



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

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rolando School	Elementary	37-68197-6038574	April 22, 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 Rolando Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

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

Educational Partner Involvement

How, when, and with whom did your Rolando 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, 5/13/26
- * SSC # 4 Meeting, 3-25-26; SSC #5 Meeting, 4-22-26
- * Staff Meetings where the 2026-27 SPSA goals and metrics were discussed: 3/24/26, 4/14/26

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

ELA Goal 1, ELPI (ties with goal1)

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.

Asian: Chronic Absenteeism, African American and 2 or More Races: Suspensions

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 Rolando 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	0.22%	0.54%	0.84%	1	2	3
African American	7.13%	7.82%	3.93%	32	29	14
Asian	7.13%	6.20%	8.71%	32	23	31
Filipino	1.11%	2.16%	1.69%	5	8	6
Hispanic/Latino	48.55%	47.98%	48.31%	218	178	172
Pacific Islander	%	%	0.28%			1
White	25.17%	25.61%	22.47%	113	95	80
Multiple/No Response	9.58%	8.63%	12.08%	43	32	43
Total Enrollment				449	371	356

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	39
Kindergarten	69	39	43
Grade 1	50	71	37
Grade 2	62	49	64
Grade 3	67	64	39
Grade 4	68	61	66
Grade 5	59	63	68
Grade 6	50		
Total Enrollment	449	371	356

Conclusions based on this data:

1. Hispanic/Latino students continue to represent the largest demographic group at Rolando Elementary, maintaining nearly half of the total enrollment, demonstrating the importance of culturally responsive instruction.

2. Grade-level enrollment data suggests smaller cohorts in the early grades, particularly in Kindergarten and Grade 2 in 2024–25, and a larger cohort on Grade 1 in 2024–25 which may impact class configurations and support staffing decisions.
3. All American Indian, Filipino, Asian and White student representation remained consistent, while there was a decrease in the percentage of African American students represented.

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	62	51	53	12.9%	13.8%	14.9%
Fluent English Proficient (FEP)	27	16	17	5.6%	6.0%	4.8%
Reclassified Fluent English Proficient (RFEP)	14	5		13%	10%	

Conclusions based on this data:

1. African American and Asian student representation remained consistent, with each group accounting for just over 7% of the total population in 2023–24, reinforcing the need for ongoing equity and inclusion efforts for these student groups.
2. Fluent English Proficient (FEP) student numbers have remained stable, indicating consistent identification and classification practices over the past three years.
3. The school saw a small number of students reclassified as Fluent English Proficient in 2022–23, suggesting an opportunity to strengthen reclassification pathways and academic support to accelerate English language acquisition.

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	83	68	65	81	63	63	81	63	63	97.6	92.6	96.9
Grade 4	60	65	64	58	61	63	58	61	63	96.7	93.8	98.4
Grade 5	52	55	59	51	54	59	51	54	59	98.1	98.2	100
Grade 6	53	48		52	47		52	47		98.1	97.9	
All	248	236	188	242	225	185	242	225	185	97.6	95.3	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2414.	2416.	2397.	24.69	25.40	20.63	14.81	17.46	19.05	28.40	33.33	20.63	32.10	23.81	39.68
Grade 4	2444.	2475.	2465.	17.24	27.87	28.57	24.14	26.23	19.05	25.86	16.39	23.81	32.76	29.51	28.57
Grade 5	2472.	2459.	2518.	9.80	14.81	25.42	25.49	16.67	30.51	21.57	24.07	22.03	43.14	44.44	22.03
Grade 6	2499.	2483.		13.46	4.26		21.15	21.28		32.69	40.43		32.69	34.04	
All Grades	N/A	N/A	N/A	17.36	19.11	24.86	20.66	20.44	22.70	27.27	28.00	22.16	34.71	32.44	30.27

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	18.52	20.63	11.11	59.26	55.56	58.73	22.22	23.81	30.16
Grade 4	13.79	22.95	17.46	62.07	63.93	68.25	24.14	13.11	14.29
Grade 5	19.61	14.81	22.03	56.86	53.70	66.10	23.53	31.48	11.86
Grade 6	17.31	10.64		50.00	65.96		32.69	23.40	
All Grades	17.36	17.78	16.76	57.44	59.56	64.32	25.21	22.67	18.92

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	16.25	12.70	11.11	43.75	60.32	55.56	40.00	26.98	33.33
Grade 4	15.52	13.11	11.11	50.00	63.93	65.08	34.48	22.95	23.81
Grade 5	5.88	7.41	16.95	60.78	53.70	62.71	33.33	38.89	20.34
Grade 6	11.54	6.38		38.46	44.68		50.00	48.94	
All Grades	12.86	10.22	12.97	47.72	56.44	61.08	39.42	33.33	25.95

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	14.81	6.35	15.87	66.67	84.13	52.38	18.52	9.52	31.75
Grade 4	6.90	9.84	9.52	81.03	80.33	68.25	12.07	9.84	22.22
Grade 5	17.65	16.67	20.34	62.75	66.67	72.88	19.61	16.67	6.78
Grade 6	9.62	10.64		78.85	72.34		11.54	17.02	
All Grades	12.40	10.67	15.14	71.90	76.44	64.32	15.70	12.89	20.54

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	14.81	17.46	6.35	62.96	61.90	65.08	22.22	20.63	28.57
Grade 4	18.97	14.75	15.87	67.24	70.49	73.02	13.79	14.75	11.11
Grade 5	13.73	9.26	22.03	52.94	61.11	69.49	33.33	29.63	8.47
Grade 6	11.54	2.13		67.31	78.72		21.15	19.15	
All Grades	14.88	11.56	14.59	62.81	67.56	69.19	22.31	20.89	16.22

Conclusions based on this data:

1. Across all five ELA performance indicators measured at Rolando, writing proficiency stands out as the school's area of greatest need. Only 12.97% of Rolando's students demonstrate Above Standard writing performance—the lowest across all measured domains. This gap reflects a systemic instructional challenge that requires Rolando to prioritize writing across the school through more intentional curriculum design, increased instructional time, and targeted professional development for all teachers in writing pedagogy and practice.
2. While Rolando's overall achievement in the highest performance category has improved (Standard Exceeded increased to 24.86%), the data reveals concerning inconsistency across ELA domains and grade levels. Mean Scale Scores show volatility, proficiency in research and inquiry skills fluctuates significantly, and performance in reading comprehension and listening skills remains uneven. These patterns suggest that instructional quality and

consistency are not yet stable across Rolando, indicating a need for coherent, school-wide implementation of research-based ELA practices.

