



Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
La Presa Elementary School	37-68197-6038509	May 27, 2026	June 24, 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 La Presa Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	4
Educational Partner Involvement	4
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs	5
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	9
ELPAC Results	13
Student Population.....	16
Overall Performance	18
Academic Performance	20
Academic Engagement	27
Conditions & Climate.....	29
Goals, Strategies, & Proposed Expenditures.....	31
Goal 1.....	31
Goal 2.....	35
Goal 3.....	38
Goal 4.....	40
Budget Summary	43
Budget Summary	43
Other Federal, State, and Local Funds	43
Budgeted Funds and Expenditures in this Plan	44
Funds Budgeted to the School by Funding Source.....	44
Expenditures by Funding Source	44
Expenditures by Budget Reference	44
Expenditures by Budget Reference and Funding Source	45
Expenditures by Goal.....	45
School Site Council Membership	46
Recommendations and Assurances	47
Instructions.....	48
Appendix A: Plan Requirements	55
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	58
Appendix C: Select State and Federal Programs	61

Plan Description

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

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

Educational Partner Involvement

How, when, and with whom did your La Presa 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, 4-24-2026
- * SSC # 4 Meeting, 4-22-26; SSC #5 Meeting, 5-27-26
- * Staff Meetings where the 2026-27 SPSA goals and metrics were discussed: 4-30-26, 5-21-26

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.

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.

No indicator in orange or red.

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.

STUDENTS WITH DISABILITIES IN ENGLISH LANGUAGE ARTS: Students in this subgroup scored in the Red or 98.4 points below standard. Sixty four students were assessed in this area and we did have a decline of 3.9 points in this area when compared to the previous year's CAASPP. 16% of our students with disabilities met or exceeded the standards when compared to 2023-2024 CAASPP data. We will continue to support these students by providing additional WIN time in the afternoon in addition to their IEP mandated minutes. These students will participate in basic reading skills support along with support in the area of comprehension. We also have several students who have Autism in our school

who receive support in a special day classroom. These students will also receive additional WIN time support with their general education peers outside of their special day classroom. Bi-weekly progress monitoring will take place with all students through the WIN intervention program.

STUDENTS WITH DISABILITIES IN MATH: Students in this subgroup scored in the Red or 118.1 points below standard. Sixty four students were assessed in this area and we did maintain at -1.5 points when compared to the previous year (2023-2024) in CAASPP. Five percent of our students with disabilities met or exceeded the standards when compared to seven percent in the 2024-2025 school year. We will support this group of students by providing additional after school tutoring 2 days a week and will also provide an additional 30 minutes of Math WIN time four days a week during the school day. Monthly progress monitoring will take place during VAPA time.

Other Needs

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

USING LOCAL MEASURE DATA (I-READY): Forty percent of our Students with Disabilities scored two or more grade levels below average in Language Arts. We will continue to closely monitor this student group and provide additional support during WIN time and through our after-school reading intervention program.

Additionally, 34% of our Multilingual English Learner students scored two or more grade levels below average on the i-Ready Language Arts assessment. To address their needs, we will provide targeted Tier 2 support through small-group instruction within the classroom setting.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.25%	%	%	1		
African American	6.30%	7.23%	4.80%	25	25	17
Asian	0.76%	2.89%	3.39%	3	10	12
Filipino	4.03%	3.76%	3.95%	16	13	14
Hispanic/Latino	73.05%	71.10%	74.58%	290	246	264
Pacific Islander	0.76%	0.29%	0.28%	3	1	1
White	8.82%	9.54%	8.19%	35	33	29
Multiple/No Response	6.05%	5.20%	4.24%	24	18	15
Total Enrollment				397	346	354

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		32	36
Kindergarten	50	49	49
Grade 1	48	54	54
Grade 2	57	44	52
Grade3	61	56	45
Grade 4	51	59	58
Grade 5	59	52	60
Grade 6	46		
Total Enrollment	397	346	354

Conclusions based on this data:

1. We experienced a slight decrease in Hispanic student enrollment, from 290 students in the 2023–2024 school year to 246 students in 2024–2025. A statewide decline in overall student enrollment may be a contributing factor to this decrease.

2. We saw an increase in our Asian student population, growing from 3 students in the 2023–2024 school year to 10 students in 2024–2025. This growth reflects the addition of several new families to our school community this year.
3. Our 2nd grade enrollment decreased from 57 students in the 2023–2024 school year to 44 students in 2024–2025. A decline in overall student enrollment may have contributed to this decrease.

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	116	94	80	29.8%	29.2%	22.6%
Fluent English Proficient (FEP)	40	15	30	12.1%	10.1%	8.5%
Reclassified Fluent English Proficient (RFEP)	10	14		10.7%	5%	

Conclusions based on this data:

1. We saw a slight decrease in our English Learner population, from 29% in the 2023–2024 school year to 27.2% in 2024–2025.
2. We saw a decrease in our Fluent English Proficient population, from 10.1% in the 2023–2024 school year to 4.3% in 2024–2025.
3. We reclassified 14 students in the 2024–2025 school year, an increase from 8 students in the 2023–2024 school year.

