



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
Spring Valley Academy	37-68197-0134155	May 14, 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 Spring Valley Academy for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	4
Educational Partner Involvement	4
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs	5
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	9
ELPAC Results	14
Student Population.....	17
Overall Performance	19
Academic Performance	21
Academic Engagement	32
Conditions & Climate.....	35
Goals, Strategies, & Proposed Expenditures.....	38
Goal 1.....	38
Goal 2.....	41
Goal 3.....	44
Goal 4.....	47
Budget Summary	50
Budget Summary	50
Other Federal, State, and Local Funds	50
Budgeted Funds and Expenditures in this Plan	51
Funds Budgeted to the School by Funding Source.....	51
Expenditures by Funding Source	51
Expenditures by Budget Reference	51
Expenditures by Budget Reference and Funding Source	52
Expenditures by Goal.....	52
School Site Council Membership	53
Recommendations and Assurances	54
Instructions.....	55
Appendix A: Plan Requirements	62
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	65
Appendix C: Select State and Federal Programs	68

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 Spring Valley Academy consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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

School educational partner involvement meeting dates were as follows:

- * ELAC #3 Meeting, 1-16-26
- * SSC # 4 Meeting, 4-24-26; SSC #5 Meeting, 5-22-25

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.

On the California Dashboard ELA is indicated in "Orange" this is showing a significant need in English Language Arts. This will be addressed through continued implementation of the AVID program, ELA Tutoring, instructional materials, library books, and Professional Development to support ELA and ELD. Additionally, we will have an Academic Behavior Intervention (ABI) teacher who will support literacy development. On the California Dashboard Math is indicated in "Orange" this is showing a significant need in Mathematics. This will be addressed through supplemental math curriculum: Delta. Another indicator that is in the "orange" are Suspension Rates. Additionally, our English Learner Progress indicator is also in "orange." We will address this by offering other courses for students who need language acceleration and literacy intervention, as well as continued use of AVID strategies, with an emphasis of language development.

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.

Since the ELA and Math indicators are in "Orange," there is no possibility for a student group to perform two or more levels below orange. On the California Dashboard under Chronic Absenteeism, Long Term English Learners are two or more performance levels below the "all student" performance. This will be addressed through goal 3 with an Attendance Team and Incentive Program, and high interest offerings to students during school and during extended learning.

Other Needs

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

The assessment of needs at the school level has identified the following needs.

- * The students' executive functioning skills will be addressed through the AVID Program with student materials that will include AVID binder, AVID planner, and structured time for executive functioning skills.
- * Expanded Learning Opportunities to extend the school day, providing academic support and safe spaces for students within the urban community. This will be addressed through academic tutoring, high-interest clubs, and instructional materials.
- * Suspension rates are in the "orange" band indicating a need for improvement. This will be done through the implementation of PBIS, Repair, Restore, Center (RRC), the Eagle Center-a strategic location for our ABI teacher to triage student behavioral needs.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Spring Valley Academy. 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	0.29%	0.17%	%	1	1	
African American	10.56%	9.55%	9.75%	36	57	58
Asian	2.64%	2.35%	1.01%	9	14	6
Filipino	2.05%	2.18%	3.19%	7	13	19
Hispanic/Latino	63.93%	62.31%	61.85%	218	372	368
Pacific Islander	0.59%	0.17%	0.50%	2	1	3
White	11.14%	15.75%	13.78%	38	94	82
Multiple/No Response	8.50%	7.04%	9.24%	29	42	55
Total Enrollment				341	597	595

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6		205	193
Grade 7	175	191	199
Grade 8	166	201	203
Total Enrollment	341	597	595

Conclusions based on this data:

- Enrollment Growth:** Analysis of enrollment data indicates a significant increase in total student population, rising from 341 students in 2023–2024 to 597 students in 2024–2025. This substantial growth reflects a shift in school capacity and has implications for staffing, class size, and the delivery of academic and behavioral supports. As enrollment increases, there is a need to ensure that systems, structures, and resources are scaled appropriately to maintain high levels of student engagement, safety, and support across all grade levels.
- Predominance of Hispanic/Latino Student Population:** Hispanic/Latino students consistently represent the majority of the student population, comprising approximately 62–64% of total enrollment over the past three years. This stability highlights the importance of implementing culturally responsive practices, strengthening family and community engagement, and providing targeted support for multilingual learners. Ensuring that instruction and school-wide systems reflect and support the cultural and linguistic assets of this population remains a critical priority.

3. Shifts in Student Demographics: Enrollment data reveals notable demographic shifts among several student groups. The percentage of White students has increased significantly from 8.36% in 2022–2023 to 15.75% in 2024–2025, while the proportion of African American students has decreased overall, despite an increase in total number of students due to overall enrollment growth. Additionally, smaller subgroups, including Asian and Filipino students, have shown gradual increases. These changes reflect a diversifying student population and underscore the need for inclusive practices, equitable access to resources, and culturally responsive approaches to support engagement and belonging for all students

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	95	150	111	26.2%	27.9%	18.7%
Fluent English Proficient (FEP)	54	115	131	14.8%	15.8%	22.0%
Reclassified Fluent English Proficient (RFEP)				3.1%		

Conclusions based on this data:

- Increase in English Learner (EL) Population**
 Analysis of English Learner enrollment data shows an increase in the number of EL students from 95 in 2023–2024 to 150 in 2024–2025. While the percentage remains relatively stable (25.1%–27.9%), the significant growth in total numbers reflects the overall increase in school enrollment. This trend indicates a growing need to strengthen designated and integrated English Language Development (ELD) instruction, ensure access to core content, and provide targeted language supports to meet the needs of a larger EL population.
Strategies to Address This Need:
 Strengthen implementation of both Designated and Integrated ELD across all grade levels and content areas
 Provide professional development for teachers on effective strategies for EL instruction (e.g., scaffolding, sentence frames, academic language development)
 Increase access to supplemental intervention supports (Tier 2/Tier 3) for EL students not meeting proficiency
 Utilize data systems (e.g., ELPAC, i-Ready, Ellevation) to monitor progress and adjust instruction
- Growth in Fluent English Proficient (FEP) Students**
 The number and percentage of Fluent English Proficient (FEP) students has increased from 54 students (15.8%) in 2023–2024 to 115 students (19.3%) in 2024–2025. This growth suggests that more students are entering the school already proficient in English or are developing proficiency over time. However, continued monitoring is necessary to ensure these students maintain academic success and do not require additional language or academic support.
Strategies to Address This Need:
 Monitor FEP students' academic progress to ensure continued success in core instruction
 Provide differentiated instruction to support academic language development and prevent learning gaps
 Ensure access to rigorous grade-level content and enrichment opportunities
 Use ongoing assessment data to identify and support any FEP students who may require additional intervention
- Limited Reclassification Rates (RFEP)**
 Data indicates a very low number of Reclassified Fluent English Proficient (RFEP) students, with only 3 students reported. This suggests that while EL enrollment is increasing, reclassification rates may not be keeping pace. This highlights a need to strengthen systems and instructional practices that support EL students in meeting reclassification criteria, including proficiency in English language skills and academic achievement.
Strategies to Address This Need:
 Implement targeted supports aligned to ELPAC proficiency levels to accelerate language acquisition
 Provide intentional reclassification monitoring, including regular review of students nearing criteria
 Strengthen collaboration between teachers, intervention staff, and EL coordinators to track and support EL progress
 Increase family awareness and engagement around the reclassification process and expectations

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 6			191			184			184			96.3
Grade 7	147	167	182	141	155	177	140	155	177	95.9	92.8	97.3
Grade 8	166	151	178	160	146	170	159	146	170	96.4	96.7	95.5
All	313	318	551	301	301	531	299	301	531	96.2	94.7	96.4