3. Within the inconsistency, Rolando data reveals evidence of effective instruction in specific areas—notably strong performance in research/inquiry, listening comprehension, and overall achievement gains. Rather than starting from scratch, Rolando should conduct a systematic analysis of where instruction is working well, document those practices and conditions, and intentionally replicate them across all classrooms and grade levels to raise overall performance and create consistency.

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	83	68	64	81	67	62	81	67	62	97.6	98.5	96.9
Grade 4	60	65	63	58	64	62	58	64	62	96.7	98.5	98.4
Grade 5	52	55	59	51	54	59	51	54	59	98.1	98.2	100
Grade 6	53	48		53	48		53	48		100.0	100	
All	248	236	186	243	233	183	243	233	183	98.0	98.7	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2422.	2422.	2400.	18.52	25.37	11.29	24.69	22.39	24.19	30.86	19.40	27.42	25.93	32.84	37.10
Grade 4	2455.	2479.	2463.	20.69	21.88	12.90	20.69	31.25	29.03	27.59	26.56	30.65	31.03	20.31	27.42
Grade 5	2427.	2455.	2483.	7.84	11.11	20.34	3.92	7.41	16.95	21.57	24.07	16.95	66.67	57.41	45.76
Grade 6	2472.	2469.		9.43	4.17		15.09	10.42		22.64	35.42		52.83	50.00	
Grade 11															
All Grades	N/A	N/A	N/A	14.81	16.74	14.75	17.28	18.88	23.50	26.34	25.75	25.14	41.56	38.63	36.61

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	20.99	23.88	11.29	58.02	44.78	56.45	20.99	31.34	32.26
Grade 4	26.32	31.25	19.35	43.86	46.88	53.23	29.82	21.88	27.42
Grade 5	5.88	14.81	23.73	41.18	29.63	32.20	52.94	55.56	44.07
Grade 6	11.32	4.17		39.62	39.58		49.06	56.25	
Grade 11									
All Grades	16.94	19.74	18.03	47.11	40.77	47.54	35.95	39.48	34.43

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	20.99	25.37	17.74	53.09	47.76	43.55	25.93	26.87	38.71
Grade 4	15.52	14.06	16.13	53.45	60.94	51.61	31.03	25.00	32.26
Grade 5	5.88	7.41	11.86	43.14	44.44	54.24	50.98	48.15	33.90
Grade 6	9.43	6.25		35.85	39.58		54.72	54.17	
All Grades	13.99	14.16	15.30	47.33	48.93	49.73	38.68	36.91	34.97

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	13.43	12.90	55.56	64.18	61.29	25.93	22.39	25.81
Grade 4	21.05	18.75	19.35	52.63	56.25	51.61	26.32	25.00	29.03
Grade 5	0.00	5.56	16.95	47.06	53.70	52.54	52.94	40.74	30.51
Grade 6	11.32	8.33		50.94	70.83		37.74	20.83	
All Grades	13.64	12.02	16.39	52.07	60.94	55.19	34.30	27.04	28.42

Conclusions based on this data:

1. Overall: The school needs to balance procedural fluency with deeper mathematical thinking across all grades, with urgent focus on Grades 3-4.
2. Grade 5 is the clear success story across multiple measures — Grade 5 demonstrates consistent gains in 2024-25: Mean Scale Score increased to 2483.4 (highest among elementary grades), Concepts & Procedures jumped to 23.73% Above Standard, and Communicating Reasoning surged from 5.56% to 16.95% Above Standard. This grade-level's instructional practices should be examined and replicated school-wide.
3. Mathematical reasoning (Communicating Reasoning & Problem Solving) is a critical weakness — These two domains consistently show lower performance than Concepts & Procedures across all grades. For example, in Grade 3, only 12.90% are Above Standard in Communicating Reasoning compared to 11.29% in Concepts & Procedures. This suggests students can apply procedures but struggle to justify their thinking and solve complex problems—requiring targeted instruction in mathematical reasoning and discourse.

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	*	1405.9	*	*	1423.4	*	*	1364.9	*	8	15	5
1	*	*	*	*	*	*	*	*	*	8	8	9
2	1452.5	*	*	1449.1	*	*	1455.4	*	*	17	5	6
3	1459.2	1440.7	*	1464.3	1415.3	*	1453.5	1465.7	*	12	12	6
4	1500.6	*	1476.5	1491.6	*	1467.4	1509.1	*	1485.5	11	10	11
5	*	*	*	*	*	*	*	*	*	10	9	10
6	*	*		*	*		*	*		*	7	
All										69	66	47

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	*	6.67	*	*	40.00	*	*	26.67	*	*	26.67	*	*	15	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	23.53	*	*	23.53	*	*	11.76	*	*	41.18	*	*	17	*	*
3	0.00	8.33	*	25.00	16.67	*	58.33	8.33	*	16.67	66.67	*	12	12	*
4	18.18	*	9.09	45.45	*	18.18	9.09	*	45.45	27.27	*	27.27	11	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*		*	*	
All	15.94	13.64	8.51	26.09	22.73	23.40	30.43	27.27	36.17	27.54	36.36	31.91	69	66	47

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	*	20.00	*	*	26.67	*	*	40.00	*	*	13.33	*	*	15	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	23.53	*	*	23.53	*	*	17.65	*	*	35.29	*	*	17	*	*
3	25.00	16.67	*	33.33	8.33	*	25.00	8.33	*	16.67	66.67	*	12	12	*
4	36.36	*	9.09	36.36	*	27.27	18.18	*	45.45	9.09	*	18.18	11	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*		*	*	
All	24.64	25.76	17.02	33.33	22.73	34.04	20.29	21.21	25.53	21.74	30.30	23.40	69	66	47

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		0.00	*		40.00	*		33.33	*		26.67	*		15	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		0.00	*		25.00	*		25.00	*		50.00	*		12	*
4		*	0.00		*	27.27		*	27.27		*	45.45		*	11
5		*	*		*	*		*	*		*	*		*	*
6	*	*		*	*		*	*		*	*		*	*	
All	7.25	4.55	0.00	23.19	22.73	21.28	24.64	25.76	34.04	44.93	46.97	44.68	69	66	47

