



Schoolwide Plan Program (SWP)

School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Avondale School	Elementary	37 68197 6038400	April 24, 2026	June 16, 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 Avondale Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	4
Educational Partner Involvement	4
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs	5
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	9
ELPAC Results	13
Student Population.....	16
Overall Performance	18
Academic Performance	20
Academic Engagement	27
Conditions & Climate.....	29
Goals, Strategies, & Proposed Expenditures.....	31
Goal 1.....	31
Goal 2.....	34
Goal 3.....	36
Goal 4.....	38
Budget Summary	41
Budget Summary	41
Other Federal, State, and Local Funds	41
Budgeted Funds and Expenditures in this Plan	42
Funds Budgeted to the School by Funding Source.....	42
Expenditures by Funding Source	42
Expenditures by Budget Reference	42
Expenditures by Budget Reference and Funding Source	43
Expenditures by Goal.....	43
School Site Council Membership	44
Recommendations and Assurances	45
Instructions.....	46
Appendix A: Plan Requirements	53
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	56
Appendix C: Select State and Federal Programs	59

Plan Description

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

Our School Plan for Student Achievement (SPSA) aligns with the District's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(ies)) can be referenced in the current LCAP. The district's LCAP is the foundation for all expenditures incurred by the District. Based on the needs assessment and goals found in the LCAP, the school will utilize federal funds, when applicable, to supplement base funding in accordance with the purpose and goals of each specific goal. Federal funds, if received, will be used as outlined in the School Plan for Student Achievement to purchase supplemental materials not part of the adopted standards aligned curriculum and core base programs.

Educational Partner Involvement

How, when, and with whom did your Avondale 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

Feedback and input from key educational partner groups are critical for the ongoing success of our students. As part of the planning process for the 2026-27 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data (local and state, if available) was shared with these groups and analyzed for trends and patterns of under-performance. That analysis is summarized in the SPSA as the Annual Review for each goal.

School educational partner involvement meeting dates were as follows:

- * ELAC Meetings: October 24, 2025, Nov. 14, 2025, April 16, 2026 and May 14, 2026
- * SSC Meetings: Sept. 29, 2025, Nov. 3, 2025 and Dec. 8, 2025 April, 20, 2026 and May 18, 2026
- * Staff Meetings where the 2026-27 SPSA goals and metrics were discussed: January 20, 2026, April 23, 2026 and May 19, 2026

Feedback from these meetings resulted in the development of goals to be included in the SPSA (Planned Improvement Goals). The district Local Control Accountability Plan (LCAP) was also reviewed to ensure that the Planned Improvement goals of the SPSA aligned with the goals outlined in the district's LCAP.

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 two areas that were in the "red" or "orange" are English Learner Progress (orange) and English Language Arts (orange). In ELA, our English Learners and Students with Disabilities are in the orange area. For the math indicator, overall the school is in yellow, however English Learners and Students with Disabilities are orange. For chronic absenteeism, as a school we performed in the yellow band, but our English Learners and Students with Disabilities are in the red band, and our Hispanic student groups are in the orange. To address these needs, we will create an attendance team where we leverage our Community Schools Liaison who will create connections with families and eliminate barriers to strong attendance. Our suspension rates as a school is in the orange band, along with the Hispanic and Socioeconomically Disadvantaged student groups. To address these needs we will implement a schoolwide tiered approach to Positive Behavioral Intervention and supports (PBIS).

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.

Our student groups that performed two or more levels below are our Students with Disabilities in English Learners in the Chronic Absenteeism indicator.

Other Needs

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

Our local assessments for ELA i-Ready reflect the same trends and disparities amongst English Learners and Students with Disabilities, when compared to all students. Because the local and Dashboard data trends align, specific to the two student groups outlined, this indicates a need for intentional monitoring of these student groups, professional learning around instructional practices that meet their specific needs, with a focus on:

- * Systematic K-2 Foundational Literacy instruction
- * GLAD training to support our (Multilingual Learners) MELs across all content areas
- * Gradual Release of Responsibility (GRR)

Similarly our local assessments for Math iReady also reflect the same trends and disparities amongst English Learners and Students with Disabilities, when compared to all students. Because the local and Dashboard data trends align, we will ensure we will leverage the new math adoption to focus on multilingual supports, including math language routines.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Avondale 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	7.06%	5.84%	5.07%	23	17	14
Asian	4.60%	4.12%	3.99%	15	12	11
Filipino	4.29%	3.44%	3.62%	14	10	10
Hispanic/Latino	75.15%	74.91%	74.64%	245	218	206
Pacific Islander	0.31%	1.03%	1.09%	1	3	3
White	3.37%	3.44%	3.99%	11	10	11
Multiple/No Response	5.21%	7.22%	7.61%	17	21	21
Total Enrollment				326	291	276

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	20
Kindergarten	37	31	35
Grade 1	51	34	29
Grade 2	52	50	33
Grade3	55	54	49
Grade 4	43	56	51
Grade 5	34	42	59
Grade 6	41		
Total Enrollment	326	291	276

Conclusions based on this data:

1. Our Hispanic/Latino student group continues to be our highest enrolled group.
2. Our overall enrollment has dropped by 11%.
3. Kindergarten and first grade enrollment has declined, while other grade levels remain steady.