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 6			2467.			10.33			20.11			19.02			50.54
Grade 7	2508.	2509.	2492.	2.86	7.74	10.17	34.29	29.68	23.16	27.14	27.74	19.21	35.71	34.84	47.46
Grade 8	2525.	2518.	2524.	5.66	7.53	9.41	31.45	26.71	27.65	28.93	28.08	29.41	33.96	37.67	33.53
All Grades	N/A	N/A	N/A	4.35	7.64	9.98	32.78	28.24	23.54	28.09	27.91	22.41	34.78	36.21	44.07

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 6			9.78			47.28			42.93
Grade 7	8.57	10.97	11.30	69.29	60.00	60.45	22.14	29.03	28.25
Grade 8	12.58	7.59	11.76	62.26	54.48	57.06	25.16	37.93	31.18
All Grades	10.70	9.33	10.92	65.55	57.33	54.80	23.75	33.33	34.27

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 6			5.43			40.22			54.35
Grade 7	7.19	12.90	11.30	56.12	48.39	41.81	36.69	38.71	46.89
Grade 8	6.41	10.96	15.88	50.64	49.32	44.12	42.95	39.73	40.00
All Grades	6.78	11.96	10.73	53.22	48.84	42.00	40.00	39.20	47.27

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 6			11.41			61.41			27.17
Grade 7	7.86	12.90	7.91	82.14	65.81	71.19	10.00	21.29	20.90
Grade 8	12.58	11.64	10.00	69.18	67.81	70.00	18.24	20.55	20.00
All Grades	10.37	12.29	9.79	75.25	66.78	67.42	14.38	20.93	22.79

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 6			10.87			53.80			35.33
Grade 7	10.00	11.61	11.86	67.14	58.71	56.50	22.86	29.68	31.64
Grade 8	15.72	15.75	15.29	66.04	63.70	61.76	18.24	20.55	22.94
All Grades	13.04	13.62	12.62	66.56	61.13	57.25	20.40	25.25	30.13

Conclusions based on this data:

1. Strong Participation with Increased Enrollment, but Declining Achievement Outcomes-

CAASPP ELA participation rates remain consistently high across grades 6–8 and all students, ranging from approximately 92.8% to 97.3%, indicating effective systems for test administration and student inclusion. At the same time, total enrollment has increased significantly (from 318 students in 2023–2024 to 551 students in 2024–2025), resulting in a larger and more diverse testing population. Despite strong participation, overall achievement outcomes have declined, with an increase in the percentage of students not meeting standards (from 36.21% to 44.07%) and a decrease in students meeting standards (from 28.24% to 23.54%). This suggests a need to strengthen core instruction and intervention systems to support a growing and more diverse student body.

2. Literacy Performance Shows Persistent Gaps, Particularly in Writing-

Across literacy domains, student performance indicates persistent areas of need, with writing emerging as the most significant area of concern. In 2024–2025, 47.27% of students are performing below standard in writing, compared to 34.27% in reading. While reading and listening show relatively stronger performance (with over half of students at or near standard), writing outcomes have declined over time, with fewer students meeting or exceeding standards

and an increase in those performing below standard. This indicates a need for focused instructional strategies to improve writing skills, including organization, evidence-based responses, and academic language development.

3. Gradual Decline in Performance Across Domains Highlights Need for Targeted Support

Analysis of domain-specific data (reading, writing, listening, and research/inquiry) shows a gradual decline in performance across multiple areas. The percentage of students performing below standard has increased in reading (23.75% to 34.27%) and research/inquiry (25.25% to 30.13%) over time, while listening remains the strongest domain but still shows slight increases in students below standard. Additionally, grade-level data (particularly in grades 7 and 8) shows fluctuations in mean scale scores and an increase in students not meeting standards. These trends indicate a need for systematic, data-driven instructional practices, targeted interventions, and consistent progress monitoring to address learning gaps and improve overall student achievement.

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 6			191			187			186			97.9
Grade 7	149	165	183	142	160	182	141	159	182	95.3	97	99.5
Grade 8	167	152	178	160	150	175	159	148	175	95.8	98.7	98.3
All	316	317	552	302	310	544	300	307	543	95.6	97.8	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6			2447.			6.45			12.90			19.89			60.75
Grade 7	2478.	2486.	2479.	6.38	7.55	9.89	14.89	13.21	12.09	26.24	32.08	25.27	52.48	47.17	52.75
Grade 8	2492.	2485.	2493.	7.55	7.43	9.14	15.72	12.84	9.14	24.53	23.65	24.57	52.20	56.08	57.14
Grade 11															
All Grades	N/A	N/A	N/A	7.00	7.49	8.47	15.33	13.03	11.42	25.33	28.01	23.20	52.33	51.47	56.91

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 6			9.68			29.57			60.75
Grade 7	9.22	10.06	12.64	41.13	42.77	40.66	49.65	47.17	46.70
Grade 8	4.40	8.11	8.57	47.17	43.92	43.43	48.43	47.97	48.00
Grade 11									
All Grades	6.67	9.12	10.31	44.33	43.32	37.75	49.00	47.56	51.93

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 6			5.38			42.47			52.15
Grade 7	3.55	8.81	8.24	44.68	50.94	40.66	51.77	40.25	51.10
Grade 8	8.18	5.41	8.57	52.83	52.03	44.57	38.99	42.57	46.86
All Grades	6.00	7.17	7.37	49.00	51.47	42.54	45.00	41.37	50.09

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 6			7.53			49.46			43.01
Grade 7	8.51	7.55	7.14	59.57	62.89	57.69	31.91	29.56	35.16
Grade 8	4.40	6.76	8.57	60.38	58.78	58.86	35.22	34.46	32.57
All Grades	6.33	7.17	7.73	60.00	60.91	55.25	33.67	31.92	37.02

Conclusions based on this data:

- High Participation and Increased Enrollment, but Persistent Low Achievement**
 CAASPP Mathematics participation rates remain consistently high across grades 6–8 and all students, increasing from 95.6% in 2022–2023 to 98.6% in 2024–2025. This reflects strong systems for ensuring student participation. At the same time, overall enrollment has grown significantly (317 to 552 students), expanding the testing population. Despite these strengths, overall achievement remains low, with 56.91% of students not meeting standards in 2024–2025, an increase from 51.47% in the previous year. Additionally, the percentage of students meeting or exceeding standards remains low (19.89% combined), indicating a continued need to strengthen core mathematics instruction and intervention systems.
- Foundational Skill Gaps in Concepts and Procedures**
 Student performance in the domain of Concepts and Procedures indicates significant gaps in foundational mathematical skills. In 2024–2025, 51.93% of students are performing below standard in this domain, with Grade 6 showing the highest need at 60.75% below standard. While there has been a slight increase in students performing above standard over time, the overall trend shows that a majority of students struggle with grade-level mathematical concepts and procedural fluency. This suggests a need for targeted instruction focused on building foundational skills, conceptual understanding, and mathematical accuracy.
- Declining Performance in Problem Solving and Mathematical Reasoning**
 Performance trends in Problem Solving & Modeling/Data Analysis and Communicating Reasoning indicate ongoing challenges in higher-order mathematical thinking. In 2024–2025, 50.09% of students are performing below standard in problem solving, and 37.02% are below standard in communicating reasoning. Additionally, there has been a decline in the percentage of students performing at or near standard in both domains over time. These trends suggest that students are struggling to apply mathematical knowledge to real-world contexts, explain their thinking, and engage in rigorous mathematical discourse. This highlights a need for instructional practices that emphasize problem-solving strategies, reasoning, and mathematical communication.