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	49	58	59	49	57	57	49	57	57	100.0	98.3	96.6
Grade 4	57	57	56	54	55	53	54	55	53	94.7	96.5	94.6
Grade 5	52	57	52	52	57	48	52	57	48	100.0	100	92.3
Grade 6	47	46		47	46		47	46		100.0	100	
All	205	218	167	202	215	158	202	215	158	98.5	98.6	94.6

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	2396.	2419.	2403.	6.12	31.58	22.81	28.57	15.79	21.05	28.57	19.30	19.30	36.73	33.33	36.84
Grade 4	2443.	2418.	2452.	14.81	10.91	16.98	20.37	18.18	28.30	16.67	23.64	15.09	48.15	47.27	39.62
Grade 5	2460.	2472.	2462.	15.38	12.28	8.33	17.31	36.84	22.92	23.08	15.79	29.17	44.23	35.09	39.58
Grade 6	2483.	2489.		10.64	4.35		10.64	32.61		36.17	30.43		42.55	32.61	
All Grades	N/A	N/A	N/A	11.88	15.35	16.46	19.31	25.58	24.05	25.74	21.86	20.89	43.07	37.21	38.61

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	8.16	15.79	14.04	71.43	61.40	59.65	20.41	22.81	26.32
Grade 4	14.81	5.45	11.32	68.52	63.64	69.81	16.67	30.91	18.87
Grade 5	15.38	17.54	8.33	51.92	56.14	64.58	32.69	26.32	27.08
Grade 6	14.89	13.04		51.06	52.17		34.04	34.78	
All Grades	13.37	13.02	11.39	60.89	58.60	64.56	25.74	28.37	24.05

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	0.00	24.56	7.02	65.31	45.61	54.39	34.69	29.82	38.60
Grade 4	5.56	5.45	11.32	57.41	47.27	58.49	37.04	47.27	30.19
Grade 5	15.38	10.53	2.08	50.00	49.12	62.50	34.62	40.35	35.42
Grade 6	12.77	4.35		34.04	54.35		53.19	41.30	
All Grades	8.42	11.63	6.96	51.98	48.84	58.23	39.60	39.53	34.81

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	8.16	12.28	5.26	77.55	68.42	78.95	14.29	19.30	15.79
Grade 4	14.81	7.27	11.32	62.96	70.91	66.04	22.22	21.82	22.64
Grade 5	7.69	7.02	8.33	59.62	71.93	81.25	32.69	21.05	10.42
Grade 6	10.64	4.35		80.85	80.43		8.51	15.22	
All Grades	10.40	7.91	8.23	69.80	72.56	75.32	19.80	19.53	16.46

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	8.16	12.28	7.02	69.39	63.16	71.93	22.45	24.56	21.05
Grade 4	14.81	1.82	11.32	61.11	69.09	69.81	24.07	29.09	18.87
Grade 5	13.46	10.53	10.42	55.77	68.42	60.42	30.77	21.05	29.17
Grade 6	8.51	17.39		76.60	63.04		14.89	19.57	
All Grades	11.39	10.23	9.49	65.35	66.05	67.72	23.27	23.72	22.78

Conclusions based on this data:

1. The overall achievement in ELA of 5th grade students who met or exceeded standard decreased by 18% from 2023-2024 to 2024-2025.
2. The overall achievement in ELA of 4th grade students increased from 28% in 2023-2024 to 44% in the 2024-2025 school year.
3. The overall achievement in ELA of 3rd grade students who met or exceeded standards decreased by 3% from 2023-2024 (46%) to 2025-2026 (43%).

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	49	58	59	49	58	58	49	58	58	100.0	100	98.3
Grade 4	57	57	56	56	56	54	56	56	54	98.2	98.2	96.4
Grade 5	52	57	52	52	56	50	52	56	50	100.0	98.2	96.2
Grade 6	47	46		47	46		47	46		100.0	100	
All	205	218	167	204	216	162	204	216	162	99.5	99.1	97

* 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	2397.	2406.	2396.	4.08	15.52	8.62	26.53	17.24	22.41	36.73	25.86	31.03	32.65	41.38	37.93
Grade 4	2433.	2423.	2459.	3.57	3.57	14.81	21.43	12.50	24.07	37.50	46.43	29.63	37.50	37.50	31.48
Grade 5	2442.	2448.	2440.	3.85	3.57	4.00	13.46	17.86	10.00	30.77	19.64	26.00	51.92	58.93	60.00
Grade 6	2482.	2489.		14.89	2.17		14.89	34.78		19.15	28.26		51.06	34.78	
Grade 11															
All Grades	N/A	N/A	N/A	6.37	6.48	9.26	19.12	19.91	19.14	31.37	30.09	29.01	43.14	43.52	42.59

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

Grade 3	12.24	22.41	15.52	59.18	41.38	50.00	28.57	36.21	34.48
Grade 4	5.36	3.57	18.52	50.00	51.79	50.00	44.64	44.64	31.48
Grade 5	3.85	7.14	4.00	44.23	30.36	42.00	51.92	62.50	54.00
Grade 6	17.02	15.22		36.17	34.78		46.81	50.00	
Grade 11									
All Grades	9.31	12.04	12.96	47.55	39.81	47.53	43.14	48.15	39.51

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	4.08	13.79	8.62	59.18	46.55	50.00	36.73	39.66	41.38
Grade 4	5.36	5.36	11.11	51.79	41.07	51.85	42.86	53.57	37.04
Grade 5	5.77	1.79	4.00	55.77	48.21	42.00	38.46	50.00	54.00
Grade 6	12.77	6.52		38.30	58.70		48.94	34.78	
All Grades	6.86	6.94	8.02	51.47	48.15	48.15	41.67	44.91	43.83

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.16	17.24	6.90	63.27	50.00	70.69	28.57	32.76	22.41
Grade 4	7.14	7.14	16.67	58.93	67.86	50.00	33.93	25.00	33.33
Grade 5	3.85	8.93	4.00	57.69	58.93	54.00	38.46	32.14	42.00
Grade 6	10.64	6.52		55.32	76.09		34.04	17.39	
All Grades	7.35	10.19	9.26	58.82	62.50	58.64	33.82	27.31	32.10

Conclusions based on this data:

1. The overall achievement in Math of 3rd grade students who met or exceeded standard decreased by 2% from 2023-2024 (32%) to 2024-2025 (30%).
2. The overall achievement in Math of 4th grade students who met or exceeded standard increased by 23% from 2023-2024 (15%) to 2024-2025 (38%).
3. The overall achievement in Math of 5th grade students who met or exceeded standard decreased by 6% from 2023-2024 (20%) to 2024-2025 (14%).

