



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Maryland Avenue Elementary School	37-68197-6038525		June 16, 2026

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

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

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

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

This plan is being used by Maryland Avenue Elementary School for meeting ESSA's planning requirements for in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for 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 Maryland Avenue 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 #3 Meeting, 3-21-26
- * SSC # 4 Meeting, 3-21-26; SSC #5 Meeting, 5-19-26
- * Staff Meetings where the 2026-27 SPSA goals and metrics were discussed: 3-14-26

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.

Maryland Avenue has examined relevant academic achievement and engagement data to understand students' most pressing needs and their root causes through data chats using CA Dashboard and local data along with input from our educational partners. The California Dashboard reflects an increase in overall performance in ELA, Math, Chronic Absenteeism, and Suspension Rate.

ELA: Maryland Avenue is overall "Green" and "increased" status on the CA Dashboard. Hispanic student group performed in the "Orange" status while SED student group performed at the "Yellow" status, SWD performed in the "RED" status. This data reflects a need to continue to increase proficient implementation of our promising practices (Close Reading, Collaborative Conversations, Short Constructed Written Response) to target comprehension of informational text in ELA. This data reflects a continued need to ensure that our students with disabilities are accessing grade level curriculum, participating in research based intervention skill development and accessing appropriate accommodations, designated supports, and universal tools for accessibility within the CAASPP assessment system.

Math: Maryland Avenue is overall "Yellow" and "maintained" status on the CA Dashboard. Hispanic student group performed in the "Orange" status while SED student group performed at the "Yellow" status, SWD performed in the "RED" status. This data reflects a need to continue to increase proficient implementation of our promising practices (Close Reading, Collaborative Conversations, Short Constructed Written Response) to target comprehension of text within the math content area. This data reflects a continued need to ensure that our students with disabilities are accessing grade level curriculum, participating in research based intervention skill development and accessing appropriate accommodations, designated supports, and universal tools for accessibility within the CAASPP assessment system. The data reflects the need for quality teacher training and implementation of new math curriculum in the 26-27 school year.

Chronic Absenteeism: Maryland Avenue's overall CA rate declined by 9.9% in the 2024-25 school year. Each student group declined in chronic absenteeism. This data reflects a need to ensure that a School Attendance Team continues to monitoring attendance rates, support positive attendance rates through communications and resources, and address needs of families with barriers to regular school attendance.

Suspension Rates: Maryland Avenue's overall Suspension Rate was .4% in the 2024-25 school year. The dashboard reflects a decrease of .5% from the previous year. This data reflects a continued need for additional Social and Emotional Learning opportunities and Social Work Service supports.

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' performance level was "red" in ELA and Math CAASPP.

Other Needs

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

N/A

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	8.25%	9.09%	7.02%	40	41	33
Asian	5.77%	5.76%	5.53%	28	26	26
Filipino	2.06%	1.77%	1.91%	10	8	9
Hispanic/Latino	35.88%	36.36%	36.38%	174	164	171
Pacific Islander	0.21%	0.22%	0.21%	1	1	1
White	36.08%	34.37%	34.68%	175	155	163
Multiple/No Response	11.75%	11.75%	13.83%	57	53	65
Total Enrollment				485	451	470

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		41	58
Kindergarten	88	68	57
Grade 1	61	86	64
Grade 2	72	61	89
Grade3	72	74	61
Grade 4	48	72	68
Grade 5	53	49	73
Grade 6	45		
Total Enrollment	485	451	470

Conclusions based on this data:

- Overall enrollment has maintained over the last 3 years considering the move of 6th grade for 24-25 school year.
- The number of students enrolled in grade 1 will continue to require a 3rd teacher as the cohort matriculates.
- Kindergarten has decreased enrollment.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	50	40	32	9.2%	10.3%	6.8%
Fluent English Proficient (FEP)	28	32	36	7.2%	5.8%	7.7%
Reclassified Fluent English Proficient (RFEP)	2	14		9.8%	2%	

Conclusions based on this data:

1. The English Learner student group enrollment has been consistent between 9-10%
2. The Fluent English Proficient student group enrollment has been consistent between 6-7%
3. 24-25 RFEP rates reflect reclassification process improvements district-wide

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	53	62	72	52	62	71	52	62	71	98.1	100	98.6
Grade 4	44	50	65	43	50	65	43	50	65	97.7	100	100
Grade 5	53	51	48	51	49	48	51	49	48	96.2	96.1	100
Grade 6	51	41		51	41		51	41		100.0	100	
All	201	204	185	197	202	184	197	202	184	98.0	99	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2445.	2434.	2460.	32.69	25.81	38.03	26.92	24.19	28.17	30.77	33.87	14.08	9.62	16.13	19.72
Grade 4	2454.	2456.	2479.	23.26	14.00	33.85	23.26	30.00	26.15	13.95	20.00	18.46	39.53	36.00	21.54
Grade 5	2511.	2510.	2482.	31.37	22.45	18.75	27.45	38.78	31.25	9.80	10.20	18.75	31.37	28.57	31.25
Grade 6	2489.	2530.		13.73	21.95		19.61	29.27		35.29	17.07		31.37	31.71	
All Grades	N/A	N/A	N/A	25.38	21.29	31.52	24.37	30.20	28.26	22.84	21.29	16.85	27.41	27.23	23.37

