



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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Loma Elementary School	37-68197-6098446	May 28, 2026	June 23, 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 Loma Elementary School for meeting ESSA's planning requirements for Targeted Support and Improvement (TSI) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

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 Loma Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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

School educational partner involvement meeting dates were as follows:

- * ELAC #4 Meeting, 4-16-26
- * SSC # 4 Meeting, 4-16-26 ; SSC #5 Meeting, 5-28-26
- * Staff Meetings where the 2026-27 SPSA goals and metrics were discussed: 2-3-26, 4-14-26, 5-12-26

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

Resource Inequities

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

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

Our needs assessment included a review of SBAC and California School Dashboard data (where available), along with current site-based academic data, parent survey results, chronic absenteeism rates, and student perception data. Analysis of these data in relation to our current actions and services identified several resource inequities at Loma. Core instructional practices require strengthening to ensure consistent, high-quality Tier I instruction, particularly to better support Multilingual Learners, African American students, and Students with Disabilities in the areas of ELA, Math, and English Learner Progress. Chronic absenteeism was identified as the TSI indicator area for African American students, significantly limiting access to instruction and contributing to gaps in academic progress; this issue also impacts Socioeconomically Disadvantaged students and Students with Disabilities. Additionally, inconsistent implementation of targeted interventions and progress monitoring systems—due in part to staffing challenges and inconsistent student attendance—has resulted in uneven support for students requiring additional academic and behavioral assistance, including Students with Disabilities, Foster Youth, and Multilingual Learners. Family engagement structures also need to be strengthened to ensure equitable access and participation, particularly for Multilingual Learners and underserved families. Finally, student survey data indicates a need to improve students' sense of belonging and engagement, especially among African American students and Students with Disabilities, which may be contributing to ongoing attendance and academic challenges.

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.

According to the 2025 California School Dashboard, student performance in English Language Arts is at the Yellow level, with students performing 22.7 points below standard (an increase of 11.6 points), and Mathematics is also at the Yellow level, with students performing 48.6 points below standard (an increase of 17.0 points), indicating a continued need for growth as many students are not yet meeting grade-level expectations despite positive gains. English Learner Progress is at 39.7%, making progress, placing the school in the Orange level and reflecting a decline of 7.1%, demonstrating that a significant percentage of English Learners are not yet making sufficient progress toward English language proficiency.

As a result, Language Arts and Math will remain primary areas of focus in our SPSA, with a specific emphasis on improving outcomes for English Learners. This year, teachers participated in cycles of professional development focused on the Gradual Release of Responsibility model (I Do, We Do, They Do, You Do) to strengthen instructional clarity, scaffolding, and student independence in reading comprehension and academic vocabulary development. This work will continue as part of an ongoing cycle of inquiry, enabling teachers to analyze student data, refine instructional practices, and implement targeted strategies aligned to GRR to support all students in meeting academic goals. According to the Dashboard, the overall chronic absenteeism rate is 22.1% (Yellow); however, African American students (our TSI group) are in the Red level at 28.0%, and Students with Disabilities are also in the Red level at 27.6%, indicating a significant equity concern requiring targeted intervention. The overall suspension rate is 0.8% (Green), reflecting a strength in school climate; however, continued focus on PBIS and restorative practices will ensure proactive support for student behavior and maintain positive outcomes.

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.

Based on the 2025 California School Dashboard, the following equity gaps were identified where student group performance was two or more performance levels below the “All Students” performance level. In Chronic Absenteeism, the “All Students” group is at the Yellow performance level (22.1% chronically absent). African American students, identified as the TSI group, are at the Red performance level (28.0%), representing a significantly lower performance level than All Students. Students with Disabilities are also at the Red performance level (27.6%), indicating a similar gap of two performance levels below the All Students group. In Mathematics, All Students are at the Yellow performance level, while Students with Disabilities are at the Orange performance level with performance 112.9 points below standard, reflecting a lower performance level and a significant gap compared to All Students. In English Language Arts, Students with Disabilities are at the Red performance level (105.8 points below standard), compared to All Students at the Yellow performance level (22.7 points below standard), demonstrating a performance gap of two or more levels. These disparities indicate persistent inequities in access and outcomes for Students with Disabilities and African American students in chronic absenteeism, ELA, and Mathematics, and they will remain key focus areas in the SPSA to ensure targeted supports, improved engagement, and accelerated academic growth.

Other Needs

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

According to the iReady 2 ELA Diagnostic report, 32% of students who are not economically disadvantaged scored at or above their grade level, compared to only 16% of economically disadvantaged students. As a result, language arts and mathematics will remain key areas in our SPSA to improve overall student performance. This year, teaching staff participated in professional development cycles focused on improving reading comprehension through informative texts. This ongoing work will enable teachers to analyze data and apply the most effective strategies to help students achieve their academic goals.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	12.58%	13.02%	14.79%	41	41	50
Asian	2.15%	2.54%	4.14%	7	8	14
Filipino	3.99%	2.86%	2.37%	13	9	8
Hispanic/Latino	55.83%	53.65%	52.07%	182	169	176
Pacific Islander	%	0.32%	0.30%		1	1
White	15.64%	16.83%	16.57%	51	53	56
Multiple/No Response	8.90%	8.57%	8.28%	29	27	28
Total Enrollment				326	315	338

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		22	37
Kindergarten	46	53	54
Grade 1	43	44	48
Grade 2	41	50	53
Grade3	42	46	51
Grade 4	45	49	48
Grade 5	42	51	47
Grade 6	43		
Total Enrollment	326	315	338

Conclusions based on this data:

- Overall enrollment is relatively stable with slight fluctuation. Loma Elementary School's enrollment increased from 283 students (22–23) to 326 (23–24), followed by a slight decline to 315 (24–25). This indicates overall stability with modest year-to-year variation rather than sustained growth or decline. Planning should continue to account for shifting cohort sizes, particularly in primary grades where fluctuations are most visible.

2. The student population is becoming more diverse with shifting subgroup trends. While Hispanic/Latino students remain the largest group, their proportion has gradually declined from 56.89% to 53.65%. At the same time, the percentage of White students has increased (13.78% to 16.83%), and Asian student enrollment has also grown. Filipino and Two or More Races subgroups show a gradual decrease. These shifts suggest a slowly diversifying student population that may require continued attention to culturally responsive instruction and engagement practices.
3. Grade-level enrollment patterns show strong early-grade demand and uneven cohort distribution. Kindergarten and upper elementary grades (notably Grade 5) show consistent or increasing enrollment, while some intermediate grades fluctuate more significantly year to year. This uneven distribution suggests cohort variability that may impact staffing, scheduling, and intervention planning. Continued monitoring of incoming class sizes will be important for balancing class structures and ensuring equitable access to support across grade levels.

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	81	68	70	27.6%	24.8%	20.7%
Fluent English Proficient (FEP)	20	12	17	4.9%	6.1%	5.0%
Reclassified Fluent English Proficient (RFEP)	10	5		9.1%	7%	

Conclusions based on this data:

1. English Learner enrollment is declining over time.
The number of English Learners (ELs) has decreased from 78 students (27.6%) in 2022–23 to 68 students (21.6%) in 2024–25. This represents a steady downward trend in both total EL enrollment and percentage of the student population, suggesting either language reclassification progress, cohort changes, or shifts in incoming student demographics.
2. Fluent English Proficient (FEP) students fluctuate and do not show consistent growth.
FEP enrollment increased from 14 students (4.9%) in 2022–23 to 20 students (6.1%) in 2023–24, but then declined to 12 students (3.8%) in 2024–25. This inconsistency suggests variability in language proficiency movement and highlights a need to better understand supports that sustain English proficiency status over time.
3. RFEP data shows fluctuation with an overall decline in reclassification numbers.
Reclassified Fluent English Proficient (RFEP) student counts increased from 8 students in 2022–23 to 10 students in 2023–24, then decreased to 5 students in 2024–25. While the percentage of RFEP students decreased from 9.1% to 7% and remained steady at 7%, the overall pattern indicates inconsistent reclassification progress with a recent downward shift. This suggests a need to strengthen supports and monitoring systems that ensure EL students are consistently progressing toward and sustaining RFEP status.