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	83	62	54	29.9%	25.5%	19.6%
Fluent English Proficient (FEP)	26	24	24	5.8%	8.0%	8.7%
Reclassified Fluent English Proficient (RFEP)	8	12		2.4%	5%	

Conclusions based on this data:

1. The number of EL students decreased.
2. Our FEP percentage stayed almost exactly the same from last year to this current year.
3. The percentage of English Learners has dropped.

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	47	54	49	44	52	48	44	52	48	93.6	96.3	98
Grade 4	40	41	57	40	41	55	40	41	55	100.0	100	96.5
Grade 5	44	36	41	44	35	41	44	35	41	100.0	97.2	100
Grade 6	43	39		42	39		42	39		97.7	100	
All	174	170	147	170	167	144	170	167	144	97.7	98.2	98

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	2413.	2401.	2399.	31.82	17.31	16.67	13.64	23.08	22.92	22.73	23.08	25.00	31.82	36.54	35.42
Grade 4	2414.	2450.	2441.	5.00	24.39	16.36	22.50	17.07	25.45	32.50	26.83	18.18	40.00	31.71	40.00
Grade 5	2450.	2433.	2467.	11.36	8.57	12.20	20.45	14.29	26.83	25.00	20.00	24.39	43.18	57.14	36.59
Grade 6	2505.	2485.		4.76	10.26		38.10	20.51		28.57	30.77		28.57	38.46	
All Grades	N/A	N/A	N/A	13.53	15.57	15.28	23.53	19.16	25.00	27.06	25.15	22.22	35.88	40.12	37.50

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	18.18	13.46	14.58	45.45	65.38	60.42	36.36	21.15	25.00
Grade 4	5.00	12.20	10.91	72.50	68.29	65.45	22.50	19.51	23.64
Grade 5	13.64	2.86	12.20	40.91	57.14	63.41	45.45	40.00	24.39
Grade 6	4.76	12.82		64.29	56.41		30.95	30.77	
All Grades	10.59	10.78	12.50	55.29	62.28	63.19	34.12	26.95	24.31

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	13.64	11.54	8.33	54.55	44.23	58.33	31.82	44.23	33.33
Grade 4	7.50	14.63	10.91	57.50	53.66	54.55	35.00	31.71	34.55
Grade 5	9.09	11.43	9.76	52.27	34.29	51.22	38.64	54.29	39.02
Grade 6	4.76	5.13		50.00	46.15		45.24	48.72	
All Grades	8.82	10.78	9.72	53.53	44.91	54.86	37.65	44.31	35.42

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	20.45	9.62	6.25	63.64	69.23	79.17	15.91	21.15	14.58
Grade 4	0.00	7.32	3.64	80.00	70.73	72.73	20.00	21.95	23.64
Grade 5	6.82	14.29	4.88	59.09	65.71	70.73	34.09	20.00	24.39
Grade 6	14.29	2.56		80.95	79.49		4.76	17.95	
All Grades	10.59	8.38	4.86	70.59	71.26	74.31	18.82	20.36	20.83

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	22.73	17.31	14.58	56.82	61.54	64.58	20.45	21.15	20.83
Grade 4	5.00	19.51	12.73	67.50	65.85	69.09	27.50	14.63	18.18
Grade 5	4.55	11.43	21.95	72.73	54.29	68.29	22.73	34.29	9.76
Grade 6	19.05	10.26		64.29	66.67		16.67	23.08	
All Grades	12.94	14.97	15.97	65.29	62.28	67.36	21.76	22.75	16.67

Conclusions based on this data:

- 59.7% of our students scored below grade level proficiency in their overall ELA.
- The area of writing in our ELA scores continues to be the area of great need where over half of our students are below proficiency.
- Grade 4 and grade 5 both increased in the area of proficiency in the area of ELA from 23-24 to 24-25, while 3rd grade stayed about the same.

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	47	54	49	43	54	48	43	54	48	91.5	100	98
Grade 4	40	41	57	40	41	57	40	41	57	100.0	100	100
Grade 5	44	36	41	44	36	41	44	36	41	100.0	100	100
Grade 6	43	39		43	39		43	39		100.0	100	
All	174	170	147	170	170	146	170	170	146	97.7	100	99.3

* 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	2430.	2404.	2412.	25.58	20.37	16.67	27.91	18.52	25.00	16.28	16.67	20.83	30.23	44.44	37.50
Grade 4	2417.	2464.	2440.	5.00	14.63	12.28	10.00	34.15	24.56	35.00	24.39	24.56	50.00	26.83	38.60
Grade 5	2448.	2434.	2466.	2.27	5.56	7.32	13.64	5.56	26.83	43.18	22.22	24.39	40.91	66.67	41.46
Grade 6	2484.	2481.		4.65	5.13		18.60	15.38		34.88	28.21		41.86	51.28	
Grade 11															
All Grades	N/A	N/A	N/A	9.41	12.35	12.33	17.65	18.82	25.34	32.35	22.35	23.29	40.59	46.47	39.04

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	34.88	25.93	31.25	32.56	31.48	37.50	32.56	42.59	31.25
Grade 4	7.50	29.27	17.54	40.00	41.46	40.35	52.50	29.27	42.11
Grade 5	6.82	11.11	12.20	54.55	27.78	43.90	38.64	61.11	43.90
Grade 6	6.98	7.69		51.16	43.59		41.86	48.72	
Grade 11									
All Grades	14.12	19.41	20.55	44.71	35.88	40.41	41.18	44.71	39.04