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	30.77	22.58	33.80	57.69	62.90	49.30	11.54	14.52	16.90
Grade 4	16.28	18.00	23.08	76.74	70.00	60.00	6.98	12.00	16.92
Grade 5	31.37	26.53	20.83	49.02	53.06	56.25	19.61	20.41	22.92
Grade 6	15.69	34.15		50.98	34.15		33.33	31.71	
All Grades	23.86	24.75	26.63	57.87	56.44	54.89	18.27	18.81	18.48

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.62	12.90	21.13	69.23	67.74	53.52	21.15	19.35	25.35
Grade 4	9.30	4.00	13.85	58.14	64.00	61.54	32.56	32.00	24.62
Grade 5	25.49	22.45	8.33	45.10	51.02	62.50	29.41	26.53	29.17
Grade 6	5.88	21.95		47.06	39.02		47.06	39.02	
All Grades	12.69	14.85	15.22	54.82	56.93	58.70	32.49	28.22	26.09

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	21.15	17.74	19.72	71.15	72.58	67.61	7.69	9.68	12.68
Grade 4	9.30	10.00	16.92	74.42	78.00	69.23	16.28	12.00	13.85
Grade 5	11.76	18.37	2.08	78.43	59.18	89.58	9.80	22.45	8.33
Grade 6	13.73	19.51		72.55	68.29		13.73	12.20	
All Grades	14.21	16.34	14.13	74.11	69.80	73.91	11.68	13.86	11.96

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	25.00	24.19	29.58	61.54	61.29	53.52	13.46	14.52	16.90
Grade 4	13.95	4.00	15.38	67.44	84.00	67.69	18.60	12.00	16.92
Grade 5	27.45	22.45	10.42	49.02	67.35	68.75	23.53	10.20	20.83
Grade 6	11.76	24.39		64.71	60.98		23.53	14.63	
All Grades	19.80	18.81	19.57	60.41	68.32	62.50	19.80	12.87	17.93

Conclusions based on this data:

1. According to CAASPP results, we have seen an overall 10% increase in students exceeding standard from the previous school year.
2. According to CAASPP results, we have seen an overall 4% decrease in students "not meeting" standard from the previous year.
3. According to CAASPP results, we have seen students writing "at or near" and "above standard" percent increasing year over year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	53	62	72	53	62	72	53	62	72	100.0	100	100
Grade 4	44	50	65	43	50	65	43	50	65	97.7	100	100
Grade 5	53	51	48	53	49	48	53	49	48	100.0	96.1	100
Grade 6	51	41		51	41		51	41		100.0	100	
All	201	204	185	200	202	185	200	202	185	99.5	99	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2442.	2437.	2437.	16.98	25.81	37.50	41.51	30.65	16.67	24.53	19.35	15.28	16.98	24.19	30.56
Grade 4	2466.	2460.	2483.	18.60	6.00	29.23	25.58	36.00	18.46	30.23	36.00	36.92	25.58	22.00	15.38
Grade 5	2475.	2495.	2473.	9.43	20.41	6.25	24.53	22.45	14.58	33.96	20.41	41.67	32.08	36.73	37.50
Grade 6	2506.	2530.		21.57	24.39		13.73	19.51		27.45	29.27		37.25	26.83	
Grade 11															
All Grades	N/A	N/A	N/A	16.50	19.31	26.49	26.50	27.72	16.76	29.00	25.74	29.73	28.00	27.23	27.03

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	20.75	29.03	36.11	62.26	50.00	36.11	16.98	20.97	27.78
Grade 4	20.93	18.00	27.69	53.49	58.00	49.23	25.58	24.00	23.08
Grade 5	13.21	16.33	4.17	52.83	46.94	66.67	33.96	36.73	29.17
Grade 6	19.61	26.83		47.06	41.46		33.33	31.71	
Grade 11									
All Grades	18.50	22.77	24.86	54.00	49.50	48.65	27.50	27.72	26.49

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	22.64	32.26	31.94	64.15	43.55	43.06	13.21	24.19	25.00
Grade 4	20.93	16.00	23.08	53.49	58.00	60.00	25.58	26.00	16.92
Grade 5	5.66	8.16	8.33	56.60	69.39	60.42	37.74	22.45	31.25
Grade 6	19.61	17.07		35.29	58.54		45.10	24.39	
All Grades	17.00	19.31	22.70	52.50	56.44	53.51	30.50	24.26	23.78

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	20.75	20.97	40.28	67.92	66.13	37.50	11.32	12.90	22.22
Grade 4	20.93	14.00	23.08	55.81	66.00	61.54	23.26	20.00	15.38
Grade 5	3.77	10.20	6.25	75.47	59.18	58.33	20.75	30.61	35.42
Grade 6	17.65	17.07		56.86	63.41		25.49	19.51	
All Grades	15.50	15.84	25.41	64.50	63.86	51.35	20.00	20.30	23.24