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	*	13.33	*	*	66.67	*	*	20.00	*	*	15	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	11.76	*	*	52.94	*	*	35.29	*	*	17	*	*
3	16.67	8.33	*	50.00	33.33	*	33.33	58.33	*	12	12	*
4	45.45	*	18.18	45.45	*	45.45	9.09	*	36.36	11	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
All	20.29	18.18	25.53	55.07	50.00	46.81	24.64	31.82	27.66	69	66	47

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	*	33.33	*	*	46.67	*	*	20.00	*	*	15	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	41.18	*	*	29.41	*	*	29.41	*	*	17	*	*
3	33.33	25.00	*	50.00	8.33	*	16.67	66.67	*	12	12	*
4	18.18	*	9.09	72.73	*	63.64	9.09	*	27.27	11	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
All	37.68	33.33	17.02	39.13	34.85	55.32	23.19	31.82	27.66	69	66	47

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	0.00	*	*	73.33	*	*	26.67	*	*	15	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	5.88	*	*	47.06	*	*	47.06	*	*	17	*	*
3	0.00	0.00	*	41.67	33.33	*	58.33	66.67	*	12	12	*
4	18.18	*	0.00	45.45	*	45.45	36.36	*	54.55	11	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
All	11.59	6.06	6.38	39.13	40.91	38.30	49.28	53.03	55.32	69	66	47

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	*	20.00	*	*	53.33	*	*	26.67	*	*	15	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	23.53	*	*	41.18	*	*	35.29	*	*	17	*	*
3	0.00	8.33	*	83.33	50.00	*	16.67	41.67	*	12	12	*
4	18.18	*	0.00	54.55	*	63.64	27.27	*	36.36	11	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
All	14.49	10.61	0.00	62.32	59.09	61.70	23.19	30.30	38.30	69	66	47

Conclusions based on this data:

1. Rolando's English Learners face significant challenges in written language development. Zero percent of students achieved the highest proficiency level (Level 4) in 2024-25, a decline from just 4.55% in the prior year. At the same time, nearly 45% of Rolando's English Learners remain at the Beginning level in writing, indicating that foundational written language skills are not being adequately developed. This pattern—combined with similarly concerning results in the Writing domain across multiple competencies—signals an urgent need for Rolando to strengthen language development instruction specifically focused on English Learners' writing skills.

2. Rolando's data shows a troubling trend in reading development among English Learners. Only 6.38% of students demonstrate Well Developed reading proficiency, while 55.32% remain at the Beginning level—an increase from 53.03% in the prior year. This rising proportion of students in early-stage reading proficiency, combined with declining numbers of high-performing readers, suggests that Rolando's current reading instruction and intervention strategies for English Learners are insufficient to accelerate language and literacy development at the pace needed.
3. While speaking proficiency was one of Rolando's stronger domains, the trend is concerning. The percentage of English Learners demonstrating Well Developed speaking skills dropped sharply from 37.68% (2022-23) to just 17.02% (2024-25). Conversely, students performing at the Somewhat/Moderately level increased to 55.32%, suggesting that Rolando's English Learners are not progressing to higher levels of oral language proficiency as expected. This decline points to a need for more intensive, targeted oral language development and communication practice across Rolando's instructional program.

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.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
371	68.7%	13.7%	0.3%
Total Number of Students enrolled in Rolando 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	51	13.7%
Foster Youth	1	0.3%
Homeless	31	8.4%
Socioeconomically Disadvantaged	255	68.7%
Students with Disabilities	56	15.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	29	7.8%
American Indian	2	0.5%
Asian	23	6.2%
Filipino	8	2.2%
Hispanic	178	48%
Two or More Races	32	8.6%
Pacific Islander	0	0.0%
White	95	25.6%

Conclusions based on this data:

1. A significant majority of students (69%) are socioeconomically disadvantaged, emphasizing the importance of equitable access to academic supports, school meals, and community partnerships to address barriers to learning.
2. The school serves a diverse racial and ethnic population, with Hispanic students making up nearly half of the enrollment (48%) and White students representing 26%. This highlights the need for culturally responsive teaching and inclusive school practices.
3. 14% of students are classified as English Learners, reinforcing the need for high-quality English Language Development (ELD) instruction and integrated supports across content areas to ensure academic success for multilingual learners.

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- Academic achievement in both English Language Arts and English Learner Progress is in the Green performance band, suggesting moderate concern and a need for continued monitoring and improvement
- Chronic absenteeism and math performance fall within the Yellow performance band, indicating the need for targeted instructional support and interventions in student attendance and math proficiency.

3. The school has demonstrated weakness in school climate, as reflected in the Orange performance level for suspension rate, indicating a strong focus on implementation of restorative practices and positive behavior supports.

School and Student Performance Data

Academic Performance English Language Arts

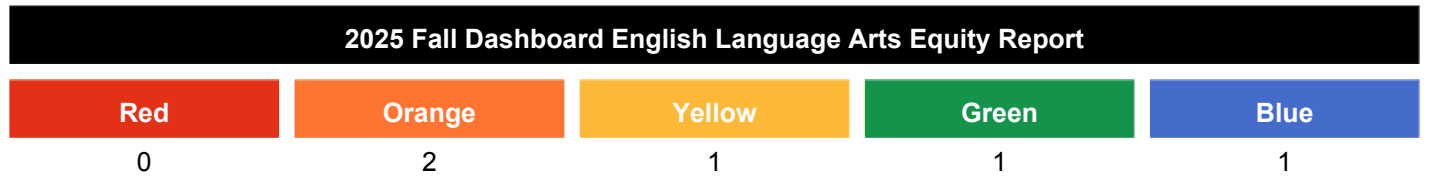
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Green 2.2 points below standard Increased 22.1 points 173 Students	 Orange 46.6 points below standard Declined 5.2 points 32 Students	

Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Socioeconomically Disadvantaged  Yellow 26.9 points below standard Increased 13.4 points 117 Students
Students with Disabilities  Orange 74.7 points below standard Increased 4.4 points 31 Students	African American  No Performance Color 49.2 points below standard Declined 10.5 points 15 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 27.6 points below standard Declined 26.4 points 12 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Green 0.2 points below standard Increased 37.5 points 84 Students
Two or More Races  No Performance Color 23.3 points below standard Increased 18.3 points 12 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 11.3 points above standard Increased 22.1 points 44 Students

Conclusions based on this data:

- While Rolando's overall ELA performance is Green (performing well), the dashboard reveals substantial performance gaps across student subgroups. English Learners perform 46.6 points below standard (Orange level), Socioeconomically Disadvantaged students are 26.8 points below standard (Yellow level), and Students with Disabilities are 74.7 points below standard (Orange level). Meanwhile, White students perform 11.3 points above standard (Blue level) and Hispanic students are nearly at standard (0.2 points below, Green level). These gaps demonstrate that Rolando's overall achievement masks deeply unequal outcomes for vulnerable student populations and signal the urgent need for targeted, equity-focused interventions.

