School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cherryland Elementary School	01611926000913	September 17, 2026	October 14, 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 Cherryland Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

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

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Plan Description

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

This plan is being used by Cherryland Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

  The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

Cherryland ES developed this plan in conjunction with HUSD's LCAP and Strategic Plans, which both center around the following 4 goals:
1. Deeper Learning -- HUSD will increase students' deeper learning experiences, particularly for our underserved students, by building staff capacity to teach and interact with students in culturally responsive ways.
2. Relationship-Centered Schools -- HUSD will work collaboratively with families, community partners, and staff to increase student access to the social emotional supports they need, particularly through positive relationships, trauma informed care, and a focus on equity.
3. Service Excellence -- HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.
4. Operational Sustainability -- HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.

These 4 goals align to the State's LCFF goals, which are: Basic Services, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and Other Pupil Outcomes.

Therefore, all of the goals listed in this Plan are developed to meet State and ESSA requirements, as measured by both local and state metrics.

Educational Partner Involvement

How, when, and with whom did Cherryland 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

The School Site Council is the primary body which reviews and updates the SPSA. The School Site Council is comprised of a balance of staff members and parents and/ community members. This year we have gathered feedback from several sources as we revised, reviewed and updated our SPSA. This includes staff members on the Instructional Leadership Team, Site Based Decision Making (SBDM) and at staff meetings. We have also gathered feedback from various parent groups on campus including the English Language Learner Advisory Committee (ELAC) which meets once a month, other parent meetings and at coffee with the principal meetings. Parents, community, and staff have also given feedback on an annual survey. This has been a key piece of information to further expand equity for English Language Learners, disadvantaged, students with disabilities, African American, Latinx, and BIPOC individuals.

Resource Inequities

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

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

Not applicable because Cherryland exited its Additional Targeted Support and Improvement Status due to the hard work and dedication of our Cherryland Staff.

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.

Our English Language Learners have maintained their progress in Math, but are still in the red. In Math as well, our Socioeconomically disadvantaged students and students with disabilities are both in the orange and have increased and/or increased significantly. Our students with disabilities, African American students, and students who are more than two races have declined, but are still in the orange with the chronic absenteeism. The dashboard states that our suspension rates and the ELA Placement scores have affected all of our students as all groups are in the red or orange.

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.

"All students" group are in the yellow in Math; the other student groups are in the red and orange. In ELA, there is not a significant difference in all students. With the Suspension rate, students with disabilities as well as African American are in the very high level compared to all students.

Other Needs

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

Cherryland is a large elementary school with over 50% of the students in Multilingual classes. We have a large percentage of students who are learning English as a second language. We strive to support these students during class with designated and integrated ELD.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Cherryland 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
African American	3.94%	3.86%	3.72%	34	33	30
Asian	3.13%	3.04%	3.22%	27	26	26
Filipino	1.97%	2.69%	2.48%	17	23	20
Hispanic/Latino	83.20%	83.27%	85.38%	718	712	689
Pacific Islander	2.43%	2.57%	1.12%	21	22	9
White	1.39%	1.64%	1.36%	12	14	11
Multiple/No Response	3.48%	2.81%	2.60%	30	24	21
			Total Enrollment	863	855	807

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	20
Kindergarten	91	119	91
Grade 1	123	101	113
Grade 2	118	127	99
Grade3	107	114	126
Grade 4	141	107	109
Grade 5	122	145	111
Grade 6	137	118	138
Total Enrollment	863	855	807

Conclusions based on this data:

1. Cherryland is a very diverse school with a majority of students that are Hispanic/Latinx, which is over 80% of our population.
2. Cherryland's enrollment has decreased a bit over the past year.
3. In the past two years, three different grade levels have decreased in enrollment.

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	448	457	420	52.9%	51.9%	52.0%
Fluent English Proficient (FEP)	152	125	131	15.4%	17.6%	16.2%
Reclassified Fluent English Proficient (RFEP)				10.3%		

Conclusions based on this data:

1. From 24/25 school year to 25/26 school year, the number of English Learners have decreased.
2. Cherryland has a number of students who are now reclassified and fluent in English.
3. About 50% of Cherryland's population are English Learners.

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	144	114	113	141	101	112	141	101	112	97.9	88.6	99.1
Grade 4	126	142	112	126	137	109	126	137	108	100.0	96.5	97.3
Grade 5	145	125	143	137	116	141	137	115	141	94.5	92.8	98.6
Grade 6	132	140	119	126	131	114	126	131	114	95.5	93.6	95.8
All Grades	547	521	487	530	485	476	530	484	475	96.9	93.1	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	2373.	2328.	2324.	9.93	2.97	2.68	21.99	13.86	8.93	21.99	15.84	15.18	46.10	67.33	73.21
Grade 4	2401.	2411.	2379.	7.14	14.60	6.48	15.08	15.33	11.11	20.63	16.06	20.37	57.14	54.01	62.04
Grade 5	2422.	2431.	2439.	4.38	6.09	10.64	15.33	20.00	17.73	24.82	20.00	19.86	55.47	53.91	51.77
Grade 6	2466.	2453.	2479.	3.97	1.53	6.14	19.05	20.61	24.56	33.33	28.24	28.95	43.65	49.62	40.35
All Grades	N/A	N/A	N/A	6.42	6.61	6.74	17.92	17.56	15.79	25.09	20.25	21.05	50.57	55.58	56.42

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	4.26	5.94	3.57	65.96	48.51	43.75	29.79	45.54	52.68
Grade 4	3.17	10.95	5.61	59.52	53.28	51.40	37.30	35.77	42.99
Grade 5	3.65	5.22	9.22	56.20	51.30	53.90	40.15	43.48	36.88
Grade 6	3.97	4.58	6.14	46.83	42.75	50.00	49.21	52.67	43.86
All Grades	3.77	6.82	6.33	57.36	48.97	50.00	38.87	44.21	43.67

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.51	0.99	3.60	48.23	32.67	34.23	43.26	66.34	62.16
Grade 4	8.73	7.30	2.83	42.86	46.72	45.28	48.41	45.99	51.89
Grade 5	2.19	3.48	4.29	42.34	49.57	52.86	55.47	46.96	42.86
Grade 6	4.76	3.05	6.14	49.21	47.33	58.77	46.03	49.62	35.09
All Grades	6.04	3.93	4.25	45.66	44.63	48.20	48.30	51.45	47.56

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	7.80	1.98	2.70	68.79	66.34	52.25	23.40	31.68	45.05
Grade 4	4.76	5.84	2.80	61.11	66.42	57.01	34.13	27.74	40.19
Grade 5	8.03	6.96	4.26	68.61	62.61	70.21	23.36	30.43	25.53
Grade 6	6.35	2.29	1.75	73.02	70.23	75.44	20.63	27.48	22.81
All Grades	6.79	4.34	2.96	67.92	66.53	64.27	25.28	29.13	32.77

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	10.64	2.97	3.57	58.87	51.49	55.36	30.50	45.54	41.07
Grade 4	8.73	10.22	5.61	64.29	64.23	57.01	26.98	25.55	37.38
Grade 5	7.30	11.30	9.22	57.66	60.00	57.45	35.04	28.70	33.33
Grade 6	15.87	2.29	10.53	61.11	62.60	65.79	23.02	35.11	23.68
All Grades	10.57	6.82	7.38	60.38	60.12	58.86	29.06	33.06	33.76

Conclusions based on this data:

1. There was an increase in the percent of students who are exceeding in overall performance in ELA.
2. Less than 10% are above standard in all claims in ELA.

