School Year: **2026-27**

# 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 |
|---|---|---|---|
| Kempton Street Literacy Academy | 37-68197-6038467 | May 21, 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 Kempton Street Literacy Academy 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

# 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 Kempton Street Literacy Academy 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:
* SSC # 4 Meeting, April 22, 2026 at 4:00 p.m. via in-person and Zoom
    - ELAC #4B Meeting, April 23, 2026 at 8:15 a.m. via in-person
* Combined SSC #5 and ELAC #4 Meeting, May 21, 2026 at 4:00 p.m. in Room 16 and via Zoom
* Staff Meetings where the 2026-27 SPSA goals and metrics were discussed: January 13, 2016 and April 21, 2026 in-person and via Google Form for input for each Goal.
    - PTA Meeting on May 1 at 9:15 a.m.
    - Feedback from these meetings resulted in the development of the final draft 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.

KSLA was in the "Yellow" performance category for English Language Arts. According to the California Dashboard for the 2024-2025 testing year, KSLA students performed 64.3.1 points below standard, which was a increase of 12.9 points for all students from the previous year. However, our Students with Disabilities group increased by 8.3 points and were in the orange performance indicator.

KSLA was in the "Yellow" performance category for Mathematics. Although our students at KSLA scored 89.7 points below standard, this was an increase of 8.8 points for all students.

41% of our Multilingual English Learners grew 1 ELPAC Level (Summative). There was also an increase among our Multilingual English Learners of 6.2%, from 40.2% to 46.4% from the previous year for English Learner Progress

Indicator (ELPI). This indicated that our core instruction, designated ELD, and biliteracy instructional framework are working in coherence. This data also reflects intentional equity-driven instruction and access to rigorous language development (GLAD and C6BIF).

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.

KSLA's suspension rate for 2024 was in the "Green" performance category and the rate was 2.4%. In 2025, the suspension rate went down to 0.6%. This was was a 1.8% decline. There were no student groups in the yellow, orange, or red performance categories. This is attributed to solidifying our Tier 1, school-wide positive behavior interventions and supports. Our overall school climate and culture has improved school-wide. We believe that as we move towards consistent Tier 1 implementation, restorative practices, and Tier 2 behavior tracking, we will be able maintain or reduce our current suspension rate for all student categories, including Students with Disabilities and African American students.

## Other Needs

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

The general data of iReading (ELA) from our Local Measures at KSLA showed that 19% of our students scored "at or above grade level" in the 21-22 school year and 17% "early on grade level", overall a 36% literacy rate. In the 22-23 school year, this increased to 22% "at or above grade level" and 20% "early on grade level" for an overall 42% literacy rate. For the 23-24 school year, our students achieved 23% "at or above grade level" and 18% "early on grade level" for an overall literacy rate of 41% This represents a 4% increase of our students "at or above grade level" in iReading (ELA) at KSLA from 2021 to 2024. In 2025, our percentage of students who reached "at or above grade level" was 28% and "early on grade level" was 18%! This is a literacy rate increase altogether of 10% since the 21-22 school year.

In Mathematics, the overall Mathematics data from KSLA in iReady showed that 10% of our students achieved "at or above grade level" and 12% "early on grade level" in the 21-22 school year. In the 22-23 school year, this increased to 11% "at or above grade level" and 17% "early on grade level". In the 23-24 school year, our students achieved 15% "at or above grade level" and 16% "early on grade level." For the 24-25 school year, our students "at or above grade level" increased to 16% and 18% "early on grade level" for an overall mathematics rate of 34%. This is a 6% increase of our students "at or above grade level" in Mathematics at KSLA from 2021-2025 and an increase of 12% combined "at or above" and "early on grade level". While math achievement remains an area of need, we have shown steady gains which reflects early success in rebuilding foundational skills and creating the conditions for accelerated growth.

These increases can be attributed to more consistent powerful practices through a biliteracy approach that includes vocabulary-rich classroom environments, structured time each week for bridge lessons, opportunities for collaborative conversations that help build schemas, and connection with the content. Our teachers are also committed to using iReady as an instructional tool, not merely as an assessment tool. Our teachers provide incentives in class, hold data chats with students, set goals for themselves and with each individual student, and track progress throughout the school year. These gains overall are not incidental, they are the result of intentional instructional design through backwards planning and a relentless focus on building strong connections with each student.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Kempton Street Literacy Academy. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

## Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| **Student Group** | **Percent of Enrollment** | | | **Number of Students** | | |
| | **23-24** | **24-25** | **25-26** | **23-24** | **24-25** | **25-26** |
| **American Indian** | 0.18% | 0.21% | 0.44% | 1 | 1 | 2 |
| **African American** | 5.39% | 7.08% | 7.11% | 30 | 34 | 32 |
| **Asian** | 1.44% | 2.29% | 3.33% | 8 | 11 | 15 |
| **Filipino** | 0.72% | 1.04% | 0.89% | 4 | 5 | 4 |
| **Hispanic/Latino** | 85.46% | 82.50% | 82.44% | 476 | 396 | 371 |
| **Pacific Islander** | 0.36% | 0.21% | 0.22% | 2 | 1 | 1 |
| **White** | 1.80% | 2.29% | 2.00% | 10 | 11 | 9 |
| **Multiple/No Response** | 3.59% | 3.54% | 2.44% | 20 | 17 | 11 |
| | | | **Total Enrollment** | 557 | 480 | 450 |

## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| **Grade** | **Number of Students** | | |
| | **23-24** | **24-25** | **25-26** |
| **Transitional Kindergarten** | | 24 | 39 |
| **Kindergarten** | 84 | 64 | 50 |
| **Grade 1** | 85 | 84 | 65 |
| **Grade 2** | 78 | 80 | 75 |
| **Grade3** | 75 | 78 | 73 |
| **Grade 4** | 88 | 70 | 76 |
| **Grade 5** | 71 | 80 | 72 |
| **Grade 6** | 53 | | |
| **Total Enrollment** | 557 | 480 | 450 |

**Conclusions based on this data:**

1. There was an increase in our African American (+4 students), Asian (+3) from 23-24 to 24-25.
2. Our enrollment of Hispanic families declined by 80 students from 23-24 to 24-25.

3. Overall, there was a decline in enrollment of 77 students overall from 23-24 to 24-25 due to reducing our kinder classrooms and moving 6th grade to our middle schools.

# 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** | 269 | 230 | 192 | 46.4% | 48.3% | 42.7% |
| **Fluent English Proficient (FEP)** | 54 | 25 | 25 | 8.8% | 9.7% | 5.6% |
| **Reclassified Fluent English Proficient (RFEP)** | | | | 5.3% | | |

**Conclusions based on this data:**

1. Our multilingual English learners (MELs) decreased from 22-23 to 24-25 by -0.4%.
2. With the elimination of our 6th graders at Kempton, there was a strong decrease of -4.5% in Fluent English Proficient students 22-23 to 24-25.
3. There was a decrease of EL Enrollment from 22-23 to 24-25 of 39 students.

# 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** | 91 | 76 | 80 | 90 | 74 | 76 | 90 | 74 | 76 | 98.9 | 97.4 | 95 |
| **Grade 4** | 86 | 87 | 72 | 85 | 85 | 70 | 85 | 85 | 70 | 98.8 | 97.7 | 97.2 |
| **Grade 5** | 67 | 70 | 78 | 67 | 68 | 76 | 67 | 68 | 76 | 100.0 | 97.1 | 97.4 |
| **Grade 6** | 74 | 52 | | 74 | 52 | | 74 | 52 | | 100.0 | 100 | |
| **All** | 318 | 285 | 230 | 316 | 279 | 222 | 316 | 279 | 222 | 99.4 | 97.9 | 96.5 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| **Grade 3** | 2346. | 2351. | 2362. | 7.78 | 4.05 | 7.89 | 6.67 | 16.22 | 11.84 | 30.00 | 24.32 | 23.68 | 55.56 | 55.41 | 56.58 |
| **Grade 4** | 2373. | 2370. | 2391. | 4.71 | 1.18 | 7.14 | 11.76 | 12.94 | 8.57 | 17.65 | 17.65 | 22.86 | 65.88 | 68.24 | 61.43 |
| **Grade 5** | 2455. | 2439. | 2459. | 14.93 | 8.82 | 7.89 | 10.45 | 13.24 | 25.00 | 26.87 | 26.47 | 28.95 | 47.76 | 51.47 | 38.16 |
| **Grade 6** | 2480. | 2481. | | 10.81 | 9.62 | | 18.92 | 19.23 | | 29.73 | 28.85 | | 40.54 | 42.31 | |
| **All Grades** | N/A | N/A | N/A | 9.18 | 5.38 | 7.66 | 11.71 | 15.05 | 15.32 | 25.95 | 23.66 | 25.23 | 53.16 | 55.91 | 51.80 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade 3** | 4.44 | 4.05 | 5.26 | 57.78 | 55.41 | 61.84 | 37.78 | 40.54 | 32.89 |
| **Grade 4** | 2.35 | 5.88 | 5.71 | 49.41 | 55.29 | 58.57 | 48.24 | 38.82 | 35.71 |
| **Grade 5** | 5.97 | 7.35 | 9.21 | 56.72 | 61.76 | 61.84 | 37.31 | 30.88 | 28.95 |
| **Grade 6** | 13.51 | 9.62 | | 40.54 | 55.77 | | 45.95 | 34.62 | |
| **All Grades** | 6.33 | 6.45 | 6.76 | 51.27 | 56.99 | 60.81 | 42.41 | 36.56 | 32.43 |

