and during recess. Students will have regular opportunities to engage in structured activities that promote positive behavior, teamwork, and conflict resolution. Incentives and recognition systems, such as the PBIS Bear Store and schoolwide events such as Community Plaza, will be used to reinforce positive behavior and build a strong sense of belonging and school pride. Materials and equipment will be provided to support structured play and student	All Students	2319 Targeted Allocation 4000-4999: Books And Supplies Materials, supplies, and incentives to support PBIS implementation (e.g., PBIS Bear Store, recognition systems); equipment and materials to support structured play and positive student engagement during recess and unstructured times; and related costs to support schoolwide PBIS activities and events. 68,671 Targeted Allocation None Specified

	engagement during recess and other unstructured times. Staff will work collaboratively to ensure consistent implementation of PBIS practices across the school, creating predictable and supportive environments that maximize instructional time and promote positive student outcomes.		Tier I and II Intervention. Positive behavior intervention system (PBIS) to support a safe climate before and during the school day. This will include hourly rate of pay for classified staff and also to engage in professional learning to support a safe climate.
3.2	Our school will strengthen staff capacity to implement consistent, effective classroom management and positive behavior support practices across all classrooms. Professional learning will focus on evidence-based strategies, including proactive classroom management, trauma-informed practices, de-escalation strategies, and restorative approaches to support student behavior and engagement. Certificated and classified staff will engage in ongoing collaboration and professional learning opportunities, including training, coaching, and structured time to analyze student needs and align practices across grade levels. Staff will work together to establish clear, consistent expectations and responses to student behavior, ensuring a predictable and supportive learning environment for all students. These efforts will support increased consistency across classrooms, improved student engagement, and a reduction in disruptions to learning, contributing to a more positive and effective school climate.	All Students	0 None Specified None Specified Professional development and training for certificated and classified staff; instructional coaching and consultation; substitute teachers to provide release time for collaboration, training, learning walks, and data analysis; and related costs to support implementation of effective classroom management and behavior support practices, in alignment with resources identified in Goal 1 to ensure coordinated and efficient implementation of services. 0 None Specified None Specified Safety Patrol supplies funded through donations and/or PTA funds
3.3	Our school will strengthen social-emotional learning (SEL) and wellness supports to promote student self-regulation, engagement, and positive behavior. Students will have access to explicit SEL instruction, opportunities to develop self-management skills, and supports that promote positive relationships and a sense of belonging. Expanded wellness services will be provided through site-based staff, including a full-time Wellness Coordinator, Wellness Coach, PIP Counselor, and additional support staff who work directly with students throughout the school day (structured game time). These staff members may provide targeted Tier 2 and Tier 3 student supports, including individual and small group interventions, check-ins and check-outs, and in-class and out of class support to assist students with social-emotional and behavioral needs. Wellness supports will also include access to calming and de-escalation strategies, such as designated spaces and structured supports, to help students regulate emotions and remain engaged in learning. These efforts will be coordinated through MTSS and aligned with classroom practices to	All students Students with identified social-emotional and behavioral needs Students requiring Tier 2 and Tier 3 supports	0 None Specified None Specified Wellness Coordinator (district funded) 78022 Targeted Allocation 2000-2999: Classified Personnel Salaries Wellness Coach 16,656 Title I None Specified PIP counselor 28,000 Title I None Specified Additional SEL/PBIS support staff (including hourly and extra duty) and related staffing costs to provide Tier 2 and Tier 3 interventions, student support services, and coordination of wellness and social-emotional programs. (bilingual Spanish)

	ensure that students receive consistent and effective support across settings.		38,000 Title I None Specified Organization to support with Positive Behavior Intervention and school climate during class and recess times with structured play, teach and reinforce conflict resolution, teamwork and sporting events during recess.
3.4	Our school will strengthen systems for identifying, communicating, and responding to student social-emotional, behavioral, and engagement needs through a cohesive Multi-Tiered System of Supports (MTSS). Staff will utilize consistent processes to collaborate, review student needs, and ensure that appropriate supports are implemented in a timely and effective manner. The Coordination of Services Team (COST) will serve as the central structure for reviewing student needs, prioritizing supports, and coordinating Tier 2 and Tier 3 interventions. Through regular meetings and collaboration, staff will work together to ensure that students receive targeted support aligned to their individual needs. To support clear communication and accountability, the school will implement a site-based process for teachers and staff to share concerns related to student behavior, engagement, and well-being with administration. This process will ensure that concerns are reviewed and addressed through MTSS structures, with timely communication from administration to relevant staff working directly with a student regarding outcomes and next steps. These systems will promote consistency, transparency, and shared responsibility among staff, ensuring that student needs are addressed proactively and effectively, and that supports are aligned across classrooms and schoolwide systems.	All students Students identified through MTSS and COST for additional support Students with social-emotional, behavioral, or engagement needs	0 Title I None Specified Certificated and classified staff time for MTSS and COST meetings, collaboration, and coordination of services; substitute teachers to provide release time for staff participation; and related costs to support implementation of site-based communication systems and coordination of student supports, in alignment with resources identified in Goal 1 to ensure coordinated and efficient implementation of services..
3.5	Our school will strengthen family engagement and community partnerships to support student attendance, behavior, and overall engagement in learning. Our school will provide ongoing opportunities for families to participate in workshops, meetings, and school events focused on supporting student success, including topics such as social-emotional learning, positive behavior supports, and strategies to support learning at home. Multiple communication methods will be used to ensure families receive timely and accessible information, including ParentSquare, phone calls, emails, website, and in-person meetings. Translation and interpretation services will be provided to support meaningful participation for all families. Our school will also continue to build	All students Families of all students	0 Title I Part A: Parent Involvement None Specified Parent workshops and family engagement activities; translation and interpretation services; materials and resources to support family learning; and related costs to support communication, outreach, and community partnerships. (Childcare, food, and related supports for family events may