3. In all claims, a majority of the students are at or near standard in all claims.

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	144	114	114	143	109	112	143	109	112	99.3	95.6	98.2
Grade 4	126	142	112	125	141	111	125	141	111	99.2	99.3	99.1
Grade 5	145	125	143	142	121	136	142	121	136	97.9	96.8	95.1
Grade 6	132	140	119	130	135	117	130	135	117	98.5	96.4	98.3
All Grades	547	521	488	540	506	476	540	506	476	98.7	97.1	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2389.	2349.	2345.	8.39	2.75	1.79	17.48	6.42	8.93	33.57	20.18	17.86	40.56	70.64	71.43
Grade 4	2400.	2410.	2388.	0.80	6.38	3.60	14.40	12.77	7.21	30.40	28.37	28.83	54.40	52.48	60.36
Grade 5	2389.	2405.	2420.	1.41	1.65	2.21	2.82	4.13	10.29	16.20	24.79	18.38	79.58	69.42	69.12
Grade 6	2437.	2421.	2434.	3.08	0.74	3.42	9.23	8.89	7.69	21.54	16.30	29.06	66.15	74.07	59.83
Grade 11															
All Grades	N/A	N/A	N/A	3.52	2.96	2.73	10.93	8.30	8.61	25.37	22.53	23.32	60.19	66.21	65.34

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.69	5.50	3.57	48.25	30.28	34.82	44.06	64.22	61.61
Grade 4	4.00	6.38	4.50	36.80	32.62	34.23	59.20	60.99	61.26
Grade 5	0.70	2.48	1.47	19.72	26.45	33.82	79.58	71.07	64.71
Grade 6	1.54	0.74	1.71	29.23	22.96	32.48	69.23	76.30	65.81
Grade 11									
All Grades	3.52	3.75	2.73	33.52	28.06	33.82	62.96	68.18	63.45

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	11.89	3.67	0.89	40.56	34.86	33.93	47.55	61.47	65.18
Grade 4	4.00	9.22	6.31	37.60	40.43	36.04	58.40	50.35	57.66
Grade 5	2.11	2.48	4.41	35.21	42.15	38.97	62.68	55.37	56.62
Grade 6	3.85	0.74	2.56	42.31	38.52	41.03	53.85	60.74	56.41
All Grades	5.56	4.15	3.57	38.89	39.13	37.61	55.56	56.72	58.82

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	9.79	3.67	0.89	62.24	43.12	43.75	27.97	53.21	55.36
Grade 4	4.00	9.93	3.60	57.60	41.84	43.24	38.40	48.23	53.15
Grade 5	0.00	2.48	3.68	40.85	42.98	48.53	59.15	54.55	47.79
Grade 6	2.31	2.96	2.56	55.38	49.63	57.26	42.31	47.41	40.17
All Grades	4.07	4.94	2.73	53.89	44.47	48.32	42.04	50.59	48.95

Conclusions based on this data:

1. When reviewing the Overall Math achievement, a significant percentage of students have not met standards.
2. About 50% of our students are scoring below standard in all skills.
3. From year to year, we have seen an decrease in percentage of 4th grade students scoring above standard.

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) web page or the 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	1395.4	1369.9	1382.3	1402.9	1372.9	1385.8	1377.8	1362.8	1374.2	100	92	75
1	1415.7	1390.2	1384.3	1423.3	1407.1	1386.4	1407.8	1372.7	1381.7	73	75	65
2	1435.2	1420.2	1434.9	1448.9	1414.1	1435.8	1421.1	1425.8	1433.6	65	76	77
3	1475.7	1456.7	1456.6	1477.2	1466.8	1446.5	1473.7	1446.2	1466.3	71	69	71
4	1503.9	1480.5	1498.3	1507.1	1481.5	1500.3	1500.3	1478.9	1495.9	56	65	67
5	1526.5	1502.2	1505.9	1524.4	1509.4	1496.9	1528.2	1494.4	1514.4	66	53	57
6	1528.3	1514.2	1521.6	1523.1	1510.1	1503.8	1532.8	1517.8	1538.9	47	46	40
All Grades										478	476	452

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	7.00	4.35	4.05	24.00	14.13	17.57	39.00	33.70	33.78	30.00	47.83	44.59	100	92	74
1	12.33	1.35	0.00	13.70	16.22	9.23	23.29	21.62	26.15	50.68	60.81	64.62	73	74	65
2	0.00	0.00	5.19	20.00	13.16	18.18	46.15	40.79	27.27	33.85	46.05	49.35	65	76	77
3	15.49	1.45	10.00	26.76	13.04	20.00	23.94	53.62	17.14	33.80	31.88	52.86	71	69	70
4	19.64	16.92	19.40	32.14	26.15	26.87	33.93	20.00	25.37	14.29	36.92	28.36	56	65	67
5	33.33	15.09	26.32	27.27	37.74	15.79	24.24	22.64	29.82	15.15	24.53	28.07	66	53	57
6	36.17	17.39	25.00	25.53	41.30	32.50	14.89	13.04	20.00	23.40	28.26	22.50	47	46	40
All Grades	16.11	6.95	11.56	23.85	21.05	19.33	30.33	30.74	26.00	29.71	41.26	43.11	478	475	450

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	13.00	2.17	8.11	24.00	19.57	24.32	31.00	30.43	18.92	32.00	47.83	48.65	100	92	74
1	16.44	10.81	3.08	23.29	20.27	21.54	27.40	21.62	29.23	32.88	47.30	46.15	73	74	65
2	4.62	6.58	16.88	44.62	21.05	22.08	33.85	31.58	19.48	16.92	40.79	41.56	65	76	77
3	33.80	20.29	17.14	26.76	44.93	25.71	12.68	11.59	15.71	26.76	23.19	41.43	71	69	70
4	41.07	35.38	37.31	37.50	24.62	29.85	7.14	15.38	17.91	14.29	24.62	14.93	56	65	67
5	48.48	50.94	28.07	33.33	22.64	35.09	3.03	5.66	14.04	15.15	20.75	22.81	66	53	57
6	42.55	41.30	40.00	31.91	28.26	32.50	2.13	2.17	5.00	23.40	28.26	22.50	47	46	40
All Grades	26.57	20.63	20.00	30.75	25.47	26.67	18.62	18.95	18.00	24.06	34.95	35.33	478	475	450

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		4.35	1.35		10.87	9.46		55.43	71.62		29.35	17.57		92	74
1		1.35	0.00		6.76	6.15		21.62	21.54		70.27	72.31		74	65
2		0.00	2.60		5.26	11.69		34.21	40.26		60.53	45.45		76	77
3		0.00	7.14		1.45	12.86		26.09	18.57		72.46	61.43		69	70
4		3.08	13.43		21.54	16.42		20.00	20.90		55.38	49.25		65	67
5		1.89	19.30		3.77	8.77		56.60	28.07		37.74	43.86		53	57
6	17.02	6.52	20.00	25.53	19.57	17.50	27.66	41.30	35.00	29.79	32.61	27.50	47	46	40
All Grades	9.62	2.32	8.00	14.23	9.47	11.56	32.64	36.42	34.44	43.51	51.79	46.00	478	475	450