| **Writing<br>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** | 3.33 | 2.70 | 5.26 | 38.89 | 41.89 | 36.84 | 57.78 | 55.41 | 57.89 |
| **Grade 4** | 2.35 | 1.18 | 1.43 | 37.65 | 35.29 | 42.86 | 60.00 | 63.53 | 55.71 |
| **Grade 5** | 10.45 | 10.29 | 1.33 | 49.25 | 48.53 | 62.67 | 40.30 | 41.18 | 36.00 |
| **Grade 6** | 12.16 | 9.62 | | 45.95 | 38.46 | | 41.89 | 51.92 | |
| **All Grades** | 6.65 | 5.38 | 2.71 | 42.41 | 40.86 | 47.51 | 50.95 | 53.76 | 49.77 |

| **Listening<br>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** | 4.44 | 9.46 | 3.95 | 77.78 | 67.57 | 77.63 | 17.78 | 22.97 | 18.42 |
| **Grade 4** | 0.00 | 1.18 | 4.29 | 67.06 | 62.35 | 61.43 | 32.94 | 36.47 | 34.29 |
| **Grade 5** | 20.90 | 5.88 | 7.89 | 61.19 | 66.18 | 71.05 | 17.91 | 27.94 | 21.05 |
| **Grade 6** | 6.76 | 9.62 | | 78.38 | 71.15 | | 14.86 | 19.23 | |
| **All Grades** | 7.28 | 6.09 | 5.41 | 71.52 | 66.31 | 70.27 | 21.20 | 27.60 | 24.32 |

| **Research/Inquiry<br>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** | 6.67 | 4.05 | 1.32 | 51.11 | 60.81 | 67.11 | 42.22 | 35.14 | 31.58 |
| **Grade 4** | 3.53 | 2.35 | 5.71 | 52.94 | 57.65 | 55.71 | 43.53 | 40.00 | 38.57 |
| **Grade 5** | 13.43 | 7.35 | 11.84 | 59.70 | 57.35 | 65.79 | 26.87 | 35.29 | 22.37 |
| **Grade 6** | 8.11 | 5.77 | | 59.46 | 71.15 | | 32.43 | 23.08 | |
| **All Grades** | 7.59 | 4.66 | 6.31 | 55.38 | 60.93 | 63.06 | 37.03 | 34.41 | 30.63 |

**Conclusions based on this data:**

1. Our percentage of students who were assessed in 3rd grade dropped from 98.8% to 5% from 22-23 and 24-25.
2. Our students below standard in Overall Reading dropped by 10% from 42.41% to 32.3% from 22-23 to 24-25 school year.
3. There is an increase in our % of students at or exceeding the ELA standards from 5.38% to 7.66%, indicating progress between the 23-24 and 24-25 school year.

# 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** | 91 | 77 | 80 | 90 | 76 | 80 | 90 | 76 | 80 | 98.9 | 98.7 | 100 |
| **Grade 4** | 86 | 87 | 72 | 85 | 87 | 72 | 85 | 87 | 72 | 98.8 | 100 | 100 |
| **Grade 5** | 67 | 70 | 78 | 67 | 70 | 78 | 67 | 70 | 78 | 100.0 | 100 | 100 |
| **Grade 6** | 74 | 52 | | 74 | 52 | | 74 | 52 | | 100.0 | 100 | |
| **All** | 318 | 286 | 230 | 316 | 285 | 230 | 316 | 285 | 230 | 99.4 | 99.7 | 100 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| **Grade 3** | 2356. | 2372. | 2362. | 4.44 | 2.63 | 2.50 | 11.11 | 21.05 | 15.00 | 23.33 | 17.11 | 25.00 | 61.11 | 59.21 | 57.50 |
| **Grade 4** | 2392. | 2377. | 2401. | 1.18 | 0.00 | 2.78 | 8.24 | 6.90 | 11.11 | 32.94 | 25.29 | 30.56 | 57.65 | 67.82 | 55.56 |
| **Grade 5** | 2416. | 2402. | 2416. | 4.48 | 1.43 | 2.56 | 2.99 | 5.71 | 3.85 | 19.40 | 17.14 | 25.64 | 73.13 | 75.71 | 67.95 |
| **Grade 6** | 2410. | 2454. | | 2.70 | 9.62 | | 5.41 | 7.69 | | 9.46 | 15.38 | | 82.43 | 67.31 | |
| **Grade 11** | | | | | | | | | | | | | | | |
| **All Grades** | N/A | N/A | N/A | 3.16 | 2.81 | 2.61 | 7.28 | 10.53 | 10.00 | 21.84 | 19.30 | 26.96 | 67.72 | 67.37 | 60.43 |

| Concepts & Procedures<br>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** | 5.56 | 3.95 | 2.50 | 34.44 | 46.05 | 41.25 | 60.00 | 50.00 | 56.25 |
| **Grade 4** | 4.71 | 1.15 | 2.78 | 34.12 | 26.44 | 43.06 | 61.18 | 72.41 | 54.17 |
| **Grade 5** | 2.99 | 1.43 | 2.56 | 22.39 | 18.57 | 28.21 | 74.63 | 80.00 | 69.23 |
| **Grade 6** | 0.00 | 7.69 | | 16.22 | 28.85 | | 83.78 | 63.46 | |
| **Grade 11** | | | | | | | | | |
| **All Grades** | 3.48 | 3.16 | 2.61 | 27.53 | 30.18 | 37.39 | 68.99 | 66.67 | 60.00 |

| **Problem Solving & Modeling/Data Analysis<br>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** | 7.78 | 2.63 | 2.50 | 36.67 | 35.53 | 46.25 | 55.56 | 61.84 | 51.25 |
| **Grade 4** | 5.88 | 1.15 | 4.17 | 25.88 | 32.18 | 33.33 | 68.24 | 66.67 | 62.50 |
| **Grade 5** | 4.48 | 2.86 | 1.28 | 41.79 | 40.00 | 41.03 | 53.73 | 57.14 | 57.69 |
| **Grade 6** | 2.70 | 3.85 | | 28.38 | 36.54 | | 68.92 | 59.62 | |
| **All Grades** | 5.38 | 2.46 | 2.61 | 32.91 | 35.79 | 40.43 | 61.71 | 61.75 | 56.96 |

| **Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions** | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **22-23** | **23-24** | **24-25** | **22-23** | **23-24** | **24-25** | **22-23** | **23-24** | **24-25** |
| **Grade 3** | 3.33 | 6.58 | 7.50 | 57.78 | 55.26 | 51.25 | 38.89 | 38.16 | 41.25 |
| **Grade 4** | 4.71 | 0.00 | 1.39 | 45.88 | 32.18 | 51.39 | 49.41 | 67.82 | 47.22 |
| **Grade 5** | 2.99 | 2.86 | 0.00 | 49.25 | 45.71 | 47.44 | 47.76 | 51.43 | 52.56 |
| **Grade 6** | 1.35 | 11.54 | | 47.30 | 61.54 | | 51.35 | 26.92 | |
| **All Grades** | 3.16 | 4.56 | 3.04 | 50.32 | 47.02 | 50.00 | 46.52 | 48.42 | 46.96 |

**Conclusions based on this data:**

1. Our % of students below the standard dropped by 6.94% from the 23-24 to 24-25 school year.
2. 50% of our students in 3rd-5th grade in the 24-25 school year were able to demonstrate the ability to support mathematical conclusions. This was a 3.3% increase from the previous year.
3. In 4th grade, there was an increase of 4.4% of students meeting the standards overall in Math achievement from 23-24 to 24-25 school year.