2. Students with Disabilities at Rolando face the largest performance gap on the dashboard, scoring 74.7 points below the standard and receiving an Orange performance rating—the lowest performance level. This subgroup's performance is significantly below all other groups and represents a critical barrier to meeting Rolando's equity goals. The data indicates that current special education services, general education supports, and interventions are not adequately addressing the learning needs of Students with Disabilities and require comprehensive review and redesign.
3. Rolando shows encouraging growth in certain student populations: Hispanic students increased 37.5 points and White students increased 22.1 points in recent years. However, the same subgroups consistently underperform—English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. This pattern indicates that Rolando's improvement strategies have not yet reached or effectively served its most vulnerable learners, suggesting that current interventions lack sufficient intensity, differentiation, or cultural responsiveness to address the unique needs of these populations.

School and Student Performance Data

Academic Performance Mathematics

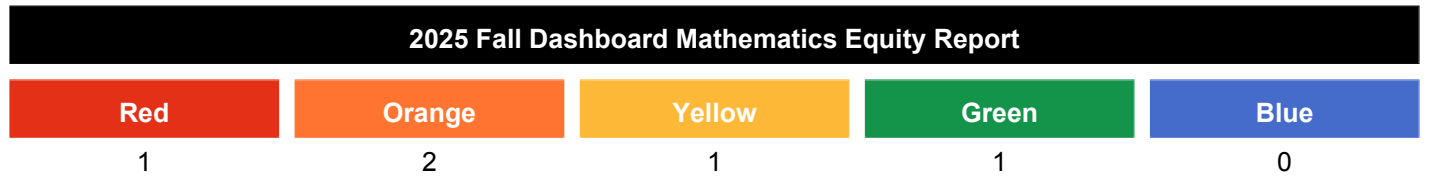
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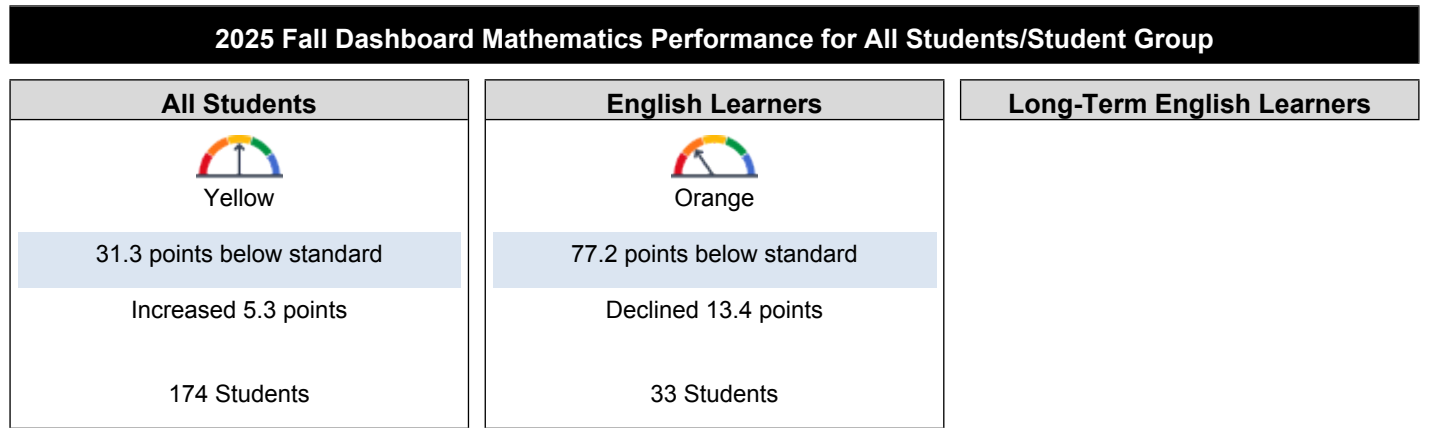
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This section provides number of student groups in each level.



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



Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Socioeconomically Disadvantaged  Orange 54.2 points below standard Maintained 0 points 118 Students
Students with Disabilities  Red 104 points below standard Declined 16.6 points 31 Students	African American  No Performance Color 51.7 points below standard Declined 6 points 15 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 50.5 points below standard Declined 7.5 points 12 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Yellow 37.3 points below standard Increased 9.2 points 84 Students
Two or More Races  No Performance Color 56.3 points below standard Increased 6.1 points 12 Students	Pacific Islander  No Performance Color 0 Students	White  Green 8.4 points below standard Increased 9.4 points 45 Students

Conclusions based on this data:

1. Rolando's overall mathematics achievement is 51.5 points below standard, with the most severe gaps concentrated among the school's most vulnerable learners. English Learners are 77.2 points below standard (Orange), Students with Disabilities are 104 points below standard (Red), and Socioeconomically Disadvantaged students are 54.2 points below standard (Orange). These interconnected performance gaps indicate that current mathematics instruction and interventions are not adequately serving the students with the greatest need, requiring urgent and comprehensive systemic change across instructional practices, curriculum, and support services.
2. Students with Disabilities at Rolando are performing at the Red level—104 points below standard and declining 16.6 points. This represents the most severe performance gap on the dashboard and demands immediate action. The worsening trend indicates that current approaches to mathematics instruction for this subgroup are fundamentally

inadequate and require intensive redesign of both general education and special education mathematics programming.