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	18.60	18.52	16.67	53.49	40.74	50.00	27.91	40.74	33.33
Grade 4	2.50	17.07	12.28	55.00	51.22	40.35	42.50	31.71	47.37
Grade 5	9.09	2.78	4.88	54.55	44.44	68.29	36.36	52.78	26.83
Grade 6	11.63	2.56		58.14	53.85		30.23	43.59	
All Grades	10.59	11.18	11.64	55.29	47.06	51.37	34.12	41.76	36.99

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	37.21	22.22	16.67	46.51	44.44	58.33	16.28	33.33	25.00
Grade 4	2.50	12.20	19.30	60.00	63.41	40.35	37.50	24.39	40.35
Grade 5	2.27	5.56	4.88	50.00	47.22	58.54	47.73	47.22	36.59
Grade 6	0.00	12.82		62.79	58.97		37.21	28.21	
All Grades	10.59	14.12	14.38	54.71	52.94	51.37	34.71	32.94	34.25

Conclusions based on this data:

1. 62% of our students scored below grade level standard in the overall score in mathematics.
2. Problems Solving and Modeling continues to be an area of mathematics that needs to grow the most with only 11% above standard.
3. Cohort analysis shows increase in the number of students scoring below grade level over the last three years.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://www.cde.ca.gov/ta/tg/eng/elpac/) 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	*	1413.9	*	*	1422.5	*	*	1393.7	*	8	14	5
1	*	*	*	*	*	*	*	*	*	10	7	10
2	1479.7	1451.2	*	1487.7	1450.0	*	1471.3	1451.8	*	15	13	9
3	1492.0	1463.5	1478.6	1490.0	1463.2	1473.2	1493.5	1463.4	1483.6	19	14	11
4	1532.0	1517.5	1479.0	1527.6	1520.8	1477.7	1535.9	1513.5	1479.9	13	13	15
5	1515.3	*	1522.5	1506.2	*	1513.7	1524.3	*	1530.8	11	8	13
6	*	1532.3		*	1537.7		*	1526.3		10	11	
All										86	80	63

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	*	14.29	*	*	28.57	*	*	42.86	*	*	14.29	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	26.67	0.00	*	20.00	53.85	*	33.33	30.77	*	20.00	15.38	*	15	13	*
3	15.79	0.00	9.09	42.11	21.43	45.45	26.32	50.00	18.18	15.79	28.57	27.27	19	14	11
4	30.77	15.38	6.67	38.46	61.54	26.67	30.77	15.38	33.33	0.00	7.69	33.33	13	13	15
5	9.09	*	23.08	36.36	*	46.15	54.55	*	15.38	0.00	*	15.38	11	*	13
6	*	18.18		*	54.55		*	18.18		*	9.09		*	11	
All	22.09	10.00	9.52	32.56	41.25	34.92	33.72	31.25	26.98	11.63	17.50	28.57	86	80	63

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	*	14.29	*	*	21.43	*	*	42.86	*	*	21.43	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	33.33	15.38	*	33.33	38.46	*	26.67	30.77	*	6.67	15.38	*	15	13	*
3	31.58	28.57	27.27	36.84	21.43	27.27	26.32	21.43	27.27	5.26	28.57	18.18	19	14	11
4	53.85	61.54	20.00	30.77	15.38	33.33	15.38	15.38	20.00	0.00	7.69	26.67	13	13	15
5	9.09	*	46.15	63.64	*	30.77	27.27	*	15.38	0.00	*	7.69	11	*	13
6	*	45.45		*	27.27		*	18.18		*	9.09		*	11	
All	32.56	30.00	26.98	38.37	30.00	31.75	24.42	21.25	19.05	4.65	18.75	22.22	86	80	63

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		14.29	*		21.43	*		50.00	*		14.29	*		14	*
1		*	*		*	*		*	*		*	*		*	*
2		7.69	*		38.46	*		7.69	*		46.15	*		13	*
3		0.00	9.09		0.00	18.18		57.14	45.45		42.86	27.27		14	11
4		0.00	0.00		46.15	0.00		30.77	60.00		23.08	40.00		13	15
5		*	7.69		*	23.08		*	46.15		*	23.08		*	13
6	*	0.00		*	9.09		*	72.73		*	18.18		*	11	
All	12.79	6.25	4.76	25.58	21.25	14.29	40.70	42.50	44.44	20.93	30.00	36.51	86	80	63

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	*	7.14	*	*	57.14	*	*	35.71	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	33.33	15.38	*	66.67	69.23	*	0.00	15.38	*	15	13	*
3	21.05	0.00	27.27	57.89	85.71	63.64	21.05	14.29	9.09	19	14	11
4	46.15	53.85	20.00	53.85	38.46	53.33	0.00	7.69	26.67	13	13	15
5	18.18	*	7.69	63.64	*	84.62	18.18	*	7.69	11	*	13
6	*	18.18		*	54.55		*	27.27		*	11	
All	30.23	21.25	19.05	60.47	57.50	61.90	9.30	21.25	19.05	86	80	63

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	*	35.71	*	*	50.00	*	*	14.29	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	33.33	15.38	*	53.33	69.23	*	13.33	15.38	*	15	13	*
3	42.11	28.57	36.36	52.63	42.86	45.45	5.26	28.57	18.18	19	14	11
4	53.85	61.54	26.67	46.15	30.77	46.67	0.00	7.69	26.67	13	13	15
5	54.55	*	61.54	45.45	*	15.38	0.00	*	23.08	11	*	13
6	*	81.82		*	18.18		*	0.00		*	11	
All	40.70	41.25	34.92	53.49	43.75	39.68	5.81	15.00	25.40	86	80	63