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	6.00	1.09	9.46	65.00	66.30	62.16	29.00	32.61	28.38	100	92	74
1	13.70	12.16	7.69	60.27	40.54	56.92	26.03	47.30	35.38	73	74	65
2	4.62	2.63	9.09	75.38	52.63	50.65	20.00	44.74	40.26	65	76	77
3	21.13	7.25	2.86	46.48	57.97	47.14	32.39	34.78	50.00	71	69	70
4	23.21	23.08	14.93	57.14	46.15	56.72	19.64	30.77	28.36	56	65	67
5	21.21	16.98	12.28	56.06	54.72	57.89	22.73	28.30	29.82	66	53	57
6	10.64	15.22	7.50	59.57	54.35	57.50	29.79	30.43	35.00	47	46	40
All Grades	13.81	10.11	9.11	60.25	53.68	55.33	25.94	36.21	35.56	478	475	450

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	24.00	5.43	10.81	40.00	44.57	37.84	36.00	50.00	51.35	100	92	74
1	32.88	14.86	4.62	27.40	43.24	44.62	39.73	41.89	50.77	73	74	65
2	43.08	23.68	25.97	36.92	39.47	37.66	20.00	36.84	36.36	65	76	77
3	40.85	46.38	41.43	29.58	26.09	18.57	29.58	27.54	40.00	71	69	70
4	58.93	43.08	55.22	25.00	32.31	28.36	16.07	24.62	16.42	56	65	67
5	74.24	67.92	63.16	10.61	11.32	14.04	15.15	20.75	22.81	66	53	57
6	68.09	65.22	65.00	12.77	8.70	12.50	19.15	26.09	22.50	47	46	40
All Grades	45.82	33.68	35.33	27.62	32.00	29.11	26.57	34.32	35.56	478	475	450

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	5.00	3.26	1.35	68.00	57.61	62.16	27.00	39.13	36.49	100	92	74
1	9.59	2.70	1.54	15.07	22.97	9.23	75.34	74.32	89.23	73	74	65
2	4.62	0.00	5.19	27.69	34.21	35.06	67.69	65.79	59.74	65	76	77
3	5.63	0.00	7.14	29.58	23.19	20.00	64.79	76.81	72.86	71	69	70
4	5.36	0.00	10.45	37.50	36.92	32.84	57.14	63.08	56.72	56	65	67
5	16.67	0.00	14.04	37.88	39.62	33.33	45.45	60.38	52.63	66	53	57
6	8.51	2.17	17.50	40.43	30.43	20.00	51.06	67.39	62.50	47	46	40
All Grades	7.74	1.26	7.33	38.28	36.00	31.56	53.97	62.74	61.11	478	475	450

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	31.00	20.65	14.86	38.00	52.17	63.51	31.00	27.17	21.62	100	92	74
1	13.70	2.70	3.08	36.99	36.49	32.31	49.32	60.81	64.62	73	74	65
2	3.08	3.95	6.49	40.00	56.58	53.25	56.92	39.47	40.26	65	76	77
3	18.31	0.00	18.57	46.48	37.50	35.71	35.21	62.50	45.71	71	64	70
4	39.29	21.54	20.90	35.71	40.00	41.79	25.00	38.46	37.31	56	65	67
5	46.97	16.98	36.84	22.73	58.49	28.07	30.30	24.53	35.09	66	53	57
6	48.94	32.61	35.00	29.79	52.17	52.50	21.28	15.22	12.50	47	46	40
All Grades	27.62	13.19	17.78	36.19	47.45	44.22	36.19	39.36	38.00	478	470	450

Conclusions based on this data:

1. In Oral Language, we see that in 25-26 we saw an increase in the amount of students being at the Level 3 and 4 domain level.

2. In Listening section, a majority of the students have scored in somewhat or moderately developed.
3. In the reading and writing domains, we notice a majority of our students are scoring in the beginning category.

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**
855	**84.9%**	**53.5%**	**0.1%**
Total Number of Students enrolled in Cherryland 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	457	53.5%
Foster Youth	1	0.1%
Homeless	15	1.8%
Socioeconomically Disadvantaged	726	84.9%
Students with Disabilities	87	10.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	33	3.9%
American Indian	0	0.0%
Asian	26	3%
Filipino	23	2.7%
Hispanic	712	83.3%
Two or More Races	24	2.8%
Pacific Islander	22	2.6%
White	14	1.6%

Conclusions based on this data:

1. Cherryland has a significant number of English Language Learners (about 54%) and Socioeconomically disadvantaged students (about 84%).

2. About 54% of our student at Cherryland are English Language Learners, which is a significant number of students.
3. Cherryland has over 80%, which is a significant number of students who are Hispanic/ Latinx.

School and Student Performance Data

Overall Performance

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. English Language Arts and Math were our most significant areas in need of improvement as they were both very low.
2. Suspension rates and Chronic Absenteeism are areas of concern as they are still in the yellow area.
3. English Learner progress is also in the red, and in need of improvement.

School and Student Performance Data

Academic Performance
English Language Arts

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
3	1	0	0	0

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	**English Learners**	**Long-Term English Learners**
 Red	 Red	 No Performance Color
76.8 points below standard	98.2 points below standard	127.1 points below standard
Maintained -2.3 points	Maintained -2.5 points	Declined 13 points
450 Students	291 Students	11 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Red
0 Students	Fewer than 11 students - No Data for Privacy	82.1 points below standard
	8 Students	Maintained -2.6 points
		397 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
118.8 points below standard	36.3 points below standard	0 Students
Increased 19.3 points	Increased 53.8 points	
59 Students	25 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Red
127.6 points below standard	13.9 points below standard	81.1 points below standard
Declined 11.6 points	12 Students	Declined 3.2 points
16 Students		364 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
28.4 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 18.8 points	8 Students	9 Students
17 Students		

Conclusions based on this data:

1. Students with disabilities are in the red and are scoring below standard.
2. Due to the low number of students, some areas have no performance color.
3. Our English Language Learners make up a large number of our population and have scored in the red and are still scoring below standard.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
3	1	0	0	0

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	English Learners	Long-Term English Learners
 Red	 Red	 No Performance Color
102.1 points below standard	112.6 points below standard	146 points below standard
Maintained -0.9 points	Declined 4.1 points	Declined 9.6 points
451 Students	294 Students	11 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
0 Students	Fewer than 11 students - No Data for Privacy	104.9 points below standard
	8 Students	Maintained -2.1 points
		396 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
146.2 points below standard	103 points below standard	0 Students
Increased 12 points	Increased 14.5 points	
59 Students	25 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Red
121 points below standard	55.2 points below standard	104 points below standard
Increased 3.5 points	13 Students	Declined 3 points
16 Students		364 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
64 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained 1.8 points	9 Students	9 Students
17 Students		

Conclusions based on this data:

1. All students are still scoring below standard, and have declined about 7%.
2. Our students with disabilities are in the red and have declined 20 points.
3. English Language Learners are in the red, and are still scoring below standard.