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
6			1512.9			1512.0			1513.3			41
7	1529.8	1529.5	1548.0	1539.7	1528.7	1548.1	1519.3	1529.8	1547.6	43	46	37
8	1572.0	1562.3	1534.1	1582.7	1575.5	1519.1	1560.9	1548.5	1548.4	49	40	36
All										92	86	114

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
6			12.20			41.46			29.27			17.07			41
7	11.63	33.33	43.24	41.86	26.67	27.03	39.53	13.33	10.81	6.98	26.67	18.92	43	45	37
8	33.33	41.03	36.11	43.75	25.64	19.44	16.67	15.38	13.89	6.25	17.95	30.56	48	39	36
All	23.08	36.90	29.82	42.86	26.19	29.82	27.47	14.29	18.42	6.59	22.62	21.93	91	84	114

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
6			41.46			41.46			0.00			17.07			41
7	27.91	55.56	64.86	58.14	8.89	8.11	9.30	6.67	10.81	4.65	28.89	16.22	43	45	37
8	54.17	46.15	38.89	35.42	30.77	19.44	6.25	5.13	11.11	4.17	17.95	30.56	48	39	36
All	41.76	51.19	48.25	46.15	19.05	23.68	7.69	5.95	7.02	4.40	23.81	21.05	91	84	114

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

6			4.88			17.07			46.34			31.71			41
7	0.00	22.22	16.22	23.26	22.22	43.24	39.53	20.00	16.22	37.21	35.56	24.32	43	45	37
8	14.58	12.82	27.78	39.58	33.33	13.89	29.17	20.51	25.00	16.67	33.33	33.33	48	39	36
All	7.69	17.86	15.79	31.87	27.38	24.56	34.07	20.24	29.82	26.37	34.52	29.82	91	84	114

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
6			9.76			78.05			12.20			41
7	11.63	20.00	21.62	74.42	46.67	62.16	13.95	33.33	16.22	43	45	37
8	22.92	30.77	22.22	70.83	48.72	47.22	6.25	20.51	30.56	48	39	36
All	17.58	25.00	17.54	72.53	47.62	63.16	9.89	27.38	19.30	91	84	114

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
6			63.41			19.51			17.07			41
7	69.77	64.44	70.27	25.58	8.89	16.22	4.65	26.67	13.51	43	45	37
8	79.17	74.36	58.33	16.67	7.69	11.11	4.17	17.95	30.56	48	39	36
All	74.73	69.05	64.04	20.88	8.33	15.79	4.40	22.62	20.18	91	84	114

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
6			4.88			26.83			68.29			41
7	4.65	13.33	21.62	46.51	40.00	45.95	48.84	46.67	32.43	43	45	37
8	31.25	23.08	38.89	37.50	38.46	13.89	31.25	38.46	47.22	48	39	36
All	18.68	17.86	21.05	41.76	39.29	28.95	39.56	42.86	50.00	91	84	114

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
6			4.88			80.49			14.63			41
7	2.33	24.44	10.81	72.09	48.89	75.68	25.58	26.67	13.51	43	45	37
8	4.17	2.56	0.00	87.50	87.18	83.33	8.33	10.26	16.67	48	39	36
All	3.30	14.29	5.26	80.22	66.67	79.82	16.48	19.05	14.91	91	84	114

Conclusions based on this data:

1. **Increase in English Learner Population with Mixed Growth in Language Proficiency**
ELPAC data shows an increase in the number of English Learners tested from 84 students in 2023–2024 to 114 students in 2024–2025, reflecting overall enrollment growth and a larger multilingual learner population. While there are some gains in higher performance levels (Level 4 increased from 17.86% to 15.79% and Level 3 stabilized around 24–29%), a significant percentage of students remain in Levels 1 and 2. In 2024–2025, approximately 51.75% of students are performing at Levels 1 and 2 combined, indicating that many students are still in early stages of English language development. This highlights a need to accelerate language acquisition while supporting access to grade-level content.
2. **Stronger Oral Language Development Compared to Written Language**
Across domains, students demonstrate stronger performance in oral language (listening and speaking) compared to written language (reading and writing). In 2024–2025, a majority of students are performing at well-developed or moderately developed levels in speaking (64.04% well developed) and listening, indicating relative strength in verbal communication skills. In contrast, written language outcomes are significantly lower, with only 5.26% of students performing at well-developed levels in writing and nearly 80% in the somewhat/moderately developed range. Additionally, reading data shows 50% of students at the beginning level, indicating ongoing challenges with comprehension and academic literacy. These trends suggest that while students can communicate orally, they struggle to transfer those skills into reading and writing tasks.
3. **Persistent Gaps in Literacy Domains, Especially Reading and Writing**
Domain-level data indicates persistent and significant gaps in literacy development, particularly in reading and writing. In 2024–2025, 50% of students are at the beginning level in reading, and a large proportion of students remain in the early stages of writing development. While some improvement is seen in reduced percentages of students at the beginning level in writing compared to prior years, overall performance remains low in higher proficiency levels. These trends are consistent across grade levels, especially in grades 7 and 8, and indicate a need for targeted, systematic literacy instruction that integrates language development with content learning. Without strengthened supports, students may continue to struggle to meet reclassification criteria and access rigorous academic content.

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
597	77.6%	25.1%	0.3%
Total Number of Students enrolled in Spring Valley Academy.	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	150	25.1%
Foster Youth	2	0.3%
Homeless	72	12.1%
Socioeconomically Disadvantaged	463	77.6%
Students with Disabilities	176	29.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	57	9.5%
American Indian	1	0.2%
Asian	14	2.3%
Filipino	13	2.2%
Hispanic	372	62.3%
Two or More Races	42	7%
Pacific Islander	1	0.2%
White	94	15.7%

Conclusions based on this data:

1. **High Percentage of Socioeconomically Disadvantaged Students Impacts Access and Engagement**
Data indicates that 77.6% of students are socioeconomically disadvantaged, representing a significant majority of the school population. This suggests that many students may face external barriers such as limited access to resources, housing instability, and increased social-emotional needs, which can impact attendance, engagement, and academic performance. Additionally, 12.1% of students are identified as homeless, further highlighting the need for targeted supports. These factors underscore the importance of implementing comprehensive systems that address both academic and non-academic barriers to learning.
2. **Significant English Learner and Multilingual Population Requires Targeted Language Support**
English Learners make up 25.1% of the student population (150 students), indicating that one in four students requires additional language development support. When combined with the high percentage of socioeconomically disadvantaged students, this suggests a critical need for integrated academic and language instruction. The presence of a large multilingual population reinforces the need for designated and integrated ELD, as well as culturally and linguistically responsive teaching practices to ensure equitable access to grade-level content and increased opportunities for reclassification.
3. **Diverse Student Population with High Needs for Inclusive and Specialized Supports**
The student population reflects both racial/ethnic diversity and a high percentage of students with additional needs, including 29.5% of students with disabilities and representation across multiple racial/ethnic groups, with Hispanic/Latino students comprising 62.3% of enrollment. While this diversity is a strength, it also requires intentional systems to ensure equitable outcomes. The combination of students with disabilities, homeless students (12.1%), and other vulnerable populations indicates a need for inclusive practices, differentiated instruction, and coordinated support systems to address varied academic, behavioral, and social-emotional needs.

School and Student Performance Data

Overall Performance

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

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

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Consistent Orange Performance Across Academic Indicators Indicates Systemwide Need for Improvement
- The 2025 California School Dashboard indicates that the school is performing at the Orange level across English Language Arts, Mathematics, and English Learner Progress. This consistent performance level suggests that while systems may be in place, they are not yet producing strong academic outcomes for students. Orange performance

reflects a need for accelerated growth to move toward higher performance levels (Green/Blue), particularly in core academic areas. This indicates a need to strengthen Tier 1 instruction, ensure alignment to grade-level standards, and implement consistent, schoolwide practices that support academic achievement.

2. **Alignment Between Academic Outcomes and English Learner Progress Highlights Need for Integrated Supports**
The alignment of Orange performance in both ELA and English Learner Progress suggests that language development and academic achievement are closely connected areas of need. Given that 25.1% of the student population are English Learners, this indicates that current systems may not be fully supporting students in accessing grade-level content while developing English proficiency. This highlights the need for stronger integration of language development within core instruction, as well as targeted supports to accelerate reclassification and improve literacy outcomes.
3. **Need for Strategic Focus on Growth and Closing Achievement Gaps**
Overall Dashboard performance at the Orange level across multiple indicators suggests that student outcomes are not yet meeting desired benchmarks, particularly when considering previously identified gaps in achievement, literacy, and mathematics. This reinforces the need for a strategic, data-driven approach to improving outcomes, including targeted interventions for high-need student groups (e.g., English Learners, socioeconomically disadvantaged students, students with disabilities). A focused effort on closing achievement gaps and increasing rates of students meeting or exceeding standards will be critical to improving overall school performance.