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	*	1400.0	1412.7	*	1415.2	1419.6	*	1364.6	1396.3	9	18	16
1	1458.3	*	1408.5	1475.0	*	1412.0	1441.0	*	1404.4	22	10	11
2	1472.4	1460.8	1448.8	1473.9	1475.7	1459.2	1470.7	1445.4	1437.8	16	24	13
3	1490.1	1491.3	1488.6	1494.0	1484.4	1490.6	1485.7	1497.4	1486.2	15	16	24
4	1510.3	1486.9	1484.5	1508.4	1475.9	1477.3	1511.5	1497.5	1491.1	22	17	15
5	1556.4	1527.3	1505.3	1556.9	1526.5	1500.1	1555.4	1527.5	1510.1	14	20	16
6	1527.8	1560.4		1525.9	1556.3		1529.4	1563.8		17	11	
All										115	116	95

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	*	5.56	12.50	*	16.67	25.00	*	44.44	43.75	*	33.33	18.75	*	18	16
1	4.55	*	9.09	45.45	*	0.00	50.00	*	54.55	0.00	*	36.36	22	*	11
2	0.00	4.17	7.69	56.25	50.00	23.08	31.25	25.00	46.15	12.50	20.83	23.08	16	24	13
3	20.00	18.75	16.67	26.67	43.75	29.17	33.33	18.75	33.33	20.00	18.75	20.83	15	16	24
4	13.64	0.00	0.00	40.91	41.18	46.67	40.91	47.06	40.00	4.55	11.76	13.33	22	17	15
5	35.71	30.00	12.50	42.86	35.00	43.75	14.29	20.00	31.25	7.14	15.00	12.50	14	20	16
6	5.88	63.64		58.82	18.18		23.53	9.09		11.76	9.09		17	11	
All	12.17	16.38	10.53	46.09	36.21	29.47	32.17	29.31	40.00	9.57	18.10	20.00	115	116	95

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	*	11.11	18.75	*	16.67	25.00	*	44.44	37.50	*	27.78	18.75	*	18	16
1	31.82	*	9.09	36.36	*	18.18	27.27	*	54.55	4.55	*	18.18	22	*	11
2	12.50	29.17	15.38	62.50	54.17	23.08	12.50	8.33	46.15	12.50	8.33	15.38	16	24	13
3	40.00	37.50	33.33	26.67	31.25	37.50	20.00	18.75	12.50	13.33	12.50	16.67	15	16	24
4	27.27	5.88	13.33	50.00	64.71	66.67	13.64	17.65	6.67	9.09	11.76	13.33	22	17	15
5	57.14	35.00	31.25	28.57	45.00	56.25	7.14	5.00	0.00	7.14	15.00	12.50	14	20	16
6	47.06	54.55		35.29	36.36		11.76	9.09		5.88	0.00		17	11	
All	33.91	27.59	22.11	40.87	43.10	38.95	15.65	16.38	23.16	9.57	12.93	15.79	115	116	95

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	6.25		22.22	25.00		55.56	62.50		22.22	6.25		18	16
1		*	9.09		*	9.09		*	18.18		*	63.64		*	11
2		4.17	0.00		33.33	30.77		29.17	30.77		33.33	38.46		24	13
3		6.25	8.33		18.75	20.83		56.25	37.50		18.75	33.33		16	24
4		0.00	0.00		29.41	20.00		41.18	40.00		29.41	40.00		17	15
5		0.00	0.00		40.00	18.75		40.00	43.75		20.00	37.50		20	16
6	0.00	18.18		23.53	54.55		58.82	9.09		17.65	18.18		17	11	
All	6.09	4.31	4.21	31.30	31.90	21.05	40.87	39.66	40.00	21.74	24.14	34.74	115	116	95

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	*	11.11	25.00	*	38.89	50.00	*	50.00	25.00	*	18	16
1	36.36	*	27.27	59.09	*	54.55	4.55	*	18.18	22	*	11
2	25.00	29.17	23.08	62.50	62.50	69.23	12.50	8.33	7.69	16	24	13
3	13.33	18.75	29.17	80.00	75.00	58.33	6.67	6.25	12.50	15	16	24
4	31.82	23.53	20.00	54.55	64.71	60.00	13.64	11.76	20.00	22	17	15
5	50.00	25.00	6.25	50.00	70.00	81.25	0.00	5.00	12.50	14	20	16
6	23.53	54.55		64.71	36.36		11.76	9.09		17	11	
All	28.70	27.59	22.11	61.74	57.76	62.11	9.57	14.66	15.79	115	116	95

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	*	27.78	12.50	*	55.56	62.50	*	16.67	25.00	*	18	16
1	27.27	*	0.00	72.73	*	54.55	0.00	*	45.45	22	*	11
2	31.25	29.17	23.08	56.25	62.50	61.54	12.50	8.33	15.38	16	24	13
3	40.00	43.75	45.83	46.67	43.75	37.50	13.33	12.50	16.67	15	16	24
4	36.36	23.53	40.00	50.00	58.82	46.67	13.64	17.65	13.33	22	17	15
5	85.71	55.00	68.75	7.14	25.00	12.50	7.14	20.00	18.75	14	20	16
6	52.94	72.73		41.18	27.27		5.88	0.00		17	11	
All	41.74	37.07	34.74	49.57	50.86	44.21	8.70	12.07	21.05	115	116	95

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	0.00	12.50	*	72.22	56.25	*	27.78	31.25	*	18	16
1	4.55	*	9.09	54.55	*	9.09	40.91	*	81.82	22	*	11
2	12.50	4.17	15.38	56.25	58.33	46.15	31.25	37.50	38.46	16	24	13
3	6.67	6.25	12.50	40.00	50.00	37.50	53.33	43.75	50.00	15	16	24
4	9.09	5.88	0.00	50.00	52.94	40.00	40.91	41.18	60.00	22	17	15
5	21.43	10.00	6.25	64.29	65.00	56.25	14.29	25.00	37.50	14	20	16
6	0.00	36.36		35.29	45.45		64.71	18.18		17	11	
All	9.57	8.62	9.47	52.17	58.62	42.11	38.26	32.76	48.42	115	116	95