	partnerships with community organizations to expand resources and opportunities for students and families. Family input will be gathered through School Site Council (SSC), English Learner Advisory Committee (ELAC), Cafecitos, and other engagement opportunities to inform school practices and improve support systems. These efforts will strengthen the connection between home and school, support consistent expectations for student behavior and attendance, and contribute to a positive and inclusive school climate.		be included, aligned with resources identified in Goal 1.)
3.6			

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 outlined in this goal supported students' social-emotional, behavioral, and engagement needs through a combination of schoolwide PBIS practices, structured recess supports, and targeted interventions. Implementation included the use of structured play during recess to promote conflict resolution and teamwork, continued development of Positive Behavioral Interventions and Supports (PBIS), and the provision of counseling and social-emotional supports for students with identified needs.

Students had access to support services through wellness staff, including counseling and Tier II interventions, and staff worked to reinforce positive behavior through incentives, classroom practices, and schoolwide expectations. Family engagement efforts, including workshops and communication, were also implemented to support student behavior and learning.

While these efforts contributed to supporting students' social-emotional development, overall outcomes indicate that additional consistency in Tier 1 practices, stronger systems for communication and follow-up, and expanded access to wellness supports are needed to more effectively improve school climate, reduce suspensions, and address chronic absenteeism.

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 challenges in fully implementing planned supports due to staffing limitations. Specifically, the school was not able to hire a qualified classified employee to provide consistent social-emotional learning support, mentoring, and intervention services throughout the school day (Wellness Coordinator).

As a result, some planned Tier 2 and Tier 3 supports were not implemented with the intended level of consistency, and staff capacity to address student social-emotional and behavioral needs was impacted. While some supports were provided through existing staff and partial implementation of services, the lack of dedicated personnel limited the effectiveness and reach of these efforts.

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, several changes have been made to strengthen implementation of Goal 3. The school will expand wellness supports through the addition of a full-time Wellness Coordinator to lead the Coordination of Services Team (COST) and support the implementation of Tier 2 and Tier 3 interventions. This change is reflected in Strategy 3.3 (Social-Emotional Learning and Wellness Supports).

Additionally, the school will strengthen Tier 1 systems through more consistent implementation of PBIS and structured supports during recess, as reflected in Strategy 3.1 (Tier 1 PBIS and Schoolwide Climate). A clearer and more consistent system for staff communication and follow-up regarding student needs will also be implemented, replacing previous tools and aligning with MTSS and COST processes. This is reflected in Strategy 3.4 (MTSS, COST, and Communication Systems).

Professional learning and collaboration will be expanded to support consistent classroom management practices across all classrooms, as reflected in Strategy 3.2 (Classroom Management and Staff Capacity). Family engagement efforts will also be strengthened to support student behavior, attendance, and engagement, as reflected in Strategy 3.5 (Family Engagement and Community Partnerships).

These changes reflect a more cohesive, proactive, and system-based approach to improving school climate, with a focus on prevention, student support, and consistent implementation across the school.

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	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$552,453.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

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	\$386,900.00
Title I Part A: Parent Involvement	\$3,869.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$390,769.00

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 (\$)
None Specified	\$0.00
Targeted Allocation	\$161,684.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$161,684.00

Total of federal, state, and/or local funds for this school: \$552,453.00

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
Title I	386,900	0.00
Title I Part A: Parent Involvement	3,869	0.00
Targeted Allocation	161,684	0.00

Expenditures by Funding Source

Funding Source	Amount
None Specified	0.00
Targeted Allocation	161,684.00
Title I	386,900.00
Title I Part A: Parent Involvement	3,869.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,000.00
2000-2999: Classified Personnel Salaries	351,111.00
4000-4999: Books And Supplies	2,319.00
None Specified	198,023.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	None Specified	0.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	86,292.00
4000-4999: Books And Supplies	Targeted Allocation	2,319.00
None Specified	Targeted Allocation	73,073.00

1000-1999: Certificated Personnel Salaries	Title I	1,000.00
2000-2999: Classified Personnel Salaries	Title I	264,819.00
None Specified	Title I	121,081.00
None Specified	Title I Part A: Parent Involvement	3,869.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	312,515.00
Goal 2	8,270.00
Goal 3	231,668.00

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
- 5 Parent or Community Members

Name of Members	Role
Nelson Hunter	Principal
Raquel Dominguez	Other School Staff
Vince Fernandez	Other School Staff
Robyn McKay	Classroom Teacher
Cristela Ramirez	Classroom Teacher
Maria Cruz Gutierrez	Classroom Teacher
Hudson Moore	Parent or Community Member
Amber Curtis	Parent or Community Member
Monica Plancarte	Parent or Community Member
Maria Osuna Galaviz	Parent or Community Member
Miriam Atayde	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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 04/23/2026.

Attested:



Principal, Nelson Hunter on 4/23/2026



SSC Chairperson, Hudson Moore on 4/23/26