School and Student Performance Data

Academic Performance English Language Arts

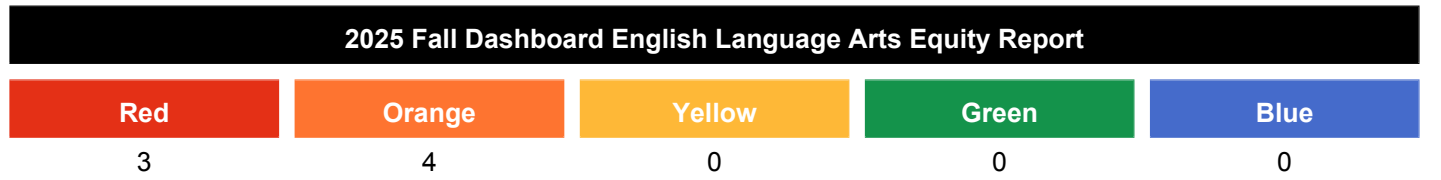
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 Red
54.7 points below standard	80.9 points below standard	105.8 points below standard
Declined 12.8 points	Increased 11.1 points	Declined 24.1 points
513 Students	190 Students	62 Students

Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 114.1 points below standard Declined 47.5 points 61 Students	Socioeconomically Disadvantaged  Orange 62.3 points below standard Declined 10.5 points 451 Students
Students with Disabilities  Red 134.2 points below standard Declined 25.9 points 149 Students	African American  Red 90.7 points below standard Declined 36.3 points 52 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color 13.9 points above standard 11 Students	Hispanic  Orange 64.5 points below standard Declined 13.5 points 329 Students
Two or More Races  No Performance Color 35 points below standard Declined 31.3 points 35 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Orange 24.7 points below standard Maintained -0.3 points 78 Students

Conclusions based on this data:

- Overall Decline in ELA Performance with Significant Distance from Standard
Dashboard data indicates that All Students are performing at the Orange level, with achievement at 54.7 points below standard and a decline of 12.8 points. This reflects a continued downward trend in ELA performance, suggesting that current instructional systems are not yet effectively accelerating student achievement. The magnitude of students performing below standard indicates a need for strengthened Tier 1 literacy instruction, consistent use of data-driven practices, and targeted intervention systems to address widespread learning gaps.
- Significant Disparities Among High-Need Student Groups

The data reveals substantial and persistent achievement gaps among key student groups. Students with Disabilities (Red, 134.2 points below standard), Long-Term English Learners (Red, 105.8 points below standard), and African American students (Red, 90.7 points below standard) demonstrate the greatest distance from standard, with all groups experiencing declines in performance. Additionally, Homeless students show a sharp decline of 47.5 points, indicating increasing vulnerability. These disparities highlight a critical need for differentiated supports, inclusive instructional practices, and targeted interventions to ensure equitable access to grade-level literacy instruction.

3. **English Learners Showing Growth but Not Yet Meeting Standards**
English Learners are performing at the Orange level (80.9 points below standard) but show growth (+11.1 points), indicating that some instructional supports may be positively impacting progress. However, the significant distance from standard demonstrates that these gains are not yet sufficient to close achievement gaps. The contrast between EL growth and the decline of Long-Term English Learners suggests that while newer EL students may be benefiting from current systems, LTEL students are not experiencing the same success, pointing to a need for more targeted, long-term language and literacy interventions.

School and Student Performance Data

Academic Performance Mathematics

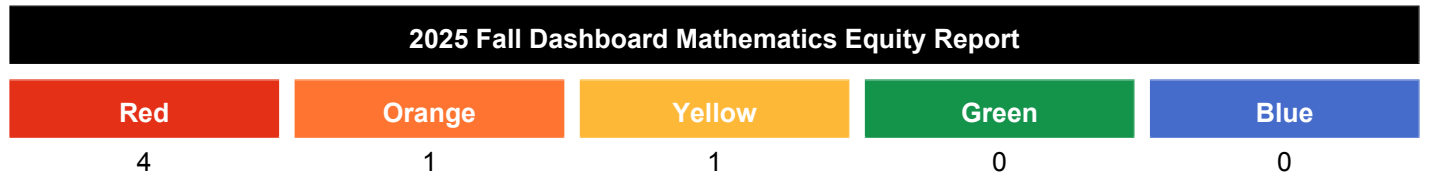
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 Red
91.8 points below standard	122 points below standard	134.7 points below standard
Declined 7 points	Increased 21.5 points	Declined 5.8 points
522 Students	200 Students	62 Students

Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 148.7 points below standard Declined 31.7 points 63 Students	Socioeconomically Disadvantaged  Red 100.4 points below standard Declined 3.6 points 460 Students
Students with Disabilities  Red 174.9 points below standard Declined 34.2 points 148 Students	African American  No Performance Color 129.6 points below standard Declined 31.7 points 52 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 58.8 points below standard 11 Students	Filipino  No Performance Color 7.1 points below standard 11 Students	Hispanic  Red 103.9 points below standard Declined 8.8 points 334 Students
Two or More Races  No Performance Color 68.4 points below standard Declined 33.9 points 36 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Yellow 53.9 points below standard Increased 15.1 points 79 Students

Conclusions based on this data:

- Overall Decline in Mathematics Achievement with Significant Distance from Standard
Dashboard data indicates that All Students are performing at the Orange level, with achievement at 91.8 points below standard and a decline of 7 points. This reflects a continued gap in mathematics performance and suggests that current instructional practices are not yet effectively supporting students in mastering grade-level standards. The magnitude of students performing below standard highlights a need to strengthen Tier 1 core instruction, increase rigor, and implement systematic intervention supports to improve overall mathematics outcomes.
- Significant and Widening Achievement Gaps Among High-Need Student Groups
The data reveals pronounced disparities in mathematics performance across multiple student groups. Students with Disabilities (Red, 174.9 points below standard), Long-Term English Learners (Red, 134.7 points below standard),

and Hispanic students (Red, 103.9 points below standard) demonstrate the greatest distance from standard, with all groups showing declines in performance. Additionally, socioeconomically disadvantaged students (Red, 100.4 points below standard) represent a large portion of the population and continue to experience declining outcomes. These trends indicate systemic inequities and a need for targeted, differentiated instruction, inclusive practices, and coordinated intervention systems to address the needs of the most impacted student groups.

3. **English Learners Showing Growth but Not Closing the Achievement Gap**
English Learners are performing at the Orange level (122 points below standard) but demonstrate notable growth (+21.5 points), indicating that some supports are positively impacting progress. However, the significant distance from standard shows that these gains are not sufficient to close achievement gaps. In contrast, Long-Term English Learners continue to decline, suggesting that while initial language supports may be effective, sustained academic language and content support is lacking over time. This highlights the need for integrated math and language instruction, with a focus on academic vocabulary, problem-solving, and discourse to support long-term success.