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	*	11.11	31.25	*	66.67	56.25	*	22.22	12.50	*	18	16
1	4.76	*	0.00	90.48	*	54.55	4.76	*	45.45	21	*	11
2	6.25	8.33	0.00	68.75	70.83	53.85	25.00	20.83	46.15	16	24	13
3	20.00	12.50	8.33	66.67	81.25	75.00	13.33	6.25	16.67	15	16	24
4	31.82	17.65	6.67	50.00	64.71	66.67	18.18	17.65	26.67	22	17	15
5	42.86	15.00	0.00	50.00	75.00	81.25	7.14	10.00	18.75	14	20	16
6	29.41	54.55		64.71	45.45		5.88	0.00		17	11	
All	25.44	16.38	8.42	63.16	69.83	66.32	11.40	13.79	25.26	114	116	95

Conclusions based on this data:

1. A decrease in ELPAC results Level 4 in grade 5 of 18% from 2023-2024 to 2025-2026.
2. A decrease in ELPAC results Level 4 in grade 3 of 2% from 2023-2024 to 2025-2026.
3. No increase or decrease in level 4 for 4th grade students who took the assessment in 2023-2024 to 2024-2025.

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
346	80.3%	27.2%	1.4%
Total Number of Students enrolled in La Presa 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	94	27.2%
Foster Youth	5	1.4%
Homeless	29	8.4%
Socioeconomically Disadvantaged	278	80.3%
Students with Disabilities	88	25.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	25	7.2%
American Indian	0	0.0%
Asian	10	2.9%
Filipino	13	3.8%
Hispanic	246	71.1%
Two or More Races	18	5.2%
Pacific Islander	1	0.3%
White	33	9.5%

Conclusions based on this data:

1. Our current percentage of students with disabilities at La Presa Elementary increased by 1% in the 2024-2025 school year (25.4%) compared to 24.2% in the 2023-2024 school year.
2. Our African American enrollment has increased from 6.3 % in the 2023-2024 school year to 7.2% in the 2024-2025 school year.
3. Our current English Learner population decreased from 29.2% in the 2023-2024 school year to 27.2% in the 2024-2025 school year.

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  Blue
Mathematics  Yellow		
English Learner Progress  Red		

Conclusions based on this data:

1. In English Language Arts, we maintained in the Yellow color.
2. In Math, we maintained in the Yellow color.

3. Our English Learner subgroup is in the red which is a significant decrease when compared to the 2023-2024 school year.

School and Student Performance Data

Academic Performance English Language Arts

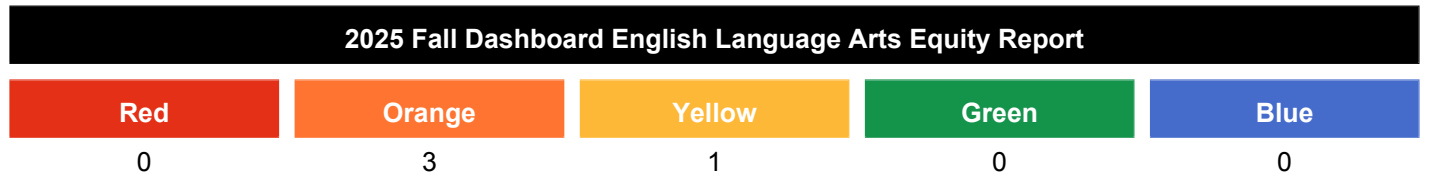
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Yellow 26.7 points below standard Increased 4.4 points 153 Students	 Orange 48.5 points below standard Declined 4.5 points 59 Students	

Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 82.9 points below standard Declined 52.1 points 13 Students	Socioeconomically Disadvantaged  Orange 30.8 points below standard Maintained 2.3 points 138 Students
Students with Disabilities  Orange 92.4 points below standard Increased 6 points 46 Students	African American  No Performance Color 50.5 points below standard Declined 24.4 points 17 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Yellow 32.2 points below standard Increased 6.2 points 107 Students
Two or More Races  No Performance Color 34.3 points below standard Declined 23.8 points 11 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 26.8 points below standard Declined 12.6 points 13 Students

Conclusions based on this data:

1. Overall, we increased by 4.4 points putting us in the Yellow with our biggest increase being with our Hispanic students increasing 6.2 points.
2. Our English Learner subgroup declined at 4.5 points.
3. Our Socially Disadvantaged student subgroup maintained at 2.3 points.

School and Student Performance Data

Academic Performance Mathematics

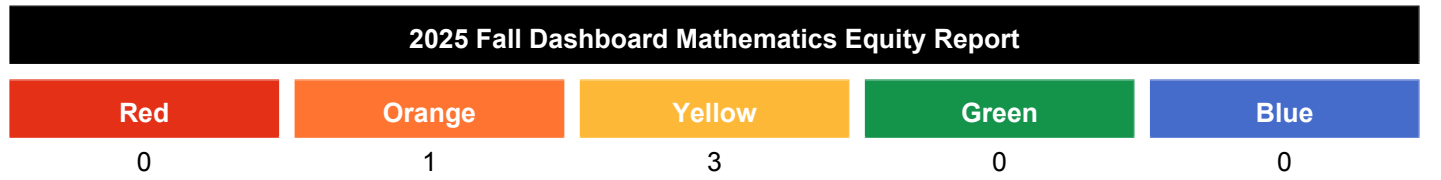
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

