



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

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Northmont School	Elementary	37 68197 6038541	May 28, 2026	June 16, 2026

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

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

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

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

This plan is being used by Northmont Elementary School for meeting ESSA's planning requirements for Targeted Support and Improvement (TSI) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

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

Educational Partner Involvement

How, when, and with whom did your Northmont 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, 1-20-26 & 4-21-26
- * SSC # 4 Meeting, 4-23-26; SSC #5 Meeting, 5-28-26
- * Staff Meeting where the 2026-27 SPSA goals and metrics were discussed: 5-12-26

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

Resource Inequities

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

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

Our chronic absenteeism for 24-25 was 19.3% which was a decrease of 2.8% pts. However, our African American students increased 2.7% pts. and were at 30% chronic absenteeism which put us in TSI status. Our needs assessment included a review of SBAC and California School Dashboard data (where available), along with current academic data, parent survey results, chronic absenteeism rates, and student survey data. When analyzing this data in relation to our actions and services, the following resource inequities were identified:

- A need for greater attendance outreach for our African American families.
- A need for concerted effort to include AA students in attendance recovery groups after school with ELEI TOSA.
- Although our African American students are gray in ELA and Math CAASPP as a student group, there is still an equity gap in AA and all other student groups achievement in both subjects. Chronic absenteeism is contributing to these equity gaps in achievement.

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.

ELA

Orange - Students with Disabilities (73 pt below standard; 19 pt increase)

The data indicates a need to improve outcomes for all students but specifically our Students with Disabilities. We will address these needs through the use of our RTI program to monitor and intervene, professional learning opportunities for staff around teacher clarity, EL strategies, increasing cognitive demand, and small intervention groups, as well as adding UFLI phonemic awareness and phonics program as an intervention to our small groups in Specialized Academic Instruction.

Math

Orange - Whole School (41 pt below standard, maintained)

Orange - Socioeconomically Disadvantaged (69 pt below standard; decline 64 pt)

The data indicates that a need to improve our whole school and Socioeconomically Disadvantaged Students math achievement. We will address these needs through our RTI program to monitor and intervene, professional learning opportunities for staff around teacher clarity, EL strategies, increasing cognitive demand, and small intervention groups.

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.

Chronic Absenteeism

Red - African American (30% Chronically absent; 3% increase) TSI Identified

Red - English Learners (29% Chronically absent; 8% increase)

Red - Socioeconomically Disadvantaged (27% Chronically absent; 1% increase)

Orange - Students w/ Disabilities (22% Chronically absent; 5% decrease)

Two or More Races (13.2% Chronically absent; maintained)

The data indicates a need to lower chronic absenteeism for our African American, Multilingual English Learners, Socioeconomically Disadvantaged and Students w/ Disabilities. We will address these needs through our attendance team consisting of our principal, school counselor/ social worker and attendance tech who will meet monthly to review chronically absent students and devise a plan to address whether it be making initial contact, offering resources, check in/check out with the counselor, principal contact or SART meeting on campus with attendance contract.

TSI

African American Students: School staff will make an extra effort to close equity gap between AA students and other student groups in chronic absenteeism by increasing outreach to AA families, assessing needs of AA families, providing resources where possible, offering attendance recovery groups after school, and continuing to build connections between home and school.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.23%	0.24%	0.23%	1	1	1
African American	9.84%	8.77%	9.60%	42	37	41
Asian	2.11%	2.61%	2.34%	9	11	10
Filipino	1.41%	1.18%	1.17%	6	5	5
Hispanic/Latino	41.92%	42.89%	41.92%	179	181	179
Pacific Islander	0.47%	0.47%	0.70%	2	2	3
White	33.26%	31.52%	30.91%	142	133	132
Multiple/No Response	10.07%	11.37%	11.24%	43	48	48
Total Enrollment				427	422	427

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		46	60
Kindergarten	60	55	60
Grade 1	58	67	51
Grade 2	71	58	69
Grade 3	61	73	56
Grade 4	60	62	75
Grade 5	57	61	56
Grade 6	39		
Total Enrollment	427	422	427

Conclusions based on this data:

1. Our percentage of Hispanic/Latino students is now our highest percentage of students at approximately 43%.
2. Our African American student percentage, which is TSI identified, is approximately 9% and two or more races is approximately 11%.

3. Our enrollment trend has reflected the declining enrollment in our district and state, although with the adding of a TK class as well a Special Day Class, our enrollment as stayed pretty stable.