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	41	42	50	41	41	48	41	41	48	100.0	97.6	96
Grade 4	41	48	48	41	45	48	41	45	48	100.0	93.8	100
Grade 5	47	42	54	46	42	52	46	42	52	97.9	100	96.3
Grade 6	27	47		27	47		27	47		100.0	100	
All	156	179	152	155	175	148	155	175	148	99.4	97.8	97.4

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	2388.	2369.	2397.	12.20	2.44	14.58	26.83	14.63	22.92	17.07	41.46	22.92	43.90	41.46	39.58
Grade 4	2421.	2428.	2434.	7.32	15.56	16.67	19.51	13.33	16.67	31.71	26.67	27.08	41.46	44.44	39.58
Grade 5	2475.	2479.	2503.	10.87	11.90	26.92	30.43	35.71	26.92	21.74	19.05	17.31	36.96	33.33	28.85
Grade 6	2499.	2510.		7.41	12.77		33.33	23.40		25.93	31.91		33.33	31.91	
All Grades	N/A	N/A	N/A	9.68	10.86	19.59	27.10	21.71	22.30	23.87	29.71	22.30	39.35	37.71	35.81

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

Grade 3	4.88	4.88	14.58	60.98	68.29	68.75	34.15	26.83	16.67
Grade 4	9.76	6.67	16.67	63.41	68.89	56.25	26.83	24.44	27.08
Grade 5	10.87	14.29	19.23	76.09	61.90	57.69	13.04	23.81	23.08
Grade 6	*	12.77		*	59.57		*	27.66	
All Grades	8.39	9.71	16.89	66.45	64.57	60.81	25.16	25.71	22.30

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.76	4.88	8.51	53.66	51.22	57.45	36.59	43.90	34.04
Grade 4	4.88	8.89	6.38	48.78	48.89	65.96	46.34	42.22	27.66
Grade 5	4.35	19.05	23.08	67.39	47.62	53.85	28.26	33.33	23.08
Grade 6	*	14.89		*	51.06		*	34.04	
All Grades	6.45	12.00	13.01	57.42	49.71	58.90	36.13	38.29	28.08

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.88	2.44	8.33	85.37	68.29	75.00	9.76	29.27	16.67
Grade 4	4.88	11.11	12.50	70.73	68.89	64.58	24.39	20.00	22.92
Grade 5	6.52	14.29	11.54	60.87	71.43	76.92	32.61	14.29	11.54
Grade 6	*	14.89		*	65.96		*	19.15	
All Grades	5.16	10.86	10.81	72.26	68.57	72.30	22.58	20.57	16.89

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.76	4.88	6.25	60.98	65.85	70.83	29.27	29.27	22.92
Grade 4	9.76	13.33	12.50	70.73	62.22	58.33	19.51	24.44	29.17
Grade 5	8.70	7.14	23.08	69.57	64.29	59.62	21.74	28.57	17.31
Grade 6	*	17.02		*	68.09		*	14.89	
All Grades	10.97	10.86	14.19	66.45	65.14	62.84	22.58	24.00	22.97

Conclusions based on this data:

- Overall ELA performance shows modest improvement in proficiency, with continued achievement gaps. Across all grades, the percentage of students meeting or exceeding standards increased from 36.78% (22–23) to 42.89% (24–25), driven largely by growth in the “Exceeded” category (9.68% to 19.59%). However, a significant proportion of students still remain in the “Nearly Met” and “Not Met” categories (over 55% combined), indicating that while gains are emerging, many students have not yet reached grade-level proficiency.
- Writing and reading remain areas of need despite gradual improvement trends. Reading proficiency shows a steady increase in students performing above standard (8.39% to 16.89%) and a decrease in students below standard (25.16% to 22.30%). Writing also shows growth in students above standard

(6.45% to 13.01%). However, both skill areas continue to have a high proportion of students in the “At/Near Standard” range, suggesting students are developing skills but not yet consistently demonstrating mastery.

3. Achievement gains are uneven across domains and grade levels, indicating a need for more consistent instructional alignment.
While some grade levels show strong growth (notably Grade 5 in overall achievement and writing), others show stagnation or mixed results, particularly in Grade 4 where performance fluctuates across years. Domain-level data also shows variability, with listening and research skills performing stronger than writing and reading in some grades. This inconsistency suggests a need for more coherent, vertically aligned instruction and targeted support in literacy skill development across all grade levels.

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	41	42	50	40	42	48	40	42	48	97.6	100	96
Grade 4	41	48	48	41	48	48	41	48	48	100.0	100	100
Grade 5	47	42	54	47	42	52	47	42	52	100.0	100	96.3
Grade 6	27	47		27	47		27	47		100.0	100	
All	156	179	152	155	179	148	155	179	148	99.4	100	97.4

* 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	2407.	2372.	2379.	17.50	0.00	6.25	25.00	19.05	20.83	27.50	28.57	22.92	30.00	52.38	50.00
Grade 4	2414.	2430.	2432.	2.44	8.33	0.00	12.20	29.17	29.17	39.02	27.08	37.50	46.34	35.42	33.33
Grade 5	2463.	2453.	2486.	4.26	7.14	15.38	17.02	11.90	19.23	29.79	23.81	32.69	48.94	57.14	32.69
Grade 6	2518.	2460.		25.93	8.51		7.41	8.51		37.04	27.66		29.63	55.32	
Grade 11															
All Grades	N/A	N/A	N/A	10.97	6.15	7.43	16.13	17.32	22.97	32.90	26.82	31.08	40.00	49.72	38.51

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Grade 3	25.00	0.00	10.42	45.00	54.76	41.67	30.00	45.24	47.92
Grade 4	9.76	22.92	8.33	34.15	37.50	52.08	56.10	39.58	39.58
Grade 5	10.64	9.52	17.31	57.45	45.24	50.00	31.91	45.24	32.69
Grade 6	*	8.51		*	38.30		*	53.19	
Grade 11									
All Grades	17.42	10.61	12.16	43.87	43.58	47.97	38.71	45.81	39.86

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	22.50	4.76	10.42	42.50	52.38	37.50	35.00	42.86	52.08
Grade 4	2.44	8.33	4.17	41.46	47.92	54.17	56.10	43.75	41.67
Grade 5	4.26	4.76	7.69	48.94	45.24	65.38	46.81	50.00	26.92
Grade 6	*	6.38		*	38.30		*	55.32	
All Grades	10.97	6.15	7.43	46.45	45.81	52.70	42.58	48.04	39.86

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.50	9.52	8.33	57.50	57.14	68.75	30.00	33.33	22.92
Grade 4	4.88	6.25	6.25	65.85	62.50	56.25	29.27	31.25	37.50
Grade 5	2.13	2.38	15.38	59.57	57.14	59.62	38.30	40.48	25.00
Grade 6	*	6.38		*	55.32		*	38.30	
All Grades	7.74	6.15	10.14	60.00	58.10	61.49	32.26	35.75	28.38