3. English Learners are 77.2 points below standard and declining 13.4 points—a worsening trajectory despite overall improvement efforts. Concurrently, Socioeconomically Disadvantaged students remain flat at 54.2 points below standard with zero progress. These two subgroups require different but equally urgent interventions: English Learners need accelerated, language-integrated mathematics instruction to reverse declining performance, while Socioeconomically Disadvantaged students need sustained, intensive supports to break the pattern of stagnation and advance toward proficiency.

School and Student Performance Data

Academic Performance Science

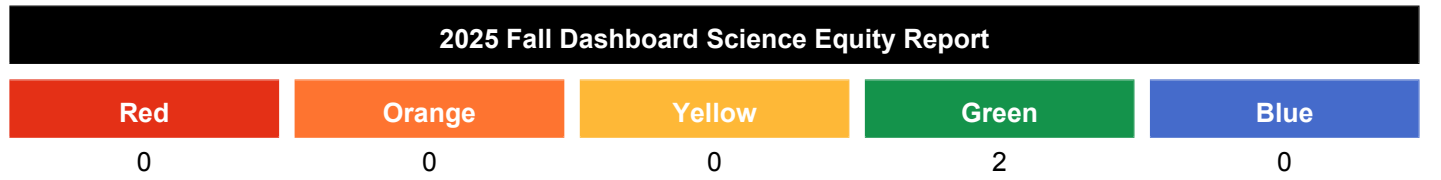
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
54.8 science points	37.8 science points	0 Students
Increased 7.1 points	Declined 7 points	
58 Students	12 Students	

Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged  Green 49.6 science points Increased 6.2 points 41 Students
Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 9 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 Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Green 50.6 science points Increased 2.9 points 32 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 58.3 science points Increased 12.8 points 13 Students

Conclusions based on this data:

1. Rolando's science achievement is rated Green overall, with students performing 54.8 science points and showing growth of 7.1 points. Both Socioeconomically Disadvantaged students (Green, 49.6 points, +6.2) and Hispanic students (Green, 50.6 points, +2.9) demonstrate adequate performance and positive momentum. This contrasts favorably with performance in other academic areas and indicates that Rolando's science instruction is reaching the majority of students effectively, though sustained attention to maintaining and building on this progress is essential.
2. English Learners in Rolando are the only measured subgroup showing a declining trend in science, with a decrease of 7 points despite overall school improvement. With 37.8 science points, this subgroup is performing significantly below other groups and below the overall school average. This decline signals that English Learners need targeted, language-integrated science instruction and support to access and succeed in science content.

3. The science data reveals a critical limitation: only 58 students school-wide were assessed, resulting in insufficient data for most demographic subgroups (Students with Disabilities, English Learners, and most racial/ethnic groups all lack performance ratings due to sample size). While available data is encouraging, this limited visibility prevents Rolando from fully understanding and addressing potential equity gaps in science access and achievement. Expanding science assessment and ensuring all student groups have adequate representation in science programs is essential for comprehensive equity monitoring.

School and Student Performance Data

Academic Performance English Learner Progress

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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
 Green 52.6 making progress. Number Students: 38 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
15.8%	31.6%	0%	52.6%

Conclusions based on this data:

- Only 52.6% of Rolando's English Learners are making annual progress, while 31.6% stagnate at their current level and 15.8% decline. This indicates that current English learner supports are not reaching nearly half the population effectively.
- A concerning 15.8% of English Learners lost ground, declining one ELPI level. This regression suggests insufficient intensity or inconsistency in language development instruction and support.
- Zero percent of students maintained ELPI Level 4, indicating English Learners have limited access to advanced proficiency and warrants examination of pathways to full English proficiency and program exit criteria.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

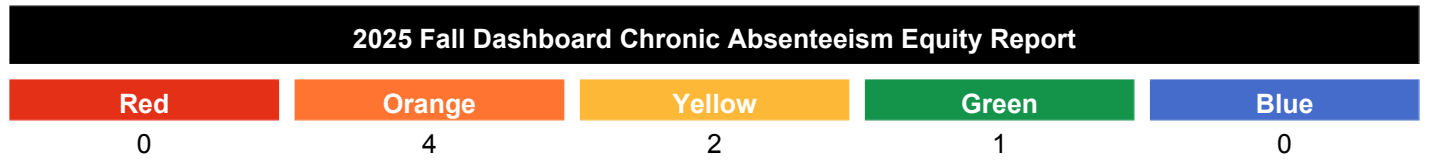
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 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 18.3% Chronically Absent Declined 4.1 387 Students	English Learners  Orange 20.4% Chronically Absent Declined 11.3 54 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 30.8% Chronically Absent Declined 23.1 39 Students	Socioeconomically Disadvantaged  Yellow 23.2% Chronically Absent Declined 3.8 276 Students

Students with Disabilities  Orange 20.8% Chronically Absent Declined 7.4 72 Students	African American  Orange 21.9% Chronically Absent Declined 3.1 32 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 28% Chronically Absent Increased 3 25 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Yellow 18.7% Chronically Absent Declined 5.9 187 Students
Two or More Races  Orange 23.7% Chronically Absent Declined 4.3 38 Students	Pacific Islander  No Performance Color 0 Students	White  Green 9.5% Chronically Absent Declined 6.2 95 Students

Conclusions based on this data:

1. Rolando shows substantial disparities in chronic absenteeism, with some student populations experiencing rates more than three times higher than others. This variation indicates that attendance is not a uniform challenge across the school and warrants investigation into why specific groups have higher rates.
2. Nearly all measured subgroups declined in chronic absenteeism rates, indicating that recent efforts have had positive effects across diverse populations. However, improvement rates vary, with some groups showing minimal change while others show substantial gains.
3. While the school is moving in a positive direction, several student populations still have chronic absenteeism rates in the Orange performance range, indicating ongoing attendance challenges that remain unresolved.