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.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	0	0

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	**English Learners**	**Long-Term English Learners**
 Orange	 Orange	 No Performance Color
40.6 science points	37.3 science points	Fewer than 11 students - No Data for Privacy
Maintained 1.7 points	Maintained 1.2 points	2 Students
134 Students	84 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Orange
0 Students	Fewer than 11 students - No Data for Privacy	38.9 science points
	1 Student	Maintained 1.7 points
		115 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
35.3 science points	Fewer than 11 students - No Data for Privacy	0 Students
14 Students	9 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	39.9 science points
7 Students	5 Students	Maintained -0.1 points
		103 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
7 Students	2 Students	1 Student

Conclusions based on this data:

1. Our students would benefit from more science exposure at the upper grades.
2. Cherryland is mainting the science levels but not making growth.
3. Teachers can utlize new science materials to increase student understanding.

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**
	
Orange	No Performance Color
41.8 making progress.	making progress.
Number Students: 352 Students	Number Students: 9 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**
11.9%	46.3%	0%	41.8%

Conclusions based on this data:

1. A large number of our English Language Learners (42%) are making progress towards reclassification.
2. There are a small about of students at Cherryland who are considered Long Term English Learners.
3. There has been about 40% who have maintained levels or progressed at least one ELPI level.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Conclusions based on this data:

1. No data available

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Yellow	 No Performance Color
25.6% Chronically Absent	20.5% Chronically Absent	0% Chronically Absent
Declined 2.2	Declined 4	Declined 40
888 Students	503 Students	11 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	44.4% Chronically Absent	25.2% Chronically Absent
1 Student	Increased 13.9	Declined 3.5
	18 Students	769 Students

Students with Disabilities	African American	American Indian
		
Orange	Orange	No Performance Color
30.3% Chronically Absent	41.7% Chronically Absent	0 Students
Declined 3.4	Declined 9.7	
119 Students	36 Students	

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Orange
18.5% Chronically Absent	13% Chronically Absent	24.6% Chronically Absent
Declined 3.4	Increased 13	Declined 1.8
27 Students	23 Students	737 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
16% Chronically Absent	68.2% Chronically Absent	22.2% Chronically Absent
Declined 4.6	Declined 12.8	Declined 8.5
25 Students	22 Students	18 Students

Conclusions based on this data:

1. About 27% of our 800+ students are chronically absent and have scored in the yellow.
2. A majority of our students are English Learners and of those students about 25% are chronically absent.
3. In the Cherryland dashboard report, Cherryland has scored in the orange and the yellow.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Conclusions based on this data:

1. Not applicable

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	2	1	0

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	English Learners	Long-Term English Learners
		
Yellow	Orange	No Performance Color
1.7% suspended at least one day	1.1% suspended at least one day	0% suspended at least one day
Maintained -0.2%	Increased 0.4%	Declined 4%
937 Students	530 Students	13 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	0% suspended at least one day	1.7% suspended at least one day
1 Student	Declined 4.9%	Maintained 0%
	26 Students	805 Students

Students with Disabilities	African American	American Indian
 Green	 Orange	 No Performance Color
1.6% suspended at least one day	9.8% suspended at least one day	0 Students
Declined 2%	Declined 4.9%	
125 Students	41 Students	

Asian	Filipino	Hispanic
 Yellow	 No Performance Color	 Orange
3.3% suspended at least one day	0% suspended at least one day	1.3% suspended at least one day
Declined 2.5%	Maintained 0%	Increased 0.5%
30 Students	23 Students	775 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
3.7% suspended at least one day	0% suspended at least one day	0% suspended at least one day
Declined 8.1%	Maintained 0%	Maintained 0%
27 Students	23 Students	18 Students

Conclusions based on this data:

1. When reviewing the data for all students, we see that we have maintained the percentage.
2. African American, Asian, and two or more races have increased in the past year.
3. Three of the groups are categorized in the green because of the decline.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Deeper Learning -- Language and Literacy
Deeper Learning -- Language and Literacy: All students will receive literacy instruction that is tailored to their needs, through an equity lens, as measured on State CAASPP ELA and local assessments. All students will increase performance on CAASPP ELA by 5 points.

Dual Language schools only: In addition to English language arts, students at Cherryland will increase proficiency in their program's target language (i.e. Spanish) by 5 points as measured by local assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

- 21st Century Success in ELA: All students will master the Common Core Standards in English Language Arts or demonstrate growth towards mastery .

State Priorities:

- 2 Implementation of State Standards

LCAP Goal:

- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

"The Hayward Unified School District is committed to establishing and sustaining a community that shares collective responsibility to recognize, interrupt, disrupt, and eliminate inequitable actions, decisions, and outcomes, especially those that result from and perpetuate racism. The Governing Board of the Hayward Unified School District rejects all forms of racism as destructive to the District's mission, vision, and core value of equity."

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.

What data did you use to form this goal (findings from data analysis)?
The primary source of Data is the 2025 California Assessment of Student Performance and Progress (CAASPP) results including a subgroup analysis of Special Education (SPED), African American (AA), English learners (EL), students in foster care and Latinx students. Formative Assessment Data, ELPAC, and the 2025 English Language proficiency assessments for California (ELPAC), and Interim CAASPP Assessments.

Group data to be collected to measure gains:
Data talks with School Site Council (SSC) and English Learner Advisory Committee (ELAC), Data talks and feedback from African American parents at AASAI meetings, Individual data conferences with teachers.

Strategy:
Develop strategies and actions to facilitate best practices school wide, support a culture of collaboration and public conversation around teaching and learning that provides teachers with a sense of agency in increasing student achievement including the use of AB/AR and SEL practices.

Response to Intervention (RTI)
1. ELA/SLA small group instruction
2. After School, teacher led, interventions
3. SES programs
4. 1 to 1 computers and the use of software as intervention
5. Engage all Educational Partners (ELAC, SSC, AASAI, Admin, Teacher, Staff, Students, and Parents)

Professional Development

Implement SEL strategies; Continue learning SEL strategies; teaching lessons; attending PD
Pursue multilingual supports for BA teachers and students
Partner with CORE learning to support both SEI and BIL teacher teams to improve restructure of routines.

Purchase Supplemental Reading Materials
1. Provide funds for classroom supplies and materials (may include programs, books, etc.)
2. Provide online programs to support individual/ grade level needs
2. Engage all Educational Partners (ELAC, SSC, AASAI, Admin, Teachers, Staff, Students and Parents)

Groups participating in this goal (e.g., students, parents, teachers, administrators):
African American Students, Special Ed Students, English Language Learners, Students who have not met or nearly met the standard for ELA, socioeconomically disadvantaged students, Latinx, and BIPOC students

Anticipated annual growth for each group:
By 2026/2027 the percentage of all students meeting the standard in reading language arts will increase from 25% to a minimum of 28%. There will also be an improvement in the distance from meeting the standard and color band in the California Dashboard for each the subsequent subgroups :
English learners will improve from red to orange moving from -95 to -60 average distance from meeting the standard.
African American will improve from -90 to -80 average distance from meeting the standard.
Latinx students will improve from orange to yellow moving from -78 to -68 average distance from meeting the standard.
Special Education Students will improve from orange to yellow moving from -71 to -61 average distance from meeting the standard.
Socio Economically Disadvantaged students will improve from red to orange moving from -80 to -70 average distance from meeting the standard.

Means of evaluating progress toward this goal:
CAASPP 2026, Formative Assessment Data, ELPAC, BAS, BPST, Benchmarks, Interim CAASPP Assessments.

How does this goal align to your Local Educational Agency Plan goals?
The LEA has the same minimum goal in this subject area.