Conclusions based on this data:

- Overall math achievement shows slight gains in proficiency but remains below desired levels. Across all grades, the percentage of students meeting or exceeding standards increased slightly from 27.10% (22–23) to 29.59% (24–25). However, a large proportion of students remain in the “Nearly Met” and “Not Met” categories (over 70% combined), indicating that while there is modest growth in proficiency, most students are still not reaching grade-level expectations in mathematics.
- Grade-level performance is inconsistent, with some growth in upper elementary but continued challenges in lower grades. Grade 5 shows notable improvement in students exceeding standards (4.26% to 15.38%) and a decrease in “Not Met” performance compared to prior years. In contrast, Grade 3 and Grade 4 show fluctuating or declining performance in “Exceeded” and “Met” categories, with Grade 3 showing a drop in “Exceeded” from 17.50% to 6.25%. This inconsistency across grade levels suggests uneven instructional impact and the need for stronger vertical alignment in math instruction.
- Students continue to struggle most with Problem Solving and Conceptual Application. Domain-level data shows persistent challenges in Problem Solving & Modeling/Data Analysis and Concepts & Procedures, where a significant percentage of students remain in the “Below Standard” category (ranging from about 39% to over 50% in multiple grades). While Communicating Reasoning shows some improvement in higher grades, overall mathematical reasoning and application skills remain areas of need. This indicates a need for increased emphasis on conceptual understanding, real-world application, and structured problem-solving strategies across all grade levels.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1440.8	1404.7	*	1441.6	1424.9	*	1439.1	1357.9	*	16	15	9
1	*	1447.2	1431.2	*	1464.1	1445.0	*	1429.4	1417.0	5	15	13
2	*	*	1459.8	*	*	1474.3	*	*	1444.9	9	6	18
3	*	*	*	*	*	*	*	*	*	10	9	10
4	1512.1	*	1510.0	1505.1	*	1509.8	1518.8	*	1509.7	14	9	11
5	1522.3	1527.5	*	1515.0	1528.0	*	1529.2	1526.6	*	20	11	10
6	*	1534.8		*	1521.3		*	1547.7		6	16	
All										80	81	71

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	25.00	6.67	*	31.25	33.33	*	37.50	33.33	*	6.25	26.67	*	16	15	*
1	*	6.67	7.69	*	46.67	7.69	*	26.67	53.85	*	20.00	30.77	*	15	13
2	*	*	5.56	*	*	38.89	*	*	38.89	*	*	16.67	*	*	18
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	35.71	*	18.18	21.43	*	36.36	21.43	*	45.45	21.43	*	0.00	14	*	11
5	10.00	18.18	*	50.00	45.45	*	35.00	18.18	*	5.00	18.18	*	20	11	*
6	*	18.75		*	62.50		*	12.50		*	6.25		*	16	
All	21.25	11.11	14.08	35.00	46.91	36.62	31.25	23.46	35.21	12.50	18.52	14.08	80	81	71

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	25.00	6.67	*	43.75	40.00	*	18.75	26.67	*	12.50	26.67	*	16	15	*
1	*	26.67	7.69	*	53.33	53.85	*	6.67	15.38	*	13.33	23.08	*	15	13
2	*	*	38.89	*	*	38.89	*	*	5.56	*	*	16.67	*	*	18
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	42.86	*	36.36	28.57	*	54.55	14.29	*	9.09	14.29	*	0.00	14	*	11
5	25.00	45.45	*	70.00	36.36	*	0.00	0.00	*	5.00	18.18	*	20	11	*
6	*	25.00		*	50.00		*	18.75		*	6.25		*	16	
All	26.25	24.69	30.99	45.00	43.21	46.48	16.25	14.81	9.86	12.50	17.28	12.68	80	81	71

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		0.00	*		20.00	*		53.33	*		26.67	*		15	*
1		6.67	0.00		26.67	15.38		26.67	30.77		40.00	53.85		15	13
2		*	0.00		*	38.89		*	11.11		*	50.00		*	18
3		*	*		*	*		*	*		*	*		*	*
4		*	0.00		*	45.45		*	36.36		*	18.18		*	11
5		18.18	*		18.18	*		27.27	*		36.36	*		11	*
6	*	0.00		*	43.75		*	43.75		*	12.50		*	16	
All	16.25	4.94	2.82	16.25	29.63	33.80	46.25	34.57	30.99	21.25	30.86	32.39	80	81	71

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	50.00	13.33	*	37.50	73.33	*	12.50	13.33	*	16	15	*
1	*	40.00	30.77	*	53.33	61.54	*	6.67	7.69	*	15	13
2	*	*	22.22	*	*	66.67	*	*	11.11	*	*	18
3	*	*	*	*	*	*	*	*	*	*	*	*
4	50.00	*	9.09	35.71	*	81.82	14.29	*	9.09	14	*	11
5	25.00	27.27	*	70.00	54.55	*	5.00	18.18	*	20	11	*
6	*	18.75		*	62.50		*	18.75		*	16	
All	32.50	19.75	28.17	57.50	64.20	57.75	10.00	16.05	14.08	80	81	71

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

K	31.25	13.33	*	43.75	66.67	*	25.00	20.00	*	16	15	*
1	*	20.00	0.00	*	66.67	69.23	*	13.33	30.77	*	15	13
2	*	*	38.89	*	*	44.44	*	*	16.67	*	*	18
3	*	*	*	*	*	*	*	*	*	*	*	*
4	42.86	*	63.64	42.86	*	36.36	14.29	*	0.00	14	*	11
5	65.00	54.55	*	30.00	36.36	*	5.00	9.09	*	20	11	*
6	*	56.25		*	37.50		*	6.25		*	16	
All	41.25	35.80	40.85	45.00	50.62	45.07	13.75	13.58	14.08	80	81	71

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	18.75	0.00	*	68.75	73.33	*	12.50	26.67	*	16	15	*
1	*	20.00	0.00	*	26.67	30.77	*	53.33	69.23	*	15	13
2	*	*	16.67	*	*	33.33	*	*	50.00	*	*	18
3	*	*	*	*	*	*	*	*	*	*	*	*
4	28.57	*	0.00	35.71	*	63.64	35.71	*	36.36	14	*	11
5	15.00	18.18	*	70.00	45.45	*	15.00	36.36	*	20	11	*
6	*	12.50		*	62.50		*	25.00		*	16	
All	16.25	9.88	9.86	58.75	51.85	47.89	25.00	38.27	42.25	80	81	71

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	31.25	20.00	*	37.50	33.33	*	31.25	46.67	*	16	15	*
1	*	0.00	0.00	*	73.33	61.54	*	26.67	38.46	*	15	13
2	*	*	5.56	*	*	61.11	*	*	33.33	*	*	18
3	*	*	*	*	*	*	*	*	*	*	*	*
4	35.71	*	0.00	42.86	*	90.91	21.43	*	9.09	14	*	11
5	20.00	18.18	*	75.00	63.64	*	5.00	18.18	*	20	11	*
6	*	12.50		*	87.50		*	0.00		*	16	
All	28.75	9.88	8.45	53.75	69.14	64.79	17.50	20.99	26.76	80	81	71

Conclusions based on this data:

- Overall ELPAC performance shows gradual improvement in language proficiency, with more students reaching higher performance levels.
Across all grades, the percentage of students in the “Well Developed” category has generally remained stable with slight fluctuation (32.50% in 22–23 to 28.17% in 24–25 in Listening, and 21.25% to 14.08% in Overall Language). At the same time, Oral Language shows an increase in students performing at higher levels (Level 4 and 3 combined remains strong at over 70% in recent years). This indicates that while growth is uneven, many students continue to develop English proficiency over time.