School and Student Performance Data

Conditions & Climate Suspension Rate

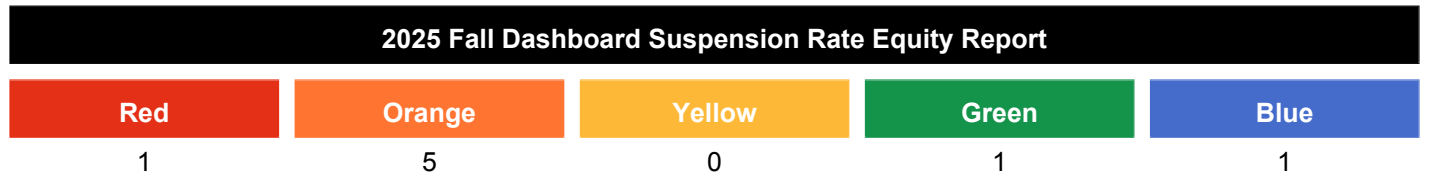
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 1.8% suspended at least one day Increased 0.5% 400 Students	English Learners  Orange 1.7% suspended at least one day Increased 1.7% 58 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  Orange 5.1% suspended at least one day Increased 1.8% 39 Students	Socioeconomically Disadvantaged  Orange 1.8% suspended at least one day Increased 0.3% 284 Students

Students with Disabilities  Green 2.7% suspended at least one day Declined 1.1% 73 Students	African American  Red 6.3% suspended at least one day Increased 1.1% 32 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 27 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Orange 1.6% suspended at least one day Increased 1.6% 193 Students
Two or More Races  Blue 0% suspended at least one day Declined 7.5% 40 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Orange 2.1% suspended at least one day Increased 2.1% 97 Students

Conclusions based on this data:

1. Rolando's overall suspension rate is Orange at 1.8%. Multiple subgroups—English Learners, Homeless, Socioeconomically Disadvantaged, Hispanic, and White students—are also Orange. African American students are rated Red, indicating the highest performance concern on this indicator. Only Asian students and students of Two or More Races show lower suspension rates.
2. Nearly all measured student groups show increases in suspension rates. English Learners, Homeless, Socioeconomically Disadvantaged, Hispanic, and White students all have higher suspension rates than the prior year. Only Students with Disabilities and students of Two or More Races show declines.
3. Asian students have a 0% suspension rate while African American students are at 6.3% and Homeless students at 5.1%. These disparities indicate that suspension risk is not evenly distributed across Rolando's student population.

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.

The 2025-26 i-Ready Reading D2 shows only 29% of students Mid or Above Grade Level (ELs at 4%, SWD at 18%). Despite CAASPP gains, there's a gap between summative growth and mid-year placement—indicating a need to strengthen Tier 1 reading instruction, targeted intervention, and language development, especially for ELs and SWD.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment - % of students meeting standard (of testing age)	CAASPP 2024-2025: All students, Grades 3-6 - 48%	CAASPP 2025-2026: All students, grades 3-5, of testing age 55%
	English Learners, Grades 3-6 - 14%	English Learners, of testing age - 25%
	Socioeconomically Disadvantaged Students, Grades 3-6 - 35%	Socioeconomically Disadvantaged Students, of testing age - 45%
	Students with Disabilities, Grades 3-6 - 14%	Students with Disabilities, of testing age - 25%
i-Ready ELA Assessment - % of students at or above grade level (All grades)	2025-2026 i-Ready Diagnostic 2 - 52%	2026-2027 i-Ready Diagnostic 2: All students - 62%
	English Learners - 14%	English Learners - 24%
	Socioeconomically Disadvantaged Students - 40%	Socioeconomically Disadvantaged Students - 50%
	Students with Disabilities - 28%	Students with Disabilities - 38%

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	Our site will build capacity to personalize learning and meet the needs of our diverse learners by implementing small group instruction across all content areas. Teachers will collaboratively plan lessons that promote academic ownership through student-centered practices such as collaborative conversations and written responses, grounded in Culturally Responsive Teaching and the Brain and The Next Step in Academic Conversations.	All Students	
1.2	Instruction will be personalized through the use of regular and frequent formative assessments to guide instruction. Teachers will offer to support explicit, systematic foundational literacy skills through use of SIPPS, UFLI, etc. Skill based small group instruction, book clubs and individual classroom libraries will be utilized to provide instruction and practice at the student's just right level. Newsela will be used to support the differentiated reading level support ,as well as provide real time feedback for students on their writing tasks	At Risk Students	7168 Title I 4000-4999: Books And Supplies Classroom library and guided reading books
1.3	We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI). SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs through frequent collaboration with the homeroom GE teacher.	Students with Disabilities	
1.4	All K - 5th grade students reading below grade level will participate in daily small group reading instruction. * Analyze district benchmark data in August to determine flexible reading group placement. * Hire 1 Site Support Sub to support daily reading group instruction.	All Students with focus on ELLs	54572 Title I 1000-1999: Certificated Personnel Salaries 1.0 FTE Site Support Sub
1.5	We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs) and support all newcomers in learning basic vocabulary and conversational skills to communicate with teachers, peers and be able to participate in academic areas. The school will strengthen support for English Learners (ELs) through consistent implementation of integrated and designated ELD strategies focused on language development, academic discourse, and access to grade-level content. Students will be strategically grouped by English proficiency level during designated ELD to provide targeted language instruction aligned to student needs. Instruction will emphasize collaborative learning routines, structured student discourse, sentence frames, and explicit vocabulary development to	ELs	

	increase student talk, language production, and participation across academic settings.		
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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, 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.

The 2024-25 CAASPP Math shows declines for SWD (from 19% the previous year to 10%), Black/AA (from 37% the previous year to 19%), and ELs (from 8% the previous year to 7%). The 2025-26 i-Ready Math D2 confirms urgent need: only 16% of all students Mid or Above Grade Level, with 0% of ELs, 7% of SWD, and 12% of SED at grade level—pointing to need for stronger Tier 1 instruction, SAI collaboration, math language development for ELs, and culturally responsive practices for Black/AA learners.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Assessment - % of students meeting standard (of testing age)	2024-2025 SBAC Math, Grades 3-5: All students- 38%	2025-2026 SBAC Math, Grades 3-5: All students - 46%
	English Learners, Grades 3-6 - 7%	English Learners, of testing age - 17%
	Socioeconomically Disadvantaged Students, Grades 3-6 - 26%	Socioeconomically Disadvantaged Students of testing age- 36%
	Students with Disabilities, Grades 3-6 - 10%	Students with Disabilities of testing age - 25%
i-Ready Math Assessment - % of students at or above grade level (ALL grades)	2025-2026 i-Ready Diagnostic 2: All Students - 35%	2026-2027 i-Ready Diagnostic 2: All Students - 45%
	English Learners - 8%	English Learners - 18%
	Socioeconomically Disadvantaged Students - 26%	Socioeconomically Disadvantaged Students - 36%
	Students with Disabilities - 36%	Students with Disabilities - 46%