# School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

## ELPAC Results

**ELPAC Summative Assessment Data**
**Number of Students and Mean Scale Scores for All Students**

| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | 1390.8 | 1381.4 | 1404.5 | 1398.7 | 1399.5 | 1408.5 | 1372.1 | 1339.0 | 1395.0 | 62 | 52 | 28 |
| 1 | 1424.4 | 1406.4 | 1386.9 | 1441.6 | 1424.3 | 1414.6 | 1406.7 | 1388.0 | 1358.9 | 32 | 46 | 43 |
| 2 | 1457.0 | 1423.8 | 1454.9 | 1462.2 | 1439.3 | 1465.3 | 1451.4 | 1407.6 | 1444.0 | 40 | 29 | 44 |
| 3 | 1492.4 | 1479.9 | 1454.7 | 1501.9 | 1476.9 | 1445.7 | 1482.5 | 1482.3 | 1463.1 | 54 | 36 | 34 |
| 4 | 1507.3 | 1490.4 | 1482.3 | 1511.2 | 1491.6 | 1479.8 | 1502.8 | 1488.8 | 1484.1 | 44 | 48 | 35 |
| 5 | 1548.2 | 1537.7 | 1531.0 | 1555.2 | 1548.7 | 1536.0 | 1540.5 | 1526.2 | 1525.5 | 32 | 38 | 44 |
| 6 | 1536.0 | 1543.5 | | 1527.2 | 1547.1 | | 1544.2 | 1539.4 | | 37 | 21 | |
| All | | | | | | | | | | 301 | 270 | 228 |

**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 | 11.29 | 5.77 | 21.43 | 32.26 | 26.92 | 25.00 | 27.42 | 26.92 | 28.57 | 29.03 | 40.38 | 25.00 | 62 | 52 | 28 |
| 1 | 3.13 | 0.00 | 2.33 | 15.63 | 17.39 | 6.98 | 53.13 | 43.48 | 46.51 | 28.13 | 39.13 | 44.19 | 32 | 46 | 43 |
| 2 | 7.50 | 0.00 | 9.09 | 37.50 | 27.59 | 47.73 | 25.00 | 37.93 | 13.64 | 30.00 | 34.48 | 29.55 | 40 | 29 | 44 |
| 3 | 22.22 | 8.33 | 0.00 | 25.93 | 33.33 | 23.53 | 27.78 | 30.56 | 38.24 | 24.07 | 27.78 | 38.24 | 54 | 36 | 34 |
| 4 | 13.64 | 6.25 | 8.57 | 45.45 | 39.58 | 34.29 | 31.82 | 35.42 | 28.57 | 9.09 | 18.75 | 28.57 | 44 | 48 | 35 |
| 5 | 43.75 | 34.21 | 29.55 | 21.88 | 34.21 | 27.27 | 31.25 | 21.05 | 31.82 | 3.13 | 10.53 | 11.36 | 32 | 38 | 44 |
| 6 | 32.43 | 23.81 | | 35.14 | 47.62 | | 13.51 | 19.05 | | 18.92 | 9.52 | | 37 | 21 | |
| All | 18.27 | 10.00 | 11.84 | 31.23 | 31.11 | 27.63 | 29.24 | 31.48 | 31.14 | 21.26 | 27.41 | 29.39 | 301 | 270 | 228 |

**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** | 12.90 | 9.62 | 10.71 | 35.48 | 30.77 | 46.43 | 20.97 | 23.08 | 17.86 | 30.65 | 36.54 | 25.00 | 62 | 52 | 28 |
| **1** | 18.75 | 13.04 | 13.95 | 28.13 | 39.13 | 37.21 | 43.75 | 21.74 | 9.30 | 9.38 | 26.09 | 39.53 | 32 | 46 | 43 |
| **2** | 17.50 | 17.24 | 31.82 | 35.00 | 31.03 | 36.36 | 32.50 | 24.14 | 11.36 | 15.00 | 27.59 | 20.45 | 40 | 29 | 44 |
| **3** | 37.04 | 27.78 | 8.82 | 27.78 | 33.33 | 32.35 | 18.52 | 19.44 | 26.47 | 16.67 | 19.44 | 32.35 | 54 | 36 | 34 |
| **4** | 40.91 | 25.00 | 22.86 | 47.73 | 50.00 | 37.14 | 4.55 | 16.67 | 20.00 | 6.82 | 8.33 | 20.00 | 44 | 48 | 35 |
| **5** | 46.88 | 63.16 | 52.27 | 50.00 | 23.68 | 29.55 | 0.00 | 5.26 | 6.82 | 3.13 | 7.89 | 11.36 | 32 | 38 | 44 |
| **6** | 45.95 | 47.62 | | 24.32 | 38.10 | | 13.51 | 4.76 | | 16.22 | 9.52 | | 37 | 21 | |
| **All** | 30.23 | 26.67 | 25.00 | 35.22 | 35.56 | 35.96 | 18.94 | 17.41 | 14.47 | 15.61 | 20.37 | 24.56 | 301 | 270 | 228 |

| **Written Language<br>Percentage of Students at Each Performance Level for All Students** | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **Level 4** | | | **Level 3** | | | **Level 2** | | | **Level 1** | | | **Total Number of Students** | | |
| | **22-23** | **23-24** | **24-25** | **22-23** | **23-24** | **24-25** | **22-23** | **23-24** | **24-25** | **22-23** | **23-24** | **24-25** | **22-23** | **23-24** | **24-25** |
| **K** | | 5.77 | 17.86 | | 0.00 | 14.29 | | 53.85 | 42.86 | | 40.38 | 25.00 | | 52 | 28 |
| **1** | | 0.00 | 2.33 | | 10.87 | 2.33 | | 23.91 | 11.63 | | 65.22 | 83.72 | | 46 | 43 |
| **2** | | 3.45 | 0.00 | | 10.34 | 29.55 | | 44.83 | 31.82 | | 41.38 | 38.64 | | 29 | 44 |
| **3** | | 2.78 | 0.00 | | 16.67 | 11.76 | | 52.78 | 35.29 | | 27.78 | 52.94 | | 36 | 34 |
| **4** | | 4.17 | 0.00 | | 18.75 | 8.57 | | 29.17 | 48.57 | | 47.92 | 42.86 | | 48 | 35 |
| **5** | | 7.89 | 9.09 | | 21.05 | 25.00 | | 52.63 | 38.64 | | 18.42 | 27.27 | | 38 | 44 |
| **6** | 10.81 | 9.52 | | 37.84 | 28.57 | | 29.73 | 38.10 | | 21.62 | 23.81 | | 37 | 21 | |
| **All** | 8.97 | 4.44 | 4.39 | 22.92 | 13.70 | 15.79 | 32.89 | 41.85 | 33.77 | 35.22 | 40.00 | 46.05 | 301 | 270 | 228 |

| **Listening Domain<br>Percentage of Students by Domain Performance Level for All Students** | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **Well Developed** | | | **Somewhat/Moderately** | | | **Beginning** | | | **Total Number of Students** | | |
| | **22-23** | **23-24** | **24-25** | **22-23** | **23-24** | **24-25** | **22-23** | **23-24** | **24-25** | **22-23** | **23-24** | **24-25** |
| **K** | 11.29 | 7.69 | 14.29 | 61.29 | 55.77 | 64.29 | 27.42 | 36.54 | 21.43 | 62 | 52 | 28 |
| **1** | 28.13 | 28.26 | 27.91 | 56.25 | 43.48 | 46.51 | 15.63 | 28.26 | 25.58 | 32 | 46 | 43 |
| **2** | 25.00 | 13.79 | 45.45 | 67.50 | 62.07 | 38.64 | 7.50 | 24.14 | 15.91 | 40 | 29 | 44 |
| **3** | 22.22 | 16.67 | 5.88 | 53.70 | 63.89 | 52.94 | 24.07 | 19.44 | 41.18 | 54 | 36 | 34 |
| **4** | 34.09 | 25.00 | 31.43 | 54.55 | 56.25 | 42.86 | 11.36 | 18.75 | 25.71 | 44 | 48 | 35 |
| **5** | 34.38 | 34.21 | 27.27 | 56.25 | 55.26 | 63.64 | 9.38 | 10.53 | 9.09 | 32 | 38 | 44 |
| **6** | 27.03 | 33.33 | | 62.16 | 47.62 | | 10.81 | 19.05 | | 37 | 21 | |
| **All** | 24.58 | 21.85 | 26.75 | 58.80 | 54.81 | 50.88 | 16.61 | 23.33 | 22.37 | 301 | 270 | 228 |