2. Written language continues to be the weakest domain across ELPAC results.
Written Language consistently shows the lowest performance compared to Oral Language, Listening, and Speaking. The percentage of students in Level 1 remains high (21.25% to 32.39% in recent years), and the proportion of students at Level 4 has declined overall (16.25% to 2.82%). Domain data confirms this trend, with Writing showing the highest percentage of students in the “Beginning” level compared to other domains. This highlights writing as the most significant area of need for English Learners.
3. Listening and Speaking skills are stronger relative to reading and writing, but uneven growth suggests a need for consistent instructional support.
Listening and Speaking domains show comparatively stronger outcomes, with a majority of students performing in the “Somewhat/Moderately” or higher ranges (Listening averaging over 55% in the middle category and Speaking consistently around 40–50% moderately developed). In contrast, Reading shows a higher proportion of students in the “Beginning” level over time (increasing to over 40% in All Grades). This pattern suggests students are developing conversational English more effectively than academic literacy skills, indicating a need for more intentional integration of academic language development, especially in reading and writing instruction.

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
315	73%	21.6%	0.0%
Total Number of Students enrolled in Loma Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	68	21.6%
Foster Youth	0	0.0%
Homeless	30	9.5%
Socioeconomically Disadvantaged	230	73%
Students with Disabilities	55	17.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	41	13%
American Indian	0	0.0%
Asian	8	2.5%
Filipino	9	2.9%
Hispanic	169	53.7%
Two or More Races	27	8.6%
Pacific Islander	1	0.3%
White	53	16.8%

Conclusions based on this data:

1. Loma Elementary serves a predominantly high-need student population, with a strong focus on equity supports. A significant majority of students are Socioeconomically Disadvantaged (73%), and over one-fifth of students are English Learners (21.6%). In addition, 17.5% of students receive special education services and 9.5% are identified as homeless. These data points indicate that most students require layered academic, linguistic, and social-emotional supports, reinforcing the need for strong systems of intervention, differentiated instruction, and wraparound services.
2. The student population is highly diverse, with Hispanic/Latino students comprising the majority group. Hispanic students represent 53.7% of enrollment, followed by White students (16.8%) and African American students (13%). Smaller populations include Two or More Races (8.6%), Asian (2.5%), Filipino (2.9%), and Pacific Islander (0.3%). This diversity highlights the importance of culturally responsive teaching practices and inclusive school-wide engagement strategies that reflect the identities and experiences of the student body.
3. There are notable equity considerations due to concentrated needs across multiple student groups. Many students fall into more than one high-need category (e.g., socioeconomically disadvantaged, English Learners, students with disabilities, and homeless students), indicating overlapping barriers to academic achievement. The absence of Foster Youth is a positive indicator, but the overall concentration of need suggests that targeted supports, coordinated interventions, and continued monitoring of subgroup performance are essential to ensure equitable access to grade-level success for all students.

School and Student Performance Data

Overall Performance

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

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

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Academic performance in ELA and Mathematics is at a “medium” level, indicating steady but not yet strong proficiency.
According to the 2025 California Dashboard, both English Language Arts and Mathematics are rated Yellow, showing that students are performing at a moderate level compared to statewide expectations. This suggests that while

students are generally on track, there is still significant room to increase the percentage of students meeting or exceeding grade-level standards in both core academic areas.

2. English Learner Progress is a key area of need and is below academic performance levels. English Learner Progress is rated Orange, which is lower than both ELA and Math. This indicates that English Learners are not progressing toward English proficiency at the same rate as expected statewide. This gap highlights a need for strengthened ELD instruction, targeted academic language development, and closer monitoring of reclassification pathways.
3. Overall performance reflects a pattern of mid-level achievement with targeted areas requiring improvement for upward growth. With ELA and Math both at Yellow and English Learner Progress at Orange, the overall Dashboard picture suggests the school is in a stabilizing but not yet high-performing range. The data indicates that instructional systems are supporting students at a baseline level, but additional focus on acceleration—particularly for English Learners and students near proficiency thresholds—will be necessary to move outcomes into the Green or Blue performance levels.

School and Student Performance Data

Academic Performance English Language Arts

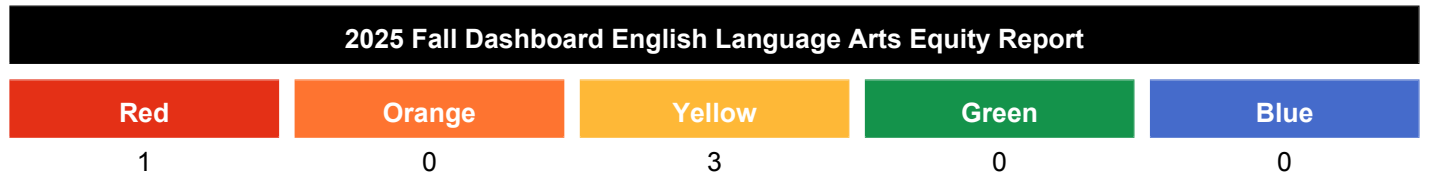
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

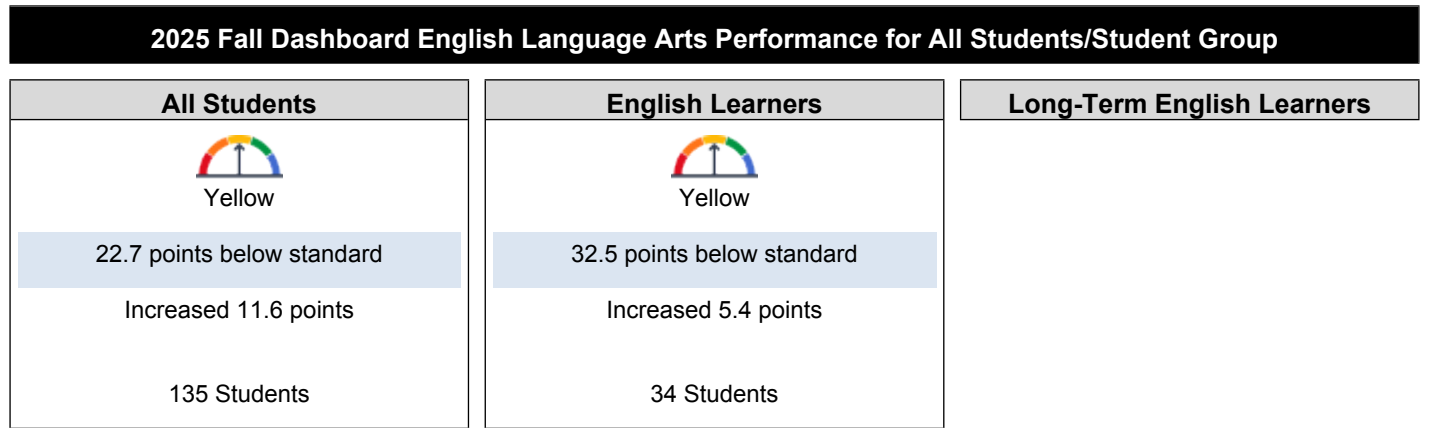
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Socioeconomically Disadvantaged  Yellow 36.9 points below standard Increased 5 points 101 Students
Students with Disabilities  Red 105.8 points below standard Declined 11.9 points 35 Students	African American  No Performance Color 36.5 points below standard Increased 21.5 points 20 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Yellow 31.1 points below standard Increased 4.6 points 69 Students
Two or More Races  No Performance Color 16.8 points above standard 12 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 18 points below standard Increased 27.5 points 24 Students

Conclusions based on this data:

- Overall ELA performance shows positive growth, but remains below grade-level standards. The 2025 Dashboard indicates that All Students (Yellow) are performing 22.7 points below standard, yet showing an increase of 11.6 points. Most major student groups, including English Learners (32.5 points below), Socioeconomically Disadvantaged students (36.9 points below), and Hispanic students (31.1 points below), are also rated Yellow with growth over time. This suggests that while achievement gaps remain, overall academic performance in ELA is improving across multiple student groups.
- Students with Disabilities remain the most significant area of concern in ELA performance.