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	*	0.00	*	*	78.57	*	*	21.43	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	20.00	7.69	*	53.33	38.46	*	26.67	53.85	*	15	13	*
3	10.53	0.00	9.09	36.84	35.71	54.55	52.63	64.29	36.36	19	14	11
4	7.69	0.00	0.00	84.62	69.23	53.33	7.69	30.77	46.67	13	13	15
5	9.09	*	23.08	63.64	*	53.85	27.27	*	23.08	11	*	13
6	*	0.00		*	36.36		*	63.64		*	11	
All	15.12	3.75	6.35	52.33	50.00	50.79	32.56	46.25	42.86	86	80	63

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	35.71	*	*	50.00	*	*	14.29	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	13.33	15.38	*	53.33	61.54	*	33.33	23.08	*	15	13	*
3	21.05	0.00	9.09	68.42	71.43	63.64	10.53	28.57	27.27	19	14	11
4	30.77	23.08	0.00	53.85	69.23	73.33	15.38	7.69	26.67	13	13	15
5	0.00	*	0.00	90.91	*	92.31	9.09	*	7.69	11	*	13
6	*	27.27		*	72.73		*	0.00		*	11	
All	18.60	17.50	4.76	63.95	63.75	65.08	17.44	18.75	30.16	86	80	63

Conclusions based on this data:

1. The number of English Learners decreased this year by 23 students.
2. In 5th grade 0% of our students scored Well Developed in the Writing Domain.
3. The percentage of English Learners who scored Well Developed is the lowest at 4.76%.

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
291	88.7%	21.3%	0.3%
Total Number of Students enrolled in Avondale 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	62	21.3%
Foster Youth	1	0.3%
Homeless	39	13.4%
Socioeconomically Disadvantaged	258	88.7%
Students with Disabilities	57	19.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	5.8%
American Indian	0	0.0%
Asian	12	4.1%
Filipino	10	3.4%
Hispanic	218	74.9%
Two or More Races	21	7.2%
Pacific Islander	3	1%
White	10	3.4%

Conclusions based on this data:

- | | |
|----|--|
| 1. | 74.9% of our students are Hispanic. |
| 2. | 21% of our students are English Learners. |
| 3. | 88.7% of our students are socioeconomically disadvantaged. |

School and Student Performance Data

Overall Performance

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2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. English Learner Progress is orange.
2. Our Suspension rate is indicated as orange.

3. The mathematics scores is yellow which is an improvement.

School and Student Performance Data

Academic Performance English Language Arts

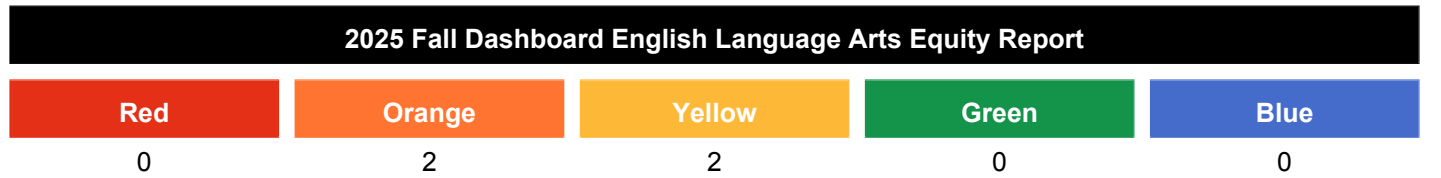
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Yellow 30.2 points below standard Increased 7.1 points 139 Students	 Orange 63.8 points below standard Declined 6.4 points 43 Students	

Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 25.6 points below standard 13 Students	Socioeconomically Disadvantaged  Yellow 35.6 points below standard Increased 10.4 points 124 Students
Students with Disabilities  Orange 108.1 points below standard Increased 16.1 points 41 Students	African American  No Performance Color 22.9 points below standard Increased 63.1 points 11 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Yellow 39.5 points below standard Increased 3 points 108 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students

Conclusions based on this data:

1. The CA Dashboard shows that there was an increase in all performance indicators, except for our English Language Learners who decreased by 6.4 percent.
2. Even though our Students with Disabilities did increase by 16.1 percent it is still an area of need due to the orange indicator on the Dash Board.
3. Given that our Socioeconomically Disadvantaged Students are almost half of our student population their growth of 10.4 percent while promising continues to direct our attention to this student population.