Conclusions based on this data:

1. According to CAASPP results, we have seen an overall 7% increase in students exceeding standard from previous year.
2. According to CAASPP results, we have seen an increase in students meeting/exceeding standard in math problem solving from year over year.
3. According to CAASPP results, we have seen a 10% increase in students exceeding standard in math communicating reasoning from previous year.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](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	1416.0	1474.9	*	1419.7	1476.4	*	1406.9	1471.3	*	14	16	5
1	*	*	*	*	*	*	*	*	*	9	9	7
2	*	1477.6	*	*	1497.0	*	*	1457.7	*	*	11	7
3	*	*	1479.0	*	*	1482.1	*	*	1475.5	*	*	11
4	*	*	*	*	*	*	*	*	*	6	4	*
5	*	*	*	*	*	*	*	*	*	7	9	*
6	*	*		*	*		*	*		4	4	
All										46	56	36

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	14.29	37.50	*	28.57	43.75	*	35.71	6.25	*	21.43	12.50	*	14	16	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	18.18	*	*	45.45	*	*	27.27	*	*	9.09	*	*	11	*
3	*	*	9.09	*	*	27.27	*	*	54.55	*	*	9.09	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*		*	*	
All	10.87	18.52	22.22	34.78	44.44	25.00	28.26	27.78	44.44	26.09	9.26	8.33	46	54	36

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	7.14	43.75	*	35.71	37.50	*	28.57	12.50	*	28.57	6.25	*	14	16	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	36.36	*	*	36.36	*	*	27.27	*	*	0.00	*	*	11	*
3	*	*	36.36	*	*	36.36	*	*	9.09	*	*	18.18	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*		*	*	
All	21.74	38.89	47.22	36.96	38.89	33.33	21.74	16.67	8.33	19.57	5.56	11.11	46	54	36

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		37.50	*		31.25	*		25.00	*		6.25	*		16	*
1		*	*		*	*		*	*		*	*		*	*
2		9.09	*		36.36	*		18.18	*		36.36	*		11	*
3		*	0.00		*	18.18		*	54.55		*	27.27		*	11
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
6	*	*		*	*		*	*		*	*		*	*	
All	6.52	12.96	8.33	19.57	29.63	25.00	41.30	33.33	38.89	32.61	24.07	27.78	46	54	36

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.14	43.75	*	71.43	43.75	*	21.43	12.50	*	14	16	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	36.36	*	*	63.64	*	*	0.00	*	*	11	*
3	*	*	27.27	*	*	45.45	*	*	27.27	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
All	19.57	35.19	38.89	67.39	55.56	52.78	13.04	9.26	8.33	46	54	36

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	7.14	37.50	*	57.14	50.00	*	35.71	12.50	*	14	16	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	63.64	*	*	36.36	*	*	0.00	*	*	11	*
3	*	*	36.36	*	*	54.55	*	*	9.09	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
All	28.26	42.59	41.67	43.48	50.00	47.22	28.26	7.41	11.11	46	54	36

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	7.14	31.25	*	85.71	62.50	*	7.14	6.25	*	14	16	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	0.00	*	*	54.55	*	*	45.45	*	*	11	*
3	*	*	0.00	*	*	36.36	*	*	63.64	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
All	8.70	12.96	8.33	56.52	57.41	47.22	34.78	29.63	44.44	46	54	36

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	50.00	68.75	*	35.71	25.00	*	14.29	6.25	*	14	16	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	18.18	*	*	72.73	*	*	9.09	*	*	11	*
3	*	*	9.09	*	*	81.82	*	*	9.09	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
All	26.09	25.93	16.67	54.35	59.26	69.44	19.57	14.81	13.89	46	54	36

Conclusions based on this data:

1. Overall language for all grades % at Level 4 has increased year over year.
2. The domains of Oral Language and Listening % at Level 4 has increased year over year.
3. The domain of Writing is the lowest % of "well developed" year over year.

School and Student Performance Data

Student Population

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

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

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
451	58.5%	8.9%	0.0%
Total Number of Students enrolled in Maryland Avenue 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	40	8.9%
Foster Youth	0	0.0%
Homeless	31	6.9%
Socioeconomically Disadvantaged	264	58.5%
Students with Disabilities	86	19.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	41	9.1%
American Indian	0	0.0%
Asian	26	5.8%
Filipino	8	1.8%
Hispanic	164	36.4%
Two or More Races	53	11.8%
Pacific Islander	1	0.2%
White	155	34.4%

Conclusions based on this data:

- 1. Maryland Avenue's SED student group has increased by 15% over the last 6 years.
- 2. Maryland Avenue's EL student group has maintained between 7-10% over the last 5 years.
- 3. Maryland Avenue's SWD student group has maintained at/near 20% over the last 5 years.