Students with Disabilities are rated Red, performing 105.8 points below standard and showing a decline of 11.9 points. This indicates a significant and widening achievement gap compared to all other groups. This subgroup represents the most urgent instructional priority, highlighting the need for strengthened special education supports, targeted intervention, and closer progress monitoring.

3. Equity data shows uneven performance across student groups, with both strong outliers and missing data limitations. While most groups fall in the Yellow performance range, there is variation in outcomes—such as Two or More Races performing 16.8 points above standard, showing strong achievement. Overall, the data reflects both progress and persistent inequities, emphasizing the need for targeted supports while maintaining momentum in improving overall ELA outcomes.

School and Student Performance Data

Academic Performance Mathematics

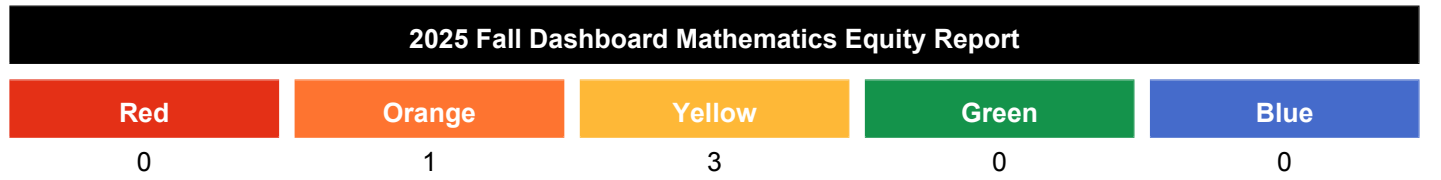
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

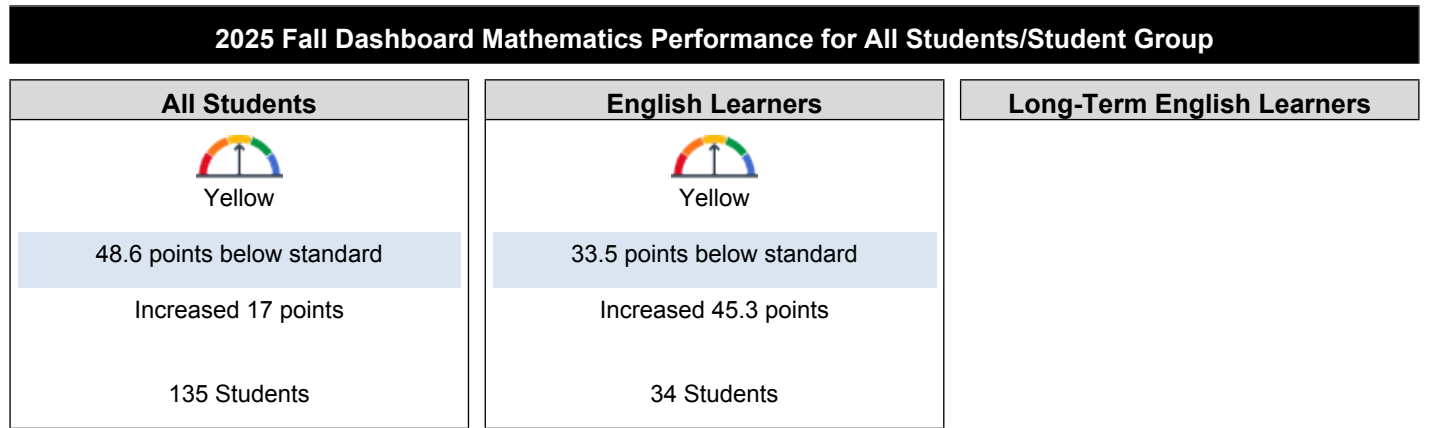
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Socioeconomically Disadvantaged  Yellow 60.7 points below standard Increased 11.3 points 101 Students
Students with Disabilities  Orange 112.9 points below standard Increased 20.9 points 35 Students	African American  No Performance Color 63.6 points below standard Increased 24.7 points 20 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Yellow 62.6 points below standard Increased 16.3 points 69 Students
Two or More Races  No Performance Color 35.5 points below standard 12 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 27.7 points below standard Increased 11.2 points 24 Students

Conclusions based on this data:

1. Mathematics achievement is improving overall, but students remain below grade-level standards. All Students are rated Yellow and are performing 48.6 points below standard, but showing an increase of 17 points. Most major student groups, including English Learners (33.5 points below), Socioeconomically Disadvantaged students (60.7 points below), and Hispanic students (62.6 points below), also show improvement over time. This indicates positive growth trends in mathematics achievement, although overall proficiency levels remain below standard.
2. Students with Disabilities represent the most significant area of need in mathematics. Students with Disabilities are rated Orange, performing 112.9 points below standard, despite showing a 20.9-point increase. This indicates that although growth is occurring, the achievement gap remains very large compared to other

groups. This subgroup continues to require intensive targeted instruction, intervention supports, and consistent progress monitoring to accelerate learning outcomes.

3. Equity gaps persist across student groups, but most groups are demonstrating upward progress. Most student groups are in the Yellow performance level and show growth, including English Learners (+45.3 points), African American students (+24.7 points), and Hispanic students (+16.3 points). Overall, the data reflects a system that is improving in mathematics but still requires focused equity-driven strategies to close persistent achievement gaps.

School and Student Performance Data

Academic Performance Science

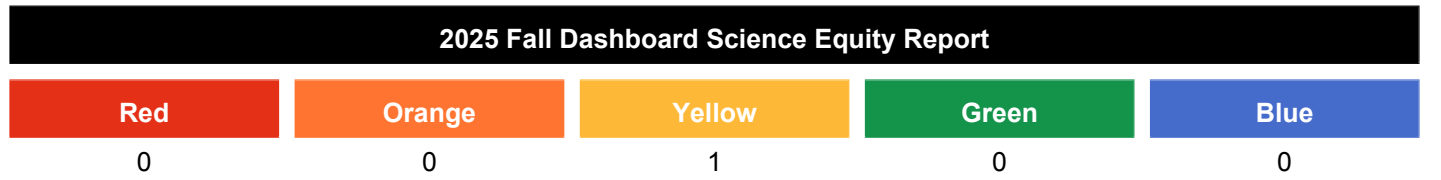
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
51.3 science points	52.3 science points	0 Students
Increased 4.9 points	Increased 11.4 points	
49 Students	12 Students	

Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Yellow 46.8 science points Maintained -0.3 points 39 Students
Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  No Performance Color 46.8 science points Maintained 0.1 points 26 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students

Conclusions based on this data:

- Overall science performance is at a “Yellow” level, with students performing near state expectations. All Students are rated Green equity performance with 51.3 science points, showing an increase of 4.9 points. This indicates that while students are performing at or near proficiency levels compared to statewide standards, there is still opportunity to strengthen instruction to move performance from moderate (Yellow) into higher performance levels (Green/Blue). The overall trend reflects positive momentum in science achievement.
- Subgroup performance shows stability for major student groups, particularly Socioeconomically Disadvantaged and Hispanic students. Socioeconomically Disadvantaged students are rated Yellow, with 46.8 science points and a maintained performance (-0.3 points). Hispanic students also show stable performance with a 0.1-point increase. This suggests that key

student groups are experiencing consistent access to science instruction, though additional acceleration is needed to drive stronger growth and close achievement gaps.

