



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mountainview Elementary School	19649986112528	6/2/26	

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 Mountainview Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	5
Educational Partner Involvement	5
Resource Inequities	5
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	6
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	9
ELPAC Results	14
Student Population.....	18
Overall Performance	20
Academic Performance.....	22
Academic Engagement	30
Conditions & Climate.....	33
Goals, Strategies, & Proposed Expenditures.....	35
Goal 1.....	35
Goal 2.....	37
Goal 3.....	39
Goal 4.....	41
Goal 5.....	43
Budget Summary	45
Budget Summary	45
Other Federal, State, and Local Funds	45
Budgeted Funds and Expenditures in this Plan.....	46
Funds Budgeted to the School by Funding Source.....	46
Expenditures by Funding Source	46
Expenditures by Budget Reference	46
Expenditures by Budget Reference and Funding Source	46
Expenditures by Goal.....	46
School Site Council Membership	47
Recommendations and Assurances	48
Instructions.....	49
Appendix A: Plan Requirements	56

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements59

Appendix C: Select State and Federal Programs62

Plan Description

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

This plan is being used by Mountainview Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Educational Partner Involvement

How, when, and with whom did Mountainview Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Site Council- Every Site Council meeting centers around the SPSA goals, implementation of goals, and data. During the Site Council meeting of 4/14/26, the team focused on both reviewing current progress and documented feedback regarding current student group needs and action steps needed for the following school year.

ELAC- Every ELAC meeting centers around the SPSA goals, implementation of goals, and data. During the ELAC meeting of 5/15/26, the members of the ELAC provided feedback on the current implementation of goals and actions steps needed to improve student outcomes at the school site.

Parent Feedback @ Pastries with the Principal- At the Pastries with the Principal event of 5/26/26, parents provided feedback regarding barriers and action steps for our student groups not meeting academic and engagement benchmarks.

Staff- Every staff meeting centers around the current SPSA site goals, implementation of the goal, and the progress towards achieving the goals. During the Staff Meeting on 4/29/26, the staff reviewed student groups who have not met current goals and provided input regarding the barriers and action steps needed for each student group. At the staff meeting on 5/20/26, the draft SPSA was presented to the certificated team.

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

No indicators in "red" or "orange"

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.

No student groups two or more performance levels below the "all student" performance

Other Needs

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

English Language Arts

CAASPP ELA Yellow- Students with Disabilities

iReady scores not making significant growth compared to all students

Mathematics

CAASP MATH Yellow- Hispanic

iReady scores not making significant growth compared to all students

Recent reclassified students demonstrated a slight decline.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.33%	0.33%	0.33%	3	3	3
African American	0.88%	1.53%	1.43%	8	14	13
Asian	4.27%	4.47%	4.74%	39	41	43
Filipino	2.84%	2.73%	2.75%	26	25	25
Hispanic/Latino	31.95%	32.06%	32.38%	292	294	294
White	50.88%	49.84%	49.67%	465	457	451
Multiple/No Response	7.44%	8.18%	8.04%	68	75	73
Total Enrollment				914	917	908

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		53	74
Kindergarten	115	106	89
Grade 1	124	120	112
Grade 2	124	123	121
Grade3	126	131	126
Grade 4	127	131	129
Grade 5	117	130	130
Grade 6	132	123	127
Total Enrollment	914	917	908

Conclusions based on this data:

1. Our overall enrollment for 25-26 slightly decreased.
2. The grade level with the greatest increase of students is TK.
3. Our enrollment numbers within second and third have necessitated a split level class.

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	46	41	30	6.1%	5.0%	3.3%
Fluent English Proficient (FEP)	40	48	50	4.3%	4.4%	5.5%
Reclassified Fluent English Proficient (RFEP)	8	19		0.8%	2.0%	

Conclusions based on this data:

1. Our total numbers of EL learners have declined.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	122	119	120	122	119	120	122	119	120	100.0	100	100
Grade 4	112	119	123	112	119	122	112	119	122	100.0	100	99.2
Grade 5	129	113	120	128	113	120	128	113	120	99.2	100	100
Grade 6	144	125	121	144	124	121	144	124	121	100.0	99.2	100
All Grades	507	476	484	506	475	483	506	475	483	99.8	99.8	99.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2448.	2444.	2448.	36.89	31.09	28.33	23.77	25.21	32.50	21.31	23.53	22.50	18.03	20.17	16.67
Grade 4	2476.	2523.	2506.	27.68	44.54	37.70	28.57	27.73	24.59	21.43	17.65	24.59	22.32	10.08	13.11
Grade 5	2534.	2521.	2550.	33.59	23.89	36.67	33.59	42.48	36.67	16.41	14.16	15.83	16.41	19.47	10.83
Grade 6	2562.	2592.	2574.	25.69	43.55	28.93	36.81	27.42	43.80	27.08	21.77	19.83	10.42	7.26	7.44
All Grades	N/A	N/A	N/A	30.83	36.00	32.92	31.03	30.53	34.37	21.74	19.37	20.70	16.40	14.11	12.01