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	48	50	35	9.3%	11.2%	8.2%
Fluent English Proficient (FEP)	12	9	16	4.4%	2.8%	3.7%
Reclassified Fluent English Proficient (RFEP)	2	12		4.7%	2%	

Conclusions based on this data:

1. Our percentage of English Learners has steadily increased.
2. Our percentage of Fluent English Proficient has decreased.
3. This year, our Reclassified Fluent English Proficient increased.

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	54	62	73	54	61	72	54	61	72	100.0	98.4	98.6
Grade 4	55	55	62	55	55	61	55	55	61	100.0	100	98.4
Grade 5	42	56	63	42	55	61	42	55	61	100.0	98.2	96.8
Grade 6	66	39		66	39		66	39		100.0	100	
All	217	212	198	217	210	194	217	210	194	100.0	99.1	98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2392.	2412.	2417.	14.81	19.67	16.67	18.52	16.39	31.94	27.78	36.07	22.22	38.89	27.87	29.17
Grade 4	2461.	2436.	2452.	25.45	16.36	19.67	23.64	18.18	27.87	25.45	23.64	19.67	25.45	41.82	32.79
Grade 5	2473.	2481.	2461.	14.29	23.64	3.28	21.43	27.27	40.98	23.81	12.73	18.03	40.48	36.36	37.70
Grade 6	2511.	2481.		10.61	7.69		30.30	23.08		30.30	23.08		28.79	46.15	
All Grades	N/A	N/A	N/A	16.13	17.62	13.40	23.96	20.95	33.51	27.19	24.29	20.10	32.72	37.14	32.99

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	14.81	14.75	15.28	64.81	67.21	63.89	20.37	18.03	20.83
Grade 4	23.64	18.18	19.67	65.45	58.18	67.21	10.91	23.64	13.11
Grade 5	23.81	18.18	9.84	50.00	60.00	68.85	26.19	21.82	21.31
Grade 6	16.67	10.26		50.00	51.28		33.33	38.46	
All Grades	19.35	15.71	14.95	57.60	60.00	66.49	23.04	24.29	18.56

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	7.41	11.48	6.94	55.56	60.66	62.50	37.04	27.87	30.56
Grade 4	7.27	5.45	11.48	60.00	56.36	62.30	32.73	38.18	26.23
Grade 5	9.52	7.27	11.48	59.52	56.36	47.54	30.95	36.36	40.98
Grade 6	6.06	7.69		60.61	43.59		33.33	48.72	
All Grades	7.37	8.10	9.79	58.99	55.24	57.73	33.64	36.67	32.47

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	7.41	6.56	11.11	72.22	77.05	73.61	20.37	16.39	15.28
Grade 4	16.36	14.55	18.03	70.91	61.82	63.93	12.73	23.64	18.03
Grade 5	7.14	18.18	13.11	71.43	65.45	72.13	21.43	16.36	14.75
Grade 6	12.12	10.26		74.24	74.36		13.64	15.38	
All Grades	11.06	12.38	13.92	72.35	69.52	70.10	16.59	18.10	15.98

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.26	8.20	15.28	59.26	78.69	63.89	31.48	13.11	20.83
Grade 4	10.91	7.27	11.48	76.36	76.36	72.13	12.73	16.36	16.39
Grade 5	9.52	18.18	9.84	61.90	54.55	59.02	28.57	27.27	31.15
Grade 6	9.09	7.69		75.76	69.23		15.15	23.08	
All Grades	9.68	10.48	12.37	69.12	70.00	64.95	21.20	19.52	22.68

Conclusions based on this data:

1. Our percentage of all students below grade level on CAASPP ELA increased significantly in 2024-25 (34%) compared to 2023-24 (23%).
2. Sub areas including Reading, Writing, and Listening showed improvement in 2024-25 as compared to 2023-24 on the CAASPP ELA.
3. We saw a increase in the percentage of students below grade level in the area of Research/Inquiry in 2024-25 compared to the prior two years.