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Blue
Mathematics  Yellow		
English Learner Progress  No Performance Color		

Conclusions based on this data:

- Maryland Avenue maintained a "green" status in ELA from previous year.
- Maryland Avenue decreased from "green" to "yellow" status in Math due to being 13.8 points below standard. 13 points below standard would have resulted in maintaining "green" status.

3. Maryland Avenue decreased Chronic Absenteeism to reach "yellow" status in 2024, maintain "yellow" in 2025 from "red" in 2023.

School and Student Performance Data

Academic Performance English Language Arts

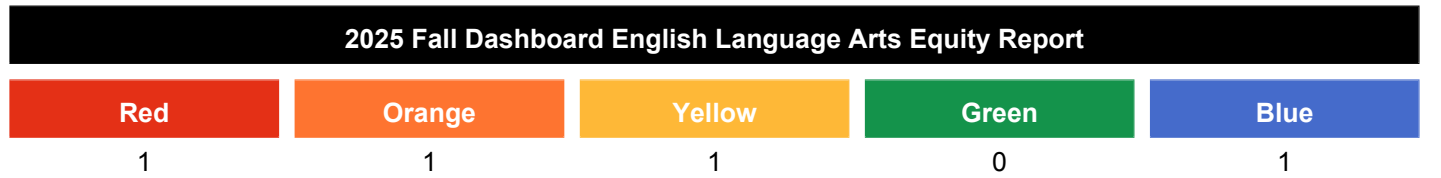
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Green 8.2 points above standard Increased 7.9 points 186 Students	 No Performance Color 29.4 points below standard Increased 43.7 points 19 Students	

Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 40.6 points below standard 16 Students	Socioeconomically Disadvantaged  Yellow 12.3 points below standard Increased 7.7 points 114 Students
Students with Disabilities  Red 79.8 points below standard Declined 31.1 points 50 Students	African American  No Performance Color 49.7 points below standard Declined 23.7 points 18 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Orange 18.4 points below standard Declined 5.7 points 72 Students
Two or More Races  No Performance Color 11.5 points above standard Declined 8.7 points 20 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue 49 points above standard Increased 31.4 points 61 Students

Conclusions based on this data:

1. All students increased in ELA.
2. Student groups that increased and are at "yellow" include Socio-economically Disadvantaged.
3. Student groups that decreased and are at "orange" or "red" include Hispanic and Students with Disabilities.

School and Student Performance Data

Academic Performance Mathematics

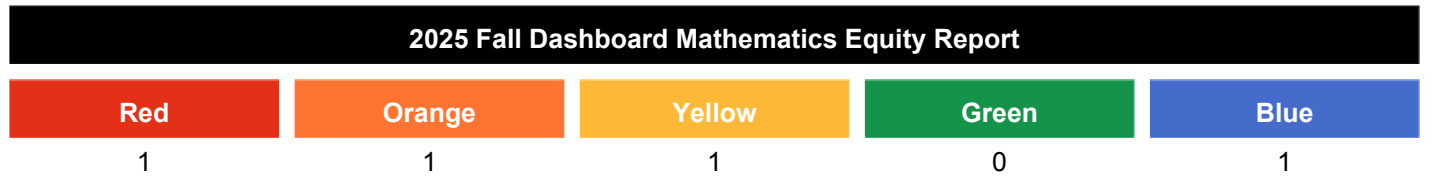
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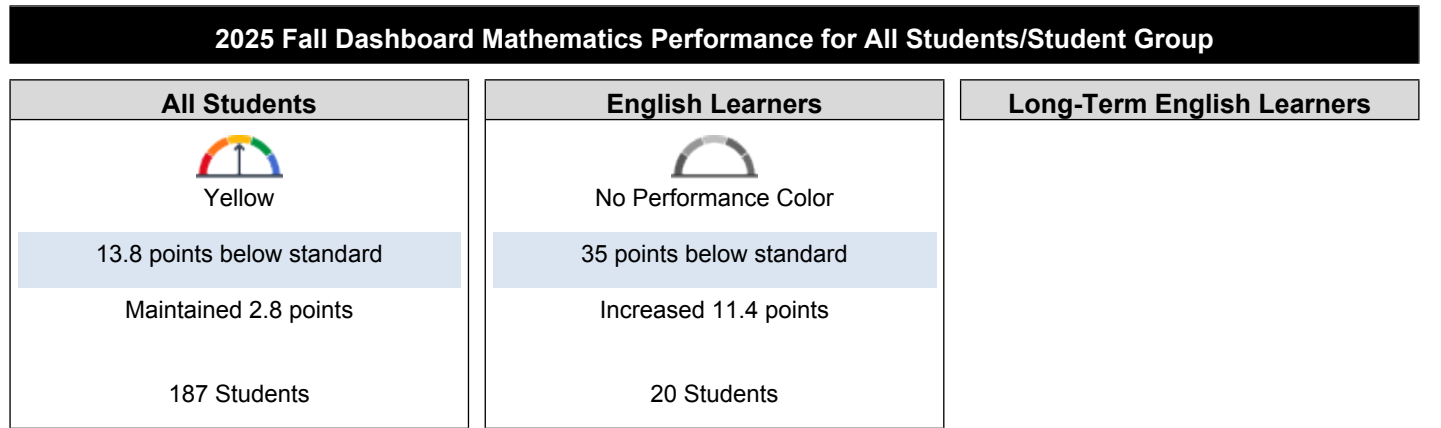
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This section provides number of student groups in each level.