| **Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students** | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **Well Developed** | | | **Somewhat/Moderately** | | | **Beginning** | | | **Total Number of Students** | | |
| | **22-23** | **23-24** | **24-25** | **22-23** | **23-24** | **24-25** | **22-23** | **23-24** | **24-25** | **22-23** | **23-24** | **24-25** |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **K** | 14.52 | 19.23 | 14.29 | 54.84 | 48.08 | 64.29 | 30.65 | 32.69 | 21.43 | 62 | 52 | 28 |
| **1** | 15.63 | 6.52 | 9.30 | 59.38 | 67.39 | 48.84 | 25.00 | 26.09 | 41.86 | 32 | 46 | 43 |
| **2** | 22.50 | 13.79 | 25.00 | 55.00 | 58.62 | 54.55 | 22.50 | 27.59 | 20.45 | 40 | 29 | 44 |
| **3** | 42.59 | 36.11 | 17.65 | 48.15 | 44.44 | 44.12 | 9.26 | 19.44 | 38.24 | 54 | 36 | 34 |
| **4** | 59.09 | 35.42 | 20.00 | 31.82 | 54.17 | 60.00 | 9.09 | 10.42 | 20.00 | 44 | 48 | 35 |
| **5** | 90.63 | 81.58 | 70.45 | 6.25 | 10.53 | 11.36 | 3.13 | 7.89 | 18.18 | 32 | 38 | 44 |
| **6** | 54.05 | 80.95 | | 24.32 | 9.52 | | 21.62 | 9.52 | | 37 | 21 | |
| **All** | 40.20 | 35.19 | 27.63 | 41.86 | 44.81 | 45.61 | 17.94 | 20.00 | 26.75 | 301 | 270 | 228 |

| **Reading Domain<br>Percentage of Students by Domain Performance Level for All Students** | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **Well Developed** | | | **Somewhat/Moderately** | | | **Beginning** | | | **Total Number of Students** | | |
| | **22-23** | **23-24** | **24-25** | **22-23** | **23-24** | **24-25** | **22-23** | **23-24** | **24-25** | **22-23** | **23-24** | **24-25** |
| **K** | 8.06 | 3.85 | 10.71 | 67.74 | 48.08 | 78.57 | 24.19 | 48.08 | 10.71 | 62 | 52 | 28 |
| **1** | 0.00 | 2.17 | 2.33 | 37.50 | 26.09 | 11.63 | 62.50 | 71.74 | 86.05 | 32 | 46 | 43 |
| **2** | 10.00 | 0.00 | 9.09 | 50.00 | 62.07 | 59.09 | 40.00 | 37.93 | 31.82 | 40 | 29 | 44 |
| **3** | 9.26 | 5.56 | 0.00 | 48.15 | 44.44 | 32.35 | 42.59 | 50.00 | 67.65 | 54 | 36 | 34 |
| **4** | 6.82 | 2.08 | 0.00 | 52.27 | 50.00 | 51.43 | 40.91 | 47.92 | 48.57 | 44 | 48 | 35 |
| **5** | 31.25 | 13.16 | 20.45 | 40.63 | 63.16 | 47.73 | 28.13 | 23.68 | 31.82 | 32 | 38 | 44 |
| **6** | 16.22 | 14.29 | | 48.65 | 47.62 | | 35.14 | 38.10 | | 37 | 21 | |
| **All** | 10.96 | 5.19 | 7.46 | 51.16 | 47.78 | 45.18 | 37.87 | 47.04 | 47.37 | 301 | 270 | 228 |

| **Writing Domain<br>Percentage of Students by Domain Performance Level for All Students** | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **Well Developed** | | | **Somewhat/Moderately** | | | **Beginning** | | | **Total Number of Students** | | |
| | **22-23** | **23-24** | **24-25** | **22-23** | **23-24** | **24-25** | **22-23** | **23-24** | **24-25** | **22-23** | **23-24** | **24-25** |
| **K** | 24.19 | 5.77 | 42.86 | 40.32 | 44.23 | 28.57 | 35.48 | 50.00 | 28.57 | 62 | 52 | 28 |
| **1** | 3.13 | 0.00 | 0.00 | 56.25 | 41.30 | 39.53 | 40.63 | 58.70 | 60.47 | 32 | 46 | 43 |
| **2** | 5.00 | 3.45 | 0.00 | 57.50 | 62.07 | 50.00 | 37.50 | 34.48 | 50.00 | 40 | 29 | 44 |
| **3** | 12.96 | 2.78 | 2.94 | 51.85 | 80.56 | 61.76 | 35.19 | 16.67 | 35.29 | 54 | 36 | 34 |
| **4** | 20.45 | 4.17 | 5.71 | 61.36 | 66.67 | 57.14 | 18.18 | 29.17 | 37.14 | 44 | 48 | 35 |
| **5** | 31.25 | 18.42 | 4.55 | 56.25 | 71.05 | 77.27 | 12.50 | 10.53 | 18.18 | 32 | 38 | 44 |
| **6** | 35.14 | 19.05 | | 56.76 | 76.19 | | 8.11 | 4.76 | | 37 | 21 | |
| **All** | 18.94 | 6.67 | 7.46 | 53.16 | 60.74 | 53.51 | 27.91 | 32.59 | 39.04 | 301 | 270 | 228 |

**Conclusions based on this data:**

1. There is a decrease of 42 students who are Multilingual English Learners from 23-24 to 24-25 school year.
2. There was an overall increase of 2.27% in the "Well Developed" Reading Domain for our Multilingual English Language Learners.
3. In the 24-25 school year, 11.84% of our students scored an overall Level 4 which is a 1.84% increase from 23-24 school year.

# 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** |
| **480** | **81.5%** | **47.9%** | **0.0%** |
| Total Number of Students enrolled in Kempton Street Literacy Academy. | 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** | 230 | 47.9% |
| **Foster Youth** | 0 | 0.0% |
| **Homeless** | 46 | 9.6% |
| **Socioeconomically Disadvantaged** | 391 | 81.5% |
| **Students with Disabilities** | 83 | 17.3% |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 34 | 7.1% |
| **American Indian** | 1 | 0.2% |
| **Asian** | 11 | 2.3% |
| **Filipino** | 5 | 1% |
| **Hispanic** | 396 | 82.5% |
| **Two or More Races** | 17 | 3.5% |
| **Pacific Islander** | 1 | 0.2% |
| **White** | 11 | 2.3% |

**Conclusions based on this data:**

1. Our district provided Kempton with an additional counselor in the 24-25 school year. This resource helped meet the needs of of our students; 82% who come from homes that are socio-economically disadvantaged.
2. We are home to the district's only dual language immersion program to help address the needs of the 48% of our students who speak a language other than English at home.
3. 17.3% of our students have IEPs at Kempton and we have 3 SAI teachers, 2 SLPs, a counselor, social worker, and 1.2 school psychologists assigned to help meet our students' needs.

# School and Student Performance Data

## Overall Performance

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

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

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

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

**2025 Fall Dashboard Overall Performance for All Students**

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts**<br>Yellow | **Chronic Absenteeism**<br>Orange | **Suspension Rate**<br>Blue |
| **Mathematics**<br>Yellow | | |
| **English Learner Progress**<br>Green | | |

**Conclusions based on this data:**

1. The yellow performance level in English Language Arts for the 24-25 school year is due to our increase of 12.9 points from the 23-24 school year. Our students are still an average of 64.3 points away from a 3, or meeting standards.
2. The yellow performance level in Mathematics shows us that overall, our students increased their score by 8.8% in Mathematics

3. The green performance level for our English Learners shows us that 46.4% of our Multilingual English Learners are making progress (an increase of 6.2%). Our school-wide implementation of the C6 Biliteracy Framework is providing unique supports for multilingual students to demonstrate proficiency in both the target language (Spanish) and English.