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	27.05	31.93	19.17	62.30	58.82	70.00	10.66	9.24	10.83
Grade 4	20.54	31.09	36.07	64.29	61.34	54.92	15.18	7.56	9.02
Grade 5	37.50	22.12	30.00	50.00	62.83	61.67	12.50	15.04	8.33
Grade 6	29.86	38.71	25.62	59.03	50.00	61.16	11.11	11.29	13.22
All Grades	29.05	31.16	27.74	58.70	58.11	61.90	12.25	10.74	10.35

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.93	15.13	18.33	66.39	55.46	60.83	19.67	29.41	20.83
Grade 4	14.29	21.85	15.57	67.86	68.91	68.85	17.86	9.24	15.57
Grade 5	27.34	16.81	19.17	59.38	65.49	75.83	13.28	17.70	5.00
Grade 6	27.08	41.94	31.40	55.56	45.16	61.16	17.36	12.90	7.44
All Grades	21.15	24.21	21.12	61.86	58.53	66.67	17.00	17.26	12.22

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.93	25.21	14.17	74.59	68.91	81.67	11.48	5.88	4.17
Grade 4	10.71	23.53	20.49	75.00	73.11	71.31	14.29	3.36	8.20
Grade 5	18.75	16.81	18.33	67.97	72.57	73.33	13.28	10.62	8.33
Grade 6	18.75	18.55	21.49	77.08	78.23	71.07	4.17	3.23	7.44
All Grades	15.81	21.05	18.63	73.72	73.26	74.33	10.47	5.68	7.04

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	22.95	21.01	20.83	64.75	63.87	69.17	12.30	15.13	10.00
Grade 4	16.96	35.29	22.95	72.32	57.98	69.67	10.71	6.72	7.38
Grade 5	23.44	22.12	30.83	65.63	68.14	63.33	10.94	9.73	5.83
Grade 6	25.00	33.06	23.14	65.97	62.10	72.73	9.03	4.84	4.13
All Grades	22.33	28.00	24.43	67.00	62.95	68.74	10.67	9.05	6.83

Conclusions based on this data:

1. Overall scores remained steady in every area in 2024/2025.
2. Overall writing scores improved in the 2024/2025 school year.

3. Grade three demonstrated significant growth in 2024/2025.

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.

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	122	119	120	122	119	120	122	119	120	100.0	100	100
Grade 4	112	119	123	112	119	122	112	119	122	100.0	100	99.2
Grade 5	129	113	120	128	113	120	128	113	120	99.2	100	100
Grade 6	144	125	121	144	124	121	144	124	121	100.0	99.2	100
All Grades	507	476	484	506	475	483	506	475	483	99.8	99.8	99.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2460.	2470.	2466.	28.69	35.29	29.17	33.61	36.13	40.83	23.77	16.81	17.50	13.93	11.76	12.50
Grade 4	2504.	2512.	2520.	25.00	33.61	38.52	40.18	31.09	31.15	18.75	26.89	21.31	16.07	8.40	9.02
Grade 5	2533.	2527.	2537.	29.69	28.32	37.50	30.47	26.55	14.17	21.88	22.12	33.33	17.97	23.01	15.00
Grade 6	2561.	2580.	2573.	29.17	39.52	32.23	25.69	30.65	28.10	30.56	19.35	28.93	14.58	10.48	10.74
Grade 11															
All Grades	N/A	N/A	N/A	28.26	34.32	34.37	32.02	31.16	28.57	24.11	21.26	25.26	15.61	13.26	11.80

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	36.07	41.18	40.00	47.54	47.06	49.17	16.39	11.76	10.83
Grade 4	31.25	38.66	49.18	53.57	47.90	40.16	15.18	13.45	10.66
Grade 5	32.03	30.09	30.00	53.91	46.02	52.50	14.06	23.89	17.50
Grade 6	25.00	37.10	30.58	59.72	49.19	56.20	15.28	13.71	13.22
Grade 11									
All Grades	30.83	36.84	37.47	53.95	47.58	49.48	15.22	15.58	13.04