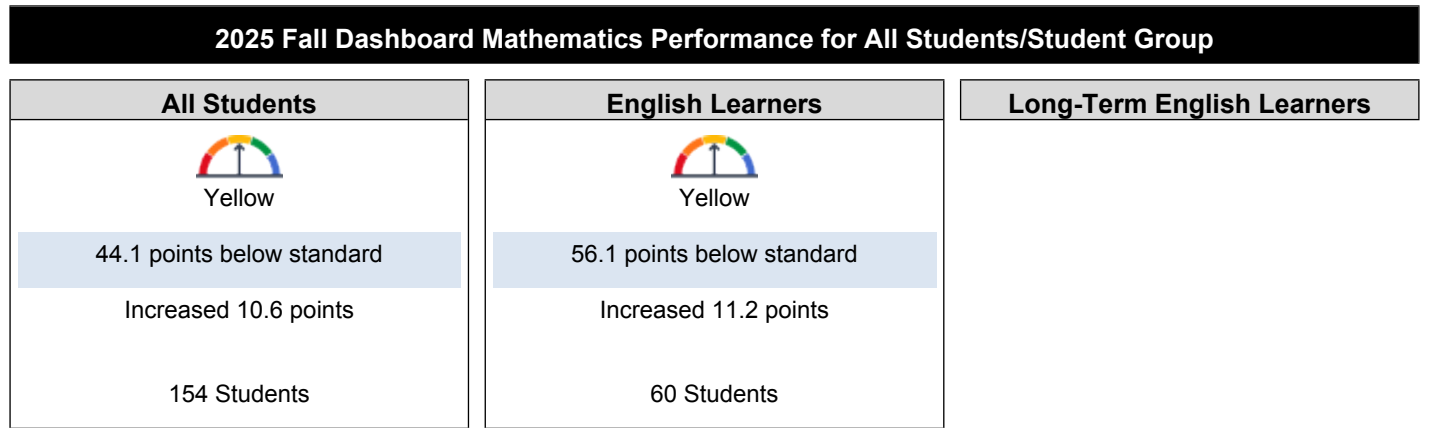
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



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 Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 96.6 points below standard Declined 33.2 points 14 Students	Socioeconomically Disadvantaged  Yellow 49.7 points below standard Increased 9.6 points 139 Students
Students with Disabilities  Orange 96.5 points below standard Increased 21.7 points 46 Students	African American  No Performance Color 90.5 points below standard Declined 40.6 points 17 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Yellow 49.3 points below standard Increased 14.4 points 108 Students
Two or More Races  No Performance Color 30.2 points below standard Maintained -1.5 points 11 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 37.5 points below standard Maintained 1.2 points 13 Students

Conclusions based on this data:

1. Our overall student population increased 10.6 points as we maintained in Yellow in 2025.
2. Our socioeconomically disadvantaged students increased 9.6 points maintaining in Yellow in 2025.
3. Our students with disabilities and English learners both increased in 2025.

School and Student Performance Data

Academic Performance Science

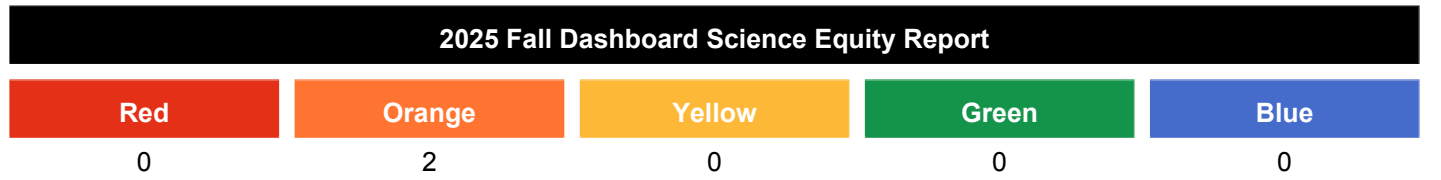
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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
 Orange	 No Performance Color	 No Performance Color
42.4 science points	35.5 science points	0 Students
Maintained -0.6 points	Declined 5.2 points	
47 Students	15 Students	

Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Orange 41.9 science points Maintained 0.4 points 42 Students
Students with Disabilities  No Performance Color 27.9 science points Declined 8.3 points 11 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Orange 40.8 science points Declined 2.7 points 31 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Conclusions based on this data:

1. All students maintained in Yellow in 2025.
2. Our English Learner population declined 5.2 points in 2025.
3. Our students with disabilities declined 8.3 points in 2025.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red 34.3 making progress. Number Students: 70 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
21.4%	44.3%	0%	34.3%

Conclusions based on this data:

1. Overall ELPI level decreased 21.4% in 2024-2025 when compared to 2023-2024.
2. 44.3% of students maintained at ELPI level in 2024-2025.
3. 34.3% progressed at least one ELPI level in 2024-2025.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

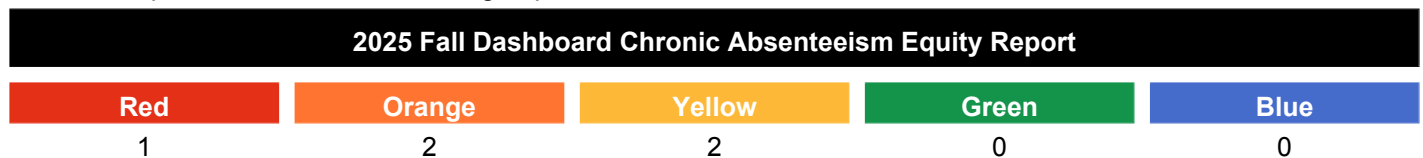
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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  Yellow 31.5% Chronically Absent Declined 3.2 372 Students	English Learners  Orange 27.4% Chronically Absent Declined 8.1 106 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless  No Performance Color 35.3% Chronically Absent Declined 16.6 34 Students	Socioeconomically Disadvantaged  Yellow 33.2% Chronically Absent Declined 4 325 Students

Students with Disabilities  Orange 29.1% Chronically Absent Declined 6.2 103 Students	African American  No Performance Color 27.6% Chronically Absent Declined 2 29 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 30.8% Chronically Absent Increased 8.5 13 Students	Hispanic  Yellow 32.7% Chronically Absent Declined 3.9 260 Students
Two or More Races  No Performance Color 33.3% Chronically Absent Maintained 0 21 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Red 26.3% Chronically Absent Increased 2 38 Students

Conclusions based on this data:

1. Our overall student population declined 3.2% and maintained in yellow.
2. Our English learners, students with disabilities and socioeconomic disadvantaged students all declined in 2024-2025 maintaining in Orange.
3. Our African American population chronic absentees rate declined by 2%.