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	54	62	73	54	60	73	54	60	73	100.0	96.8	100
Grade 4	55	56	61	55	54	60	55	54	60	100.0	96.4	98.4
Grade 5	42	56	63	42	56	62	42	56	62	100.0	100	98.4
Grade 6	66	39		66	39		66	39		100.0	100	
All	217	213	197	217	209	195	217	209	195	100.0	98.1	99

* 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	2408.	2421.	2395.	16.67	11.67	8.22	18.52	33.33	20.55	22.22	23.33	30.14	42.59	31.67	41.10
Grade 4	2455.	2463.	2457.	10.91	20.37	15.00	32.73	22.22	30.00	23.64	29.63	26.67	32.73	27.78	28.33
Grade 5	2483.	2474.	2473.	14.29	12.50	14.52	11.90	16.07	19.35	35.71	30.36	25.81	38.10	41.07	40.32
Grade 6	2482.	2457.		9.09	0.00		19.70	12.82		24.24	33.33		46.97	53.85	
Grade 11															
All Grades	N/A	N/A	N/A	12.44	11.96	12.31	21.20	22.01	23.08	25.81	28.71	27.69	40.55	37.32	36.92

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	20.37	21.67	9.59	40.74	51.67	47.95	38.89	26.67	42.47
Grade 4	14.55	29.63	21.67	47.27	42.59	43.33	38.18	27.78	35.00
Grade 5	11.90	7.14	12.90	45.24	55.36	46.77	42.86	37.50	40.32
Grade 6	13.64	2.56		39.39	38.46		46.97	58.97	
Grade 11									
All Grades	15.21	16.27	14.36	42.86	47.85	46.15	41.94	35.89	39.49

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	16.67	16.67	15.07	46.30	48.33	54.79	37.04	35.00	30.14
Grade 4	12.73	16.67	13.33	54.55	51.85	55.00	32.73	31.48	31.67
Grade 5	11.90	12.50	17.74	61.90	51.79	45.16	26.19	35.71	37.10
Grade 6	6.06	0.00		51.52	43.59		42.42	56.41	
All Grades	11.52	12.44	15.38	53.00	49.28	51.79	35.48	38.28	32.82

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	18.52	18.33	8.22	59.26	60.00	64.38	22.22	21.67	27.40
Grade 4	21.82	11.11	15.00	54.55	59.26	60.00	23.64	29.63	25.00
Grade 5	9.52	7.14	11.29	64.29	60.71	46.77	26.19	32.14	41.94
Grade 6	4.55	2.56		62.12	69.23		33.33	28.21	
All Grades	13.36	10.53	11.28	59.91	61.72	57.44	26.73	27.75	31.28

Conclusions based on this data:

1. We had a slight decrease in students overall below grade level in CAASPP Mathematics in 2024-25.
2. We saw increases in students overall below grade level in CAASPP Mathematics in the areas of Communicating Reasoning and Problem Solving & Modeling/ Data Analysis.
3. Grade 3 had the lowest percentages of students below grade level in CAASPP Mathematics.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	1440.0	*	*	1453.4	*	*	1408.8	*	9	12	7
1	*	*	*	*	*	*	*	*	*	*	9	9
2	*	*	*	*	*	*	*	*	*	6	*	7
3	*	*	*	*	*	*	*	*	*	10	9	*
4	*	*	*	*	*	*	*	*	*	5	8	9
5	*	*	*	*	*	*	*	*	*	4	6	6
6	*	*		*	*		*	*		4	*	
All										41	50	40

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	*	33.33	*	*	16.67	*	*	41.67	*	*	8.33	*	*	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*		*	*	
All	14.63	16.00	10.26	29.27	20.00	35.90	17.07	42.00	25.64	39.02	22.00	28.21	41	50	39

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	*	33.33	*	*	33.33	*	*	33.33	*	*	0.00	*	*	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*		*	*	
All	24.39	32.00	30.77	34.15	36.00	35.90	12.20	22.00	12.82	29.27	10.00	20.51	41	50	39

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		33.33	*		8.33	*		41.67	*		16.67	*		12	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
6	*	*		*	*		*	*		*	*		*	*	
All	4.88	10.00	5.13	21.95	14.00	25.64	26.83	34.00	23.08	46.34	42.00	46.15	41	50	39

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	*	33.33	*	*	50.00	*	*	16.67	*	*	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
All	31.71	32.65	28.21	43.90	53.06	48.72	24.39	14.29	23.08	41	49	39

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	*	25.00	*	*	75.00	*	*	0.00	*	*	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
All	27.50	36.00	23.08	45.00	52.00	56.41	27.50	12.00	20.51	40	50	39

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	*	25.00	*	*	58.33	*	*	16.67	*	*	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
All	12.20	12.24	5.13	43.90	44.90	46.15	43.90	42.86	48.72	41	49	39

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	*	25.00	*	*	50.00	*	*	25.00	*	*	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
All	12.20	10.00	7.69	39.02	48.00	56.41	48.78	42.00	35.90	41	50	39

Conclusions based on this data:

1. The number of students tested for ELPAC decreased by 10 between 2023-24 and 2024-25.
2. The percentage of students at the Overall ELPAC at the Level 3 increased significantly between 23-24 and 25-26.
3. The percentage of students at the Beginning Development level of Speaking Domain of the ELPAC increased significantly between 23-24 and 24-25.