# School and Student Performance Data

## Academic Performance
## English Language Arts

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

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

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

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

**2025 Fall Dashboard English Language Arts Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 2 | 2 | 0 | 0 |

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

**2025 Fall Dashboard English Language Arts Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
| Yellow | Orange | |
| 59.4 points below standard | 78.3 points below standard | |
| Increased 17.7 points | Increased 7.1 points | |
| 214 Students | 114 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
| No Performance Color<br>0 Students | No Performance Color<br>85.6 points below standard<br>22 Students | Yellow<br>63.1 points below standard<br>Increased 18.4 points<br>194 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
| Orange<br>89.1 points below standard<br>Increased 45.8 points<br>52 Students | No Performance Color<br>55.9 points below standard<br>Increased 22.3 points<br>15 Students | No Performance Color<br>0 Students |

| Asian | Filipino | Hispanic |
|---|---|---|
| No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | Yellow<br>61 points below standard<br>Increased 16.3 points<br>185 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
| No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students |

**Conclusions based on this data:**

1. Our overall performance level in ELA is yellow which demonstrates our learning community's commitment to continue working towards increasing literacy rates and improving instructional practices throughout Kempton.
2. Students with Disabilities increased in ELA by +45.8 points.
3. Our SED student group increased in ELA by +18.4 pts.

# School and Student Performance Data

## Academic Performance
## Mathematics

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

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

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

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

**2025 Fall Dashboard Mathematics Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 2 | 2 | 0 | 0 |

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

**2025 Fall Dashboard Mathematics Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
| Yellow | Orange | |
| 86.7 points below standard | 99.5 points below standard | |
| Increased 11 points | Increased 4.7 points | |
| 219 Students | 119 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
| --- | --- | --- |
| No Performance Color | No Performance Color | Yellow |
| 0 Students | 117.8 points below standard | 91.1 points below standard |
| | 24 Students | Increased 8.3 points |
| | | 199 Students |

| Students with Disabilities | African American | American Indian |
| --- | --- | --- |
| Orange | No Performance Color | No Performance Color |
| 122.2 points below standard | 85.2 points below standard | 0 Students |
| Increased 32.7 points | Increased 50.7 points | |
| 52 Students | 15 Students | |

| Asian | Filipino | Hispanic |
| --- | --- | --- |
| No Performance Color | No Performance Color | Yellow |
| Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy | 88.4 points below standard |
| 4 Students | 2 Students | Increased 8.9 points |
| | | 190 Students |

| Two or More Races | Pacific Islander | White |
| --- | --- | --- |
| No Performance Color | No Performance Color | No Performance Color |
| Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy |
| 4 Students | 1 Student | 2 Students |

**Conclusions based on this data:**

1. Our overall performance level in Mathematics is yellow which demonstrates the positive impact (an increase of 11 points) of having had a math intervention teacher at Kempton and our staff applying the tools modeled.
2. Our Students with Disabilities increased by 32.7 points in Mathematics.
3. Our Hispanic students increased by 8.9 points and our students who are Socioeconomically Disadvantaged increased by 8.3 points in Mathematics.

# School and Student Performance Data

## Academic Performance
## Science

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

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

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

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

**2025 Fall Dashboard Science Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 0 | 3 | 0 | 0 |

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

**2025 Fall Dashboard Science Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
| Yellow | Yellow | No Performance Color |
| 43.6 science points | 41.2 science points | 0 Students |
| Increased 4.2 points | Increased 2.7 points | |
| 77 Students | 51 Students | |

**Foster Youth**

No Performance Color

0 Students

**Homeless**

No Performance Color

Fewer than 11 students - No Data for Privacy

7 Students

**Socioeconomically Disadvantaged**

Yellow

42.8 science points

Increased 4.8 points

72 Students

**Students with Disabilities**

No Performance Color

30.2 science points

Increased 3.8 points

17 Students

**African American**

No Performance Color

Fewer than 11 students - No Data for Privacy

6 Students

**American Indian**

No Performance Color

0 Students

**Asian**

No Performance Color

0 Students

**Filipino**

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

**Hispanic**

Yellow

43.7 science points

Increased 4.7 points

65 Students

**Two or More Races**

No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

**Pacific Islander**

No Performance Color

0 Students

**White**

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

**Conclusions based on this data:**

1. Overall, our 5th grade students scored in the yellow performance color which was an increase of 4.2 points.
2. Our Multilingual English Learners increased by 2.7 points and our Hispanic students increased by 4.7 points.
3. Our Socio-economically disadvantaged students increased their Science Achievement by 4.8 points.

# School and Student Performance Data

## Academic Performance
## English Learner Progress

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

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

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

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

**2025 Fall Dashboard English Learner Progress Indicator**

| English Learner Progress | Long-Term English Learner Progress |
|---|---|
| Green | No Performance Color |
| 46.4 making progress. | making progress. |
| Number Students: 179 Students | Number Students: 0 Students |

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

**2025 Fall Dashboard Student English Language Acquisition Results**

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|---|---|---|---|
| 20.1% | 33.5% | 1.1% | 45.3% |

**Conclusions based on this data:**

1. Our Multilingual English Learners scored in the green progress indicator demonstrating that 46.4% of our students are making progress. This is a 6.2% increase from the previous school year.
2. 45% of our students progressed at least one ELPI level, this was a 10.3% increase from the previous year.
3. 20.1% of our students decreased one ELPI level, which is a 9.3% decrease from 23-24 school year.

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

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

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

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

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

**2025 Fall Dashboard Chronic Absenteeism Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 1 | 2 | 2 | 1 | 0 |

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

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

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
| Orange | Yellow | |
| 22.4% Chronically Absent | 19.5% Chronically Absent | |
| Declined 1.5 | Declined 1.7 | |
| 510 Students | 246 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
| No Performance Color | Orange | Orange |
| 0 Students | 25% Chronically Absent | 23.7% Chronically Absent |
| | Declined 28.1 | Declined 1.2 |
| | 52 Students | 448 Students |

**Students with Disabilities**

Yellow

16.3% Chronically Absent

Declined 5.6

104 Students

**African American**

Green

5.4% Chronically Absent

Declined 14.6

37 Students

**American Indian**

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

**Asian**

No Performance Color

0% Chronically Absent

0

11 Students

**Filipino**

No Performance Color

Fewer than 11 students - No Data for Privacy

5 Students

**Hispanic**

Red

24.2% Chronically Absent

Maintained 0.1

418 Students

**Two or More Races**

No Performance Color

25% Chronically Absent

Declined 1.9

24 Students

**Pacific Islander**

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

**White**

No Performance Color

23.1% Chronically Absent

Declined 10.3

13 Students

**Conclusions based on this data:**

1. Our chronic absenteeism declined 1.5% (previous year was 22.8%) from the 22-23 school year's 46% causing our performance level to move from red to yellow, then back down to orange. Our social worker and counselor's efforts along with our staff and community's support have made a positive impact on students wanting to be present at school.
2. Our students who are homeless had the greatest decline of 28.1%. Our Tier 1 Positive Behavior Interventions and Community Schools supports have made a positive impact on our students who are homeless.
3. Our homeless student population still has the highest chronic absenteeism rate of 25% (down from 53.1% in the 23-24 school year). Our team set a goal to focus on our homeless students to provide more wrap-around support and additional phone calls/check-ins with families in the coming school year.

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

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

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

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

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2025 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 0 | 0 | 3 | 3 |

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** |
|---|---|---|
| Blue | Blue | |
| 0.6% suspended at least one day | 0.4% suspended at least one day | |
| Declined 1.8% | Declined 1.3% | |
| 527 Students | 254 Students | |

| **Foster Youth** | **Homeless** | **Socioeconomically Disadvantaged** |
|---|---|---|
| No Performance Color | Green | Blue |
| 0 Students | 1.8% suspended at least one day | 0.7% suspended at least one day |
| | Declined 1.2% | Declined 2% |
| | 56 Students | 460 Students |

| Students with Disabilities | African American | American Indian |
| --- | --- | --- |
| Green<br>1.9% suspended at least one day<br>Declined 1.9%<br>104 Students | Green<br>2.7% suspended at least one day<br>Declined 4%<br>37 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |

| Asian | Filipino | Hispanic |
| --- | --- | --- |
| No Performance Color<br>0% suspended at least one day<br>13 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>6 Students | Blue<br>0.5% suspended at least one day<br>Declined 1.3%<br>429 Students |

| Two or More Races | Pacific Islander | White |
| --- | --- | --- |
| No Performance Color<br>0% suspended at least one day<br>Declined 11.5%<br>25 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | No Performance Color<br>0% suspended at least one day<br>Maintained 0%<br>14 Students |

**Conclusions based on this data:**

1. Our overall performance level of blue for suspensions is due to the 1.8% decrease in suspensions overall.
2. The greatest decline (-4%) in suspensions was with with our African American student population.
3. Our suspensions decreased for our students of Two or More Races (-11.5%) and our Students with Disabilities (-1.9%) due properly implemented Tier 2 behavior intervention plans.