3. English Learners demonstrate strong growth in science, while limited data for smaller groups restricts full equity analysis.
English Learners show a notable increase of 11.4 points, indicating meaningful growth in science achievement despite not receiving a performance color due to small sample size.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange 39.7 making progress. Number Students: 58 Students	 No Performance Color making progress. Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24.1%	36.2%	0%	39.7%

Conclusions based on this data:

1. The 2025 Dashboard shows English Learner Progress is rated Orange, with 39.7% of EL students making progress toward English language proficiency (58 students). This indicates that while a portion of students are advancing, overall progress is not yet at a strong enough level compared to statewide expectations, highlighting EL achievement as a continued area of need.
2. A significant proportion of English Learners are not accelerating in language acquisition, with nearly 60% not showing upward progress. Only 39.7% of students progressed at least one ELPI level, while 24.1% decreased one level and 36.2% maintained lower ELPI levels. Additionally, 0% of students maintained ELPI Level 4, which suggests limited movement into or sustainment of the highest proficiency level. This pattern indicates that most English Learners are either plateauing or regressing, rather than steadily advancing.
3. Instructional supports for English Learners require strengthening to improve consistent upward movement in language proficiency.

With a relatively small percentage of students progressing and a notable portion declining, the data suggests a need for more targeted and consistent English Language Development instruction. Emphasis should be placed on increasing the rate of ELPI growth, reducing regression, and building systems that support sustained progress toward reclassification and long-term academic success.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

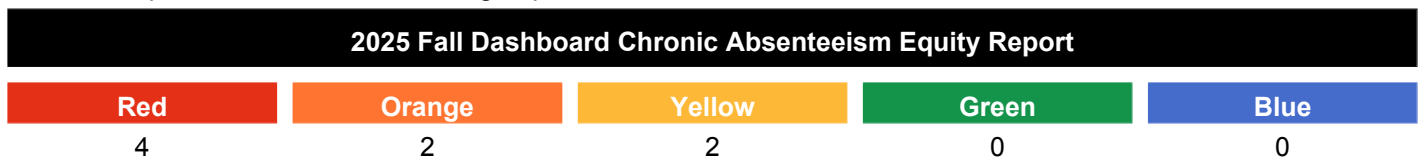
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”



This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Yellow 22.1% Chronically Absent Declined 4 349 Students	 Red 26.9% Chronically Absent Increased 1 78 Students	
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color 0 Students	 Orange 28.6% Chronically Absent Declined 7.8 35 Students	 Yellow 25.8% Chronically Absent Declined 3.2 267 Students

Students with Disabilities  Red 27.6% Chronically Absent Maintained -0.4 76 Students	African American  Red 28% Chronically Absent Increased 3 50 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Yellow 22.7% Chronically Absent Declined 6.6 181 Students
Two or More Races  Red 28.9% Chronically Absent Increased 3.2 38 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Orange 18.3% Chronically Absent Maintained -0.3 60 Students

Conclusions based on this data:

1. Chronic absenteeism remains a significant concern with overall improvement, but rates are still above desired levels. All Students are rated Yellow, with 22.1% chronically absent, showing a decline of 4 percentage points. This indicates overall improvement in attendance trends; however, more than one in five students are still chronically absent, suggesting that attendance remains a key barrier to consistent academic engagement and achievement
2. Significant equity gaps exist in chronic absenteeism across student groups, with several groups in the Red performance level. Multiple student groups, including English Learners (26.9%), Students with Disabilities (27.6%), African American students (28%), and Two or More Races (28.9%), are rated in the Red performance level, indicating the highest levels of chronic absenteeism. These disparities highlight persistent inequities in attendance patterns and suggest that certain student populations are disproportionately impacted by barriers to regular school attendance.
3. While some groups show improvement, others are increasing or maintaining high absenteeism rates, indicating inconsistent impact of current strategies. Socioeconomically Disadvantaged students (25.8%) and Hispanic students (22.7%) show declining absenteeism, indicating positive momentum. However, groups such as English Learners, African American students, and Students with Disabilities show increases or no improvement, suggesting that current attendance strategies are not consistently effective across all subgroups. This pattern indicates a need for more targeted, culturally responsive, and subgroup-specific attendance interventions.

School and Student Performance Data

Conditions & Climate Suspension Rate

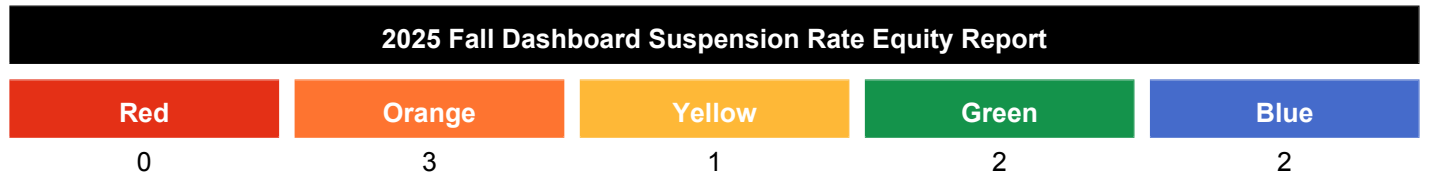
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 0.8% suspended at least one day Declined 0.8% 356 Students	English Learners  Orange 1.3% suspended at least one day Increased 1.3% 79 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  Orange 2.7% suspended at least one day Increased 2.7% 37 Students	Socioeconomically Disadvantaged  Green 1.1% suspended at least one day Declined 0.7% 271 Students

Students with Disabilities  Yellow 2.6% suspended at least one day Maintained 0.2% 77 Students	African American  Green 2% suspended at least one day Declined 1.9% 51 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0% suspended at least one day 11 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Blue 0.5% suspended at least one day Maintained 0% 184 Students
Two or More Races  Orange 2.6% suspended at least one day Increased 2.6% 39 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue 0% suspended at least one day Declined 4.9% 61 Students

Conclusions based on this data:

- Overall suspension rates are very low and improving, indicating strong schoolwide climate conditions. All Students are rated Green, with a suspension rate of 0.8%, and showing an overall decline of 0.8%. This reflects a positive and improving school climate where the vast majority of students are not being suspended, suggesting effective schoolwide behavior supports and restorative practices.
- Most student groups reflect low suspension rates, but disparities remain across subgroups. Several groups, including Hispanic students (0.5%, Blue) and White students (0%, Blue), show very low suspension rates. However, other groups such as Students with Disabilities (2.6%, Yellow), Homeless students (2.7%, Orange), and English Learners (1.3%, Orange) have higher rates of suspension. This indicates that while overall discipline outcomes are strong, certain student populations experience disproportionate disciplinary impacts.
- Some subgroup trends show improvement, but others indicate increasing disciplinary concerns requiring targeted supports. Positive trends are seen in groups such as African American students (declined to 2%, Green) and Socioeconomically Disadvantaged students (declined to 1.1%, Green). In contrast, English Learners, Homeless students, and Two or More Races students show increases in suspension rates, suggesting inconsistent outcomes across subgroups. This pattern highlights the need for continued emphasis on equitable behavior supports and culturally responsive interventions to ensure consistent discipline practices for 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 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.