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
422	54.7%	11.8%	0.2%
Total Number of Students enrolled in Northmont 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	50	11.8%
Foster Youth	1	0.2%
Homeless	17	4%
Socioeconomically Disadvantaged	231	54.7%
Students with Disabilities	104	24.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	37	8.8%
American Indian	1	0.2%
Asian	11	2.6%
Filipino	5	1.2%
Hispanic	181	42.9%
Two or More Races	48	11.4%
Pacific Islander	2	0.5%
White	133	31.5%

Conclusions based on this data:

- 1. Our Multilingual English Learner percentage is 11.8% making it over 10% of our school population.
- 2. Our Socioeconomically Disadvantaged percentage is 54.7% making it over half of our school population.
- 3. Our Hispanic student percentage is now at 42.9%, making it our largest student group at Northmont.

School and Student Performance Data

Overall Performance

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

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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  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Blue
Mathematics  Orange		
English Learner Progress  No Performance Color		

Conclusions based on this data:

- Improvements in our Suspension Rate now have our dashboard designation as Blue.
- Our Academic Performance in ELA has improved to the designation of Yellow.

3. Our Chronic Absenteeism remains in the designation of Yellow.

School and Student Performance Data

Academic Performance English Language Arts

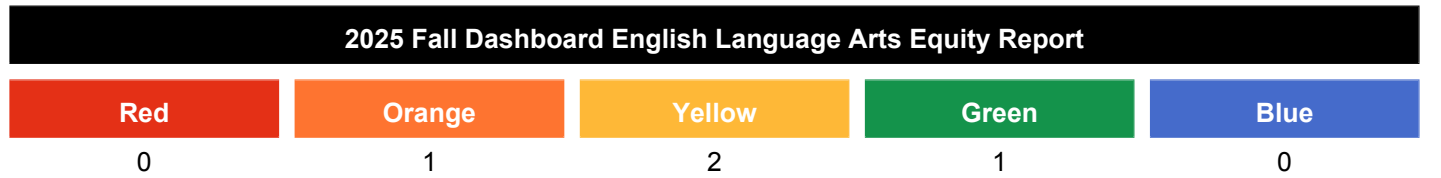
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Yellow 25.6 points below standard Increased 5.6 points 190 Students	 No Performance Color 114.6 points below standard Declined 3.9 points 21 Students	

Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 42.6 points below standard 11 Students	Socioeconomically Disadvantaged  Yellow 47.2 points below standard Increased 6.9 points 113 Students
Students with Disabilities  Orange 72.5 points below standard Increased 19.1 points 45 Students	African American  No Performance Color 83.3 points below standard Declined 43 points 16 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Yellow 19.5 points below standard Increased 29.8 points 81 Students
Two or More Races  No Performance Color 40.2 points below standard Declined 15.4 points 21 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 1.6 points below standard Increased 13.2 points 64 Students

Conclusions based on this data:

1. Our Students with Disabilities are our student group in the Orange category on the Dashboard at 72.5 pts below standard.
2. Our All Students, Hispanic, and Socioeconomically Disadvantaged Students are in the Yellow category.
3. Our White students are in the Green category.

School and Student Performance Data

Academic Performance Mathematics

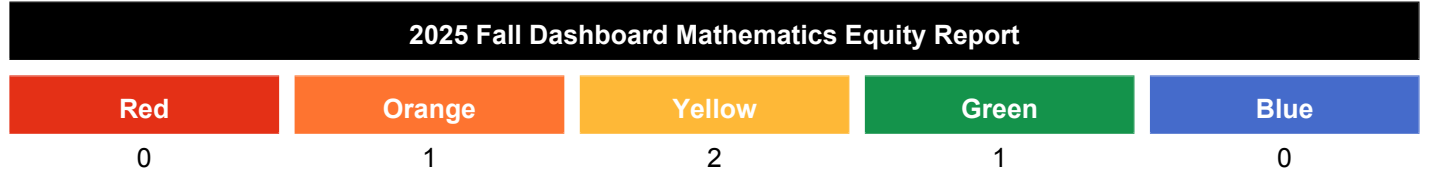
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Orange 41.4 points below standard Maintained -0.2 points 191 Students	 No Performance Color 121.5 points below standard Maintained 1.2 points 23 Students	

Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 95.6 points below standard 13 Students	Socioeconomically Disadvantaged  Orange 68.8 points below standard Declined 4.8 points 115 Students
Students with Disabilities  Yellow 93.4 points below standard Increased 15.8 points 45 Students	African American  No Performance Color 70.4 points below standard Declined 24.9 points 16 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Yellow 53.7 points below standard Increased 15.3 points 82 Students
Two or More Races  No Performance Color 36.9 points below standard Declined 4.8 points 21 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 12.4 points below standard Increased 4.6 points 64 Students

Conclusions based on this data:

1. Although we maintained our pts, All Students and Socioeconomically Disadvantaged students are still in the Orange category.
2. White students are in the Green category, with an increase of 12.4 pts.
3. Hispanic and Students w/ Disabilities students are in the Orange category.

School and Student Performance Data

Academic Performance Science

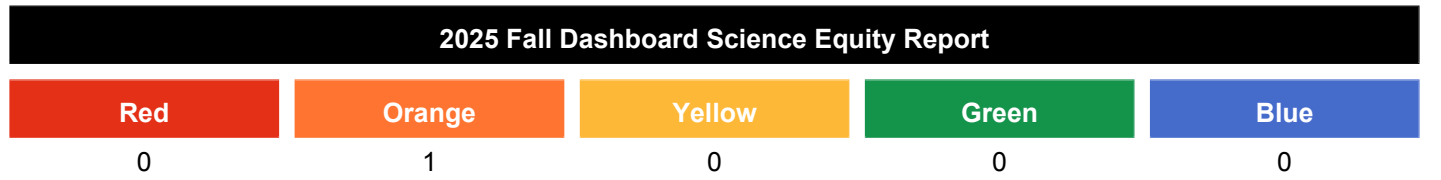
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This section provides number of student groups in each level.



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
 Yellow 50.1 science points Declined 3.9 points 59 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	 No Performance Color 0 Students

Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Orange 44.5 science points Declined 3.7 points 38 Students
Students with Disabilities  No Performance Color 37.6 science points Maintained 0.1 points 17 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 47.3 science points Maintained 0.8 points 23 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 55.7 science points Declined 10.6 points 20 Students

Conclusions based on this data:

1. All students performance is in the Yellow.
2. Socioeconomically Disadvantaged Students are in the Orange.
3. Overall decline for All Students of 3.9 pts.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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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 42.9 making progress. Number Students: 28 Students	 No Performance Color making progress. Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.4%	35.7%	3.6%	39.3%

Conclusions based on this data:

1. 39.3% of students progressed at least one ELPI level.
2. 35.7% of students maintained their ELPI level.
3. 21.4% of students decreased on ELPI level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

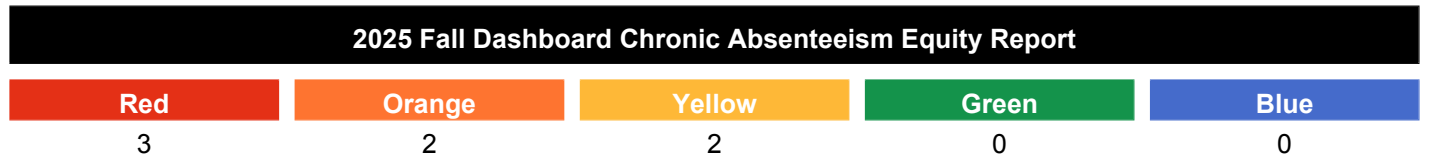
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 19.3% Chronically Absent Declined 2.8 436 Students	English Learners  Red 28.8% Chronically Absent Increased 8.1 52 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color 22.7% Chronically Absent Declined 3.9 22 Students	Socioeconomically Disadvantaged  Red 27.2% Chronically Absent Increased 0.6 257 Students

Students with Disabilities  Orange 22% Chronically Absent Declined 5 118 Students	African American  Red 30% Chronically Absent Increased 2.7 40 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 0% Chronically Absent 0 12 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Yellow 27% Chronically Absent Declined 3.9 185 Students
Two or More Races  Orange 13.2% Chronically Absent Maintained 0.2 53 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Yellow 10.1% Chronically Absent Declined 3.6 138 Students

Conclusions based on this data:

1. We declined 2.8% in chronic absenteeism as a school and are now in the Yellow category.
2. African American (TSI- identified), Socioeconomically Disadvantaged Students, and Multilingual Learners students are in the Red category with chronic absenteeism.
3. Students with Disabilities and Two or More Races students are in the Orange category with chronic absenteeism.