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



Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 61.1 points below standard 16 Students	Socioeconomically Disadvantaged  Yellow 29.6 points below standard Increased 3.9 points 115 Students
Students with Disabilities  Red 98.7 points below standard Declined 29.3 points 50 Students	African American  No Performance Color 71.3 points below standard Declined 10.2 points 18 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Orange 38.8 points below standard Declined 11.5 points 72 Students
Two or More Races  No Performance Color 2.9 points below standard Declined 15.1 points 20 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue 19.7 points above standard Increased 23.6 points 62 Students

Conclusions based on this data:

1. All students maintained in Math.
2. Student groups that increased at "yellow" status are Socioeconomically Disadvantaged.
3. Student groups that decreased at "orange" or "red" status are: Hispanic and Students with Disabilities.

School and Student Performance Data

Academic Performance Science

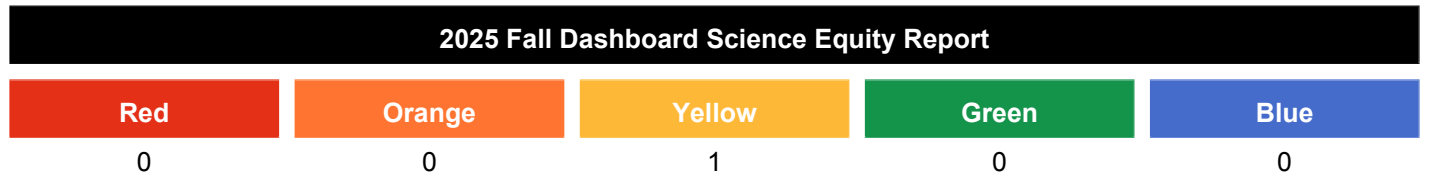
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Green 56 science points Increased 2 points 47 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color 0 Students

Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Socioeconomically Disadvantaged  Yellow 51 science points Maintained 1.5 points 32 Students
Students with Disabilities  No Performance Color 33.5 science points Declined 10.3 points 11 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  No Performance Color 55.5 science points Increased 8 points 25 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 63.3 science points Increased 7.9 points 11 Students

Conclusions based on this data:

1. All students increased to "green" status in Science.
2. Student groups that increased from previous year include: White, Hispanic,
3. Student groups that declined from previous year include: Students with Disabilities.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 50 making progress. Number Students: 26 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
19.2%	30.8%	3.8%	46.2%

Conclusions based on this data:

1. 46.2% progressed at least one ELPI level which is a 14% increase from prior year.
2. 30.8% maintained ELPI levels 1-3 which is a 18% improvement from previous year.
3. 3.8% maintained ELPI level 4 which is consistent with previous year.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

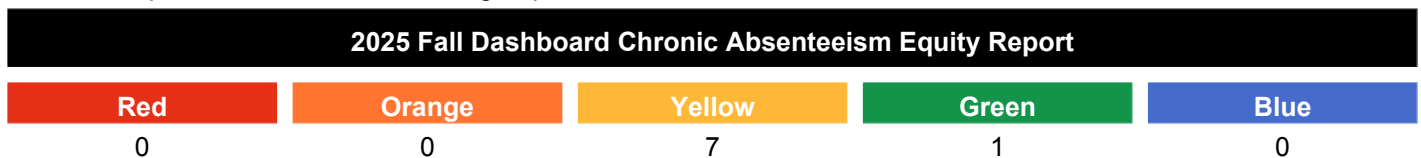
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 12.4% Chronically Absent Declined 9.9 483 Students	English Learners  Yellow 13% Chronically Absent Declined 14.5 54 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 25.6% Chronically Absent Declined 30.6 39 Students	Socioeconomically Disadvantaged  Yellow 17.1% Chronically Absent Declined 12.6 287 Students

Students with Disabilities  Yellow 17.6% Chronically Absent Declined 12 119 Students	African American  Yellow 11.6% Chronically Absent Declined 4.7 43 Students	American Indian  No Performance Color 0 Students
Asian  Yellow 13.3% Chronically Absent Declined 15.2 30 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Yellow 15.2% Chronically Absent Declined 14.7 171 Students
Two or More Races  Yellow 16.4% Chronically Absent Declined 6.2 61 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 8.3% Chronically Absent Declined 7.4 168 Students

Conclusions based on this data:

1. Chronic Absenteeism declined for all students by 9.9% from prior year.
2. All student groups declined in Chronic Absenteeism from previous year.
3. Students with Disabilities has the highest Chronic Absenteeism rate despite a 12% decline from previous year.