Students in all grades will demonstrate increased proficiency on state and district assessments especially Students with Disabilities and English Learners.

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 - 47%	CAASPP 2025-2026: All students, grades 3-5- 49%
	English Learners, Grades 3-5- 19%	English Learners, Grades 3-5 - 25%
	Socioeconomically Disadvantaged Students, Grades 3-5 - 36%	Socioeconomically Disadvantaged Students, Grades 3-5- 40 %
	Students with Disabilities, Grades 3-5- 3%	Students with Disabilities, Grades 3-5 - 8%
i-Ready ELA Assessment - % of students at or above grade level (All grades)	2025-2026 i-Ready Diagnostic 2 - All Students-20%	ALL students 2026-2027 i-Ready Diagnostic 2: All students- 25%
	English Learners - 7%	English Learners - 11%
	Socioeconomically Disadvantaged Students - 16%	Socioeconomically Disadvantaged Students - 21%
	Students with Disabilities - 5%	Students with Disabilities - 8%

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	Improve Tier 1 instruction by using student achievement and assessment data to identify instructional gaps and implement targeted, evidence-based teaching strategies.	All students, specifically those below grade level in reading, ELs, African American and socioeconomically disadvantaged students.	20,000.00 Title I 1000-1999: Certificated Personnel Salaries Certificated staff cost for substitutes and additional work days to analyze data and instructional planning.
1.2	Utilize the Instructional Leadership Team to support the implementation of the Gradual Release of Responsibility (GRR) model through dissemination of professional learning, peer walkthroughs, and tiered instructional practices to increase access and achievement for underrepresented student groups.	All students, specifically those below grade level in reading, ELs, African American and socioeconomically disadvantaged students.	0 Title I 1000-1999: Certificated Personnel Salaries Expenditure in 1.1(Certificated staff cost for substitutes and additional work days to analyze data and instructional planning.)
1.3	Use PLC time to analyze ELA data (DIBELS, iReady, and Common Formative Assessments) and student work, and plan targeted instruction incorporating evidence-based literacy strategies (e.g., explicit instruction, guided practice, and formative assessment) to improve student achievement. As a site we will particularly focus on tier 1 and tier 2 instruction.	All students, specifically those below grade level in reading, ELs, African American and socioeconomically disadvantaged students.	
1.4	Implement a schoolwide, data-driven approach to small-group ELA instruction, incorporating a multi-tiered system of supports and targeted interventions to address identified student literacy needs.	All students, specifically those below grade level in reading, ELs, African American, and socioeconomically disadvantaged students.	3999.00 Title I 5000-5999: Services And Other Operating Expenditures Accelerated Reader subscription to support reading comprehension. 900.00 Title I 5000-5999: Services And Other Operating Expenditures Raz Kid Subscription to improve reading comprehension and fluency for K-2 students. 1000.00 Title I 4000-4999: Books And Supplies High interest, culturally relevant text for classroom libraries and interventions. 25,864.78 Title I 2000-2999: Classified Personnel Salaries student helpers, librarian and site subs to support teachers

			providing student interventions. 1000.00 Title I 4000-4999: Books And Supplies UFLI materials to support K-2 reading intervention 0.00 Title I 1000-1999: Certificated Personnel Salaries Expenditure in 1.1(Certificated staff cost for substitutes and additional work days to analyze data and instructional planning.)
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Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Math

By June 2027, all students, specifically english learners and students with disabilities 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 Math Diagnostic.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Students in all grades will demonstrate increased proficiency on state and district assessments especially Students with Disabilities and English Learners.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Assessment - % of students meeting standard (of testing age)	2024-2025 SBAC Math, Grades 3-5: All students - 30% English Learners, Grades 3-6 - 23% Socioeconomically Disadvantaged Students, Grades 3-6 - 27% Students with Disabilities, Grades 3-6 - 11%	2025-2026 SBAC Math, Grades 3-5: All students - 35% English Learners, of testing age - 28% Socioeconomically Disadvantaged Students of testing age- 32% Students with Disabilities of testing age - 13%
i-Ready Math Assessment - % of students at or above grade level (ALL grades)	2025-2026 i-Ready Diagnostic 2: All Students - 12% English Learners - 3% Socioeconomically Disadvantaged Students - 11% Students with Disabilities - 2%	2026-2027 i-Ready Diagnostic 2: All Students - 20% English Learners - 8% Socioeconomically Disadvantaged Students - 15% Students with Disabilities - 7%

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	During PLCs, teachers will collaboratively implement lessons from the newly adopted math curriculum, analyze student responses to inform, refine, and strengthen instructional practices and delivery of grade-level mathematical content. As a site we will particularly focus on tier 1 instruction.	All students, especially those below grade level in Mathematics, ELs, socioeconomically disadvantaged students, students with disabilities, and African American students.	
2.2	Utilize the Instructional Leadership Team to support the implementation of the Gradual Release of Responsibility (GRR) model through dissemination of professional learning, peer walkthroughs, and tiered instructional practices to increase access and achievement for underrepresented student groups.	All students, especially those below grade level in Mathematics, ELs, socioeconomically disadvantaged students, students with disabilities, and African American students.	Title I 2000-2999: Classified Personnel Salaries Expenditure in 1.1 (Certificated staff cost for substitutes and additional work days to analyze data and instructional planning.)
2.3	Improve Tier 1 instruction by using student achievement and assessment data to identify instructional gaps and implement targeted, evidence-based teaching strategies.	All students, especially those below grade level in Mathematics, ELs, socioeconomically disadvantaged students, students with disabilities, and African American students.	Title I 1000-1999: Certificated Personnel Salaries Expenditure in 1.1 (Certificated staff cost for substitutes and additional work days to analyze data and instructional planning.) Title I 5000-5999: Services And Other Operating Expenditures Expenditure in 1.1 (Flocabulary subscription)
2.4	Implement a schoolwide, data-driven approach to small-group mathematics instruction, incorporating a multi-tiered system of supports and targeted interventions to address identified student needs in mathematical understanding and problem-solving.	All students, especially those below grade level in Mathematics, ELs, socioeconomically disadvantaged students, and students with disabilities and African American students.	Title I 1000-1999: Certificated Personnel Salaries duplicate cost goal strategy 1.4 (Certificated staff cost for substitutes and additional work days to analyze data and instructional planning.) Title I 2000-2999: Classified Personnel Salaries duplicate cost goal strategy 1.4 (student helpers, librarian and site subs to support teachers providing student interventions.)

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Rate of Chronic Absenteeism	At the end of 24-25 school year, our rate of chronic absenteeism was 22.1%. Our African American students' rate of chronic absenteeism was 28%	In 2025-2026, we will reduce the rate of chronic absenteeism by 4% and reduce African American students' chronic absenteeism by 4%.