School and Student Performance Data

Conditions & Climate Suspension Rate

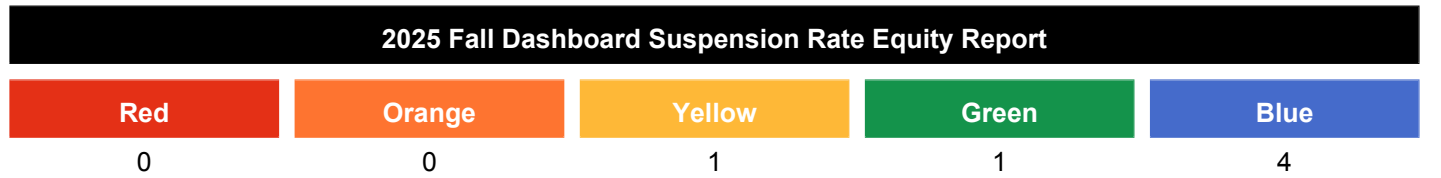
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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  Blue 0.8% suspended at least one day Declined 1.5% 391 Students	English Learners  Blue 0% suspended at least one day Declined 1.5% 111 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless  Green 2.6% suspended at least one day Declined 0.8% 39 Students	Socioeconomically Disadvantaged  Blue 0.9% suspended at least one day Declined 1.8% 340 Students

Students with Disabilities  Blue 0% suspended at least one day Declined 1.6% 106 Students	African American  No Performance Color 0% suspended at least one day Maintained 0% 32 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 0% suspended at least one day Maintained 0% 13 Students	Hispanic  Blue 0.7% suspended at least one day Declined 2.1% 272 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 23 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Yellow 2.5% suspended at least one day Maintained 0% 40 Students

Conclusions based on this data:

1. Our suspension rate declined 1.5% in 2024-2025.
2. Our socioeconomic disadvantaged student suspension rate declined 1.8% in 2024-2025.
3. Our student with disabilities suspension rate declined 1.6% in 2024-2025.

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 Multilingual English Learners, Socioeconomically Disadvantaged students and Students with Disabilities, 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.

ELA- All students assessed in this area scored in the Yellow range during the 2024-2025 school year which was a positive gain when compared to the 2023-2024 school year when they scored in the Orange range. We will continue to focus on the powerful practice of close reading along with short constructive response which will help our students better understand what it is they are reading. We will also give our students the opportunity to verbally express themselves by practicing collaborative conversations with their peers in the classroom.

STUDENTS WITH DISABILITIES - Students in this subgroup scored in the Orange range during the 2024-2025 school year. Forty six students were assessed in this area and we did have a positive increase of 6 points in this area when compared to the 2023-2024 school year. We will continue to support these students by providing WIN time for them during the day. Students in this subgroup will receive basic reading skills support and support in the area of reading comprehension. We have several students in our special day classrooms who have Autism. These students will receive additional WIN time support with their general ed peers outside of their special day classroom. Bi-weekly progress monitoring will take place with all students through the WIN intervention program.

ENGLISH LEARNER PROGRESS - Students in this subgroup scored in the Orange range during the 2024-2025 school year which was a positive increase from the 2023-2024 school year where they scored in the Red range. We have many newcomers this school year and these students are given the opportunity to work during their ELD time in a structured group setting to help support their language development. These students will participate in WIN time as we focus on basic reading skills and overall language development for an additional 30 minutes during the school day.

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 - 41% of students meeting standard (of testing age)	CAASPP 2024-2025 All students, Grades 3-5 - 41% English Learners, Grades 3-5 - 23% Socioeconomically Disadvantaged Students, Grades 3-5 - 37% Students with Disabilities, Grades 3-5 - 11%	CAASPP 2025-2026: All students, grades 3-5 - 44% English Learners, of testing age - 26% Socioeconomically Disadvantaged Students, of testing age - 40% Students with Disabilities, of testing age - 14%
i-Ready ELA Assessment - 16% of students at or above grade level (All grades)	2025-2026 i-Ready Diagnostic 2 - 16% English Learners - 7% Socioeconomically Disadvantaged Students - 20% Students with Disabilities - 9%	2026-2027 i-Ready Diagnostic 2: All students- 19% English Learners - 10% Socioeconomically Disadvantaged Students - 23% Students with Disabilities - 12%

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	The school will implement a Multi-Tiered System of Supports (MTSS) to improve student achievement in reading comprehension and foundational literacy through data-driven instruction, targeted interventions, and strong Tier 1 practices. Tier 1 (All Students): Teachers will provide high-quality core instruction, including systematic, explicit phonics instruction in grades K–2 using SIPPS and small group guided instruction to reinforce grade-level standards. PLCs will be used to analyze ELA data (DIBELS, i-Ready, Standards Mastery, common formative assessments) and student work to plan targeted, evidence-based instruction. Tier 2 (Targeted Support): Students identified through data will receive additional targeted support, including structured small group instruction and supplemental tools such as SIPPS and Achieve3000 to address specific skill gaps in foundational reading and comprehension. Tier 3 (Intensive Support): The intervention teacher will provide intensive, targeted reading support using Achieve3000 for students in grades 2–5. Student progress will be monitored regularly (beginning, middle, end of year) to assess growth and adjust instruction.	All Students, English Learners, and Students With Disabilities.	86,358 Title I 1000-1999: Certificated Personnel Salaries The Academic Behavior Intervention (ABI) Teacher will support the implementation of the schoolwide reading intervention program for students in grades K–5. This role will provide targeted, small-group reading instruction aligned with evidence-based literacy practices to support students performing below grade level. The primary goal of this position is to accelerate student growth in foundational reading skills, reading comprehension, and overall literacy proficiency. Through the use of structured intervention blocks, ongoing progress monitoring, and data-driven instruction, the ABI Teacher will ensure that students receive timely,