School and Student Performance Data

Conditions & Climate Suspension Rate

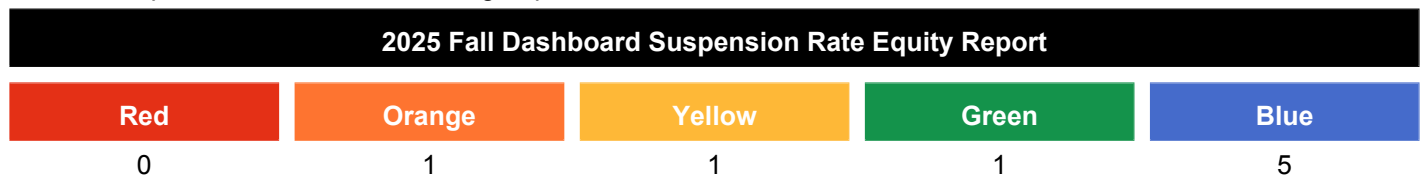
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This section provides number of student groups in each level.



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 0.4% suspended at least one day Declined 0.5% 487 Students	English Learners Blue 0% suspended at least one day Declined 3.1% 54 Students	Long-Term English Learners
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color 2.5% suspended at least one day Increased 2.5% 40 Students	Socioeconomically Disadvantaged Green 0.7% suspended at least one day Declined 0.9% 290 Students

Students with Disabilities  Yellow 1.7% suspended at least one day Maintained 0.2% 120 Students	African American  Blue 0% suspended at least one day Declined 2.3% 43 Students	American Indian  No Performance Color 0 Students
Asian  Blue 0% suspended at least one day Declined 2.9% 31 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Blue 0% suspended at least one day Declined 1% 171 Students
Two or More Races  Blue 0% suspended at least one day Declined 1.6% 62 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Orange 1.2% suspended at least one day Increased 1.2% 170 Students

Conclusions based on this data:

1. Overall we saw an decrease in suspension rates for all students from previous year.
2. Homeless student group increased suspension rate from previous year.
3. White student group increased suspension rate from previous year.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

English Language Arts

By June 2027, all students, including English Learners, Socially Economically Disadvantaged 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.

English Learners and Students with Disabilities

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment - % of students meeting standard (of testing age)	CAASPP 2024-2025 All students, Grades 3-6 - 60% English Learners, Grades 3-6 - 13% Socioeconomically Disadvantaged Students, Grades 3-6 - 53% Students with Disabilities, Grades 3-6 - 17% Hispanic- 40%	CAASPP 2025-2026: All students, grades -63% English Learners, of testing age - 23% Socioeconomically Disadvantaged Students, of testing age - 63% Students with Disabilities, of testing age - 27% Hispanic- 45%
i-Ready ELA Assessment - % of students at or above grade level (All grades)	2025-2026 i-Ready Diagnostic 2 -29% English Learners - 5% Socioeconomically Disadvantaged Students - 20% Students with Disabilities - 10% Hispanic- 29%	2026-2027 i-Ready Diagnostic 2: All students - 39% English Learners - 15% Socioeconomically Disadvantaged Students - 29% Students with Disabilities - 20% Hispanic- 39%

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	Maryland Avenue is committed to using data for continuous improvement (data culture), focusing on a targeted instructional area, implementing a high impact teaching strategy across grade levels, employing powerful instructional practices, and engaging in cycles of professional learning. • Data Culture: Maryland Avenue will use multiple data indicators to inform decisions regarding curriculum, instruction, and professional learning at multiple levels. Teachers use formative data to inform instructional decisions daily. Grade level teams analyze student data to inform curriculum and instructional planning. School leadership uses data to identify areas for continuous improvement and professional learning. • Targeted Instructional Area: Comprehension of Informational Text. Each student will improve their ability to read, understand and make meaning of grade level appropriate informational text across content areas. All staff will focus on the development of specific reading and thinking strategies aligned to the California Content Standards. • High Impact Teaching Strategy (HITS): Goal Setting. Staff Learning Days and Staff Meetings will focus on the incremental steps necessary to fully implement Goal Setting. These are: learning intentions, success criteria, connecting learning activities to assessment, rigor and relevance, and student self-reflection. • Powerful practices: Professional Learning Communities will employ instructional practices that are geared toward increasing student independence through a Gradual Release of Responsibility framework. These include, and are not limited to, close reading, small group reading instruction across all grade levels, and thinking strategies, collaborative conversations. -Cycles of Professional Learning: instructional staff will engage in cycles that include professional learning, professional reading, safe practices and peer observation, receiving feedback, review of student work, and making adjustments for continuous improvement.	All Students	
1.2	Develop strong Professional Learning Communities (PLCs). Our PLCs are grade level educators that	All Students	