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	34.43	36.13	29.17	50.00	51.26	58.33	15.57	12.61	12.50
Grade 4	30.36	34.45	25.41	50.89	50.42	62.30	18.75	15.13	12.30
Grade 5	20.31	19.47	26.67	60.94	61.95	56.67	18.75	18.58	16.67
Grade 6	23.61	25.00	27.27	57.64	62.90	61.98	18.75	12.10	10.74
All Grades	26.88	28.84	27.12	55.14	56.63	59.83	17.98	14.53	13.04

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	27.05	35.29	30.00	63.11	55.46	58.33	9.84	9.24	11.67
Grade 4	28.57	31.09	31.15	56.25	54.62	59.02	15.18	14.29	9.84
Grade 5	18.75	18.58	23.33	65.63	64.60	60.83	15.63	16.81	15.83
Grade 6	21.53	29.03	23.97	70.14	62.90	64.46	8.33	8.06	11.57
All Grades	23.72	28.63	27.12	64.23	59.37	60.66	12.06	12.00	12.22

Conclusions based on this data:

1. Overall scores increased in every mathematical domain for 2023/2024.
2. Nearly 100% of all students participated in state testing.
3. Every grade level increased or maintained in at least one domain.

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://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	8	9	6
1	*	*	*	*	*	*	*	*	*	9	5	*
2	*	*	*	*	*	*	*	*	*	7	4	*
3	*	*	*	*	*	*	*	*	*	7	7	6
4	*	*	*	*	*	*	*	*	*	8	5	7
5	*	*	*	*	*	*	*	*	*	*	6	5
6	*	*	*	*	*	*	*	*	*	4	*	6
All Grades										45	38	36

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.22	28.95	38.89	55.56	52.63	55.56	15.56	13.16	5.56	6.67	5.26	0.00	45	38	36

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	46.67	57.89	61.11	37.78	28.95	33.33	8.89	7.89	5.56	6.67	5.26	0.00	45	38	36

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.89	21.05	5.56	42.22	50.00	58.33	37.78	18.42	36.11	11.11	10.53	0.00	45	38	36

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	48.89	44.74	47.22	44.44	47.37	50.00	6.67	7.89	2.78	45	38	36

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	44.44	60.53	75.00	46.67	36.84	25.00	8.89	2.63	0.00	45	38	36

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.56	15.79	11.11	71.11	73.68	88.89	13.33	10.53	0.00	45	38	36

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.89	39.47	27.78	60.00	47.37	72.22	11.11	13.16	0.00	45	38	36

Conclusions based on this data:

1. The overall enrollment of English Language Learners decreased in 2023/2024.

2. A higher percentage of students scored a "4" in 2023/2024.
3. The percentage of students scoring a "1" declined in 2023/2024.

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
917	20.6%	4.5%	0.1%
Total Number of Students enrolled in Mountainview Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	41	4.5%
Foster Youth	1	0.1%
Homeless	7	0.8%
Socioeconomically Disadvantaged	189	20.6%
Students with Disabilities	159	17.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	1.5%
American Indian	3	0.3%
Asian	41	4.5%
Filipino	25	2.7%
Hispanic	294	32.1%
Two or More Races	75	8.2%
Pacific Islander	0	0.0%
White	457	49.8%

Conclusions based on this data:

1. The highest percentage of students within the student population remain "Socioeconomically Disadvantaged" and "Students with Disabilities".

2. The highest percentage of student groups continue to be made up of White and Hispanic groups.
3. English Language Learners make up 5% of the student population.

School and Student Performance Data

Overall Performance

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

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Dashboard data remained green for both English Language Arts and Math.
2. Chronic absenteeism declined this year and Mountainview is now "green" on the dashboard, an improvement from "orange."
3. English Language Learners are maintained "orange",

School and Student Performance Data

Academic Performance English Language Arts

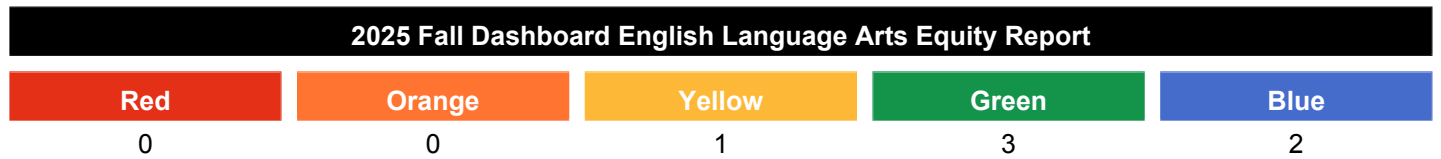
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 33.5 points above standard Maintained 0.4 points 501 Students	English Learners  Blue 14.2 points above standard Increased 33.4 points 39 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged  Green 20.5 points above standard Maintained -2.9 points 123 Students