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	Access to a social worker full time to provide resources for students and families. Consistent Attendance * Engage students and parents with a warm and welcoming school environment that emphasizes building relationships with families and students and stresses the importance of everyday attendance (see Restorative Practices).	All students, especially those suffering from chronic absenteeism specifically our African American subgroup	32583.00 Title I 1000-1999: Certificated Personnel Salaries site fund 1 day of mental health provider(social worker)

	* Monitor attendance and respond in a tiered approach to intervention (i.e., Students missing 5-9%, students missing 10-19%, and students missing 20% or more). * Provide personalized early, caring, and constructive outreach to families already missing school. Look for and identify barriers to attendance. * Work with Student Supports/Probation Officer (truancy intervention and prevention) to identify and address patterns of excessive absences. Work with families to address situations that are leading to absences offering resources when and if appropriate. * Put system in place to contact and work with parents of chronically absent students, providing incentives for improvement. * Conduct parent meetings for foster students within 30 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions in a timely manner. Elementary schools will use an SST format.		
3.3	Professional Development on PBIS and Restorative Practices: Provide professional development for all staff on PBIS and Restorative Practices to enhance their ability to manage classroom behavior and build positive relationships with students.	All students, with a focus on ELs, socioeconomically disadvantaged students, students with disabilities and African American students.	9000.00 Title I 5800: Professional/Consulting Services And Operating Expenditures Restorative practice training, and other PBIS related trainings
3.4	The attendance recovery team will monitor chronic absenteeism and implement a school-wide incentive program to increase attendance.	All students, with a focus on English Learners (ELs), socioeconomically disadvantaged students, students with disabilities, and African American students.	2000.00 Title I 2000-2999: Classified Personnel Salaries Additional classified time to analyze data and provide family outreach 2000.00 Title I 4000-4999: Books And Supplies Student Attendance incentives
3.6	Increase student engagement and academic achievement by providing equitable access to standards-aligned, evidence-based educational field trips that reinforce Common Core State Standards. These experiential learning opportunities will deepen understanding through real-world application of classroom instruction	All students, with a focus on English Learners (ELs), socioeconomically disadvantaged students, students with disabilities, and African American students.	6000.00 Title I 5000-5999: Services And Other Operating Expenditures funding supporting transportation and associated trip costs to ensure all students can participate.
3.7	Promote a safe, inclusive, and culturally responsive school climate by providing assemblies that will support positive behavior, strengthen community connections, and foster an inclusive environment that improves student engagement and overall school connectedness.	All students, with a focus on ELs, socioeconomically disadvantaged students, and students with disabilities.	1900.00 Title I 5000-5999: Services And Other Operating Expenditures cost of assemblies 1000.00 Title I 4000-4999: Books And Supplies

			supplies and materials to support student learning and engagement
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Goals, Strategies, & Proposed Expenditures

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

Goal 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.

Establishing a climate of respect, belonging, connectedness and safety for our students is critical to their success and their overall wellness. We are committed to prioritizing our students' social-emotional and mental health as well as their academic success.

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 (grades 3-5 only)	The percentage of {list the grades} students who responded favorably in the 2026 Spring Panorama domains listed below are as follows: Emotional Regulation 58% Grit 68% Growth Mindset 73% School Climate 64% School Safety 64% Self-Efficacy 61% Self-Management 71% Sense of Belonging 67% Social Awareness 71% Supportive Relationships 90%	The percentage of students who will respond favorably in the 2027 Spring Panorama Survey will increase to the following percentages are as follows: Emotional Regulation 60% Grit 70% Growth Mindset 75% School Climate 66% School Safety 66% Self-Efficacy 63% Self-Management 73% Sense of Belonging 70% Social Awareness 63% Supportive Relationships 92%
La-Mesa Spring Valley Annual Spring Parent Survey Results	The percentage of parents who responded favorably in the 2026 Spring domains listed below are as follows: Support for Academic Learning - 90% Sense of Community - 93%	The percentage of parents who respond favorably in the Spring 2027 survey will increase to the following percentages in each domain: Support for Academic Learning - 91% Sense of Community - 95%

	Sense of Safety - 86%	Sense of Safety - 88%
California Dashboard Suspension Data	Based on the California Dashboard, our school's 2024-2025 suspension rate is .8%. African Americans (TSI): 28%	Based on the California Dashboard, our school's 2025-2026 percentage of students suspended will decrease to .5% African Americans (TSI): 20%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Building school connection and parent student engagement through gardening activities	All students, with a focus on English Learners (ELs), socioeconomically disadvantaged students, students with disabilities, and African American students.	15,000 Community Schools Grant 1000-1999: Certificated Personnel Salaries site sub 3600.00 Title I 1000-1999: Certificated Personnel Salaries site sub
4.4	Strengthen school climate and increase family engagement by implementing a year-long series of culturally responsive family engagement events that build strong home-school partnerships, improve communication, and foster a welcoming and inclusive school community.	All students, with a focus on English Learners (ELs), socioeconomically disadvantaged students, students with disabilities, and African American students.	3000.00 Title I 4000-4999: Books And Supplies event materials and supplies 5000.00 Title I 5000-5999: Services And Other Operating Expenditures guest presentars, cultural performers, community partners and other services associated with the event
4.5	Hire parent liaisons to empower parents to support their child/children's education and increase parent engagement and involvement within the school and the district by: * Planning and organizing meetings and educational training classes for parents and students, especially our non-English speaking parents and students. * Coordinating without outside organizations and assist parents in utilizing community service and other resources. * Serving as a contact between non-English speaking students, parents, families and the school and/or district to increase parent confidence and connection with the school * Helping families to understand the importance of attendance and work with them to help their students get to school.	All Students	1523.18 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Parent Liaison

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	\$135,369.96
Total Federal Funds Provided to the School from the LEA for CSI	\$--

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$118,846.78
Title I Part A: Parent Involvement	\$1,523.18

Subtotal of additional federal funds included for this school: \$120,369.96

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

State or Local Programs	Allocation (\$)
Community Schools Grant	\$15,000.00

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

Total of federal, state, and/or local funds for this school: \$135,369.96

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	118,846.78	0.00
Title I Part A: Parent Involvement	1523.18	0.00
Community Schools Grant	15,000	0.00

Expenditures by Funding Source

Funding Source	Amount
Community Schools Grant	15,000.00
Title I	118,846.78
Title I Part A: Parent Involvement	1,523.18

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	71,183.00
2000-2999: Classified Personnel Salaries	29,387.96

4000-4999: Books And Supplies	8,000.00
5000-5999: Services And Other Operating Expenditures	17,799.00
5800: Professional/Consulting Services And Operating Expenditures	9,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Community Schools Grant	15,000.00
1000-1999: Certificated Personnel Salaries	Title I	56,183.00
2000-2999: Classified Personnel Salaries	Title I	27,864.78
4000-4999: Books And Supplies	Title I	8,000.00
5000-5999: Services And Other Operating Expenditures	Title I	17,799.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	9,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,523.18

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	52,763.78
Goal 3	54,483.00
Goal 4	28,123.18

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
Tara Bernal	Principal
Chelsea Barnette	Classroom Teacher
Gaby Aispuro	Classroom Teacher
Mayaan Giffen	Classroom Teacher
Nicole Budnik	Other School Staff
Valerie Snyder	Parent or Community Member
Monique Brown	Parent or Community Member
Amanda Sanders	Parent or Community Member
Cody Brown	Parent or Community Member
Christian Capistrano	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 28, 2026.

Attested:



Principal, Tara Bernal on May 28, 2026

SSC Chairperson, Nicole Budnik on May 28, 2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023