	meet weekly, share expertise, and work collaboratively to improve teaching and learning in service of student achievement. • Staff meetings and Site Learning Days will include dedicated time to develop strong PLC practices geared towards the Teaching and Learning Cycle. • PLCs will be lead by an Instructional Leadership Team member to continue improvement in data inquiry and data informed decision making.		
1.3	We will implement a school-wide system of tiered intervention to meet the needs of all students. Tier 1: -Grade level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan differentiation and intervention to ensure mastery of ELA essential standards. -Grade level teachers will implement Tier 1 interventions for students not mastering essential ELA standards. -All K-3 students will participate in daily small group reading instruction. -All 4-5 teachers will facilitate daily small group reading/ reading conferences. -Reading progress will be monitored regularly through DIBELS, Literably, iREADY and teacher reading assessments. -Teachers will utilize strategies and resources to ensure centers and/or independent work during small group reading rotation is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement. Tier 2: -Maryland Avenue Intervention Team will include multi-disciplinary team including general education teachers. -Teachers will collaborate with the Intervention Team to create goals for student progress, identify Tier 2 supports and services, and monitor student progress. -Teachers will implement targeted small group instruction with Science of Reading instructional materials to ensure foundations of reading are strong for all students in grades K-3.	All Students	
1.4	Maryland Avenue will continue to strengthen support for Multilingual English Learners (MELs) through a comprehensive ELD program, particularly in grades 3-5, through consistent implementation of GLAD strategies, collaborative learning routines, and integrated ELD supports across content areas. Professional learning, coaching, and collaboration will focus on increasing academic discourse and student engagement. The school continues to refine classroom placements by considering English proficiency levels to provide more targeted language support and reduce the wide range of proficiency levels within a single classroom.	English Learners	

1.5	Maryland Avenue will strengthen support for Students with Disabilities (SWD) through inclusive instructional practices that maximize student access to core instruction in the Least Restrictive Environment (LRE). Special education teachers and paraprofessionals will provide coordinated push-in support and collaborate with general education teachers to ensure consistent implementation of accommodations, specially designed instruction, and access to grade-level ELA instruction. Professional learning and accountability structures will focus on effective IEP implementation, the delivery of accommodations during instruction, and collaborative planning to improve outcomes for SWD.	Students with Disabilities	
1.6	Maryland Avenue will strengthen support for Hispanic students through explicit foundational reading instruction in phonics, decoding, fluency and academic vocabulary. Daily structured literacy routines aligned to the science of reading will target skill development based on monitored assessment data. The school-wide focus on establishing collaborative learning routines across grade levels will increase opportunities for oral language development.	Hispanic Students	

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Math

By June 2027, all students, specifically English Learners, Socially Economically Disadvantaged, and Students with Disabilities will achieve or surpass the expected outcomes outlined in the Annual Measurable Outcomes section below, as measured by CAASPP Math (grades 3–5) and the i-Ready 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.

English Learners and Students with Disabilities

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Assessment - % of students meeting standard (of testing age)	2024-2025 SBAC Math, Grades 3-5: All students- 43%	2025-2026 SBAC Math, Grades 3-5: All students - 53%
	English Learners, of testing age - 24%	English Learners, of testing age - 34%
	Socioeconomically Disadvantaged Students of testing age- 34%	Socioeconomically Disadvantaged Students of testing age- 44%
	Students with Disabilities of testing age - 9%	Students with Disabilities of testing age - 19%
i-Ready Math Assessment - % of students at or above grade level (ALL grades)	2025-2026 i-Ready Diagnostic 2: All Students- 16%	2026-2027 i-Ready Diagnostic 2: All Students - 26%
	English Learners - 2%	English Learners - 12%
	Socioeconomically Disadvantaged Students - 9%	Socioeconomically Disadvantaged Students - 19%
	Students with Disabilities - 5%	Students with Disabilities - 15%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	We will implement a school-wide system of tiered intervention to meet the needs of all students. Tier 1: -Teachers will engage with new math curriculum training and professional learning. -Teachers will engage in Cognitively Guided Instruction (CGI) training. Teachers learn how mathematical thinking develops and how to guide children toward deeper, more sophisticated levels of understanding. -Grade level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan differentiation and intervention to ensure mastery of math framework and essential standards. -Grade level teachers will implement Tier 1 interventions for students not mastering essential standards. -Teachers will utilize strategies and resources to ensure centers and/or independent work during small group reading and math rotation is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement. Tier 2: -Maryland Avenue Intervention Team will include multi-disciplinary team including general education teachers. -Teachers will collaborate with the Intervention Team to create goals for student progress, identify Tier 2 supports and services, and monitor student progress.	All Students	
2.2	Develop strong Professional Learning Communities (PLCs). Our PLCs are grade level educators that meet weekly, share expertise, and work collaboratively to improve teaching and learning in service of student achievement. • Staff meetings and Site Learning Days will include dedicated time to develop strong PLC practices geared towards the Teaching and Learning Cycle.	All Students	
2.4	Maryland Avenue will continue to strengthen support for Multilingual English Learners (MELs) through a comprehensive ELD program, particularly in grades 3-5, through consistent implementation of GLAD strategies, collaborative learning routines, and integrated ELD supports while learning core content in Math. Professional learning, coaching, and collaboration will focus on increasing academic discourse and student engagement, specifically by incorporating the talk routines embedded in the newly adopted math curriculum. The school continues to refine classroom placements by considering English	English Learners	

	proficiency levels to provide more targeted language support and reduce the wide range of proficiency levels within a single classroom.		
2.5	Maryland Avenue will strengthen support for Students with Disabilities (SWD) through inclusive instructional practices that maximize student access to core instruction in the Least Restrictive Environment (LRE). Special education teachers and paraprofessionals will provide coordinated push-in support and collaborate with general education teachers to ensure consistent implementation of accommodations, specially designed instruction, and access to grade-level Math instruction. Professional learning and accountability structures will focus on effective IEP implementation, the delivery of accommodations during instruction, and collaborative planning to improve outcomes for SWD.	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 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 1.5%, and for each specified student group in the Annual Measurable Outcome section, as measured by end of year chronic absenteeism rates, by addressing the barriers through the strategies listed below.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