School and Student Performance Data

Academic Performance Mathematics

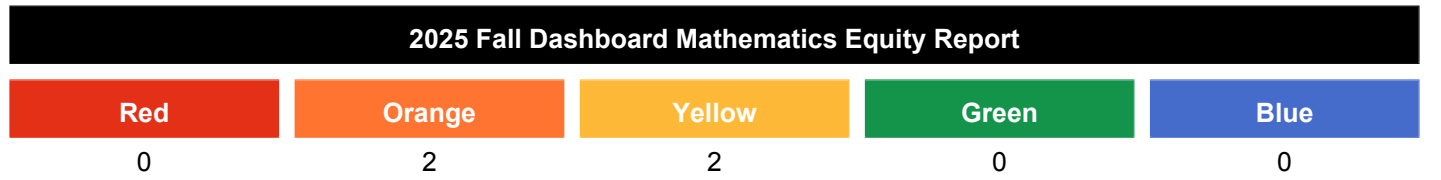
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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
 Yellow 39.9 points below standard Increased 9.1 points 139 Students	 Orange 70.9 points below standard Declined 3.2 points 44 Students	

Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 64.3 points below standard 14 Students	Socioeconomically Disadvantaged  Yellow 45.9 points below standard Increased 11.6 points 124 Students
Students with Disabilities  Orange 119.7 points below standard Increased 5.9 points 41 Students	African American  No Performance Color 58.5 points below standard Increased 19.2 points 11 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Yellow 47.8 points below standard Increased 7.4 points 108 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students

Conclusions based on this data:

1. All students increased by 9.1 percent, however English Learners decreased by 3.2 percent.
2. As with ELA, our overall scores and our scores our English Learners are being out performed by other groups of students.
3. Students with Disabilities and English Learners are rank in the performance area orange.

School and Student Performance Data

Academic Performance Science

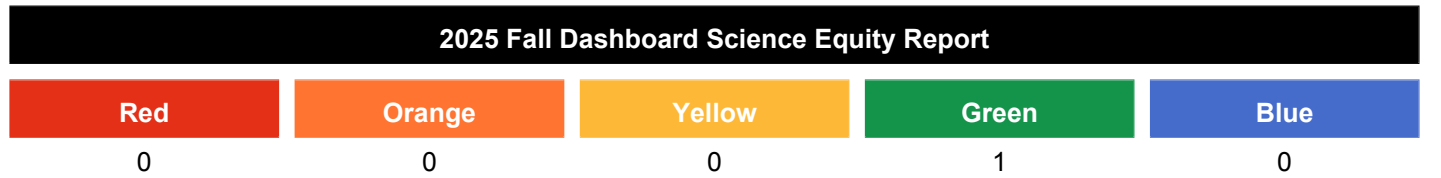
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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
 Green 48.2 science points Increased 3.5 points 40 Students	 No Performance Color 42.9 science points 19 Students	 No Performance Color 0 Students

Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Green 46.7 science points Increased 2.3 points 32 Students
Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  No Performance Color 47 science points Increased 5.1 points 30 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

Conclusions based on this data:

1. Science is designated green for all students, inclusive of Hispanic and Socioeconomic Disadvantage students.

School and Student Performance Data

Academic Performance English Learner Progress

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

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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 38.9 making progress. Number Students: 54 Students	 No Performance Color making progress. Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
25.9%	35.2%	0%	38.9%

Conclusions based on this data:

- 25.9% of our students decreased one ELPI Level in 2025.
- Only 38.9% of our EL students are making progress.
- 0% of our English Learners maintained an ELPI Level 4.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

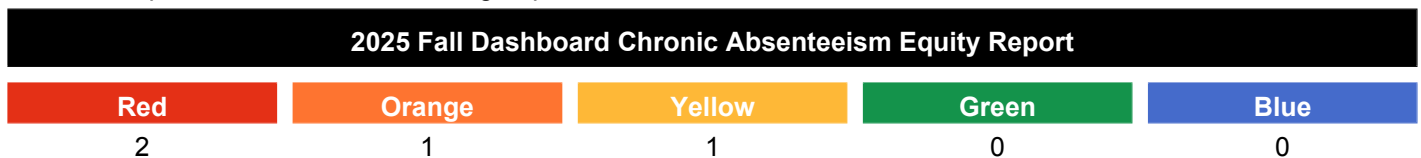
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 24.4% Chronically Absent Declined 4.7 307 Students	English Learners  Red 25.7% Chronically Absent Increased 6.4 70 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 28.9% Chronically Absent Declined 19.3 45 Students	Socioeconomically Disadvantaged  Yellow 25.6% Chronically Absent Declined 5.8 273 Students

Students with Disabilities  Red 32.5% Chronically Absent Increased 6 80 Students	African American  No Performance Color 31.6% Chronically Absent Declined 18.4 19 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 33.3% Chronically Absent Declined 6.7 12 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Hispanic  Orange 25.2% Chronically Absent Declined 2.4 230 Students
Two or More Races  No Performance Color 19% Chronically Absent Declined 17.8 21 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  No Performance Color 16.7% Chronically Absent Declined 6.4 12 Students

Conclusions based on this data:

1. Chronic absenteeism declined for all students.
2. Chronic Absenteeism increased for English Learners.
3. Students with Disabilities increased by 6 percent and are in the red.