School and Student Performance Data

Academic Performance Science

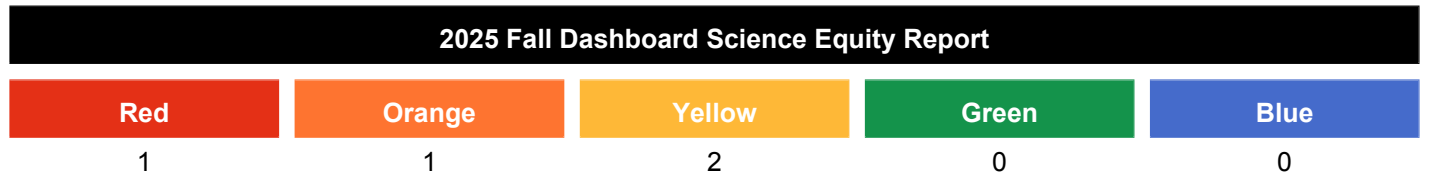
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Orange	 Yellow	 No Performance Color
44.8 science points	37.8 science points	40.2 science points
Maintained 0.8 points	Increased 8.2 points	Increased 10 points
177 Students	60 Students	19 Students

Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color 36.3 science points Declined 5.4 points 27 Students	Socioeconomically Disadvantaged  Yellow 44.2 science points Increased 2.3 points 158 Students
Students with Disabilities  Red 34.5 science points Declined 6.3 points 47 Students	African American  No Performance Color 36.1 science points Declined 15.2 points 19 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Orange 43.5 science points Maintained 1.7 points 112 Students
Two or More Races  No Performance Color 54.7 science points Increased 7.6 points 13 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 51.2 science points Increased 3.2 points 25 Students

Conclusions based on this data:

- Overall Science Performance is Stable but Not Yet at Desired Levels
Dashboard data indicates that All Students are performing at the Orange level, with 44.8 points and minimal growth (+0.8 points). This suggests that while performance has remained stable, the rate of improvement is not sufficient to move students toward higher performance levels (Green/Blue). The lack of significant growth indicates a need to strengthen science instruction, particularly in inquiry-based learning, academic vocabulary, and opportunities for students to engage in hands-on and analytical scientific practices.
- Mixed Outcomes Across Student Groups with Notable Growth for English Learners
Science performance shows more positive trends compared to ELA and Math, particularly for English Learners (Yellow, +8.2 points) and Socioeconomically Disadvantaged students (Yellow, +2.3 points), indicating that some

instructional practices may be effectively supporting these groups. However, performance remains below desired levels, and not all groups are experiencing the same growth. While gains are evident, continued focus is needed to sustain and accelerate progress, especially as student enrollment and diversity increase.

3. **Persistent Gaps for Students with Disabilities and Other Vulnerable Groups**
Despite some positive trends, Students with Disabilities are performing at the Red level (34.5 points) and declined (-6.3 points), indicating significant gaps in access to rigorous science instruction. Additionally, Homeless students and African American students show declines, though some groups do not have performance colors due to small sample sizes. These patterns highlight ongoing inequities and the need for inclusive instructional practices, scaffolding, and targeted supports to ensure all students can engage in and access grade-level science content.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange 57.4 making progress. Number Students: 101 Students	 Blue 71.1 making progress. Number Students: 45 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
10.9%	31.7%	8.9%	48.5%

Conclusions based on this data:

1. Moderate Progress for English Learners, but Not Yet at Desired Levels
The English Learner Progress Indicator shows that 57.4% of English Learners are making progress (Orange level), indicating that just over half of students are advancing in their English language development. While this reflects some effectiveness in current instructional practices, a significant portion of students are not progressing adequately. Specifically, 31.7% of students are maintaining lower ELPI levels, and 10.9% have decreased at least one level, indicating that nearly half of English Learners are not demonstrating sufficient growth. This suggests a need to strengthen language development systems to ensure more consistent and accelerated progress for all EL students.
2. Strong Progress Among Long-Term English Learners Indicates Effective Targeted Supports
Long-Term English Learners (LTELs) are performing at the Blue level, with 71.1% making progress, indicating a significant strength in supporting this subgroup. This suggests that targeted interventions, monitoring systems, or instructional strategies specific to LTELs may be effectively accelerating language development. However, this positive trend also highlights a contrast with overall EL performance, suggesting that these successful strategies may not yet be consistently implemented across all EL students. There is an opportunity to scale and replicate effective LTEL practices to support the broader EL population.

3. Need to Increase Acceleration Toward Reclassification and Higher Proficiency Levels

While 48.5% of students progressed at least one ELPI level, only 8.9% of students maintained ELPI Level 4, indicating that relatively few students are reaching and sustaining the highest levels of English proficiency. This suggests that while movement between levels is occurring, fewer students are achieving full proficiency and meeting reclassification criteria. This highlights a need to focus not only on growth, but also on accelerating students toward higher proficiency levels through rigorous, language-rich instruction, academic vocabulary development, and increased opportunities for structured language use across content areas.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

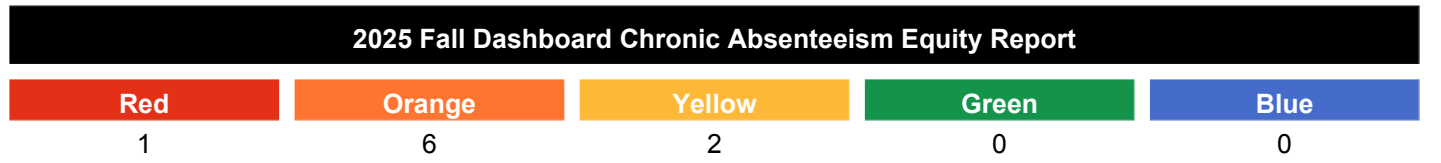
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 31.1% Chronically Absent Declined 5.8 633 Students	English Learners  Orange 30.6% Chronically Absent Declined 1.8 160 Students	Long-Term English Learners  Red 44.1% Chronically Absent Increased 10.8 68 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  Orange 41.6% Chronically Absent Declined 9.7 77 Students	Socioeconomically Disadvantaged  Yellow 33.9% Chronically Absent Declined 6 557 Students

Students with Disabilities  Yellow 41.8% Chronically Absent Declined 10.8 189 Students	African American  Orange 34.9% Chronically Absent Declined 12.7 63 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0% Chronically Absent Declined 45.5 14 Students	Filipino  No Performance Color 21.4% Chronically Absent 0 14 Students	Hispanic  Orange 34.1% Chronically Absent Declined 1.7 387 Students
Two or More Races  Orange 34% Chronically Absent Declined 4.9 53 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Orange 21.8% Chronically Absent Declined 9.5 101 Students

Conclusions based on this data:

- Chronic Absenteeism Remains High Despite Overall Improvement**
Chronic absenteeism rates for All Students remain high at 31.1% (Yellow), indicating that nearly one-third of students are missing 10% or more of instructional days. While there has been an overall improvement (decline of 5.8 percentage points), the rate is still significantly elevated and continues to impact student learning and engagement. This suggests that while current attendance interventions may be having some effect, they are not yet sufficient to ensure consistent student attendance across the school.
- Significant Disparities in Attendance Among High-Need Student Groups**
Data reveals substantial disparities in chronic absenteeism across student groups. Long-Term English Learners (44.1%, Red), Students with Disabilities (41.8%, Yellow), and Homeless students (41.6%, Orange) experience the highest rates of absenteeism. Additionally, African American (34.9%) and Hispanic students (34.1%) are also above the schoolwide average. These patterns indicate that students with the greatest academic and social-emotional needs are also those most impacted by absenteeism, highlighting a need for targeted, equity-driven attendance interventions.
- Attendance Improvements Are Not Yet Closing Gaps**
While most student groups show declines in chronic absenteeism rates, indicating some improvement, these gains are not sufficient to close gaps between student groups. For example, despite improvement, Long-Term English Learners experienced an increase in absenteeism (+10.8 points), indicating worsening outcomes for this group. Additionally, many groups remain at Orange or Red performance levels, suggesting that systemic barriers; such as housing instability, access to transportation, and engagement challenges; continue to impact attendance. This

highlights the need for more comprehensive, proactive, and tiered attendance systems that address root causes of absenteeism.

