



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cedarcreek Elementary School	19649986022651	May 29, 2025	June 24, 2025

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 Cedar creek 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 ..... 13
  - Student Population ..... 17
  - Overall Performance ..... 19
  - Academic Performance ..... 20
  - Academic Engagement ..... 26
  - Conditions & Climate..... 29
- Goals, Strategies, & Proposed Expenditures..... 31
  - Goal 1 ..... 31
  - Goal 2..... 34
  - Goal 3..... 36
  - Goal 4..... 39
  - Goal 5..... 41
- Budget Summary ..... 43
  - Budget Summary ..... 43
  - Other Federal, State, and Local Funds ..... 43
- Budgeted Funds and Expenditures in this Plan ..... 44
  - Funds Budgeted to the School by Funding Source..... 44
  - Expenditures by Funding Source ..... 44
  - Expenditures by Budget Reference ..... 44
  - Expenditures by Budget Reference and Funding Source ..... 44
  - Expenditures by Goal..... 45
- School Site Council Membership ..... 46
- Recommendations and Assurances ..... 47
- Instructions..... 48
- Appendix A: Plan Requirements ..... 55

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements .....58  
Appendix C: Select State and Federal Programs .....61

# 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 Cedar Creek 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 Cedar Creek 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

The SPSA was created and reviewed by Cedar Creek teachers and staff, School Site Council, and ELAC members. Cedar Creek teachers review at the beginning of the school year and then update throughout the year using CAASPP data and local measures. School Site Council reviews throughout the year on a bimonthly basis. The ELAC committee reviews the SPSA once in October and again in May.

## 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.

Chronic Absenteeism  
Suspension  
English Language Arts  
Math  
English Learner Progress

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.

English Language Arts:  
English Learners  
Hispanic  
Socioeconomically Disadvantaged  
Math:  
English Learners  
Socioeconomically Disadvantaged  
Chronic Absenteeism:  
Students with Disabilities  
Suspension Rate:  
English Learners  
Hispanic

Socioeconomically Disadvantaged  
Students with Disabilities

## Other Needs

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

ELA:  
19% of all students scored in the red.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Cedarcreek 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	0.52%	1.6%	0.77%	2	6	3
Asian	0.26%	0%	1.03%	1	0	4
Filipino	1.57%	1.6%	2.58%	6	6	10
Hispanic/Latino	89.50%	89.6%	85.57%	341	336	332
Pacific Islander	0.52%	0.53%	0.52%	2	2	2
White	4.99%	3.73%	5.93%	19	14	23
Multiple	2.10%	1.6%	2.58%	8	6	10
<b>Total Enrollment</b>				381	375	388

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	76	50	51
Grade 1	50	62	49
Grade 2	47	56	62
Grade3	39	48	54
Grade 4	52	45	49
Grade 5	59	58	42
Grade 6	58	62	63
<b>Total Enrollment</b>	381	397	388

#### Conclusions based on this data:

1. Enrollment decreased.

# 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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	153	138	123	38.20%	40.2%	31.7%
Fluent English Proficient (FEP)	37	40	54	12.80%	9.7%	13.9%
Reclassified Fluent English Proficient (RFEP)	17	24	40	4.5%	6.4%	10.3%

### Conclusions based on this data:

1. The number of English Learners has consistently decreased.

# 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	40	47	55	40	47	55	40	47	55	100.0	100.0	100
Grade 4	54	45	50	54	45	50	54	45	50	100.0	100.0	100
Grade 5	57	58	45	56	58	45	56	58	45	98.2	100.0	100
Grade 6	59	62	63	59	62	63	59	62	63	100.0	100.0	100
All Grades	210	212	213	209	212	213	209	212	213	99.5	100.0	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2418.	2406.	2441.	20.00	12.77	27.27	17.50	17.02	32.73	40.00	48.94	25.45	22.50	21.28	14.55
Grade 4	2459.	2488.	2433.	22.22	33.33	14.00	20.37	24.44	18.00	20.37	17.78	30.00	37.04	24.44	38.00
Grade 5	2504.	2463.	2502.	23.21	8.62	22.22	30.36	25.86	28.89	19.64	22.41	17.78	26.79	43.10	31.11
Grade 6	2563.	2502.	2554.	16.95	20.97	22.22	55.93	20.97	38.10	20.34	27.42	26.98	6.78	30.65	12.70
All Grades	N/A	N/A	N/A	20.57	18.40	21.60	32.54	22.17	30.05	23.92	28.77	25.35	22.97	30.66	23.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.00	12.77	20.00	65.00	68.09	65.45	15.00	19.15	14.55
Grade 4	16.67	28.89	14.00	59.26	60.00	62.00	24.07	11.11	24.00
Grade 5	21.43	8.62	17.78	66.07	63.79	66.67	12.50	27.59	15.56
Grade 6	28.81	22.58	28.57	67.80	45.16	55.56	3.39	32.26	15.87
All Grades	22.01	17.92	20.66	64.59	58.49	61.97	13.40	23.58	17.37