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	Our site will build capacity to deliver comprehensive, equity-centered math instruction aligned with the new district math framework and the adoption of our new math curriculum next year. We will focus on personalized learning experiences through the consistent use of small group instruction to meet the diverse needs of our students. Teachers will collaborate in grade-level teams to design math lessons aligned with the new curriculum that promote academic ownership, integrating student-centered strategies such as collaborative conversations, math discourse, and written reasoning. We will provide dedicated math planning release days to give teachers regular time to engage in collaborative planning, lesson design, and data analysis focused on improving math outcomes and ensuring effective implementation of the new curriculum.	All Students with focus on AA, SED and ELLs	11700 Title I 1000-1999: Certificated Personnel Salaries Release days
2.2	We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI). SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs through frequent collaboration with the homeroom GE teacher.	English Learners	
2.3	Instruction will be personalized through the use of regular and frequent formative math assessments to guide instruction. Math games, and small group instruction will be utilized to provide instruction and practice at the student's just right level.	All Students with focus on AA, SED and ELLs	4500 Title I 1000-1999: Certificated Personnel Salaries Data Release Days 2750 0100/0105 4000-4999: Books And Supplies Math resources

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 10%, and for each specified student group in the Annual Measurable Outcome section, as measured by end of year chronic absenteeism rates, by addressing the barriers through the strategies listed below.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Our most current attendance reports demonstrate a significant decrease in the % of chronically absent students. While we have had a decrease in the % of chronically absent students, we have maintained an ADA of 92% with our Latino student recording the highest number of absences.

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 18%.	In 2025-2026, we will reduce the rate of chronic absenteeism by 10%.

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	Maintain our Attendance Team, including the Health Technician, Mental Health Provider, and Community Schools Facilitator, to implement proactive strategies that reduce chronic absenteeism. The team will: Conduct targeted outreach to families of chronically absent students, offering individualized supports such as alarm clocks, transportation assistance, and referrals to Extended School Services (ESS).	All Students	3000 Community Schools Grant 4000-4999: Books And Supplies Attendance incentives

	-Educate families on attendance expectations, including how and when to report absences and the difference between excused and unexcused absences. -Collaborate with students and families to set personalized attendance goals and provide incentives to celebrate progress and improvement.		
3.2	Leverage our full-time Mental Health Provider to strengthen student connectedness and emotional well-being by establishing a trauma-informed school culture grounded in restorative practices and positive behavior supports. Specific actions include: delivering direct counseling (individual and small-group sessions) and classroom SEL instruction; providing staff professional development in trauma-informed practices, SEL integration, PBIS, and growth mindset; implementing early intervention protocols for behavioral concerns with family and staff collaboration; conducting targeted outreach to chronically absent students to identify and address attendance barriers; and ensuring foster students receive timely support through coordinated family meetings and parent education.	All Students	32583 Title I 1000-1999: Certificated Personnel Salaries 0.2 FTE for Mental Health Worker
3.3	Build a warm, welcoming school environment that prioritizes attendance and strengthens relationships between staff, students, and families. Establish a trauma-informed, restorative school climate that emphasizes connection and accountability through: daily family greetings at school entry to set a positive tone; classroom-based relationship building via daily teacher check-ins, weekly circles, and SEL instruction; school-wide community events (pre-school Walk/Jog, basketball) that encourage timely arrival and belonging; targeted check-ins and therapy dog sessions for chronically absent students to increase campus connection; and weekly Character Circles that celebrate student growth and achievement with family participation. Partner with community agencies (City Hope, Family Wellness Center) to embed additional SEL support and resources.	All Students	4766 0100/0105 2000-2999: Classified Personnel Salaries Culture/Climate Support Personnel 2500 0100/0105 5800: Professional/Consulting Services And Operating Expenditures walk/Jog App
3.4	Engage in frequent field trips to better personalize create real world learning opportunities for all of our students.	All Students	1855 0100/0105 5000-5999: Services And Other Operating Expenditures Field Trips
3.5	To enhance hands-on learning and increase student engagement, Rolando will implement garden classes as part of the instructional program. These classes will integrate science, environmental education, and social-emotional learning through real-world experiences in the school garden. Students will participate in planting, maintaining, and harvesting crops while learning about ecosystems, sustainability, nutrition, and responsibility. Garden lessons will also be aligned with academic content and used as a setting for team-building, collaboration, and mindfulness	All Students	5000 Community Schools Grant 2000-2999: Classified Personnel Salaries Garden Educator

	activities. Staff and volunteers will support regular garden sessions, fostering student ownership and connection to the school community.		
3.6	Rolando's 5th grade students will participate in a Legacy Project focused on public service, allowing them to leave a meaningful contribution to the school community before promotion. Through this project, students will explore themes of leadership, civic responsibility, and community engagement. They will identify a school or community need, design a public service initiative, and collaboratively implement their solution—such as campus beautification, a kindness campaign, or peer mentoring. This project fosters a sense of purpose, connection, and pride while reinforcing the values of service and teamwork as students prepare to transition to middle school.	5th Grade Students	
3.7	To strengthen a safe, supportive learning environment, our school will maintain and implement a dedicated Sensory Regulation Room to provide students structured opportunities to regulate emotions and bodies. This resource will reduce time lost to dysregulation, decrease office/discipline referrals, and increase students' readiness to learn through consistent, trauma-informed, and inclusive supports.	All Students	2500 0100/0105 4000-4999: Books And Supplies Supplies for Sensory Room

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.

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 experienced a decline in percentage points across all domains when comparing the Fall survey data with the Spring survey data. We will focus our attention on implementing strategies to build in our students, a sense of self efficacy. We will also intentionally focus on building in our Multi Race student group (ATSI) a sense of self management as a means to prevent student suspensions.