Students with Disabilities  Yellow 9.7 points below standard Increased 4.7 points 102 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color 71 points above standard Increased 22.8 points 25 Students	Filipino  No Performance Color 55.5 points above standard Declined 14.3 points 15 Students	Hispanic  Green 15.3 points above standard Maintained -2.6 points 171 Students
Two or More Races  Blue 52.5 points above standard Increased 11.5 points 39 Students	Pacific Islander  No Performance Color 0 Students	White  Green 37.9 points above standard Maintained -1.3 points 239 Students

Conclusions based on this data:

1. One student group, English Language Learners, maintained "orange" on the dashboard.
2. Students with Disabilities maintained yellow, but did increase data points above standard.
3. Socio Economically Disadvantaged Students improved from yellow to blue.

School and Student Performance Data

Academic Performance Mathematics

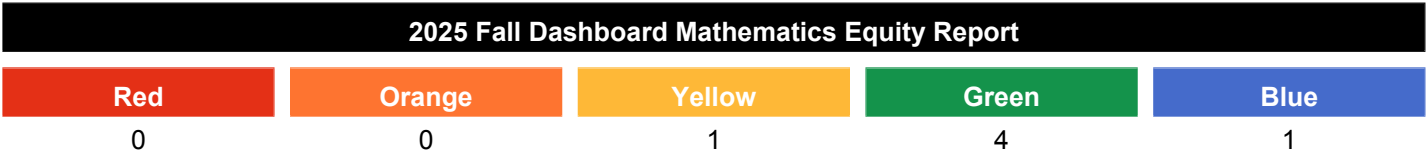
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 21.2 points above standard Maintained 1.3 points 500 Students	English Learners  Blue 4 points above standard Increased 27.2 points 39 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged  Green 4.3 points above standard Declined 3.9 points 122 Students

Students with Disabilities  Green 16.8 points below standard Increased 12.3 points 101 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color 72.4 points above standard Increased 15.9 points 25 Students	Filipino  No Performance Color 48.9 points above standard Declined 7.4 points 15 Students	Hispanic  Yellow 1.9 points below standard Maintained 2.8 points 171 Students
Two or More Races  Green 29.4 points above standard Maintained -1.4 points 39 Students	Pacific Islander  No Performance Color 0 Students	White  Green 28.6 points above standard Maintained -0.9 points 238 Students

Conclusions based on this data:

1. All students continue to score "green" with an increase from 2022/2023.
2. Students who were considered socioeconomically disadvantaged increased from green to blue.
3. English Language Learners maintained "yellow" on the dashboard for 2023/2024.

School and Student Performance Data

Academic Performance Science

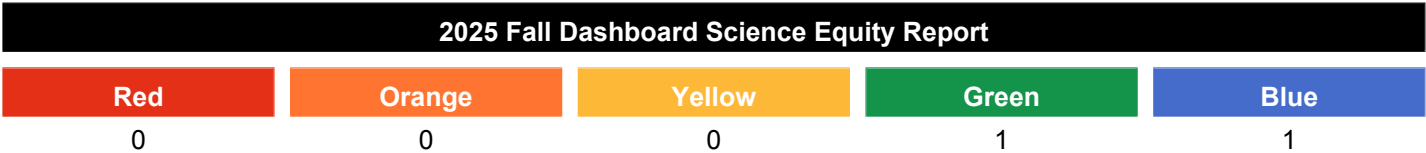
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides 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  Blue 66 science points Increased 3.5 points 127 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 60.4 science points Increased 4.4 points 30 Students

Students with Disabilities  No Performance Color 57.8 science points Increased 4.1 points 25 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Green 61.5 science points Increased 4.2 points 38 Students
Two or More Races  No Performance Color 64.7 science points 12 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 68 science points Maintained 1.9 points 65 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 No Performance Color
67.7 making progress.	making progress.
Number Students: 31 Students	Number Students: 3 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
10.7%	21.4%	7.1%	60.7%

Conclusions based on this data:

1. The number of students who maintained or progressed ELPAC level was 86.7%.
2. A little over 3% of students did not demonstrate progress on the ELPAC.
3. Overall English Language Learner progress maintained "orange".