# 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.

## 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.

All student groups.

## 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, 23%<br><br>English Learners, Grades 3-5, 6%<br><br>Socioeconomically Disadvantaged Students, Grades 3-5, 21%<br><br>Students with Disabilities, Grades 3-5, 5% | CAASPP 2025-2026: All students,Grades 3-5, 50%<br><br>English Learners, Grades 3-5, 30%<br><br>Socioeconomically Disadvantaged Students, Grades 3-5, 50%<br><br>Students with Disabilities, Grades 3-5, 30% |
| i-Ready ELA Assessment - % of students at or above grade level (All grades) | 2025-2026 i-Ready Diagnostic 2 - 29%<br><br>English Learners - 17%<br><br>Socioeconomically Disadvantaged Students - 25%<br><br>Students with Disabilities - 11% | 2026-2027 i-Ready Diagnostic 2: All students - 50%<br><br>English Learners - 30%<br><br>Socioeconomically Disadvantaged Students - 50%<br><br>Students with Disabilities - 30% |

## 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** | Teachers will engage in structured PLC collaboration and coaching cycles to analyze student data and use collective inquiry to plan, implement, and refine standards-aligned literacy instruction. Through co-planning, formative assessment, and analysis of student work, teachers will adjust instruction to meet the needs of English Learners, DLIP students, and all learners. Professional learning time and collaboration with the Bilingual Reading Intervention Teacher will strengthen data use, instructional practices, and biliteracy development in English and Spanish. | ALL students | 115,146<br>Title I<br>1000-1999: Certificated Personnel Salaries<br>80% Bilingual Reading Intervention Teacher<br>8,000<br>Title 1 Carryover<br>1000-1999: Certificated Personnel Salaries<br>80% Bilingual Reading Intervention Teacher |
| **1.2** | Teachers will implement differentiated small group literacy instruction using high-quality, leveled materials in English and Spanish to meet students' reading levels and language proficiency. Resources such as Achieve3000 (grades 3–5), guided reading materials, and language supports will be used to target fluency, comprehension, vocabulary, and language transfer. Professional development will support effective use of these tools to increase access to rigorous content and accelerate progress toward grade-level literacy and biliteracy goals. | All students, especially our students with disabilities as well as students who are gifted | 12,400<br>Title I<br>4000-4999: Books And Supplies<br>Achieve 3000 (3rd-5th) for all Students to support teachers with small group instruction, differentiating learning. |
| **1.3** | Teachers will use supplemental (Heggerty, Estrellita, etc), standards-aligned literacy resources to strengthen targeted small group instruction in both English and Spanish. These tools will support differentiation based on student reading levels and skill needs, with a focus on foundational skills, fluency, comprehension, and language development. | All students in K-2 | 0<br>Title I<br>4000-4999: Books And Supplies<br>Supplemental materials for K-2 to support teachers with early literacy small group Tier 1 and Tier 2 instruction, differentiating learning. |

# 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 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.

## 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.

All students

## 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:<br>All students- 13%<br><br>English Learners, Grades 3-6 - 6%<br><br>Socioeconomically Disadvantaged Students, Grades 3-6 - 11%<br><br>Students with Disabilities, Grades 3-6 - 0% | 2025-2026 SBAC Math, Grades 3-5:<br>All students - 30%<br><br>English Learners, of testing age - 25%<br><br>Socioeconomically Disadvantaged Students of testing age- 30%<br><br>Students with Disabilities of testing age - 10% |
| i-Ready Math Assessment - % of students at or above grade level (ALL grades) | 2025-2026 i-Ready Diagnostic 2: All Students - 9%<br><br>English Learners - 4%<br><br>Socioeconomically Disadvantaged Students - 8%<br><br>Students with Disabilities - 8% | 2026-2027 i-Ready Diagnostic 2: All Students - 30%<br><br>English Learners - 15%<br><br>Socioeconomically Disadvantaged Students - 15%<br><br>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** | Teachers will align curriculum, instruction, and assessment with the KEM Essential Math Standards using district-developed resources and backward design to ensure grade-level rigor and coherence in both instructional languages.<br>Through staff meetings, site learning days, and grade-level collaboration, teachers will engage in standards unwrapping, define mastery expectations, and develop aligned formative assessments to guide instruction.<br>Grade-level teams will analyze student data with support from the district-funded IDS teacher to inform instruction and provide targeted interventions. Instruction will incorporate growth mindset practices to support student engagement and persistence in mathematics.<br><br>Teachers will use concrete, representational, and abstract (CRA) strategies, including manipulatives, along with explicit instruction, formative assessment, cooperative learning, differentiated instruction, and flexible grouping to support conceptual understanding for all learners, including multilingual students and students with disabilities. | ALL students | 2,000<br>Title I<br>4000-4999: Books And Supplies<br>Small group materials: whiteboards, markers, and Wipe Books |
| **2.2** | To improve student achievement in mathematics, the district will provide ongoing professional learning focused on strengthening teachers' content knowledge and research-based instructional practices that promote conceptual understanding, student engagement, and equity.<br><br>Professional development will align with the California Mathematics Framework, state standards, Standards for Mathematical Practice, and Universal Design for Learning (UDL) to support multilingual learners, students with disabilities, and students performing below grade level.<br><br>Teachers will implement high-leverage strategies, including number talks, problem-based learning, math discourse, visual representations, and language development supports (academic vocabulary and sentence frames). Formative assessment and student data will be used to guide differentiation and intervention.<br><br>Professional learning will be supported through PLCs, coaching, and collaboration cycles, along with instructional technology tools that enhance feedback, engagement, and personalized learning. | All students | |

# 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 3.91%, 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.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - 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.

All students

## 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 25.91%. | In 2025-2026, we will reduce the rate of chronic absenteeism by 3.91% to 22% |

## 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 school will implement a tiered attendance system to promote consistent student attendance and reduce chronic absenteeism. A welcoming school climate will be maintained through relationship-building practices, including daily community circles, morning announcements recognizing students, and reinforcement of positive attendance.<br><br>Tier 1 (All Students):<br>Attendance will be supported through a positive school climate, ELAC/SSC and family engagement events, incentives and recognition programs, the | All students | 1,000<br>Community Schools Grant<br>4000-4999: Books And Supplies<br>Books, Supplies, Light Refreshments, etc.<br>600<br>Community Schools Grant<br>5000-5999: Services And Other Operating Expenditures<br>Cougar Run Club: Lap Tracker<br>2,400 |