What did the analysis of the data reveal that led you to this goal?
The Cherryland student population was about 6% exceeding the standard, 18% meeting the standard, 20% nearly meeting the standard and 55% not meeting the standard in the year 2024 on the ELA CAASPP Exam. The various subgroups identified as target subgroups performed at similar or lower levels.

Which Educational Partners were involved in analyzing data and developing this goal?

Staff, and parents were involved in the formation of these goals. SSC, ELAC, SBDM, PTO, ILT and informal surveys during parent engagement events such a coffee with the principal and at the African American Student Achievement Information nights.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	74.9% of all 3rd-6th grade students improved their score from the prior year	79% of all 3rd-6th grade students improved their score from the 2026 school year.
Fastbridge (K-2 English)	22% of K-2 SEI students were on track or at low risk	35% of K-2 students will be on track or at low risk
Fastbridge (K-2 Spanish)	33% of K-2 Bilingual students were on track or at low risk	40% of K-2 Bilingual students were on track or at low risk

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	Cherryland will provide teachers with additional collaboration time on a regular basis to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students. There will also be opportunities for teachers to share data with staff, families, and administration during meetings or conferences. Students will also be able to work in small groups with a paraeducator in a pull out or push-in program. Teachers will be given additional supplemental materials to support the learning needs of all of the students in ELA.	All students will increase their mastery of ELA standards.	2450 Title I 1000-1999: Certificated Personnel Salaries Release Days for teacher/ sub coverage 11000 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Materials and Supplies 7200 LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures Lexia 6000 Title I 1000-1999: Certificated Personnel Salaries RTI 6488 Title I: Schoolwide Program 2000-2999: Classified Personnel Salaries Paraeducator/ Bi-literate/ Bilingual Para 1750 Title I 1000-1999: Certificated Personnel Salaries

			Sub Coverage for SSTs, IEPs, 504 Plan 2,965 Title I 4000-4999: Books And Supplies Materials and Supplies 2736 Title I 5800: Professional/Consulting Services And Operating Expenditures Lexia 0 LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures Flocabulary 0 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries RTI/ After School Tutoring
1.2	Cherryland Elementary will partner with CORE professional support for both grade level teams in SEI and BIL to strengthen teaching practices aimed at struggling readers and class fluency.	Allows teachers to aid students to increase their mastery of ELA standards.	32,000 Title I 5800: Professional/Consulting Services And Operating Expenditures CORE On site release and support.

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.

Overall, we implemented the strategies and activities that we committed to for the 25-26 school year. Although our results did not yield our expectations, we supported our students' needs. The paraeducators were able to work with students in TK through 6th grade in both SEI and BA classes. Students showed progress in reading and writing skills during their intervention time. The paraeducators worked in small groups, pushed-into the classroom or were pulled out to work. Our online programs were utilized by most teachers and students, during the school day and after school intervention to support their foundational reading skills. In order to keep everyone informed, we provided subs for classrooms to allow teachers to attend meetings to discuss growth, progress, and interventions to support the needs of their students with their guardians. With all of these supports in place, we were not able to meet the goal and will likely need to carryover into the 26-27 school year.

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

We were able to implement most of what we had budgeted for this school year. We were not able to provide after school tutoring with Study Smart Tutors. We were able to utilize our teachers and support our students with RTI in school instead, but only a small amount of students were serviced with this RTI after-school tutoring in math. As a

support during school, the teachers and staff used Lexia an online program to support the needs of each classroom. We were able to see the growth and progress with students reading scores on Lexia.

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.

For the 2026- 2027 school year, we will continue with the paraeducator but will adjust our para's schedules for the beginning of the school year. For the first 8 weeks of school, all para professionals on site will be in grade K and grade 1 to provide additional supports to increase student understanding of classroom routines and practices.

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.

Deeper Learning -- Mathematics
Deeper Learning -- Mathematics: All students will receive mathematics instruction that is tailored to their needs, through an equity lens, as measured on State CAASPP Math and local assessments. All student groups will increase performance on CAASPP Math by 5 points.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

21st Century Success for Math
All students will master the Common Core standards in Math or demonstrate growth towards mastery. The number of students who attain proficiency or advanced will increase by a minimum of 3% in Math based on the 2026 CAASPP results. The number of students scoring below basic will decrease by a minimum of 3% in Math based on the 2026 CAASPP results. Overall each subgroup will reduce the average distance from meeting the standard by 5 points as evidenced by the California dashboard on the 2025 CAASPP exam. (All students: English Language Learners, Socioeconomically disadvantaged, students with disabilities, Students in Foster Care, McKinney-Vento Students, African American, Latinx, and BIPOC and all other underperforming groups)

State Priorities:

- 2 - Implementation of State Standards

LCAP Goal:

- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

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.

What data did you use to form this goal (findings from data analysis)?
- 2026 CAASPP Math Summative Assessment Subgroup analysis (SPED, AA, EL, Latinx)
- 2026 Cherryland School Dashboard from the California Department of Education

Group data to be collected to measure gains:
- 2026 School Year CAASPP Math Results aggregated by subgroup
- Summative data from targeted strategic interventions
- Intervention and learning programs such as IXL, Lexia, etc.
- Data from program used by ELL specialists.

Strategy:

We have developed strategies and actions to systematize best practices school-wide and developed common core standards-aligned units of instruction, support a culture of collaboration, and public conversation around teaching and learning via the use of data that provides teachers with a sense of agency in increasing student achievement that establishes professional learning communities.

How does this goal align with your Local Educational Agency Plan goals?
The LEA goal has the same goal for a minimum 10% increase in the number of students meeting or exceeding the standard in this subject area.

What did the analysis of the data reveal that led you to this goal?
- % of the students who took the CAASPP exam in May of 2026, did not meet or exceed the Math standard.

Which Educational Partners were involved in analyzing data and developing this goal?
- Certificated and Classified staff
- Parents
- SSC
- AASAI
- ELAC
- SBDM

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	64.4% sof all 3rd-6th grade students improved their score from the 2025-2026 school year CAASPP Exam	68% of all 3rd-6th grade students improved their score from the 2026-2027 school year CAASPP Exam

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	Cherryland will provide teachers with additional collaboration time on a regular basis to analyze assessment data and determine next steps,	All students at Cherryland need support in Math standards to	11,000 LCFF Supplemental and Concentration Funds

	including intervention/acceleration for students who would benefit from it. The school will also provide more help from a paraeducator as well as supplemental programs. Students will also be able to work in small groups with a paraeducator in a pull out or push-in program. Teachers will be given additional supplemental materials to support the learning needs of all of the students in Math. Teachers will be able to meet with families, staff, and grade level teams to support the review of data and lesson implementation	master their knowledge. Working in small groups, working with an additional person, and working with a supplemental program will hopefully support their needs to master these standards.	4000-4999: Books And Supplies Materials and Supplies 6000 Title I: Schoolwide Program 1000-1999: Certificated Personnel Salaries 6488 Title I: Schoolwide Program 2000-2999: Classified Personnel Salaries Paraeducator/ Bi-literate/ Bilingual Para 16270 Title I 4000-4999: Books And Supplies Materials and supplies 2450 Title I 1000-1999: Certificated Personnel Salaries Release days for teachers 1750 Title I: Schoolwide Program 1000-1999: Certificated Personnel Salaries Sub coverage for SST, 504 Plan, IEPs 0 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries RTI/ After School Tutoring 0 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Sub coverage for SST, 504 Plan, IEPs 0 LCFF Supplemental and Concentration Funds 2000-2999: Classified Personnel Salaries Paraeducator/ Bilingual/ Biliterate 0 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Release days for teachers

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.