School and Student Performance Data

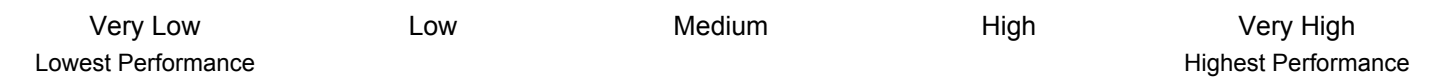
Academic Performance College/Career Report

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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:
1.

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.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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



Green

5.2% Chronically Absent

Declined 3

941 Students

English Learners



Blue

2% Chronically Absent

Declined 13.4

50 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

7 Students

Socioeconomically Disadvantaged



Green

6% Chronically Absent

Declined 6.4

216 Students

Students with Disabilities  Green 9.6% Chronically Absent Declined 5.5 187 Students	African American  No Performance Color 26.7% Chronically Absent Declined 0.6 15 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Blue 2.2% Chronically Absent Declined 10.3 46 Students	Filipino  No Performance Color 0% Chronically Absent Declined 3.8 25 Students	Hispanic  Green 6.3% Chronically Absent Declined 1.8 301 Students
Two or More Races  Green 6% Chronically Absent Declined 5 83 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 4.3% Chronically Absent Declined 3.1 468 Students

Conclusions based on this data:

1. Chronic absenteeism decreased overall and the school moved from "orange" to "green".
2. The Hispanic student group declined in chronic absenteeism from "orange" to "green".
3. English Language Learners chronic absenteeism increased from "yellow" to "orange".

School and Student Performance Data

Academic Engagement Graduation 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.

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

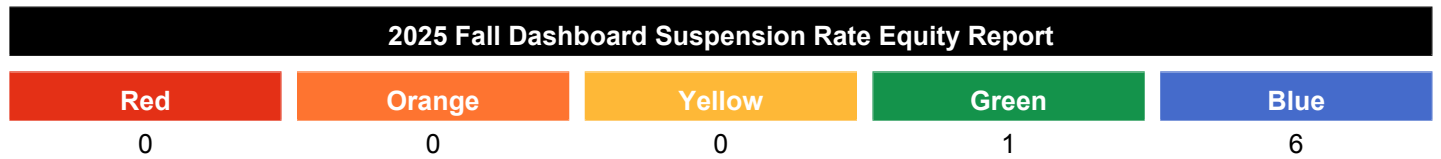
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.3% suspended at least one day Maintained 0.2% 953 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 50 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Socioeconomically Disadvantaged  Blue 0.5% suspended at least one day Maintained 0% 219 Students

Students with Disabilities  Blue 0.5% suspended at least one day Maintained 0% 190 Students	African American  No Performance Color 0% suspended at least one day Maintained 0% 17 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Blue 0% suspended at least one day Maintained 0% 47 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 27 Students	Hispanic  Green 0.3% suspended at least one day Increased 0.3% 305 Students
Two or More Races  Blue 0% suspended at least one day Maintained 0% 85 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 0.4% suspended at least one day Maintained 0.2% 469 Students

Conclusions based on this data:

1. All students were in the "blue" with a decline in suspensions.
2. Students with disabilities maintained, but had the highest suspension rate with 0.6%.
3. Hispanic students declined from 1% suspension rate to 0% suspension rate.

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.

Achievement Gap

This goal focuses on increasing academic achievement for all student groups while closing the achievement gap.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #1 Implement instructional programs and services that allow all students to achieve while closing the Achievement Gap in the core academic areas.

Identified Need

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

Increase ELA achievement for Students with Disabilities.
Increase math achievement for Hispanic 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
2025 California Dashboard - ELA	2024-2025 ALL-Green: 33.5 points above standard Students with Disabilities: Yellow - 9.7 points below standard	All - Increase to 36.5 points above standard (green) Students with Disabilities - Increase to 0.7 points below standard (green)
2025 CA Dashboard- Math	2024-2025 ALL - Green: 21.2 points above standard Hispanic Yellow: 1.9 points below standard	All- Increase to 24.2 points above standard (green) Hispanic - Increase to 4.1 above standard (green)
2025/2026 iReady Reading (Mid Year)	2025-2026 ALL - 45% Met Typical Growth, 21% Met Stretch Growth Students with Disabilities - 37% Met Typical Growth, 18% Met Stretch Growth	ALL - 50% Met Typical Growth, 25% Met Stretch Growth Students with Disabilities - 47% Met Typical, 22% Met Stretch Growth
2025/2026 iReady Math (Mid Year)	2025-2026 All - 28% Met Typical Growth, 7% Met Stretch Growth Hispanic Students - 25% Met Typical Growth, 7% Met Stretch Growth	ALL - 35% Met Typical Growth, 10% Met Stretch Growth Hispanic Students - 35% Met Typical Growth, 10% Met Stretch Growth