School and Student Performance Data

Conditions & Climate Suspension Rate

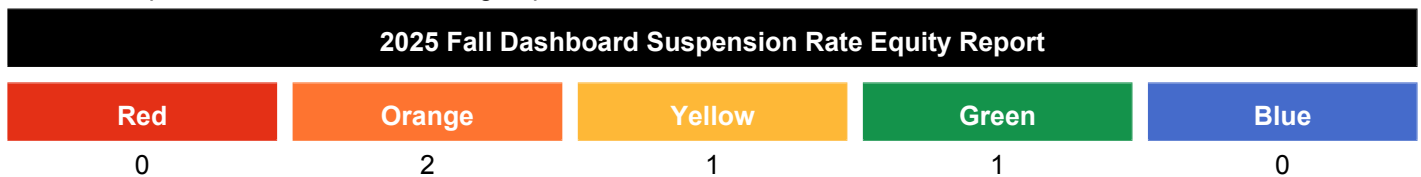
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides 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
 Orange 2.3% suspended at least one day Increased 0.8% 311 Students	 Green 1.4% suspended at least one day Declined 0.7% 71 Students	
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 2.2% suspended at least one day Declined 5.2% 46 Students	 Orange 2.5% suspended at least one day Increased 0.9% 275 Students

Students with Disabilities  Yellow 3.7% suspended at least one day Declined 1% 82 Students	African American  No Performance Color 0% suspended at least one day Maintained 0% 19 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0% suspended at least one day Declined 6.7% 12 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Hispanic  Orange 3% suspended at least one day Increased 1.9% 233 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 22 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  No Performance Color 0% suspended at least one day Declined 6.3% 12 Students

Conclusions based on this data:

1. Overall the suspension rate increased by 1% putting us in the performance indicator of orange.
2. English Learners decreased by 0.7% keeping our English Learners in the green indicator.
3. Student with Disabilities declined by 1%, however is still in the yellow indicator.

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.

English Language Arts

By June 2027, all students, including English Learners and socioeconomically disadvantaged students, will achieve or surpass the expected outcomes outlined in the Annual Measurable Outcomes section below, as measured by CAASPP ELA (grades 3–5) and the i-Ready ELA Diagnostic in English Language Arts. [call out other student groups, as needed based on your ATSI/TSI status or inequities in your data]

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes).

Identified Need

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

Students in all grades (including target groups) will demonstrate increased proficiency on state and district assessments.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment - % of students meeting standard (of testing age)	CAASPP 2024-2025 All students, Grades 3-5 - 40% English Learners, Grades 3-5 - 9% Socioeconomically Disadvantaged Students, Grades 3-5 - 37% Students with Disabilities, Grades 3-5 - 6%	CAASPP 2025-2026: All students, of testing age 38% English Learners, of testing age - 19% Socioeconomically Disadvantaged Students, of testing age - 35% Students with Disabilities, of testing age - 10%
i-Ready #2 Diagnostic ELA Assessment - % of students at or above grade level (All grades)	2025-2026 i-Ready Diagnostic 2: All students - 10% English Learners - 14% Socioeconomically Disadvantaged Students - 39% Students with Disabilities - 16%	2026-2027 i-Ready Diagnostic 2: All students - 43% English Learners - 19% Socioeconomically Disadvantaged Students - 42% Students with Disabilities - 20%

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	Develop strong Professional Learning Communities (PLCs) and Instructional Leadership Team. Educators that meet regularly, share expertise, analyze student work and work collaboratively to improve teaching skills and the overall achievement of all students. We provide collaboration days for each grade level to collaborate and conduct walk throughs to focus on Gradual Release of Responsibility and the areas of guided instruction and collaborative learning. We will also incorporate Integrated English Language Development throughout all core subjects specifically with particular GLAD strategies of sentence frames and visuals.	All Students English Learners	10000 Title I 1000-1999: Certificated Personnel Salaries Subs will be paid for planning days and ILT planning days.
1.2	To meet the needs of our English Learners, as well as all students, in the area of writing we will: provide professional development through the San Diego Area Writing Project to have a consistent writing program through all grade levels. Our main focus will be on all three text types in order to address our district targeted instructional area. We will continue to provide time for teacher to learn the program at staff meetings, Learning Days, conferences and collaboration.	English Learners	5200 Title I 5800: Professional/Consulting Services And Operating Expenditures San Diego Area Writing Project and other supplies. 1,760 Title I 1000-1999: Certificated Personnel Salaries Attend conferences for writing. 4569.39 Title I 4000-4999: Books And Supplies Supplies to implement rich ELA and writing instruction and visuals for all learners.
1.3	Ensure consistent implementation of systematic, explicit phonics instruction in grades K–2, using structured routines and progress monitoring to support early literacy development.	Students Below Grade Level	1000 Title I 1000-1999: Certificated Personnel Salaries SIPPS Training 1000 Title I 4000-4999: Books And Supplies SIPPS materials and other supplies to implement SIPPS.
1.4	Teachers will implement small group instruction in Tier 1 and Tier 2 interventions focus on comprehension of informational texts for our English Learners and Students with Disabilities while a site sub will monitor and teach whole group lessons.	English Learners & Students with Disabilities	56000 Title I 1000-1999: Certificated Personnel Salaries Site sub salary.

1.5			
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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.

Math

By June 2027, all students, specifically [call out student groups that demonstrate inequities in data or ATSI/TSI groups] will achieve or surpass the expected outcomes outlined in the Annual Measurable Outcomes section below, as measured by CAASPP Math (grades 3–5) and the i-Ready ELA Diagnostic in Math. [add other local data, as needed]

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes).