School and Student Performance Data

Conditions & Climate Suspension Rate

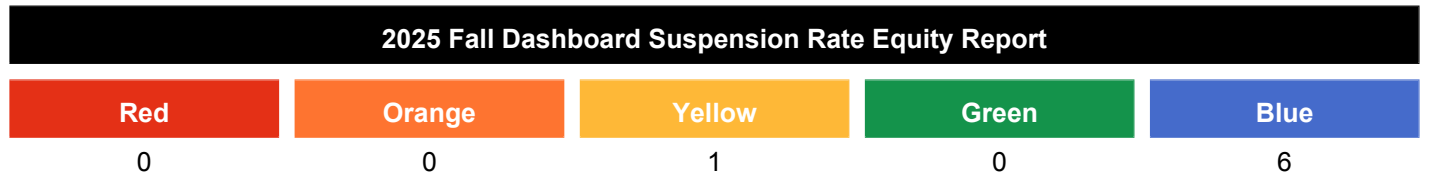
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.4% suspended at least one day Declined 0.9% 449 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 54 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color 0% suspended at least one day Maintained 0% 23 Students	Socioeconomically Disadvantaged  Blue 0% suspended at least one day Declined 1.4% 259 Students

Students with Disabilities  Blue 0% suspended at least one day Declined 3.9% 121 Students	African American  Blue 0% suspended at least one day Declined 2.2% 41 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 0% suspended at least one day 12 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Blue 0% suspended at least one day Declined 0.5% 191 Students
Two or More Races  Blue 0% suspended at least one day Declined 4.3% 55 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Yellow 1.4% suspended at least one day Maintained 0% 142 Students

Conclusions based on this data:

1. Suspension data shows that All Students declined .9% and we are now in the Blue designation.
2. Students of Two or More Races declined in suspensions by 4.3%.
3. White students maintained suspension rate at 1.4%.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

English Language Arts

By June 2027, all students, including English Learners and socioeconomically disadvantaged students, will achieve or surpass the expected outcomes outlined in the Annual Measurable Outcomes section below, as measured by CAASPP ELA (grades 3–5) and the i-Ready ELA Diagnostic in English Language Arts.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

While our goal is to improve in all areas, we have several performance gaps. Specifically 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 3-5 - 47% English Learners, Grades 3-5 - 8% Socioeconomically Disadvantaged Students, Grades 3-5 - 42% Students with Disabilities, Grades 3-5 - 23%	CAASPP 2025-2026: All students, grades 3-5 - 50% English Learners, of testing age - 11% Socioeconomically Disadvantaged Students, of testing age - 45% Students with Disabilities, of testing age - 26%
i-Ready ELA Assessment - % of students mid or above grade level (Grades K-5)	2025-2026 i-Ready Diagnostic 2 - 24% English Learners - 6% Socioeconomically Disadvantaged Students - 17% Students with Disabilities - 7%	2026-2027 i-Ready Diagnostic 2: All students - 30% English Learners - 12% Socioeconomically Disadvantaged Students - 23% Students with Disabilities - 13%

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	Implement a structured Response to Intervention (RTI) framework to identify, monitor, and support students' academic needs through a tiered system of supports. - Tier 1 will include high-quality core instruction, including implementation of the UFLI Reader Development Program in K–2 and research-based literacy practices - Tier 2 will provide targeted interventions (e.g., WIN time, small groups, literacy stations, and small groups) - Tier 3 will deliver intensive, individualized supports (e.g., SST process, diagnostic assessment). Teachers, support staff, and administration will use ongoing data analysis during PLCs and data meetings to monitor progress, adjust instruction, and coordinate supports for academic, attendance, and social-emotional needs.	All Students	
1.2	Collective Teacher Efficacy We will strengthen collective teacher efficacy by engaging certificated staff in ongoing professional learning, peer observation and feedback, and regular administrative feedback. Teachers will refine PLC practices, deepen clarity around grade-level standards, and raise expectations for student achievement to support improved outcomes for all students.	All Students	
1.3	Cognitive Task Analysis We will increase the cognitive demand of student learning by designing rigorous tasks, promoting collaborative thinking and productive struggle, and ensuring students understand learning goals, purpose, and success criteria. Teachers will strengthen this work through ongoing professional learning, teacher clarity, and effective instructional strategies.	All Students	
1.4	Improving ELA Outcomes for Multilingual Learners Increase reading and writing proficiency rates among Multilingual Learners in grades K–5 by implementing evidence-based instructional strategies such as sentence frames to support collaborative academic conversations and implementing use of visual supports to increase comprehensibility.	Multilingual Learners	
1.5	Improving ELA Students with Disabilities Increase reading proficiency among students with disabilities by selecting and implementing Tier 2 and 3 ELA intervention programs grounded in the Science of Reading.	Students with Disabilities	

1.6			
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Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Math

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

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.