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	Parent Engagement Workshops focused on supporting Writing and Math at home	All students	1300 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries extra duty 1000 LCFF - Supplemental 4000-4999: Books And Supplies Supplies
1.2	Teacher Release Time for PLT training and planning for writing and vocabulary development in ELA and math	All students	12042 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries PLT Planning
1.3	Family Student Goal-Setting (EL) - 5 Days Total	English Language Learners	1115 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute Teacher(s)
1.4	Guiding Coalition Meetings (grades K-6, one hour, 10 meetings)	All Students	4340 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra Duty/Extra Pay

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

In 2025 No students left in orange or red.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All monies were spent to implement the goal of decreasing the achievement gap.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are continuing to strengthen the power of our guiding coalition and grow the PLTs work in the area of writing.

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.

English Learner Achievement

This goal focuses on increasing academic achievement and language proficiency of our English Language Learners.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #2- Provide instructional opportunities necessary to ensure English Learner academic achievement and their appropriate acquisition of English.

Identified Need

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

English Language Learners have made progress in their language proficiency and academic achievement in ELA and math- CA Dashboard data indicates that our English Language Learners have achieved proficiency in ELA and math as compared to all student groups, however the points above standard have not met the same achievement. The number of Long Term English Language Learners is three according the CA Dashboard. The goal is to reduce the number of Long Term English Language Learners to none.

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
2025 CA Dashboard - English Learner Progress Indicator	10.7% of student decreased ELPI Level	0% of student decrease an ELPI Level
2025 CA Dashboard- English Language Arts (ELA)	2024-2025 ALL STUDENTS - 33.5 points above standard (green) EL STUDENTS- 14.2 points above standard (blue)	ALL STUDENTS - Increase to 36.5 points above standard (blue) EL STUDENTS - Increase to 20.2 points above standard (blue)
2025 CA Dashboard - Math	2024-2025 ALL STUDENTS - 21.2 points above standard (green) EL STUDENTS - 4 points above standard (blue)	ALL STUDENTS - Increase to 24 points above standard (maintain green) EL STUDENTS- Increase to 10 points above standard (blue)
2026 iReady Reading (Mid Year)	2025-2026 ALL - 45% Met Typical Growth, 21% Met Stretch Growth EL STUDENTS - 55% Met Typical Growth, 15% Met Stretch Growth	ALL - 50% Met Typical Growth, 25% Met Stretch Growth EL STUDENTS- 60% Met Typical Growth, 20% Met Stretch Growth
2026 iReady Math (Mid Year)	2025-2026 All - 28% Met Typical Growth, 7% Met Stretch Growth EL STUDENTS - 40% Met Typical Growth, 15% Met Stretch Growth	ALL - 35% Met Typical Growth, 10% Met Stretch Growth EL STUDENTS- 45% Met Typical Growth, 20% Met Stretch Growth

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	Professional development focused writing strategies (K-6) and morphology (grades 3-6) as it pertains to designated and integrated ELD	English Language Learners	2,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries guest teachers
2.2	Student Goal Setting- release time for teachers to meet with EL students and families one time a year (same as 1.3)	English Language Learners	
2.3	Parent Engagement Workshops focused on supporting Writing and Math at home (same as 1.1)	All Students	
2.4	Provide Guest Teachers for ELPAC Assessment, Analysis of Scores, and Instructional Planning (7 days/guests total)	English Language Learners	1561 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries guest teachers
2.5	Literacy Events tied to ELAC Meetings	English Language Learners	780 LCFF - Supplemental 4000-4999: Books And Supplies craft activity and snacks

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

In 2025/2026 The number of students designated as LTEL was reduced to two, meeting the goal of reducing students classified as LTELs by 50% in total.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All monies were spent to implement this goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will build on the professional development for our teachers in the area of writing and vocabulary to support English Language Learners and recently reclassified English Language Learners

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Student Engagement

This goal focuses on increasing engagement for students to feel connected to school and their learning.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #3 - Creating school environments that are responsive to student and educational partner Social Emotional Learning (SEL) needs to increase their engagement and connectedness to learning and school.

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.

Continue to decrease chronic absenteeism. Dashboard data indicates that Socioeconomically Disadvantaged Students, Students with Disabilities, students of Two or More Races, and Hispanic students are in the green and have potential to move to blue. Students missing school days negatively impacts academic achievement. Increase the percentage of students who treat each other well and like school.