Identified Need

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

Students in all grades (including target groups) will demonstrate increased proficiency on state and district assessments.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Assessment - % of students meeting standard (of testing age)	2024-2025 SBAC Math, Grades 3-5: All students - 31% English Learners, of testing age - 9% Socioeconomically Disadvantaged Students, of testing age - 27% Students with Disabilities, of testing age - 7%	2025-2026 SBAC Math, Grades 3-5: All students - 34% English Learners, of testing age - 14% Socioeconomically Disadvantaged Students of testing age- 30% Students with Disabilities of testing age - 11%
i-Ready Math Assessment - % of students at or above grade level (ALL grades)	2025-2026 i-Ready Diagnostic 2: All Students - 25% English Learners - 8% Socioeconomically Disadvantaged Students - 23% Students with Disabilities - 10%	2026-2027 i-Ready Diagnostic 2: All Students - 28% English Learners - 13% Socioeconomically Disadvantaged Students - 26% Students with Disabilities - 15%

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	Develop strong Professional Learning Communities (PLCs). Educators that meet regularly, share expertise, analyze student work and work collaboratively to improve teaching skills and the overall achievement of all students. We provide collaboration days for each grade level to collaborate and conduct walk throughs to support the implementation of our new mathematics curriculum Classroom Mathematics California. We will also incorporate Integrated English Language Development throughout all core subjects specifically with particular GLAD strategies of sentence frames and visuals.	All Students	0 Title I 1000-1999: Certificated Personnel Salaries Duplicate Expenditure 1.1: Subs will be paid for planning days, ILT days and other supplies.
2.2	Teachers will implement small group instruction in Tier 1 and Tier 2 interventions focus on conceptual mathematics and problem solving for our English Learners and Students with Disabilities while a site sub will monitor and teach whole group lessons.	English Learners Students with Disabilities	0 Title I 1000-1999: Certificated Personnel Salaries Duplicate Expenditure 1.2: Site sub salary and other supplies.

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.

Student Engagement

By June 2027, the school will decrease chronic absenteeism school-wide by XX%, and for each specified student group in the Annual Measurable Outcome section, as measured by end of year chronic absenteeism rates, by addressing the barriers through the strategies listed below.

(Call out out specified student groups if your data shows inequities and/or you are an ATSI/TSI school for suspensions)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate).

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.

We will establish a climate of respect, belonging, connectedness and safety for our students, which is critical to their success and their overall wellness. Consistent, supported attendance at school is the first step in ensuring student engagement.

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
California Dashboard Rate of Chronic Absenteeism	At the end of 24-25 school year, our rate of chronic absenteeism was 24.4%. Our English Learners have a chronically absent rate of 25.7%. Our Students with Disabilities have a 32.5% chronic absenteeism rate.	In 2025-2026, we will reduce the rate of chronic absenteeism by 5% for all students and our English Learners and Students with Disabilities.

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	The district will provide a full-time Mental Health Provider. The Mental Health Provider will work with families to identify areas of need and barriers to good attendance, providing resources when needed and possible. She will be using Second Step, an evidence based program, to help our kids. She will help all groups, but have a specific focus	All Students, especially our English Learners and Students with Disabilities.	32583 Title I 1000-1999: Certificated Personnel Salaries Mental Health Provider

	on students with disabilities, since this group has the highest rate of chronic absenteeism. The Mental Health Provider will also provide ERMS to our student population.		
3.2	We will have "Dinosaur School" here to provide social emotional lessons for students in grades K-2 to help them with student relationships and emotions. This is covered by a grant that funds this program and these specific grades.	K-2 students	
3.3	Implement a site-based Attendance Team that meets regularly to monitor attendance data and coordinate a tiered system of supports. * Tier 1, implement schoolwide attendance practices and incentive programs to promote consistent attendance for all students. * Tier 2, identify students at risk of chronic absenteeism, particularly English Learners and Students with Disabilities, and provide targeted supports such as attendance conferences and family outreach. * Tier 3, provide intensive, individualized interventions, including small group supports and personalized attendance plans, for students experiencing chronic absenteeism to re-engage them in school.	All Students	810 Title I 2000-2999: Classified Personnel Salaries Attendance/Health Tech release time 1000 Community Schools Grant 4000-4999: Books And Supplies Attendance Incentives
3.4	Conduct proactive, multilingual outreach to families of students with attendance concerns to identify and address barriers to attendance (e.g., transportation, health, housing instability) and connect students and families to appropriate school and community resources to support consistent school attendance	All Students	1463.91 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials that support family engagement and attendance incentives

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.

School Climate & Culture

By June 2027, the school will improve overall school climate by reducing suspension rates, increasing student and parent perceptions of safety, belonging, and school satisfaction, and strengthening parent engagement and partnership in school decision-making and activities, as measured by the indicators in the Annual Measurable Outcomes section below.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate).

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.

We need to address our suspension rates. We need to have alternatives to suspension, additional counseling, family support from the social worker, and PBIS to help reduce these rates.

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
Annual Spring Panorama Survey (3-5 grades only)	The percentage of 3-5th grade students who responded favorably in the 2026 Winter Panorama domains listed below are as follows: Emotional Regulation 42% Grit 53% Growth Mindset 50% School Climate 54% School Safety 46% Self-Efficacy 46% Self-Management 61% Sense of Belonging 60% Social Awareness 61% Supportive Relationships 87%	The percentage of students who will respond favorably in the 2027 Spring Panorama Survey will increase to the following percentages are as follows: Emotional Regulation 57% Grit 56% Growth Mindset 59% School Climate 55% School Safety 54% Self-Efficacy 52% Self-Management 69% Sense of Belonging 62% Social Awareness 65% Supportive Relationships 90%
La-Mesa Spring Valley Annual Spring Parent Survey Results	The percentage of parents who responded favorably in the 2026 Spring domains listed below are as follows: Support for Academic Learning - 91% Sense of Community - 83% Sense of Safety - 86%	The percentage of parents who respond favorably in the Spring 2027 survey will increase to the following percentages in each domain: Support for Academic Learning - 95% Sense of Community - 90% Sense of Safety - 92%