School and Student Performance Data

Conditions & Climate Suspension Rate

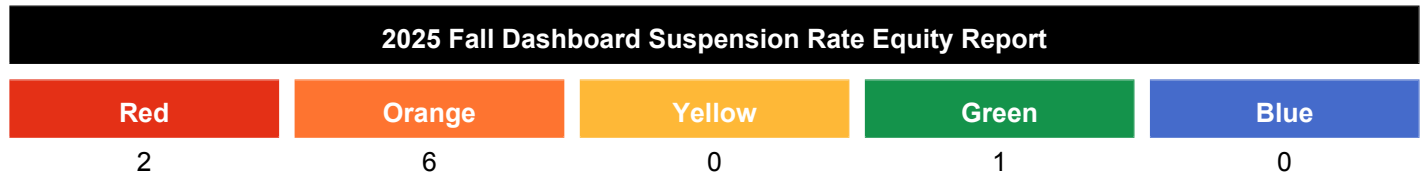
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 5.9% suspended at least one day Increased 2.2% 663 Students	English Learners  Orange 2.9% suspended at least one day Increased 2.1% 172 Students	Long-Term English Learners  Green 1.4% suspended at least one day Maintained 0.1% 71 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  Red 12.7% suspended at least one day Increased 8.7% 79 Students	Socioeconomically Disadvantaged  Orange 6.6% suspended at least one day Increased 2.9% 580 Students

Students with Disabilities  Orange 9.2% suspended at least one day Increased 3.2% 195 Students	African American  Red 14.1% suspended at least one day Increased 4.5% 64 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 18 Students	Filipino  No Performance Color 0% suspended at least one day 14 Students	Hispanic  Orange 4.7% suspended at least one day Increased 2.3% 403 Students
Two or More Races  Orange 8.6% suspended at least one day Increased 0.7% 58 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Orange 5.7% suspended at least one day Increased 1.7% 105 Students

Conclusions based on this data:

- Overall Suspension Rates Are Increasing, Indicating Declining Student Engagement and Climate Concerns**
The suspension rate for All Students is 5.9% (Orange), reflecting an increase of 2.2 percentage points from the previous year. This upward trend suggests that student behavior, engagement, and school climate systems may not be effectively supporting all students. The increase in suspensions indicates a need to strengthen proactive, preventative approaches to behavior, including Tier 1 supports, relationship-building, and consistent implementation of schoolwide expectations.
- Significant Disproportionality Among Vulnerable Student Groups**
Suspension data reveals substantial disparities across student groups. African American students (14.1%, Red) and Homeless students (12.7%, Red) experience suspension rates more than double the schoolwide average, indicating significant disproportionality. Additionally, Students with Disabilities (9.2%) and students identified as Two or More Races (8.6%) also have elevated suspension rates. These patterns highlight inequities in discipline practices and suggest a need for culturally responsive approaches, implicit bias training, and more inclusive behavioral support systems.
- Inconsistent Outcomes Across English Learner Subgroups**
Suspension rates among English Learners are relatively lower (2.9%, Orange), and Long-Term English Learners demonstrate strong outcomes (1.4%, Green), indicating that some systems may be effectively supporting these groups behaviorally. However, the contrast between EL/LTEL suspension rates and the higher rates among other vulnerable groups suggests inconsistency in how behavioral supports are experienced across the student population. This indicates a need to ensure that effective practices are implemented schoolwide and equitably across all student groups.

Goals, Strategies, & Proposed Expenditures

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

Goal 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 African American(Red), Hispanic(Orange), LTEL(Red), EL(Orange), SDS(Orange), SWD(Red), White(Orange) students, will achieve or surpass the expected outcomes outlined in the Annual Measurable Outcomes section below, as measured by CAASPP ELA (grades 6-8) 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.

African American(Red), LTEL(Red), SWD(Red)

Hispanic(Orange),EL(Orange), SDS(Orange), White(Orange)

1.1 AVID Program Implementation

1.2 Materials and Programs beyond district provided curriculum and instruction

1.3 English Learner professional development

1.4 Professional Learning Opportunities to support the Cycles of Professional Learning

1.5 Academic Tutors as Student Helpers

1.6 Teacher Coaching Support - Two period release for teacher to coach peer teachers.

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 (All grades)	CAASPP 2024-2025 All students, Grades 6-8 - 34% English Learners, Grades 6-8 - 6% Socioeconomically Disadvantaged Students, Grades 6-8 - 30% Students with Disabilities, Grades 6-8 - 9%	CAASPP 2024-2025 All students, Grades 6-8 - 40% English Learners, Grades 6-8 - 15% Socioeconomically Disadvantaged Students, Grades 6-8 - 35% Students with Disabilities, Grades 6-8 - 15%
i-Ready ELA Assessment - % of students at or above grade level (All grades)	2025-2026 i-Ready Diagnostic 2 All students, Grades 6-8 - 20% English Learners, Grades 6-8 3% Socioeconomically Disadvantaged Students, Grades 6-8 - 15% Students with Disabilities, Grades 6-8 - 9%	2026-2027 i-Ready Diagnostic 2: All students All students, Grades 6-8 - 30% English Learners, Grades 6-8-15% Socioeconomically Disadvantaged Students, Grades 6-8 - 25% Students with Disabilities, Grades 6-8 - 15%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Funds will support AVID program implementation through the AVID subscription, student planners for the 2026–2027 school year, teacher release time, AVID travel/conference participation, and support teacher timesheet hours. These resources will strengthen college and career readiness, organization, and instructional support for students and staff.	All Students, English Learners, Students with Disabilities	2000 Title 1 Carryover 4000-4999: Books And Supplies AVID Supplies/ materials 2500 Title I 5700-5799: Transfers Of Direct Costs Student Planners 1500 Title I 4000-4999: Books And Supplies Student Binders/ AVID Supplies 7,200 Title 1 Carryover 5000-5999: Services And Other Operating Expenditures AVID Travel/Conference 10,000 Title 1 Carryover 1000-1999: Certificated Personnel Salaries Teacher Release for AVID

1.2	Implement focused evidence-based ELA practices (e.g., explicit instruction, guided practice, academic discourse, and formative assessment) to improve Tier 1 instruction, with targeted support for English Learners and Students with Disabilities.	All Students LTEL, ELD, SWD	2,000 Title I 4000-4999: Books And Supplies Supplemental Curriculum (Pro-Ed, Boardmaker, Scholastic Scope, Everyday Speech, Edmark) 28,786 Title I 1000-1999: Certificated Personnel Salaries IDS Teacher Coaching .2 FTE, Tracy Yoffe
1.3	Utilize the Academic Behavior Intervention (ABI) teacher to deliver individualized instruction and behavior interventions, monitor student progress, and collaborate with staff to support students with intensive needs in accessing grade-level content.	All Students AA Hispanic White ELD LTEL SWD SED	115,145.60 Title I 1000-1999: Certificated Personnel Salaries ABI Teacher Miller
1.4	Provide substitute coverage and release time for humanities teachers, special education teachers, and instructional support staff to engage in collaborative planning, data analysis, and lesson design. Collaboration will focus on strengthening literacy instruction, increasing access to grade-level standards, developing targeted supports for students, and using CAASPP, i-Ready, and classroom assessment data to inform instruction and improve student achievement.	All Students AA Hispanic White ELD LTEL SWD SED	5000 Title 1 Carryover 1000-1999: Certificated Personnel Salaries Humanities Co-Teaching Collaboration and Planning Time
1.5	Provide release time for teachers and administrators to engage in data chats focused on analyzing CAASPP, i-Ready, and classroom assessment data. Through these collaborative meetings, staff will identify student needs, set measurable achievement goals, develop targeted instructional strategies and interventions, and monitor progress throughout the year to improve student outcomes in English Language Arts.	All Students AA Hispanic White ELD LTEL SWD SED	2,900 Title 1 Carryover 1000-1999: Certificated Personnel Salaries Data chats will occur throughout the year

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Math

By June 2027, all students, specifically Hispanic(Red), LTEL(Red), SED(Red), EL(Orange), SWD(Red) will achieve or surpass the expected outcomes outlined in the Annual Measurable Outcomes section below, as measured by CAASPP Math (grades 6-8) 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.

We declined 7 points overall in Math and are in the orange performance band. There is a performance discrepancy between all students and these student groups: LTELs (Red), Socio-Economically Disadvantaged (Red), Students with Disabilities (Red). We will ensure that we implement a strong Tier II system, centered on data analysis and informed instruction.