Within this goals we were also able to provide substitutes for teachers to attend meetings - 504 Plans, SSTs, and IEPs. Teachers were able to provide progress during these meetings and other interventions that were needed in the future.

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

We were able to implement most of the aspects we had budgeted for. We were able to host an after school math intervention for a select group of 4th graders. We do not have additional fund to continue after school interventions or small groups pull outs.

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.

In the 2026 - 2027 school year, we hope to provide more support to all students during the school day with more consistent analysis of data. In order to help support the planning of lessons and supports, teachers need more time to work with their grade levels to plan and assess data from the students work. Working with grade levels, would allow more comprehensive lesson plans to be created.

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.

Deeper Learning -- English Language Development
Deeper Learning -- English Language Development: English Learners will receive instruction, through an equity lens, that will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard, by 5 points.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

- 21st Century Success for English Learners An increasing number of English learners will make annual progress towards demonstrating proficiency in English and mastering the Common Core Standards or demonstrate growth towards mastery.

State Priorities:

- 4 - Pupil Achievement

LCAP Goal:

- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

"The Hayward Unified School District is committed to establishing and sustaining a community that shares collective responsibility to recognize, interrupt, disrupt, and eliminate inequitable actions, decisions, and outcomes, especially those that result from and perpetuate racism. The Governing Board of the Hayward Unified School District rejects all forms of racism as destructive to the District's mission, vision, and core value of equity."

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.

What data did you use to form this goal (findings from data analysis)?

- ELPAC Scores from the Spring of 2026, CAASPP trend data.
- . HUSD and Cherryland administered the ELPAC in person the past three years.
- ELPAC 2026 data to be used
- We will use the data and results from this new assessment to adjust this goal in the 2026-27 school year.
- Reclassification rates.
- Number of years students participated in ELD programs

Group data to be collected to measure gains:
Data talks:

- SSC
- ELAC with ELL parents
- Individual data conferences with teachers
- EL/RFEP Monitoring Forms

Strategy:

- 45 minutes of Designated ELD school wide English Language Development daily (30 minutes in Kindergarten)
- Computer based intervention
- Targeted small group interventions with:
- EL Specialist
- Bilingual Bi-literate Paraeducator
- Teacher (in school and after school RTI)

This is designed to provide targeted intervention in English Language Development in order to provide support to ELL's that will improve their overall performance on CAASPP, and ELPAC in order to meet ELPAC criterion for annual progress, reclassification, and the reduction of long term ELL.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

- English Language Learners
- English Language Advisory Committee (ELAC)
- School Site Council (SSC), Principal, Assistant Principal
- ELL Specialists
- Bilingual Bi-literate Para-educator

Anticipated annual growth for each group:

- By April 2027 the percentage of English Language Learners gaining proficiency in English will increase from 7% to 10% in order to move toward the state defined growth expectations as measured by ELPAC English Proficiency.
- An increasing percentage of English language learners will attain English language proficiency annually:
- By June 20267the percentage of English learners attaining English language proficiency in fewer than 5 years will increase from 10% to 15%, in order to move toward state defined expectations for meeting the ELPAC criterion for English language proficiency
- By June 2027 the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase from 6% to 8% in order to move toward state-defined expectations for meeting the ELPAC criterion for English language proficiency

Means of evaluating progress toward this goal:

- CAASPP Data

- F&P (Fastbridge)
- BPST
- Reclassification Criteria
- ELPAC Scores

How does this goal align to your Local Educational Agency Plan goals?:
The LEA plan has the same goal in this subject area

What did the analysis of the data reveal that led you to this goal?
- Approximately 12% of ELL students at Cherryland are eligible for reclassification based on ELPAC and CAASPP.
- Increasing the reclassification rate by 10% is a reasonable and attainable goal.

Which Educational Partners were involved in analyzing data and developing this goal?
- Certificated and classified staff and parents were involved in the formation of these goals.
- SSC
- ELAC
- SBDM
- ILT
- Informal surveys and data analysis during parent engagement morning/nights at the Coffee with the principal

Actions to improve achievement (if applicable).
1. Access to reading programs
2. School wide leveled ELD Block
3. Computer Based Interventions (Raz Kids, BrainPop, IXL, EPIC, Lexia)
4. ELL interventions (LLI Interventions and Soluciones)
5. Targeted strategic interventions
6. EL Progress monitoring
7. ELPAC Academies with students and parents
8. Staggered Reading

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
ELPI	40% progressed at least one ELPI level	45% will progress at least one ELPI level

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	Cherryland will provide teachers with additional collaboration time for teachers to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content as well as more small group support. Continued discussion with grade level teams and families will support the growth in levels.	All of our EL students at Cherryland need support in ELD standards to master their skills. Working in small groups and working with an additional person will hopefully support their	10488 Title I 2000-2999: Classified Personnel Salaries Paraeducator/ Bi-literate/ Bilingual Para 2450 Title I

		needs to master these standards.	1000-1999: Certificated Personnel Salaries Sub Coverage for Release Days 1750 Title I 1000-1999: Certificated Personnel Salaries Sub Coverage for SSTs, IEPs, 504 Plans 0 Title I 5000-5999: Services And Other Operating Expenditures Reclassification/ Awards 0 LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures BrainPop ELL (technology) 0 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Sub Coverage for Release Days 0 LCFF Supplemental and Concentration Funds 2000-2999: Classified Personnel Salaries Paraeducator/ Bi-literate/ Bilingual Para 0 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Sub Coverage for SSTs, IEPs, 504 Plans 0 Title I 5800: Professional/Consulting Services And Operating Expenditures BrainPop ELL (technology) 0 Title I 5800: Professional/Consulting Services And Operating Expenditures Flocabulary/ Nearpod

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.

We feel that the overall implementation of this goal has been effective. For the past three years, we have had two ELL Specialists who are able to support ELD strategies and work with ELs. The ELL Specialists along with the paraeducators were able to provide intervention reading groups to a some of our EL students. Not all of the EL students were supported with this as we have over 400 EL students. Throughout the year we continued to enroll more EL students who needed support as well. We were able to communicate with teachers and families to try and find resources to support the needs within the school and outside of school. In order to support, all teachers participated in integrated and designated ELD occurred throughout the year with all students in all grade levels.

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

Reviewing the past year, there is no major difference in the intended implementation of the budgeted expenditure for this goal and the actual expenditure. We were able to supply a paraeducator to support the classrooms and students. Additional resources to support our newcomers have been a challenge.

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.