California Dashboard Suspension Data	Based on the California Dashboard, our school's 2024-2025 suspension rate is 2.3%. Hispanic suspension rate is 3% and Socio-Economically Disadvantaged rate is 2.5%	Based on the California Dashboard, our school's 2025-2026 percentage of students suspended will decrease to 1.5% for all students, Hispanic and Socio-Economically Disadvantaged student groups.
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	To insure our parents are partners, parent education and training will be offered. * Hold a variety of parent events establishing relationships with school staff. * Work with District staff to provide training for ELAC and SSC. * Work with District staff to determine and implement best practices in parent education. * Work with ELAC and SSC to create a needs assessment and survey parents to elicit input on parent education topics, time, place, and method of presentation.	All Students	600 Community Schools Grant 2000-2999: Classified Personnel Salaries Childcare 3400 Community Schools Grant 4000-4999: Books And Supplies Incentives for attendance, books and supplies.
4.2	We will communicate with parents regularly about student progress and school activities. * Utilize parent information systems such as Parent Square, monthly newsletters, student agendas, and Friday Folders to enhance home/school communication. * Provide translation and interpreters at parent workshops. Provide translation of written materials when indicated.	All Students	800 Title I 4000-4999: Books And Supplies Friday Folders to have clear communication with families.
4.3	Implement tiered social-emotional supports through PBIS and restorative practices, including universal SEL lessons in classrooms, with the Behavior Leadership Team monitoring behavior data to inform targeted supports and interventions that promote positive behavior, strengthen relationships, and support the needs of all students. We will use positive incentives such as Tiger Tickets and other opportunities to positively recognize students.	All Students EL,SWD	500 Title I 5000-5999: Services And Other Operating Expenditures Incentives and awards
4.4	We will create a multi-sensory, SEL focused, school garden where teachers and students alike can hold content and SEL lessons for our children thus creating a stronger sense of belonging and safety.	All Students	2,400 Community Schools Grant 1000-1999: Certificated Personnel Salaries Garden Educator 3400 Community Schools Grant 4000-4999: Books And Supplies School garden supplies for education.
4.5	We will offer a variety of clubs that increase pupil engagement, family involvement and improve climate.	All Students	2000 Community Schools Grant 2000-2999: Classified Personnel Salaries

			Classified dance teacher 2200 Community Schools Grant 5000-5999: Services And Other Operating Expenditures BeUtmost staff and club materials
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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	\$TBD
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$130,686.30
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	\$114,222.39
Title I Part A: Parent Involvement	\$1,463.91

Subtotal of additional federal funds included for this school: \$115,686.30

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 (\$)
Community Schools Grant	\$15,000.00

Subtotal of state or local funds included for this school: \$15,000.00

Total of federal, state, and/or local funds for this school: \$130,686.30

Budgeted Funds and Expenditures in this Plan

Budget Allocations

- Budget allocations will be added to this document.
- Totals will auto-populate from expenses entered in the SPSA.
 - Do not adjust numbers on this page.**

If total expenses exceed available funds, revise your **funding sources** in the SPSA.

For **duplicate costs** (e.g., an intervention teacher supporting ELA and Math)

- List the funding source twice
- Enter the cost only once; leave the second entry as duplicate (no dollar amount).

Funding Notes:

All Title I and CSI funds must be fully budgeted

Other funding sources may be used but do not require SSC approval.

Community Schools: Document Community Schools grant-funded expenses in the SPSA

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	114,222.39	0.00
Title I Part A: Parent Involvement	1463.91	0.00
Community Schools Grant	15000	0.00

Expenditures by Funding Source

Funding Source	Amount
Community Schools Grant	15,000.00
Title I	114,222.39
Title I Part A: Parent Involvement	1,463.91

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	103,743.00
2000-2999: Classified Personnel Salaries	3,410.00

4000-4999: Books And Supplies	15,633.30
5000-5999: Services And Other Operating Expenditures	2,700.00
5800: Professional/Consulting Services And Operating Expenditures	5,200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Community Schools Grant	2,400.00
2000-2999: Classified Personnel Salaries	Community Schools Grant	2,600.00
4000-4999: Books And Supplies	Community Schools Grant	7,800.00
5000-5999: Services And Other Operating Expenditures	Community Schools Grant	2,200.00
1000-1999: Certificated Personnel Salaries	Title I	101,343.00
2000-2999: Classified Personnel Salaries	Title I	810.00
4000-4999: Books And Supplies	Title I	6,369.39
5000-5999: Services And Other Operating Expenditures	Title I	500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	5,200.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,463.91

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	79,529.39
Goal 2	0.00
Goal 3	35,856.91
Goal 4	15,300.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

Name of Members	Role
Marisa Chaniot	Principal
Nayeli Rodriguez	Parent or Community Member
Cristina Camarillo	Parent or Community Member
Symone Reyes	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
Tad Zawacki	Classroom Teacher
Clerissa Perez	Classroom Teacher
	Classroom Teacher
Emily Davila	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
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 20, 2026.

Attested:

	Principal, Marisa Chaniot on April 20, 2026
	SSC Chairperson, Marisa Chaniot on April 20, 2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

5. 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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