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)	CAASPP 2024-2025	CAASPP 2024-2025
	All students, Grades 6-8 - 20%	All students, Grades 6-8 - 30%
	English Learners, Grades 6-8 - 1%	English Learners, Grades 6-8 - 10%
	Socioeconomically Disadvantaged Students, Grades 6-8 - 17%	Socioeconomically Disadvantaged Students, Grades 6-8 - 25%
i-Ready Math Assessment - % of students at or above grade level (ALL grades)	Students with Disabilities, Grades 6-8 - 4%	Students with Disabilities, Grades 6-8 - 10%
	2025-2026 i-Ready Diagnostic 2: All Students	2026-2027 i-Ready Diagnostic 2: All Students
	All students, Grades 6-8 - 6%	All students, Grades 6-8 - 15%
	English Learners, Grades 6-8 - 1%	English Learners, Grades 6-8 - 10%
	Socioeconomically Disadvantaged Students, Grades 6-8 - 5%	Socioeconomically Disadvantaged Students, Grades 6-8 - 15%
	Students with Disabilities, Grades 6-8 - 2%	Students with Disabilities, Grades 6-8 - 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
2.1	Provide Tier 2 math intervention to students identified through assessment data to address skill gaps and support progress toward grade-level standards.	All Students Hispanic(Red), LTEL(Red), SED(Red), EL(Orange), SWD(Red)	6000 Title I 5000-5999: Services And Other Operating Expenditures Delta Curriculum Title I 1000-1999: Certificated Personnel Salaries Expenditure in 1.1: IDS Teacher Coaching .2 FTE, Tracy Yoffe
2.2	Use PLC time to analyze math data (iReady, Delta, and Common Formative Assessments) and plan targeted instruction incorporating evidence-based math strategies to improve student achievement, specifically monitoring "spotlight students."	All Students Hispanic(Red), LTEL(Red), SED(Red), EL(Orange), SWD(Red)	
2.3	Piano and Music-Based Mathematical Reasoning Program Provide piano keyboards, instructional materials, and music learning opportunities for students to develop mathematical thinking through rhythm, counting, fractions, sequencing, pattern recognition, and problem-solving. Students will participate in structured music instruction designed to support academic achievement, engagement, and cognitive development while strengthening skills that transfer to mathematics learning.	Hispanic(Red), LTEL(Red), SED(Red), EL(Orange), SWD(Red)	4500 Title I 4000-4999: Books And Supplies Piano and Music-Based Mathematical Reasoning Program
2.4	Provide release time and substitute coverage for mathematics teachers, special education teachers, and support staff to engage in collaborative planning, data analysis, and co-teaching development. Collaboration will focus on identifying student needs, designing targeted interventions, differentiating instruction, and strengthening access to grade-level mathematics standards to improve student achievement.	All Students Hispanic(Red), LTEL(Red), SED(Red), EL(Orange), SWD(Red)	10000 Title I 5000-5999: Services And Other Operating Expenditures Mathematics Co-Teaching Collaboration and Planning Time
2.5	Purchase Building Thinking Classrooms in Mathematics and related professional learning resources to support the implementation of research-based instructional practices that increase student engagement, mathematical discourse, problem-solving, and critical thinking. These resources will help teachers create learning environments that promote active participation and deepen students' mathematical reasoning and understanding.	All Students Hispanic(Red), LTEL(Red), SED(Red), EL(Orange), SWD(Red)	500 Title I 4000-4999: Books And Supplies Building Thinking Classrooms Professional Learning Resources
2.6	Purchase vertical whiteboards, Wipebook Flipcharts, dry-erase materials, and related instructional supplies to support collaborative problem-solving, mathematical discourse, and	All Students Hispanic(Red), LTEL(Red), SED(Red),	2000 Title I 4000-4999: Books And Supplies

	formative assessment. These tools will provide students with opportunities to demonstrate mathematical reasoning, engage in academic discussions, and receive immediate feedback while allowing teachers to monitor understanding and adjust instruction in real time.	EL(Orange), SWD(Red)	Vertical Whiteboards and Wipebook Flipcharts for Mathematical Discourse and Formative Assessment
2.7	Provide incentives, recognition activities, and celebration events for students demonstrating growth and achievement in mathematics as measured by i-Ready, DeltaMath, classroom assessments, individualized growth goals, and CAASPP Mathematics performance. Recognition may include certificates, assemblies, achievement awards, grade-level celebrations, and other incentives designed to increase student motivation, engagement, and ownership of learning.	All Students Hispanic(Red), LTEL(Red), SED(Red), EL(Orange), SWD(Red)	1000 Title I 4000-4999: Books And Supplies i-Ready, DeltaMath, and CAASPP Mathematics Recognition and celebration
2.8	Provide release time for teachers and administrators to engage in data chats focused on analyzing CAASPP Mathematics, i-Ready Math, and classroom assessment data. Through these collaborative meetings, staff will identify student needs, set measurable achievement goals, develop targeted instructional strategies and interventions, and monitor progress throughout the year to improve student outcomes in mathematics.	All Students Hispanic(Red), LTEL(Red), SED(Red), EL(Orange), SWD(Red)	2900 Title 1 Carryover 1000-1999: Certificated Personnel Salaries Data chats and release time

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 5% from 31%, 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.

African American, Hispanic, LTEL, 2+ Races, ELD, Homeless, White

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.

Long-Term English Learners (LTELs) at our school are experiencing significantly higher rates of chronic absenteeism compared to the overall student population. Currently, 44.1% of LTELs(RED) are chronically absent, compared to the schoolwide average of 31.1%, indicating a substantial attendance gap for this subgroup.

Chronic absenteeism among LTELs limits consistent access to core instruction, language development opportunities, and academic interventions, which directly impacts their ability to make progress toward English proficiency and grade-level standards. This pattern suggests a need for targeted, culturally responsive attendance supports and interventions to address barriers to consistent school attendance for LTEL students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Rate of Chronic Absenteeism	At the end of 24-25 school year, our rate of chronic absenteeism was 31.1%. * LTELs: 44% * Homeless Youth: 41.6% *Students with Disabilities: 41.8%	In 2025-2026, we will reduce the rate of chronic absenteeism to 20% * LTELs: 34% * Homeless Youth: 31% *Students with Disabilities: 31%

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	Implement a site-based Attendance Team that meets regularly to monitor attendance data and coordinate a tiered system of supports. * Tier 1, implement schoolwide attendance practices and incentive programs to promote consistent attendance for all students. * Tier 2, identify students at risk of chronic absenteeism, particularly LTELs, HY, SWD, and provide targeted supports such as attendance conferences and family outreach. * Tier 3, provide intensive, individualized interventions, including small group supports and personalized attendance plans, for students experiencing chronic absenteeism to re-engage them in school.	African American, Hispanic, LTEL, 2+ Races, ELD, Homeless, White	5,000 Title I 4000-4999: Books And Supplies Attendance Rewards 7000 Title I 1000-1999: Certificated Personnel Salaries High Interest Clubs/Programs
3.2	Leverage the music program to increase student engagement and improve school attendance by providing access to music instruction and performance opportunities.	All Students Chronically Absent, English Learners Low SE SWD AA	22,515 Title I 1000-1999: Certificated Personnel Salaries Felicetta Music Teacher, Co-fund with VAPA
3.3	To address chronic absenteeism among Long-Term English Learners (LTELs) and other identified student groups, the school will provide targeted academic support through tutoring opportunities designed to increase student engagement, connectedness, and academic success.	All Students African American Hispanic SED 2+ Races ELL Homeless SWD White	4000 Community Schools Grant 4000-4999: Books And Supplies Instructional support, math and reading
3.4	To increase student engagement, school connectedness, and attendance, the school will expand opportunities for students to participate in student-led initiatives that promote a positive school culture and a strong sense of belonging.	All Students African American Hispanic SED 2+ Races ELL Homeless SWD White	2000 Community Schools Grant 4000-4999: Books And Supplies WEB, students lead engaging activities
3.5	The school will utilize California Healthy Kids Survey (CHKS), CORE SEL, and other student feedback data to identify barriers to student engagement, belonging, and attendance, and implement targeted social-emotional learning (SEL) supports and interventions in response to identified needs. Funds will support SEL curriculum, staff training, student wellness initiatives, restorative practices, and programs designed to strengthen school connectedness, improve school climate, and reduce chronic absenteeism.	All Students African American Hispanic SED 2+ Races ELL Homeless SWD White	1000 Community Schools Grant 4000-4999: Books And Supplies High Level engagement, student response to connection to school
3.6	Funds will support materials, supplies, incentives, and recognition activities that celebrate student attendance, academic growth, positive behavior, leadership, and school engagement. These celebrations are intended to strengthen students' sense of belonging, increase motivation, reinforce positive school behaviors, and promote regular attendance, particularly among student groups experiencing higher rates of chronic absenteeism.	All Students African American Hispanic SED 2+ Races ELL Homeless SWD White	1000 Community Schools Grant 4000-4999: Books And Supplies Enrichment celebrations, awards