| | | | |
|---|---|---|---|
| | Cougar Run Club, and expanded enrichment opportunities. The Cougar Run Club will promote on-time arrival, wellness, and school connectedness through before-school physical activity supported by Lap Tracker and staff facilitation. Students will also have access to after-school enrichment and academic support (e.g., arts, STEM, sports, tutoring in English and Spanish, mentorship, gardening, and other interest-based activities) to increase engagement, belonging, and school connection.<br><br>Tier 2 (5–9% Absence):<br>Attendance will be monitored regularly. Staff will provide early, personalized outreach to families, identify barriers to attendance, and connect students to appropriate supports and resources.<br><br>Tier 3 (10%+ Absence):<br>The attendance team (administration, teachers, and school social worker) will collaborate to review data, address patterns of absenteeism, and implement intensive interventions such as SST meetings (including foster youth within 30 days of enrollment), home visits, and referrals to school-linked services or truancy supports. | | Community Schools Grant<br>4000-4999: Books And Supplies<br>Run Club incentives for students who earn 5k, 10k, 15k, etc. accumulated distance.<br>4,000<br>Community Schools Grant<br>5800: Professional/Consulting Services And Operating Expenditures<br>Enrichment Programs<br>3,000<br>Title I<br>2000-2999: Classified Personnel Salaries<br>Tutoring, academic clubs, student helpers<br>1,200<br>Title I<br>1000-1999: Certificated Personnel Salaries<br>Tutoring, academic clubs, art, music, dance, chess, and other enrichment opportunities<br>0<br>Title I<br>2000-2999: Classified Personnel Salaries<br>Run Club Staffing |
| **3.2** | To strengthen family engagement and support student success, the school will provide ongoing opportunities for parent learning, leadership, and access to resources in a culturally and linguistically responsive environment.<br>The school will offer Parent Academies throughout the year on topics such as literacy support, dual language and biliteracy, social-emotional wellness, digital literacy, and navigating school systems. Free ESL classes will also be provided to support family communication and engagement with schools.<br>Parent leadership will be developed through participation in conferences such as CABE (California Association for Bilingual Education) and ATDLE (Association of Two-Way & Dual Language Education), with families encouraged to share learning with the school community to strengthen engagement. Family engagement events will include childcare, translation, and flexible scheduling to ensure equitable access.<br>A Parent Café/Community Room will provide a welcoming space for families with access to technology, school information, and community resources to support connection and empowerment.<br>These efforts will increase family participation, strengthen home-school communication, and build | All students | 2,000<br>Community Schools Grant<br>4000-4999: Books And Supplies<br>Parent Academies, Community Room on-site |

| | | | |
|---|---|---|---|
| | family capacity to support student academic and language development. | | |
| **3.3** | To lay a strong foundation for long-term academic success, we aim to enhance early literacy and language development for Transitional Kindergarten (TK) students, ensuring they are on track to thrive in both English and Spanish as they progress through a dual language or biliteracy pathway.<br><br>High-quality early learning experiences are critical for closing achievement gaps before they begin. To support this, we will provide supplemental, developmentally appropriate resources designed to promote oral language, early reading skills, and social-emotional growth.<br>Some Key Strategies Include:<br>• Bilingual Books and Read-Aloud Materials: Expand access to culturally relevant and engaging bilingual picture books to build vocabulary, phonemic awareness, and a love for reading in both languages. These books will be used during instruction and available for at-home reading with families.<br>• Early Language and Literacy Tools: Provide hands-on learning materials such as alphabet manipulatives, letter-sound matching games, storytelling kits, and vocabulary cards in both English and Spanish to support foundational literacy development through play and interaction.<br>• Social-Emotional Learning (SEL) Resources: Integrate SEL tools such as emotion cards, self-regulation visuals, and storybooks that promote empathy, collaboration, and self-awareness, recognizing that social-emotional readiness is a key component of early academic success.<br>• Home-School Connections: Offer take-home materials and guidance for families to reinforce early literacy and language activities, supporting biliteracy development at home in ways that honor and include the child's home language. | All students | 2,388.49<br>Title I Part A: Parent Involvement<br>4000-4999: Books And Supplies<br>Books, Tiny tots, TK and Kinder family workshops to address the importance of visuals, transitions, early literacy, and behavior supports/interventions, child care services, etc. |

# 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 2 - 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.

All students

## 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 (4th & 5th grades only) | The percentage of {list the grades} students who responded favorably in the 2026 Winter Panorama domains listed below are as follows:<br><br>Emotional Regulation 41%<br>Grit 54%<br>Growth Mindset 45%<br>School Climate 62%<br>School Safety 47%<br>Self-Efficacy 40%<br>Self-Management 62%<br>Sense of Belonging 64%<br>Social Awareness 61%<br>Supportive Relationships 84% | The percentage of students who will respond favorably in the 2027 Spring Panorama Survey will increase to the following percentages are as follows:<br><br>Emotional Regulation 60%<br>Grit 75%<br>Growth Mindset 75%<br>School Climate 80%<br>School Safety 60%<br>Self-Efficacy 80%<br>Self-Management 90%<br>Sense of Belonging 90%<br>Social Awareness 90%<br>Supportive Relationships 100% |
| 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:<br><br>Support for Academic Learning - 88%<br>Sense of Community - 87%<br>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:<br><br>Support for Academic Learning - 97%<br>Sense of Community - 96%<br>Sense of Safety - 95% |

| | | |
|---|---|---|
| California Dashboard Suspension Data | Based on the California Dashboard, our school's 2024-2025 suspension rate is 0.6%. | Based on the California Dashboard, our school's 2025-2026 percentage of students suspended will decrease to 0.5% |

## 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** | The school will reduce suspensions and improve school climate through a tiered system integrating PBIS, restorative practices, anti-bullying efforts, staff professional learning, and targeted behavioral supports.<br><br>Tier 1 (All Students):<br>School-wide expectations will be taught and reinforced through PBIS, behavior matrices, assemblies, classroom systems, structured recess (Playworks), and relationship-building practices such as community circles and trauma-informed strategies. Staff will receive ongoing training to support positive climate and consistent practices.<br><br>Tier 2 (Targeted Supports):<br>Students will receive targeted interventions such as check-in/check-out, behavior contracts, calm corners, and restorative practices. Classrooms will utilize self-regulation tools (e.g., sensory tools, visual supports, mindfulness strategies) to reduce escalation and support student focus.<br><br>Tier 3 (Intensive Supports):<br>Individualized supports will include Behavior Intervention Plans (BIPs), restorative conferencing, and coordination with student support teams. Staff will implement targeted strategies to support students with significant behavioral and emotional needs.<br><br>Anti-Bullying (Across All Tiers):<br>The school will expand Safe School Ambassadors, implement anonymous reporting systems, recognize positive peer intervention, and engage families in addressing school safety. | All students<br>AA, SWD, PBIS Tier 2 and 3 | 500<br>Title I<br>4000-4999: Books And Supplies<br>Tier 1 Incentives for PBIS and Tier 2 Supports & Tools, Posters, Anti-Bullying Programs, Playworks supplies, School Signage and Safe School Ambassadors Program, and SWIS (PBIS App)<br>2000<br>Title I<br>5800: Professional/Consulting Services And Operating Expenditures<br>SDCOE Partnership-Coaching and Advancing PBIS, Restorative Practices<br>5,000<br>Community Schools Grant<br>5800: Professional/Consulting Services And Operating Expenditures<br>Professional Development for Staff |
| **4.2** | To better meet the emotional and behavioral needs of our Students with Academic and Instructional (SAI) services and those receiving Tier 2 behavior interventions, we will provide a variety of calming tools and self-regulation supports designed to reduce anxiety, increase focus, and foster a safe and supportive learning environment.<br><br>These tools will be available both in classrooms and designated calming or wellness areas, and will include sensory items, mindfulness activities, visual supports, and self-regulation kits tailored to | SWD and Students who need Tier 2 and 3 behavioral supports | 500<br>Title I<br>4000-4999: Books And Supplies<br>Alternative/flexible seating options, sensory chew necklace, or "chew"lery, mini surf tiles, hugging peapod, cube chairs, puppy wraps, noise reduction earmuffs, modular kids play couch, reinforcer toys (split funded) |

| | | | |
|---|---|---|---|
| | students' developmental and behavioral needs.<br>Examples of tools include:<br>• Fidget tools (e.g., stress balls, putty, sensory rings)<br>• Weighted lap pads or blankets<br>• Noise-canceling headphones<br>• Visual schedules and emotional check-in charts<br>• Breathing boards and mindfulness cards<br>• Comfort items (e.g., soft seating, textured mats)<br>• Calming corner materials (e.g., timers, reflection journals, visual cues for coping strategies)<br><br>These resources are especially helpful for students with emotional regulation challenges, anxiety, attention difficulties, or sensory processing needs. By proactively integrating calming tools into the school day, we aim to reduce behavioral disruptions, prevent escalation, and help students return to learning more quickly.<br><br>In addition, staff will receive guidance on how to integrate these tools into behavior intervention plans (BIPs) and classroom routines, ensuring they are used intentionally and consistently. This strategy supports a multi-tiered system of supports (MTSS) approach by providing Tier 2 and Tier 3 interventions in a structured and inclusive way, reducing suspensions.<br><br>Ultimately, this investment in calming tools promotes a more inclusive, trauma-informed, and emotionally supportive environment that empowers all students—especially those with specialized needs—to thrive academically and socially. | | 0<br>Title 1 Carryover<br>4000-4999: Books And Supplies<br>Alternative/flexible seating options, sensory chew necklace, or "chew"lery, mini surf tiles, hugging peapod, cube chairs, puppy wraps, noise reduction earmuffs, modular kids play couch, reinforcer toys (split funded) |
| **4.3** | The allocation of site funds to provide an additional day of a ERMHS provider (increasing the total site-based support) is essential for addressing the Whole Child needs that serve as barriers to academic achievement.<br><br>Tiered Intervention: The extra day allows for consistent Tier 2 and Tier 3 interventions, including small-group social skills training and individual counseling for students identified with high-trauma markers (ACEs) or frequent disciplinary incidents.<br><br>Chronic Absenteeism: The Mental Health Provider (MHP) will conduct home visits and facilitate Return to School plans with the Community Schools Facilitator and/or Principal for students with significant attendance gaps, bridging the communication divide between the school and high-need families.<br><br>Crisis Response & Stability: An additional day on-site ensures more immediate response times for students in crisis, reducing the instructional time lost when administrators must manage behavioral | All students (chronically absent group: HIS) | 32,583<br>Title I<br>1000-1999: Certificated Personnel Salaries<br>.2 FTE ERMHS for Tiered Intervention, to help target Chronic Absenteeism, Crisis Response and Stability, and to build Teacher Capacity and Student Self-Efficacy. |