	Additionally, teachers will engage in collaboration to analyze data and plan for instructional next steps.		targeted support. This approach will increase the number of students meeting or exceeding grade-level reading benchmarks and promote long-term academic success. 12000 Title I 5000-5999: Services And Other Operating Expenditures ACHIEVE 3000: To help supplement in the area of reading comprehension and informational text. Students in grades 2-5 will have access to this program. 1299 Title I 5000-5999: Services And Other Operating Expenditures Pebble Go(Online encyclopedia app for students in all grade levels to use for research). 500 Title I 5000-5999: Services And Other Operating Expenditures Raz Kids reading app used as an intervention for SDC and SAI students. 1485 Community Schools Grant 5000-5999: Services And Other Operating Expenditures Accelerated Reader (AR) used as additional reading tool for all students. 7009 Title I 1000-1999: Certificated Personnel Salaries Professional Development money set aside for teacher/staff planning, collaboration, and training.
1.2	Engage teachers in PLC cycles to plan and implement integrated ELD strategies using comprehensible input, while consistently reviewing a targeted list of English learner students to monitor progress using ELD data, formative assessments, and student work to improve language development and access to grade-level content.	Multilingual English Learners	
1.3	Utilize the Instructional Leadership Team to support the implementation of the Gradual Release of Responsibility (GRR) model through dissemination of professional learning, peer	All Students, Multilingual English Learners, and students with disabilities.	

	walkthroughs, and tiered instructional practices to increase access and achievement for underrepresented student groups.		
--	--	--	--

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 students with disabilities and Multilingual English Learning students will achieve or surpass the expected outcomes outlined in the Annual Measurable Outcomes section below, as measured by CAASPP Math (grades 3–5) and the i-Ready ELA Diagnostic in Math.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

MATH - All students scored in the Yellow range during the 2024-2025 school year which was a positive increase from the 2023-2024 school year where our students scored in the Orange range. We will continue to provide after school math support to our students. We will also provide additional WIN (What I Need) time for our students where they will focus on solving word problems. Basic math facts support will also be provided to our students by our intervention teacher during the week.

STUDENTS WITH DISABILITIES - Students in this subgroup scored in the Orange range during the 2024-2025 school year. Forty six students were assessed in this area and did have a positive increase of 21.7 points when compared to the 2023-2024 school year. We will continue to support these students by providing additional WIN time throughout the week.

ENGLISH LEARNER PROGRESS - Students in this subgroup scored in the Yellow range during the 2024-2025 school year compared to the 2023-2024 school year when they scored in the Orange range. Students in this subgroup will continue to participate in WIN for 30 minutes a day and focus on basic math skills and using the CUBES model to solve word problems.

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 - 27% of students meeting standard (of testing age)	2024-2025 SBAC Math, Grades 3-5: All students - 28% English Learners, Grades 3-5 - 18% Socioeconomically Disadvantaged Students, Grades 3-5- 25% Students with Disabilities, Grades 3-5- 16%	2025-2026 SBAC Math, Grades 3-5: All students - 31% English Learners, of testing age - 21% Socioeconomically Disadvantaged Students of testing age- 28% Students with Disabilities of testing age - 19%
i-Ready Math Assessment - 7% of students at or above grade level (ALL grades)	2025-2026 i-Ready Diagnostic 2: All Students - 7% English Learners - 1% Socioeconomically Disadvantaged Students - 6% Students with Disabilities - 3%	2026-2027 i-Ready Diagnostic 2: All Students - 10% English Learners - 4% Socioeconomically Disadvantaged Students - 9% Students with Disabilities - 6%

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	IXL Math will be utilized as a supplemental instructional and intervention tool to support students in developing foundational math skills and improving overall mathematical proficiency. The use of IXL Math is intended to increase student engagement, strengthen conceptual understanding, and improve student performance on local and state assessments, including i-Ready and CAASPP. Data collected through IXL will also support PLC discussions and instructional planning to ensure students receive timely interventions and targeted academic support.	All Students, Students With Disabilities, and Multi-English Learners.	3145.00 Title I 0000: Unrestricted IXL MATH: Computer Assisted Curriculum Program
2.2	Use VAPA time to strengthen Tier 1 and Tier 2 instruction and monitor progress for ALL students.	All Students, Students With Disabilities, and Multi-English Learners.	
2.3	Our ELEI teacher will provide targeted after school instruction for ALL students performing below grade level including students with disabilities and Multilingual Learner students two times per week using standards mastery as a pre and post assessment to gather progress.	All Students, Students With Disabilities, and Multi-English Learners.	
2.4	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	All Students, Students With Disabilities, and Multi-English Learners.	

	increase access and achievement for underrepresented student groups.		
2.5	Use collaboration time for teachers to explore and implement the new math curriculum, reflect on lesson effectiveness, and adjust instruction based on student engagement and formative assessment data. As a site we will particularly focus on "How will we know they have learned it?"	All Students, Students With Disabilities, and Multi-English Learners.	

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 1%, and for each specified student group including Socially Disadvantaged, Homeless, Students with Disabilities, and Multilingual English Learners in the Annual Measurable Outcome section, as measured by end of year chronic absenteeism rates, by addressing the barriers through the strategies listed below.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Identified Need

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

We scored in the yellow range on the California dashboard and had a 3.2% decline in chronic absenteeism. We currently have an overall chronic absenteeism rate of 31.5%.