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
2025 CA Dashboard - Chronic Absenteeism	2024-2025 All Students-Green: 5.2% chronically absent Socioeconomically disadvantaged students-Green 6% chronically absent Students with two or more races-Green : 6% chronically absent Students with disabilities - Green : 9.6% chronically absent Hispanic Students- Green: 6.3% chronically absent	All Students- Blue 5% chronically absent Socioeconomically disadvantaged students- Blue: 5% chronically absent Students with two or more races-Green: 5% chronically absent Students with disabilities - Blue: 5% chronically absent Hispanic Students- Green: 5% chronically absent
2026 LCAP Student Survey Question: Students like school.	2025-2026 All Students- 70% of all students indicated that they like school. Socioeconomically disadvantaged students- 72% indicated that they like school. Students with two or more races- 63% Students with disabilities- 71% indicated that they like school. Hispanic Students- 71% indicated that they like school.	All Students- 75% of all students indicate that they like school. Socioeconomically disadvantaged students- 75% indicated that they like school. Students with two or more races- 70% Students with disabilities- 75% indicated that they like school. Hispanic Students- 75% indicated that they like school.
2026 LCAP Student Survey Question: Students treat each other well at school.	2025-2026 All Students- 52% of students indicate that they treat each other well.	All Students- 60% of students indicate that they treat each other well.

	Socioeconomically disadvantaged students- 54% of students indicate that they treat each other well. Students with two or more races- 51% of students indicate that they treat each other well. Students with disabilities- 51% of students indicate that they treat each other well. Hispanic Students- 53% of students indicate that they treat each other well.	Socioeconomically disadvantaged students- 60% of students indicate that they treat each other well. Students with two or more races- 60% of students indicate that they treat each other well. Students with disabilities- 60% of students indicate that they treat each other well. Hispanic Students- 60% of students indicate that they treat each other well.
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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	Student Leadership Teams- Student Service, Circle of Friends, Principal's Leadership Team Maverick, Color Teams	All	830 LCFF - Supplemental 4000-4999: Books And Supplies
3.3	Teacher Tier One Behavior Prevention - Team Maverick Meetings (10 meetings TK-6, one hour each)	All	4960 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries extra duty/extra pay

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Our student engagement increased and our chronic absenteeism rate lowered just above 5% of all student population. Growth still needed in students liking school and treating each other well.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All money was spent to implement this goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are enhancing student leadership teams and continuing to add additional opportunities for student leadership and responsibility.

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.

Family Engagement

This goal focuses on increasing engagement for our families and ensuring that they are part of the decision making process to support learning for their students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Engage parents in the school community and decision-making process to create a core instructional program appropriate for the Basic Conditions of Learning necessary for all students. Implement instructional programs and services that allow all students to achieve while closing the Achievement Gap in the core academic areas.

Identified Need

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

Increase math achievement for English Language Learners and Students with Disabilities. Also, families and students indicated that there is room for improvement to family connectedness to learning at school.

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
2025 CA Dashboard ELA	2024-2025 ALL-Green: 33.5 points above standard Students with Disabilities: Yellow - 9.7 points below standard	All - Increase to 36.5 above standard (green) Students with Disabilities - Increase to 0.7 points below standard (green)
2025 CA Dashboard Math	2024-2025 ALL - Green: 21.2 points above standard Hispanic Students - Yellow: 1.9 points below standard	All- Increase to 24.2 points (green) Hispanic Students- increase to 4.1 points above standard (green)
2025/2026 iReady ELA (Mid Year)	2025-2026 ALL - 45% Met Typical Growth, 21% Met Stretch Growth Students with Disabilities - 37% Met Typical Growth, 18% Met Stretch Growth	ALL - 50% Met Typical Growth, 25% Met Stretch Growth Students with Disabilities - 40% Met Typical, 20% Met Stretch Growth
2024/2025 iReady Math (Mid Year)	2025-2026 All - 28% Met Typical Growth, 7% Met Stretch Growth Hispanic Students - 25% Met Typical Growth, 7% Met Stretch Growth	ALL - 35% Met Typical Growth, 10% Met Stretch Growth Hispanic Students - 30% Met Typical Growth, 10% Met Stretch Growth
2026 LCAP Family Survey Question:	2025-2026	2026-2027

	77% of families indicated that they feel like their family is an important part of the school community.	80% of families indicated that they feel like their family is an important part of the school community.
2026 LCAP Student Survey Question:	2025-2026 88% of students report that their family is involved in their learning. 86% of Hispanic students report that their family is involved in their learning. 85% of students with disabilities report that their family is involved in their learning.	2026-2027 90% of students report that their family is involved in their learning. 90% of Hispanic students report that their family is involved in their learning. 90% of students with disabilities report that their family is involved in their learning.