--	--	--	--

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

School Climate & Culture

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

African American students have a suspension rate of 14.1%, which is more than double the school-wide average, indicating a critical need for culturally responsive practices, relationship-building strategies, and equitable discipline systems. Students identified as Two or More Races have a suspension rate of 8.6%, also exceeding the overall rate, suggesting a need for increased inclusion, belonging, and consistent behavioral supports. Additionally, students experiencing homelessness have a suspension rate of 12.7%, signaling a need for trauma-informed practices, stability-focused interventions, and increased access to social-emotional and wraparound supports.

These disparities suggest that current systems may not be consistently meeting the behavioral, social-emotional, and engagement needs of all student groups. There is a need to strengthen Tier 1 universal supports, ensure consistent implementation of PBIS and restorative practices, and provide targeted Tier 2 and Tier 3 interventions for disproportionately impacted student populations.

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 (6-8 grades only)	The percentage of {list the grades} students who responded favorably in the 2026 Winter Panorama domains listed below are as follows: Emotional Regulation 42% Grit 52% Growth Mindset 49% School Climate 35% School Safety 48% Self-Efficacy 45% Self-Management 65% Sense of Belonging 37% Social Awareness 55% Supportive Relationships 79%	The percentage of students who will respond favorably in the 2027 Spring Panorama Survey will increase to the following percentages are as follows: Emotional Regulation 60% Grit 70% Growth Mindset 65% School Climate 65% School Safety 65% Self-Efficacy 60% Self-Management 75% Sense of Belonging 60% Social Awareness 70% Supportive Relationships 85%
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 - 79% Sense of Community - 79% Sense of Safety - 70%	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 - 90% Sense of Community - 90% Sense of Safety - 85%
California Dashboard Suspension Data	Based on the California Dashboard, our school's 2024-2025 suspension rate is 5.9%. African American-14.1%, Two or more Race- 8.6%, Homeless-12.7%	Based on the California Dashboard, our school's 2025-2026 percentage of students suspended : All students - will maintain less than 3% African American will maintain less than 5% Two or more Races - will maintain less than 3% Homeless - will maintain less than 3%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Implement peer-led, evidence-based school climate and prevention programs (e.g., Student Ambassadors, Sources of Strength, No Place for Hate) that build student leadership, promote positive peer norms, and strengthen school connectedness.	All Students	2000 Title I 4000-4999: Books And Supplies Student workshop/training
4.2	Implement tiered social-emotional supports through PBIS and restorative practices, including universal SEL and self-regulation strategies, with the Behavior Leadership Team monitoring data to inform targeted interventions. Additionally, the SOAR Center will provide structured behavioral support and skill-building, and the RRC will support restorative conversations and student reintegration into the classroom.	All Students African American Hispanic SED 2+ Races ELL Homeless SWD White	5000 Title I 4000-4999: Books And Supplies Materials for High Interest Incentives/Rewards for PBIS 2040.00 Title I

			5000-5999: Services And Other Operating Expenditures PBIS Rewards website Title I 1000-1999: Certificated Personnel Salaries ABI Teacher will promote engagement, school culture and climate, and positive behavior intervention (duplicate cost 1.3) 1000 Title I 4000-4999: Books And Supplies Materials for Sensory Needs, Regulation Tools
4.3	Spring Valley Academy will strengthen school culture and student connectedness through guest speakers, assemblies, and student activities focused on empathy, inclusion, and positive peer relationships. The school will address racially hurtful language and hate speech while promoting respect, accountability, and a positive campus culture where all students feel safe, connected, and valued.	All Students African American Hispanic SED 2+ Races ELL Homeless SWD White	13,195.25 Title I 5000-5999: Services And Other Operating Expenditures Guest speakers, assemblies
4.4	Funds will support community events, family engagement activities, and Connection Fairs that strengthen relationships between students, families, school staff, and community partners. These events will provide families with access to school and community resources, promote a sense of belonging, increase family engagement, and strengthen protective factors that support positive student behavior, school connectedness, and equitable outcomes for student groups disproportionately impacted by suspensions.	All Students African American Hispanic SED 2+ Races ELL Homeless SWD White	6000 Community Schools Grant 4000-4999: Books And Supplies Community connections/event resource fair
4.5	Funds will support parent workshops, family appreciation events, and parent-community collaboration meetings designed to strengthen partnerships between families, the school, and community organizations. These activities will increase family engagement, build parent capacity to support student success, promote two-way communication, and foster a welcoming school environment that supports positive school climate, student well-being, and equitable outcomes for all students.	All Students African American Hispanic SED 2+ Races ELL Homeless SWD White	1000 Community Schools Grant 4000-4999: Books And Supplies Connecting community, parents, school staff meetings, workshops 2969.31 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Parent engagement activities, such as; breakfast, coffee with the Principal, Connecting with high school night, social media education night.

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	\$279,651.16
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	\$231,681.85
Title I Part A: Parent Involvement	\$2,969.31

Subtotal of additional federal funds included for this school: \$234,651.16

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

State or Local Programs	Allocation (\$)
Community Schools Grant	\$15,000.00
Title 1 Carryover	\$30,000.00

Subtotal of state or local funds included for this school: \$45,000.00

Total of federal, state, and/or local funds for this school: \$279,651.16

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	231,681.85	0.00
Title I Part A: Parent Involvement	2,969.31	0.00
Community Schools Grant	15,000	0.00
Title 1 Carryover	30,000	0.00

Expenditures by Funding Source

Funding Source	Amount
Community Schools Grant	15,000.00
Title 1 Carryover	30,000.00
Title I	231,681.85
Title I Part A: Parent Involvement	2,969.31

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

1000-1999: Certificated Personnel Salaries	194,246.60
4000-4999: Books And Supplies	41,500.00
5000-5999: Services And Other Operating Expenditures	41,404.56
5700-5799: Transfers Of Direct Costs	2,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Community Schools Grant	15,000.00
1000-1999: Certificated Personnel Salaries	Title 1 Carryover	20,800.00
4000-4999: Books And Supplies	Title 1 Carryover	2,000.00
5000-5999: Services And Other Operating Expenditures	Title 1 Carryover	7,200.00
1000-1999: Certificated Personnel Salaries	Title I	173,446.60
4000-4999: Books And Supplies	Title I	24,500.00
5000-5999: Services And Other Operating Expenditures	Title I	31,235.25
5700-5799: Transfers Of Direct Costs	Title I	2,500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	2,969.31

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	177,031.60
Goal 2	26,900.00
Goal 3	42,515.00
Goal 4	33,204.56

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 5 Secondary Students

Name of Members	Role
-----------------	------

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 14, 2026.

Attested:




Principal, Amy D Isbell on May 14,2026

SSC Chairperson, Sharavyn Pamplin on May14, 2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023