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 31.5%.	In 2025-2026, we will reduce the rate of chronic absenteeism by 1 %.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Our school social worker at LPE will collaborate with families, teachers, administrators, and community agencies to strengthen school-home connections and provide resources and support to students and families experiencing challenges related to attendance, behavior, mental health, housing instability, and other social-emotional needs. Services may include individual and small-group counseling, attendance support, crisis intervention, parent outreach, referrals to	All Students	32583 Title I 1000-1999: Certificated Personnel Salaries Social Worker Support (district funded)

	community resources, and participation in Student Study Team (SST) and MTSS processes.		
3.2	With the support of the school social worker and community services facilitator, the school will implement a schoolwide attendance improvement system grounded in relationship-building and tiered intervention to reduce chronic absenteeism and improve attendance outcomes. Staff will conduct proactive, multilingual outreach to families of students with attendance concerns to identify and address barriers (e.g., transportation, health, housing) and connect families to appropriate school and community resources to support consistent attendance.	All Students	
3.3	At LPE, we will identify a small group of “Spotlight Students” in each classroom to monitor throughout the school year. Staff will regularly gather feedback, observe student engagement, strengthen relationships, and provide targeted support to promote student success.	Multi English Learners and Students With Disabilities.	

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.

Our suspension rate for the 2024-2025 school year was .25%. We will continue to use restorative practices with our students to help solve conflict and reduce the number of suspensions for the 2025-2026 school year to under .10%. Our school social worker will also work with the school administrator to support students with severe behavior challenges and find alternative means of correction using restorative conversations and peace circles. Nine percent of our parents indicated a concern in the area of sense of safety as opposed to 91% of parents who feel a sense of safety on our campus. By creating our LION PRIDE and working on specific character traits every week, our hope is that our students will build a sense of empowerment and report any unsafe incidents at school. With the help of our school social worker, Dyno School (early mental health initiative) and our Safe School Ambassadors, our students will have an opportunity to learn more about conflict resolution and maintain healthy relationships with peers.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Spring Panorama Survey (3-5 grades only)	The percentage of 3rd-5h grade students who responded favorably in the 2026 Spring Panorama domains listed below are as follows: Emotional Regulation 49% Grit 56% Growth Mindset 55% School Climate 64% School Safety 59% Self-Efficacy 50% Self-Management 66% Sense of Belonging 63% Social Awareness 67% Supportive Relationships 88%	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 52% Grit 59% Growth Mindset 58% School Climate 67% School Safety 62% Self-Efficacy 53% Self-Management 69% Sense of Belonging 66% Social Awareness 70% Supportive Relationships 91%
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 - 98% Sense of Community - 99% Sense of Safety - 95%	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 - 99% Sense of Community - 100% Sense of Safety - 96%
California Dashboard Suspension Data	Based on the California Dashboard, our school's 2024-2025 suspension rate is 0.9%.	Based on the California Dashboard, our school's 2025-2026 percentage students suspended will decrease to 0.6%.

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	Use our Community School Facilitator to empower parents to support their 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 at La Presa Elementary.	All Students	5515 Community Schools Grant None Specified After School Program: Sports 6000 Community Schools Grant None Specified Tutoring 2000 Community Schools Grant None Specified After School activity: Yoga
4.2	Implement tiered social-emotional supports through PBIS and restorative practices, including universal SEL lessons in classrooms, with the Behavior Leadership Team monitoring behavior data to inform targeted supports and interventions that promote positive behavior, strengthen	All Students	

	relationships, and support the needs of all students.		
4.3	Provide equitable access to school-based mental health services that prioritize students with the greatest needs and support their academic and social-emotional well-being by addressing barriers to learning.	All Students	
4.4	As part of La Presa Elementary's parent involvement efforts, the school will provide parent trainings and informational presentations designed to increase family engagement and support student achievement. To reduce barriers to participation, classified personnel will be hired to provide childcare services during parent meetings, workshops, and school events. Funds will also be used to purchase materials and supplies necessary to support these presentations, including office paper, poster paper, pens, and light refreshments/snacks for attendees. In an effort to increase participation among underrepresented groups, school staff will conduct outreach to families of Long-Term English Learners (LTELs) and at-risk students through phone calls and personal invitations encouraging attendance at school events and parent trainings. These efforts are intended to strengthen home-school partnerships, increase family participation, and ensure that all families feel welcomed, informed, and connected to the school community.	All Students	1831.37 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Family Outreach

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	\$159,725.37
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	\$142,894.00
Title I Part A: Parent Involvement	\$1,831.37

Subtotal of additional federal funds included for this school: \$144,725.37

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: \$159,725.37

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	142,894.00	0.00
Title I Part A: Parent Involvement	1831.37	0.00
Community Schools Grant	15,000	0.00

Expenditures by Funding Source

Funding Source	Amount
Community Schools Grant	15,000.00
Title I	142,894.00
Title I Part A: Parent Involvement	1,831.37

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	3,145.00
1000-1999: Certificated Personnel Salaries	125,950.00

2000-2999: Classified Personnel Salaries	1,831.37
5000-5999: Services And Other Operating Expenditures	15,284.00
None Specified	13,515.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	Community Schools Grant	1,485.00
None Specified	Community Schools Grant	13,515.00
0000: Unrestricted	Title I	3,145.00
1000-1999: Certificated Personnel Salaries	Title I	125,950.00
5000-5999: Services And Other Operating Expenditures	Title I	13,799.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,831.37

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	108,651.00
Goal 2	3,145.00
Goal 3	32,583.00
Goal 4	15,346.37

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
-----------------	------

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
	Special Education Advisory Committee
	Departmental Advisory Committee
	Other: SSC Parent Member - Yazmin Evangelista

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 5/27/2026.

Attested:

	Principal, Eddie Iriqui on 5/27/2026
	SSC Chairperson, Jessica Castro on 5/27/2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

- [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