While our goal is to improve in all areas, we have several performance gaps. Specifically 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 - 35% English Learners, Grades 3-5 - 13% Socioeconomically Disadvantaged Students, Grades 3-5 - 24% Students with Disabilities, Grades 3-5 - 19%	2025-2026 SBAC Math, Grades 3-5: All students - 38% English Learners, of testing age - 16% Socioeconomically Disadvantaged Students of testing age- 27% Students with Disabilities of testing age - 22%
i-Ready Math Assessment - % of students mid or above grade level (Grades K-5)	2025-2026 i-Ready Diagnostic 2: All Students - 13% English Learners - 3% Socioeconomically Disadvantaged Students - 8% Students with Disabilities - 3%	2026-2027 i-Ready Diagnostic 2: All Students - 19% English Learners - 9% Socioeconomically Disadvantaged Students - 14% Students with Disabilities - 9%

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	Implement a structured Response to Intervention (RTI) framework to identify, monitor, and support students' academic needs through a tiered system of supports. • Tier 1 will include high-quality core instruction, including implementation of the newly adopted math curriculum, aligned to the California Math Framework • Tier 2 will provide targeted math interventions and small group centers using math games and standard aligned tasks • Tier 3 will deliver intensive, individualized supports (e.g., SST process, diagnostic assessment). Teachers, support staff, and administration will use ongoing data analysis during PLCs and data meetings to monitor progress, adjust instruction, and coordinate supports for academic, attendance, and social-emotional needs.	All Students	
2.2	Collective Teacher Efficacy We will strengthen collective teacher efficacy by engaging certificated staff in ongoing professional learning, peer observation and feedback, and regular administrative feedback. Teachers will refine PLC practices, deepen clarity around grade-level standards, and raise expectations for student achievement to support improved outcomes for all students. All teachers and administration will be participating in professional learning around our new iReady Math curriculum adoption that aligns the Mathematics Framework for California Public Schools.	All Students	
2.3	Cognitive Task Analysis We will increase the cognitive demand of student learning by designing rigorous tasks, promoting collaborative thinking and productive struggle, and ensuring students understand learning goals, purpose, and success criteria. Teachers will strengthen this work through ongoing professional learning, teacher clarity, and effective instructional strategies.	All Students	
2.4	Improving Math Outcomes for Multilingual Learners We will improve mathematic outcomes for multilingual learners and students with disabilities by embedding structured inquiry, collaborative talk routines, and hands-on exploration into daily math instruction, ensuring students engage with rigorous, grade-level tasks through visual representations, culturally relevant contexts, and	Multilingual Learners	

	consistent use of sentence frames and academic language supports.		
2.5	Improving Math Outcomes for Students with Disabilities We will improve mathematic outcomes for students with disabilities by embedding hands-on exploration, physical manipulatives and visual drawings into daily math routines to ensure students access rigorous, grade level tasks.	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 3%, and will decrease chronic absenteeism by 5% for African American students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

We have improved our Chronic Absenteeism as a school from 22% to 19.3%, however, equity gaps still exist with our African American students who have a chronic absentee rate of 30%.

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 19.3%. At the end of 24-25, our rate of chronic absenteeism was 30% for African American students.	In 2025-2026, we will reduce the rate of chronic absenteeism by 3%. At the end of 2025-2026,, our rate of chronic absenteeism will be 25% for African American students.

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	Attendance Intervention System Attendance is closely monitored each month by the principal, part-time school counselor, and health/attendance clerk. The health/attendance clerk maintains regular early contact with families experiencing attendance concerns and refers cases to the counselor or social worker as needed. The principal holds SART meetings and implements attendance contracts for students with	All Students	