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 (XX grades only)	The percentage of {3-5} students who responded favorably in the 2026 Spring Panorama domains listed below are as follows: Emotional Regulation 48% Grit 51% Growth Mindset 53% School Climate 52% School Safety 56% Self-Efficacy 51% Self-Management 66% Sense of Belonging 55% Social Awareness 63% Supportive Relationships 86%	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 58% Grit 61% Growth Mindset 63% School Climate 62% School Safety 66% Self-Efficacy 61% Self-Management 66% Sense of Belonging 65% Social Awareness 73% Supportive Relationships 90%
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 - 87% Sense of Community - 87%	The percentage of parents who respond favorably in the Spring 2027 survey will increase to the following percentages in each domain: Support for Academic Learning - 95% Sense of Community - 95%

	Sense of Safety - 75%	Sense of Safety - 85%
California Dashboard Suspension Data	Based on the California Dashboard, our school's 2024-2025 suspension rate is 1%.	Based on the California Dashboard, our school's 2025-2026 percentage of students suspended will decrease to 0.5%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.2	Community Schools Facilitator to provide regular parent workshops to empower parents to support their child/children's education and increase parent engagement and involvement within the school and the district by: * Planning and organizing meetings and educational training classes for parents and students, especially our non-English speaking parents and students * Coordinating with outside organizations and assist parents in utilizing community service and other resources * Serving as a contact between non-English speaking students, parents, families and the school and/or district to increase parent confidence and connection with the school	All Students	2000 Community Schools Grant 4000-4999: Books And Supplies Supplies 1,416.50 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Supplies
4.3	To ensure families are active partners in student success, Rolando will offer a variety of opportunities for family involvement and parent education: Host engaging events such as Math Night, STEAM Night, Reading Night, Family Lunches, and Back to School Night to build relationships with school staff. Increase 4th–5th grade family participation and enhance PTA presence during school hours and events. Welcome classroom and at-home volunteers to support instructional projects. Provide a weekly Wednesday Family Workshop where families assist teachers with classroom prep projects in the Family Workroom. Collaborate with district staff and the site social worker to offer training and best practices for ELAC and SSC, and expand equity-focused parent education. Include parent education topics in SSC, ELAC, and PTA agendas, and survey families to align offerings with their needs. Offer childcare and food at monthly community meetings to support broader participation. Partner with the district and community agencies to provide parent workshops on academics, social-emotional learning, and parenting strategies at varied times.	All Students	1200 Community Schools Grant None Specified childcare and food for community meetings 3000 Community Schools Grant 5800: Professional/Consulting Services And Operating Expenditures Parent Workshops
4.4	Provide a safe and playful recess experience for all of our students.	All Students	800 Community Schools Grant

	* Partner with Playworks to provide the training of our campus attendants and other stakeholders to ensure that students are actively engaged in playful, safe and cooperative games during their recess time. Will support our efforts to decrease the students in Multiple Races student group (ATSI) suspension rates.		4000-4999: Books And Supplies Recess resources
4.5	To reduce suspensions for African American and Two or More Races students, we will strengthen Tier 1 supports by fostering strong student-staff relationships, implementing daily community circles, and providing culturally responsive professional development. Discipline data will be analyzed monthly to identify trends and guide interventions, while student voice forums and equity walks will ensure their experiences inform our actions. Restorative practices will replace punitive responses, with a focus on re-entry circles, behavior plans co-created with students, and consistent, trauma-informed protocols. We will also partner with families through advisory groups, workshops, and ongoing, strengths-based communication.	AA and two or more races	
4.6	We will communicate with parents regularly about student progress and school activities in an effort to increase a sense of community and support for academic learning by: * Utilizing parent information systems such as Parent Square weekly videos, weekly announcements on school website, Jupiter Grades, Friday Folders, and student planners to enhance, home/school communication. * Utilizing apps such as Parent Square, Google Classroom, and Jupiter Grades to enhance home/school communication * Incorporate PTA communication in Rolando's weekly blast. * Provide translation and interpreters at parent workshops. Provide translation of written materials when indicated. * Monthly parent forums will be held alternating between morning and evenings with the principal and PTA to inform Rolando community and elicit parent input. * Maintain, and utilize social media website updates, Twitter feed, Facebook, Instagram, and other social media platforms to foster communication with parents and families specifically, and the community at large. Staff to create weekly videos to send out with newsletters. * Classroom teachers will send home weekly communication regarding student progress, upcoming events, social-emotional focus area and academic focus/promise standards for math and language arts	All Students	0

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	\$141,310.50
Total Federal Funds Provided to the School from the LEA for CSI	\$--

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$110,523.00
Title I Part A: Parent Involvement	\$1,416.50

Subtotal of additional federal funds included for this school: \$111,939.50

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 (\$)
	\$0.00
0100/0105	\$14,371.00
Community Schools Grant	\$15,000.00

Subtotal of state or local funds included for this school: \$29,371.00

Total of federal, state, and/or local funds for this school: \$141,310.50

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	110,523	0.00
Title I Part A: Parent Involvement	1,416.50	0.00
Community Schools Grant	15,000	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
0100/0105	14,371.00
Community Schools Grant	15,000.00
Title I	110,523.00
Title I Part A: Parent Involvement	1,416.50

Expenditures by Budget Reference

Budget Reference	Amount
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	0.00
1000-1999: Certificated Personnel Salaries	103,355.00
2000-2999: Classified Personnel Salaries	9,766.00
4000-4999: Books And Supplies	19,634.50
5000-5999: Services And Other Operating Expenditures	1,855.00
5800: Professional/Consulting Services And Operating Expenditures	5,500.00
None Specified	1,200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
2000-2999: Classified Personnel Salaries	0100/0105	4,766.00
4000-4999: Books And Supplies	0100/0105	5,250.00
5000-5999: Services And Other Operating Expenditures	0100/0105	1,855.00
5800: Professional/Consulting Services And Operating Expenditures	0100/0105	2,500.00
2000-2999: Classified Personnel Salaries	Community Schools Grant	5,000.00
4000-4999: Books And Supplies	Community Schools Grant	5,800.00
5800: Professional/Consulting Services And Operating Expenditures	Community Schools Grant	3,000.00
None Specified	Community Schools Grant	1,200.00
1000-1999: Certificated Personnel Salaries	Title I	103,355.00
4000-4999: Books And Supplies	Title I	7,168.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,416.50

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	61,740.00
Goal 2	18,950.00

Goal 3
Goal 4

52,204.00
8,416.50

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
- 2 Classroom Teachers
- 1 Other School Staff
- 4 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 5-29-2026.

Attested:



Principal, Benjamin Klaus on 5-29-2026



SSC Chairperson, Marissa Johnson on 5-29-2026

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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