| | | | |
|---|---|---|---|
| | outbursts without the support of a mental health professional.<br><br>Teacher Capacity: By managing case-heavy social-emotional needs, the Mental Health Provider (MHP) allows classroom teachers to focus primarily on core instruction, thereby indirectly improving student wellbeing and will continue to ignite a passion for learning. | | |

# Goals, Strategies, & Proposed Expenditures

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

# Goal 5

## Title and Description of School Goal

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

**Dual Language Immersion**

The percentage of 3rd graders scaled score on Assessment for Spanish Reading (iReady) will increase from 10% to 20% met or exceeded standards.

The percentage of 4th graders scaled score on Assessment for Spanish Reading (iReady) will increase from 3% to 10% met or exceeded standards.

The percentage of 5th graders scaled score on Assessment for Spanish Reading (iReady) will increase from 7% to 20% met or exceeded standards.

## 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, specifically 1.7 Dual Language Immersion. (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.

All students enrolled in our dual language immersion program.

## 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 |
|---|---|---|
| | | |
| We will use the iReady Assessment for Spanish Reading to measure growth in Spanish Language Achievement. | 24-25 iReady Assessment for Spanish Reading<br>The percentage of 3rd graders scaled score on Assessment for Spanish Reading (iReady) will increase from 10% to 20% met or exceeded standards.<br><br>The percentage of 4th graders scaled score on Assessment for Spanish Reading (iReady) will increase from 3% to 10% met or exceeded standards.<br><br>The percentage of 5th graders scaled score on Assessment for Spanish Reading (iReady) will increase from 7% to 20% met or exceeded standards.<br><br>Local Assessment<br><br>The percentage of students reading at/above grade level in Spanish as measured by Literably will increase from 7% to 15% | 25-26 iReady Assessment for Spanish Reading<br>The percentage of 3rd graders scaled score on Assessment for Spanish Reading (iReady) will increase from 10% to 20% met or exceeded standards.<br><br>The percentage of 4th graders scaled score on Assessment for Spanish Reading (iReady) will increase from 3% to 10% met or exceeded standards.<br><br>The percentage of 5th graders scaled score on Assessment for Spanish Reading (iReady) will increase from 7% to 20% met or exceeded standards.<br><br>Local Assessment<br><br>The percentage of students reading at/above grade level in Spanish as measured by Literably will increase from 10% to 25% |

## Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | |
| **5.1** | To strengthen early literacy in Spanish and English, teachers will use supplemental programs (e.g. Estrellita, Decodable Readers) to provide targeted instruction and monitor student progress. These tools will support early identification of learning gaps, differentiation, and data-informed instruction. Data will be used to inform MTSS, collaborative planning, and family communication to ensure progress toward biliteracy. | All students in DLI program | 0<br>Title I<br>4000-4999: Books And Supplies<br>Supplemental materials for early literacy instruction |
| **5.2** | Teachers will engage in ongoing professional learning focused on the C6 Biliteracy Framework, DLI best practices, and teacher clarity. This will include structured collaboration time (e.g., release days), lesson design, and analysis of student work. Teachers will also participate in conferences (e.g., CABE, ATDLE) and share learning to strengthen site-based practices and improve biliteracy instruction. | All students in DLI program | 15,000<br>Title I<br>1000-1999: Certificated Personnel Salaries<br>Certificated Personnel Salaries for teachers to engage in collaboration and planning, professional learning, conference attendance<br>2,033.85<br>Title I |

| | | | |
|---|---|---|---|
| | | | 5800: Professional/Consulting Services And Operating Expenditures<br>Professional Learning |
| **5.3** | We will invest in Spanish fiction and non-fiction books to provide students choices of engaging books when they visit our school library. We will also find class sets of books to supply teachers for a book study in each grade level. | All students | 0<br>Title I<br>4000-4999: Books And Supplies<br>Fiction and Non-Fiction books in Spanish, including class sets. |

# 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 | $211,751.34 |
| Total Federal Funds Provided to the School from the LEA for CSI | $0 |

## Other Federal, State, and Local Funds

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

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

| Federal Programs | Allocation ($) |
|---|---|
| | |
| Title I | $186,362.85 |
| Title I Part A: Parent Involvement | $2,388.49 |

Subtotal of additional federal funds included for this school: $188,751.34

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 |
| Title 1 Carryover | $8,000.00 |

Subtotal of state or local funds included for this school: $23,000.00

Total of federal, state, and/or local funds for this school: $211,751.34

# 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 | 186,362.85 | 0.00 |
| Title I Part A: Parent Involvement | 2388.49 | 0.00 |
| Community Schools Grant | 15,000 | 0.00 |
| Title 1 Carryover | 8000 | 0.00 |

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| Community Schools Grant | 15,000.00 |
| Title 1 Carryover | 8,000.00 |
| Title I | 186,362.85 |
| Title I Part A: Parent Involvement | 2,388.49 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|

| | |
|---|---|
| 1000-1999: Certificated Personnel Salaries | 171,929.00 |
| 2000-2999: Classified Personnel Salaries | 3,000.00 |
| 4000-4999: Books And Supplies | 23,188.49 |
| 5000-5999: Services And Other Operating Expenditures | 600.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 13,033.85 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 4000-4999: Books And Supplies | Community Schools Grant | 5,400.00 |
| 5000-5999: Services And Other Operating Expenditures | Community Schools Grant | 600.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Community Schools Grant | 9,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title 1 Carryover | 8,000.00 |
| 4000-4999: Books And Supplies | Title 1 Carryover | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 163,929.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 3,000.00 |
| 4000-4999: Books And Supplies | Title I | 15,400.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I | 4,033.85 |
| 4000-4999: Books And Supplies | Title I Part A: Parent Involvement | 2,388.49 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 135,546.00 |
| Goal 2 | 2,000.00 |
| Goal 3 | 16,588.49 |
| Goal 4 | 40,583.00 |
| Goal 5 | 17,033.85 |

# School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

| Name of Members | Role |
|---|---|
| Janet Nellys Josa | Principal |
| Lizbeth Arreola | Classroom Teacher |
| Carmen Romero | Classroom Teacher |
| Michelle Sharrieff | Other School Staff |
| Isabella Ayala | Parent or Community Member |
| Ana Rivera | Parent or Community Member |
| Mónica Pomposo | Parent or Community Member |

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

# Recommendations and Assurances

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

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

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

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

| Signature | Committee or Advisory Group Name |
|---|---|
| | English Learner Advisory Committee |

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

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

This SPSA was adopted by the SSC at a public meeting on May 27, 2026.

Attested:

| | |
|---|---|
| | Principal, Janet Nellys Josa on May 27, 2026 |
| | SSC Chairperson, Isabel Ayala on May 27, 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



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

## Plan Description

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

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

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

## Educational Partner Involvement

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

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

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

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

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Comprehensive Needs Assessment

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

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

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

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

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

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

## Goals, Strategies/Activities, and Expenditures

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

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

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

## Goal

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

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

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

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

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

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

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

## Identified Need

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

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

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

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

## Strategies/Activities Table

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

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

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

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:

   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

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

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

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

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

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

## CSI Resources

**For additional CSI resources, please see the following links:**

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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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