	persistent attendance challenges. To encourage consistent attendance, the school provides positive incentives such as trimester awards for 95% or higher attendance, a perfect attendance award in partnership with SeaWorld, weekly trophies for the class with the highest attendance, and ongoing positive messaging to students, staff, and families from the principal.		
3.2	School Counseling and Social Work Support The district will provide two days of school counseling or social work services. The counselor or social worker will support individual students with short-term counseling, facilitate small social skills groups, and connect families to community resources addressing basic needs or mental health. They will also support classroom-led Second Step SEL instruction and facilitate the Second Step Bullying Prevention unit.	All Students	
3.3	Social-Emotional Learning and Supports All classrooms will implement the evidence-based Second Step SEL program weekly, including the Bullying Prevention unit taught by the school counselor. Students will have access to calm-down kits and receive instruction in self-regulation strategies, including deep breathing and other calming techniques.	All Students	
3.4	Attendance Incentives We will add fun attendance incentives to reward attendance for those already achieving high attendance rates as well as those who show tardy and attendance improvement. We will add these incentives to our weekly Knight's Circle to boost student excitement around attendance.	All Students	
3.5	Increasing School Connection for African American Students We will monitor our attendance student data for African American student. We will utilize mentorship strategies such as "Check in/Check-out" or "2X10" (spending 2 minutes a day for 10 days talking about non-academic topics) between African American students and a designated staff member to strengthen supportive relationships. Conduct empathy interviews to identify root cause and use results to provide family wrap around services.	African American 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 4

Title and Description of School Goal

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

School Climate & Culture

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Although we have seen improvement in all areas of the SEL survey since last school year, we will continue to preventatively equip students with tools to thrive in all domains through our school wide SEL and counseling program. Similarly, we have seen improvements in the parent survey in all domains, but sense of safety is still our lowest parent perception area. Principal will work on messaging safety measures in place on a more regular basis.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Spring Panorama Survey (3-5 grades only)	The percentage of students who responded favorably in the 2026 Spring Panorama domains listed below are as follows: Emotional Regulation 48% Grit 51% Growth Mindset 47% School Climate 50% School Safety 57% Self-Efficacy 48% Self-Management 64% Sense of Belonging 57% Social Awareness 63% Supportive Relationships 84%	The percentage of students who will respond favorably in the 2027 Spring Panorama Survey will increase to the following percentages are as follows: Emotional Regulation 51% Grit 54% Growth Mindset 50% School Climate 53% School Safety 60% Self-Efficacy 51% Self-Management 67% Sense of Belonging 60% Social Awareness 66% Supportive Relationships 87%
Annual Spring Panorama Survey- Black/AA Students (3-5 grades only)	The percentage of Black/AA students who responded favorably in the 2026 Spring Panorama domains listed below are as follows: Emotional Regulation 49%	The percentage of Black/AA students who will respond favorably in the 2027 Spring Panorama Survey will increase to the following percentages are as follows:

	Grit 59% Growth Mindset 47% School Climate 56% School Safety 49% Self-Efficacy 39% Self-Management 70% Sense of Belonging 56% Social Awareness 69% Supportive Relationships 79%	Emotional Regulation 52% Grit 62% Growth Mindset 50% School Climate 59% School Safety 52% Self-Efficacy 42% Self-Management 73% Sense of Belonging 59% Social Awareness 69% Supportive Relationships 82%
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 - 94% Sense of Safety - 89%	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 - 96% Sense of Community - 95% Sense of Safety - 90%
California Dashboard Suspension Data	Based on the California Dashboard, our school's 2024-2025 suspension rate is .9%.	Based on the California Dashboard, our school's 2025-2026 percentage of students suspended will decrease to .8%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Positive Behavior Interventions and Supports (PBIS) We will implement a school-wide PBIS system emphasizing the Knight's Way—being Respectful, Responsible, and Safe—through restorative practices, Knight's Tickets and Slips, office pre-referrals for positive behavior, and trimester Knight's Awards to recognize and reinforce positive student behavior.	All Students	
4.2	Restorative Practices Staff and students will engage in restorative practices, including weekly school and classroom circles, morning meetings, and restorative justice conversations. Consequences will focus on re-teaching expectations, repairing harm, and fostering accountability and community responsibility.	All Students	
4.3	Social-Emotional Learning (SEL): All students TK–5 will receive weekly Second Step lessons, including the Bullying Prevention unit taught by the school counselor or social worker. Students needing additional support will participate in small, skills-based SEL groups facilitated by the counselor or social worker.	All Students	
4.4	Increasing School Connection for African American Students We will monitor our Panorama student data around African American student's perception around growth mindset, self-efficacy, sense of belonging,	African American Students	

	and supportive relationships at school. We will utilize mentorship strategies such as "Check in/Check-out" or "2X10" (spending 2 minutes a day for 10 days talking about non-academic topics) between African American students and a designated staff member to strengthen supportive relationships.		
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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
----------------	--------

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

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

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

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

This SPSA was adopted by the SSC at a public meeting on May 28, 2026.

Attested:



Principal, Edward Gigliotti on May 28, 2026



SSC Chairperson, Etta Gould on May 28, 2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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