Cherryland has had two ELL Specialists and paraeducators to provide support and provide intervention to our EL students. The classroom teachers are teaching ELD on a daily basis. Having a Bilingual paraeducator/ paraeducator funded by SSC to help support student and their skills is also supportive. We hope to continue all of this support for our EL Learners in the 2026-2027 school year. We also plan to try targeted support with all para professionals supporting Kinder and 1st grade classrooms for the 1st 6 weeks of school to help improve students understandings of classrooms structures.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Deeper Learning -- Visual and Performing Arts
Deeper Learning -- Visual and Performing Arts: Cherryland will promote a focus on arts education by ensuring that all students have access to a VAPA-related activity on a bi-monthly basis, either through school wide activities. Elementary teachers will implement VAPA activities (integrated or stand alone) on a bi-monthly basis using a variety of discourse techniques.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Deeper Learning -- Visual and Performing Arts: Cherryland will promote a focus on arts education by ensuring that all students have access to a VAPA-related activity on a bi-monthly basis, either through school wide activities or individual classes. Elementary teachers will implement VAPA activities (integrated or stand alone) on a bi-monthly basis using a variety of discourse techniques. Teachers will be able to get the support from a VAPA instructor.

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.

All Students need the opportunity to participate in Visual and Performing Arts to support the district master Plan during the 2024 -2025 school year.

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
Arts Integration in the content areas	Inconsistent, uneven implementation of arts integration among teachers at the site	Bi-Monthly arts integration activities implemented consistently in all classrooms.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Cherryland will promote arts integration by hosting performances, showcasing student work, providing teachers with arts integration professional development, and offering during school and after school enrichment throughout the school year.	All students will be provided opportunities to display their artistic abilities.	0 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Materials and Supplies 0 LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures Release Day for teachers to collaborate

			0 Title I 1000-1999: Certificated Personnel Salaries Grade Level Release time to plan and observe 0 Title I 4000-4999: Books And Supplies Art Enrichment (Supplies)

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.

During the 2025 - 2026 school year, the strategies and activities under this goal have been effective and have been implemented as intended. Throughout the school year, our VAPA teacher provided professional development to all grade levels. Additionally, each grade level received dedicated Art class time for an entire trimester. This allowed students to fully engage with the new materials and supplies that were purchased. Both students and teachers had the opportunity to learn new skills using the updated devices and resources. The program also included family nights and school assemblies, which were well-attended and enjoyed by all. These events fostered community involvement and generated excitement and anticipation for future activities.

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

After participating in classes with the Art teacher, classroom teachers were able to support the schoolwide Art Show which was an intended implementation and budgeted expenditures.

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

Cherryland received VAPA funds to support VAPA goals for the 2025-2026 school year. This budget has not been provided since then. This year Cherryland was able to fund an art show lead by a member of the teaching staff with all supplies being purchased through discrentionary fuinding.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Relationship-Centered Schools -- School Climate and Social Emotional Learning
Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL):
All students will have access to a safe and welcoming school environment. The school will promote a focus on the whole child by ensuring that all students have access to SEL-related strategies on a monthly basis, either through standalone SEL curriculum or culture/climate initiatives. 5th grade students will report a 5 point increase in feelings of school connectedness on the California Healthy Kids Survey (CHKS). The school will determine how to measure student growth in SEL based on the SEL-related strategies the site implements.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

- 21st Century in School Climate. HUSD schools will ensure an appropriate and safe climate for all students

State Priorities:

- 6 - School Climate

LCAP Goal:

- Increase by 10% the number of students reporting feeling safe and reporting a caring relationship with an adult at school

"The Hayward Unified School District is committed to establishing and sustaining a community that shares collective responsibility to recognize, interrupt, disrupt, and eliminate inequitable actions, decisions, and outcomes, especially those that result from and perpetuate racism. The Governing Board of the Hayward Unified School District rejects all forms of racism as destructive to the District's mission, vision, and core value of equity."

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.

What data did you use to form this goal (findings from data analysis)?

- CA Dashboard Data - Suspension Data
- Office Referral Suspension/expulsion data from 2025 and 2026
- Parent attendance sign in sheets for events in 2026/2026

Group data to be collected to measure gains:

- District suspension and expulsion reports
- Focus supervision on areas of high need, and time, and more efficiently allocate supervision resources and meet the needs of students

Strategy:

- PBIS is an evidence-based approach for establishing a positive social culture in schools that involves systemic and individualized behavior support strategies for achieving social and learning outcomes while preventing problem behavior in all students.
- Under the general supervision of an assigned administrator the family engagement specialist will work with the parents as well as coordinate and carry out activities designed to increase parent involvement, parent advocacy, parent education, and outreach into the community and collaboration with community agencies such as the Adult School.
- Coordinate parent involvement and education in various school programs, subjects and other activities in order to improve the communication between home and school as well as the academic success of the students
- Ensure that equity of opportunity and access to programs are attainable to all students and families. Assist parents in becoming advocates for students.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

- African American Students
- Special Ed Students
- English Language Learners
- Native American students
- Latinx
- Students not meeting the standard on the CAASPP exam

Anticipated annual growth for each group:
Decrease in the total number of students suspended, and decrease in the percentage of total suspensions attributable to African American students and students with disabilities.

Means of evaluating progress toward this goal:

- Suspension, expulsion, detention, and referral data, including, time, location, and incident type, by individual student, by grade level, and school wide.
- Parent sign in sheets and surveys

Actions to improve achievement

- Prevention Focus
- Define and teach positive social expectations
- Acknowledge positive behavior
- Arrange consistent consequences for problem behavior
- On-going collection and use of data for decision making
- Continuum of intensive, individual interventions
- Administrative leadership - team-based implementation
- Restorative Justice Practices
- Family engagement and equity specialist
- Parent engagement and education opportunities

Use support staff such as noon supervisors to help implement this work by:

- Support PBIS activities, student store, rewards, and incentives
- Provide student mentoring and check-ins after recess and before
- Support attendance interventions, incentives, and “Every Day Counts” activities
- Support restorative practices and positive behavior interventions
- Facilitate structured recess/lunch activities focused on positive behavior and student engagement
- Support bucket-filling, kindness, anti-bullying, and school climate activities
- Assist with student leadership and school-connectedness activities
- Support new students with school routines and expectations
- Assist with Title I family engagement events and family resources
- Support academic family nights and school events connected to student achievement
- Prepare and organize materials for PBIS, attendance, family engagement, and student support programs.

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
Suspension Rate	2% of students are suspended at least one day	Decrease by 1%

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
5.1	Cherryland will provide additional trained campus supervisors during recess and lunch to implement structured play, reinforce behavioral expectations, and support positive student interactions. Supervisors will be trained in PBIS/restorative practices to reduce behavior incidents and ensure students return to class ready to learn.	This support will prioritize students who require additional behavioral and social-emotional support, ensuring equitable access to a safe and structured environment that maximizes learning time.	39500 Title I 2000-2999: Classified Personnel Salaries Noon Supervisor 0 LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures Conferences 0 LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures Seesaw 0 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Student Council 0 Title I

			5800: Professional/Consulting Services And Operating Expenditures Conferences 0 Title I 5800: Professional/Consulting Services And Operating Expenditures Contracts

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.

According to results from the California Healthy Kids Survey (CHKS) administered annually to 5th grade students, there is a decline in school climate indicators as students progress through the grades. To address these concerns, a consistent approach to professional development focused on Social-Emotional Learning (SEL) is needed. Such efforts can help reduce student referrals and suspensions while promoting a more positive and supportive climate across all grade levels.

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

We still saw a rise in students feeling connected to at least one adult on campus, even though we disconntinued use of SeaSaw.

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.