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	Parent Engagement Workshops focused on supporting Writing and Math at home (same as 1.1)	All Students	

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Connectedness with our families has had a slight decline.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All money was spent to implement this goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Grade Level family workshops will be tailored to writing strategies and math support at home.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Inclusivity and Diversity

This goal focuses on increasing the opportunities for students to see themselves in their learning and represented within our school so that they have a sense of belonging and value within our school community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #5- Provide opportunities for staff and students to see themselves represented in our schools, understand the contributions of all people make to our world, and respect those differences when learning in school.

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.

Families and students indicated that they do not all feel a sense of belonging within our schools. Students with Disabilities and Hispanic students have scored below the total student achievement. The goal is to increase academic achievement in Math and ELA compared to the ALL student group.

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
2026 LCAP Family Survey Question:	2025-2026 69% of families stated that I see our family's culture represented in the school and the academic content taught	2026-2027 75% of families stated that I see our family's culture represented in the school and the academic content taught.
2026 LCAP Student Survey Question:	2025-2026 64% of students indicate that they see their family's culture represented at school and in their learning. 72% of Hispanic students indicate that they see their family's culture represented at school and in their learning. 62% of students with disabilities indicate that they see their family's culture represented at school and in their learning.	2026-2027 70% of students indicate that they see their family's culture represented at school and in their learning. 75% of Hispanic students indicate that they see their family's culture represented at school and in their learning. 70% of students with disabilities indicate that they see their family's culture represented at school and in their learning.
2026 LCAP Student Survey Question:	2025-2026 70% of students report that they feel like an important part of the school community 68% of Hispanic students report that they feel like an important part of the school community	2026-2027 75% of students report that they feel like an important part of the school community 75% of Hispanic students report that they feel like an important part of the school community

	76% of students with disabilities report that they feel like an important part of the school community	80% of students with disabilities report that they feel like an important part of the school community
2025 California Dashboard - ELA	2024-2025 ALL - Green: 33.1 points above standard Students with Disabilities - Yellow : 9.7 points below standard	2025-2026 All - Increase to 36.5 points (green) Students with Disabilities - Increase to 0.7 points below standard (green)
2025 CA Dashboard- Math	2024-2025 ALL - Green: 19.9 points above standard Hispanic Students - Yellow - 1.9 points below standard	2025-2026 All - Increase to 24.2 points (green) Hispanic Students - Increase to 4.1 points above standard (green)

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
5.1	Increase Signage/Visibility Recognizing Our Diverse Culture at the Front Entrance and Office	All	100 LCFF - Supplemental 4000-4999: Books And Supplies signage
5.2	Literacy Events tied to ELAC Meetings (same as 2.5)	All	
5.3		All	

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We increased our student belonging through our actions. Our survey results for students maintained or demonstrated positive growth. There was a slight decline in family reporting of seeing their culture represented.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All money was spent implementing this goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will be creating a student advisory group to help provide feedback for actionable steps to improve the student experience.

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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$30,028.00
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 (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$30,028.00

Subtotal of state or local funds included for this school: \$30,028.00

Total of federal, state, and/or local funds for this school: \$30,028.00

Budgeted Funds and Expenditures in this Plan

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
LCFF - Supplemental	30028	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	30,028.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	27,318.00
4000-4999: Books And Supplies	2,710.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	27,318.00
4000-4999: Books And Supplies	LCFF - Supplemental	2,710.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	19,797.00
Goal 2	4,341.00
Goal 3	5,790.00
Goal 5	100.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Amy King	Principal
Arian Best	Classroom Teacher
Pandora Estrada	Classroom Teacher
Andrea Bond	Classroom Teacher
Lisa Barton	Other School Staff
Sean DeCecchis	Parent or Community Member
Tiffany Taube	Parent or Community Member
Beth Chaffee	Parent or Community Member
Kesha Richardson	Parent or Community Member
Valli Suvarchala	Parent or Community Member

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 6/2/26.

Attested:



Principal, Amy King on 6/2/26

SSC Chairperson, Beth Chaffee on 6/4/26

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. 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

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 6/2/26.

Attested:



Principal, Amy King on 6/2/26

Beth Chaffee

SSC Chairperson, Beth Chaffee on 6/4/26