English Learner Chronic Absenteeism

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 12.4%	In 2025-2026, we will reduce the rate of chronic absenteeism by 1.5% reestablishing the "prepandemic" rate which was at 11% in 2019.
Rate of EL Chronic Absenteeism	English Learner chronic absenteeism for 24-25 school year was 13% which is a decline of 14.5% from previous year	In 2025-26, we will reduce the rate of EL chronic absenteeism to 11% or less

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	Maryland Avenue will improve attendance and reduce chronic absenteeism, particularly for Hispanic students, through positive family partnerships, early intervention, and tiered attendance supports. The School Social Worker and site staff will monitor attendance data, address	All Students	

	barriers to attendance, connect families to resources, and strengthen student engagement and connectedness. Additional outreach and support will be provided for TK and Kindergarten families to establish strong attendance habits.		
3.2	Increase consistent attendance for English Learners in a supportive, proactive approach to engaging families as partners in education. -Provide parent education in multiple languages about the importance of school attendance through parent education events -Communicate and engage families in native languages of Spanish and Russian • Attendance Team to meet monthly to allocate resources and supports for students at risk of Chronic Absenteeism	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 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. (Call out out specified student groups if your data shows inequities and/or you are an ATSI/TSI school for suspensions)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 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.

Increase student SEL competencies, especially in the domain of Self-Efficacy.

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 grade only)	The percentage of 3-5 grade students who responded favorably in the 2026 Winter Panorama domains listed below are as follows: Emotional Regulation 47% Grit 54% Growth Mindset 58% School Climate 58% School Safety 61% Self-Efficacy 51% Self-Management 65% Sense of Belonging 68% Social Awareness 68% Supportive Relationships 90%	The percentage of students who will respond favorably in the 2027 Spring Panorama Survey will increase to the following percentages are as follows: Emotional Regulation 57% Grit 64% Growth Mindset 68% School Climate 68% School Safety 71X% Self-Efficacy 61% Self-Management 75% Sense of Belonging 68% Social Awareness 78% Supportive Relationships 95%
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 - 95% Sense of Community - 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 - 95% Sense of Community - 95%

	Sense of Safety - 89%	Sense of Safety - 95%
California Dashboard Suspension Data	Based on the California Dashboard, our school's 2024-2025 suspension rate is 0.4%.	Based on the California Dashboard, our school's 2025-2026 percentage of students suspended will maintain .9% or less

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	Character Education and Social-Emotional Learning Integration - Implement Second Step SEL lessons regularly in all classrooms, led by classroom teachers. -Communicate with families each week and provide ways to extend SEL learning at home. - School Social Worker to facilitate whole class and small group SEL lessons weekly. - Daily LION pledge. -Weekly student recognitions and awards for LION behaviors - Utilization of School Link for referrals to district's partner organizations for intervention and support. -Connect instructional practices of goal setting to student self efficacy -Partner with Playworks to provide the training of our campus attendants and other stakeholders to ensure that students are actively engaged in playful, safe and cooperative games during their recess time.	All Students	
4.2	Positive Behavior Intervention System - Establish positive relationships between staff and students and among students with strategies such as restorative circles, class norms, and class positive behavior systems. - Implement consistent instruction and recognitions for positive behaviors inside and outside class: safe, respectful, responsible. - Work with staff to establish a climate of positive behavior interventions and supports where consequences for behaviors are logical and natural where accountability and opportunity exist concurrently. - Utilize the district behavior intervention team to conduct trainings for teachers and staff.	All Students	
4.3	Family Partnerships Hold family events on campus that help to establish and enhance relationships between home and school.	All Students	

	• Provide opportunities for family education based on indicated need of families. • Conduct a needs assessment with the school's ELAC and SSC. • Utilize communication systems (Blackboard, Class Dojo, Social Media, etc) to establish consistent communication with families. -Provide translation of materials and interpreters at parent workshops, trainings, and meetings.		
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Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$TBD
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$
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 (\$)

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

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 (\$)

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

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

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		
Title I Part A: Parent Involvement		

Expenditures by Funding Source

Funding Source	Amount
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Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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Expenditures by Goal

Goal Number

Total Expenditures

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
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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

Other: School Site Council

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 5/19/26.

Attested:



Principal, Stephanie Starr on 5/19/26

SSC Chairperson, Stephanie Starr on 5/19/26

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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