There will be consistent communication school wide communication. There were no significant changes to this goal as we were able to provide the resources allocated.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

Relationship-Centered Schools -- Parent Engagement
Relationship-Centered Schools -- Parent Engagement: Cherryland will increase the number of parents participating in school activities, including parent advocacy groups and Coffee with the Principal, by 5%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Hayward Unified School District provides district-level support for parent engagement at the school site level. This includes providing centralized funding for Family Engagement Outreach and Equity Specialists, who work directly with parents to facilitate the connection and communication between families and 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.

Parents engaged in their child's education have more connectedness with the school and the community.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Meetings	3% of the parents participate in meetings	5% will participate in meetings

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
6.1	Cherryland will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing (am and pm sessions), translation for parents, and more emphasis on parent-requested topics of discussion.	All families will be supported with more opportunities to be engaged at their child's school.	480 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Fingerprinting 0 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Teachers to train parents 0 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Parent Engagement and Education

			0 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Child Care 0 Title I 4000-4999: Books And Supplies Technology

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 activities under this goal have been effective this school year. The strategy of district funding a full time Family Equity and Engagement Specialist has led to an increase in opportunities and effectiveness of parent engagement activities Attendance is up at meetings and parent involvement steadily increased as we went through the year.

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

There are currently no major differences between the intended implementation or budgeted expenditures.

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

While we had a decrease in funding, we were still able to offer a variety of meanigful opportubities for familes through the Family Resource Center and community partners.

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

Relationship-Centered Schools -- Attendance and Chronic Absenteeism
Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Cherryland will decrease chronic absenteeism by 5% in the 2025-26 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

- 21st Century Success for Attendance: HUSD will maintain 97% attendance at all sites

State Priorities:

- 8 - Other Pupil Outcomes

LCAP Goal:

- Increase average daily attendance by 1%

"The Hayward Unified School District is committed to establishing and sustaining a community that shares collective responsibility to recognize, interrupt, disrupt, and eliminate inequitable actions, decisions, and outcomes, especially those that result from and perpetuate racism. The Governing Board of the Hayward Unified School District rejects all forms of racism as destructive to the District's mission, vision, and core value of equity."

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.

What data did you use to form this goal (findings from data analysis)?

- California Dashboard data on Chronic absenteeism
- District and Site Average Daily Attendance Data. For 2025-2026, Cherryland had a yearlong ADA of about 94%, indicating that daily attendance increased from 93% the previous year.

Group data to be collected to measure gains:

- Daily Attendance
- SART
- SARB
- Weekly attendance reviews at admin team
- Monthly perfect attendance award
- Trimester perfect attendance celebrations
- Daily absence calls
- truancy letters
- monthly newsletters
- marquee.

Strategy:

- Attention to Attendance, Every Student Every Day
- Insuring accurate timely daily attendance collection
- consistent use of SART and SARB process
- Weekly attendance reviews at admin team, monthly attendance reviews with whole staff
- Trimester perfect attendance awards
- Weekly best attendance by class celebrations
- Daily absence calls
- Truancy letters
- Monthly newsletters
- Marquee
- Attendance Matters Meetings

Groups participating in this goal (e.g., students, parents, teachers, administrators):
English Language Learners, Socioeconomically disadvantaged, students with disabilities, Students in Foster Care, McKinney-Vento Students, African American, Latinx, and BIPOC and all other underperforming groups not meeting the standard on the CAASPP exam

Anticipated annual growth for each group:
ADA to grow by a minimum of 3% so that our year long ADA is 96% and decrease chronic absenteeism by 2%.

Means of evaluating progress toward this goal:
Average Daily Attendance, California Dashboard

How does this goal align to your Local Educational Agency Plan goals?:
The LEA plan has the same goal in this subject area.

What did the analysis of the data reveal that led you to this goal?
The 93% in 2025-2026 ADA rate did not meet the district wide goal of 96%.

Which Educational Partners were involved in analyzing data and developing this goal?
Certificated and classified staff, and parents were involved in the formation of these goals. SSC, ELAC, AASAI SBDM, PTA, the Admin team, and informal surveys and data analysis during parent

engagement nights, As well as Parents at the Coffee with the Principal supported the development of this goal.

Actions to improve achievement to exit program improvement (if applicable).

- Parent engagement activities and education around attendance,
- Outreach to families of Chronically absent students
- SART meeting
- SARB meetings
- Saturday attendance academies
- Perfect attendance, improved attendance, and weekly class attendance awards.

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
Attendance records	27.8% of our students are chronically absent.	Decrease this number to 22% of students will be chronically absent.

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
7.1	Cherryland staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.	All students and families need to be provided with opportunities to discuss attendance and the importance of it.	0 Title I 4000-4999: Books And Supplies Materials and Supplies

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 overall implementation and effectiveness of the strategies under this articulated goal continues to have mixed results. The implementation of more attendance meetings to support the parent need to receive more information about attendance has helped families understand the need of communication.

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

There are currently no major differences between the intended implementation or budgeted expenditures.

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

There is less money provided in LCFF to support this continued meetings. We will have to figure out another way to inform parents about attendance needs to increase student attendance.

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 10

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$100,409.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$171,215.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$120,809.00
Title I Part A: Parent Involvement	$0.00

Subtotal of additional federal funds included for this school: $120,809.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Supplemental and Concentration Funds	$29,680.00
Title I: Schoolwide Program	$20,726.00

Subtotal of state or local funds included for this school: $50,406.00

Total of federal, state, and/or local funds for this school: $171,215.00

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
LCFF Supplemental and Concentration Funds	80,652	50,972.00
Title I Part A: Basic Grants Low-Income and Neglected	123,589	123,589.00
Title I Part A: Parent Involvement	2,000.00	2,000.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration Funds	29,680.00
Title I	120,809.00
Title I Part A: Parent Involvement	0.00
Title I: Schoolwide Program	20,726.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	24,600.00
2000-2999: Classified Personnel Salaries	62,964.00
4000-4999: Books And Supplies	41,235.00
5000-5999: Services And Other Operating Expenditures	480.00
5800: Professional/Consulting Services And Operating Expenditures	41,936.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration Funds	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration Funds	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration Funds	22,000.00

5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration Funds	480.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration Funds	7,200.00
1000-1999: Certificated Personnel Salaries	Title I	16,850.00
2000-2999: Classified Personnel Salaries	Title I	49,988.00
4000-4999: Books And Supplies	Title I	19,235.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	34,736.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	0.00
1000-1999: Certificated Personnel Salaries	Title I: Schoolwide Program	7,750.00
2000-2999: Classified Personnel Salaries	Title I: Schoolwide Program	12,976.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	72,589.00
Goal 2	43,958.00
Goal 3	14,688.00
Goal 4	0.00
Goal 5	39,500.00
Goal 6	480.00
Goal 7	0.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Heather Thorner	Principal
Christine Rollins	Classroom Teacher
Nancy Chacon	Classroom Teacher
Stella Santos	Classroom Teacher
Gabriela Mendoza	Parent or Community Member
Alma Rosa Soto Panuco	Parent or Community Member
Nelly Sanchez	Parent or Community Member
Cristina Houston	Parent or Community Member
Lorena Santiago	Parent or Community Member
Rosemary Vasquez	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 9/17/2026.

Attested:



Principal, Heather Thorner on 9/17/2026



SSC Chairperson, Christine Rollins on 9/17/2026



ELAC Representative, Alma Soto on 9/17/2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

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

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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