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.00	6.38	18.18	55.00	72.34	67.27	35.00	21.28	14.55
Grade 4	7.41	11.11	2.00	59.26	64.44	56.00	33.33	24.44	42.00
Grade 5	12.50	10.34	8.89	64.29	50.00	60.00	23.21	39.66	31.11
Grade 6	16.95	14.52	17.46	69.49	45.16	69.84	13.56	40.32	12.70
All Grades	11.96	10.85	12.21	62.68	56.60	63.85	25.36	32.55	23.94

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.50	8.51	12.73	82.50	76.60	80.00	5.00	14.89	7.27
Grade 4	5.56	22.22	8.00	85.19	68.89	72.00	9.26	8.89	20.00
Grade 5	17.86	12.07	8.89	71.43	79.31	82.22	10.71	8.62	8.89
Grade 6	18.64	12.90	15.87	72.88	74.19	76.19	8.47	12.90	7.94
All Grades	13.88	13.68	11.74	77.51	75.00	77.46	8.61	11.32	10.80

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	17.50	8.51	20.00	70.00	59.57	69.09	12.50	31.91	10.91
Grade 4	18.52	20.00	12.00	75.93	66.67	80.00	5.56	13.33	8.00
Grade 5	16.07	3.45	20.00	69.64	72.41	66.67	14.29	24.14	13.33
Grade 6	20.34	17.74	22.22	69.49	62.90	69.84	10.17	19.35	7.94
All Grades	18.18	12.26	18.78	71.29	65.57	71.36	10.53	22.17	9.86

**Conclusions based on this data:**

1. There was an 11% increase in the number of students who met standard or exceeded standard.
2. There was an 11% decrease in the number of students who did nearly met or did not meet standards.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	40	48	55	40	48	55	40	48	55	100.0	100.0	100
Grade 4	54	45	50	54	45	50	54	45	50	100.0	100.0	100
Grade 5	57	58	45	57	58	45	57	58	45	100.0	100.0	100
Grade 6	59	62	63	59	62	63	59	62	63	100.0	100.0	100
All Grades	210	213	213	210	213	213	210	213	213	100.0	100.0	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2438.	2409.	2454.	12.50	12.50	25.45	50.00	27.08	38.18	12.50	16.67	20.00	25.00	43.75	16.36
Grade 4	2493.	2497.	2450.	22.22	20.00	12.00	25.93	42.22	18.00	40.74	26.67	36.00	11.11	11.11	34.00
Grade 5	2491.	2487.	2508.	12.28	10.34	17.78	19.30	15.52	15.56	40.35	46.55	53.33	28.07	27.59	13.33
Grade 6	2547.	2519.	2566.	22.03	19.35	25.40	23.73	19.35	38.10	33.90	30.65	30.16	20.34	30.65	6.35
Grade 11															
All Grades	N/A	N/A	N/A	17.62	15.49	20.66	28.10	24.88	28.64	33.33	30.99	33.80	20.95	28.64	16.90

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	35.00	31.25	40.00	50.00	33.33	45.45	15.00	35.42	14.55
<b>Grade 4</b>	31.48	33.33	16.00	55.56	55.56	44.00	12.96	11.11	40.00
<b>Grade 5</b>	21.05	17.24	8.89	59.65	53.45	77.78	19.30	29.31	13.33
<b>Grade 6</b>	33.90	24.19	34.92	49.15	43.55	53.97	16.95	32.26	11.11
<b>Grade 11</b>									
<b>All Grades</b>	30.00	25.82	26.29	53.81	46.48	54.46	16.19	27.70	19.25

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	15.00	10.42	23.64	60.00	52.08	58.18	25.00	37.50	18.18
<b>Grade 4</b>	18.52	22.22	18.00	57.41	57.78	40.00	24.07	20.00	42.00
<b>Grade 5</b>	12.28	10.34	11.11	49.12	53.45	66.67	38.60	36.21	22.22
<b>Grade 6</b>	11.86	16.13	19.05	64.41	54.84	71.43	23.73	29.03	9.52
<b>All Grades</b>	14.29	14.55	18.31	57.62	54.46	59.62	28.10	30.99	22.07

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	15.00	10.42	23.64	65.00	64.58	63.64	20.00	25.00	12.73
<b>Grade 4</b>	27.78	28.89	12.00	57.41	55.56	58.00	14.81	15.56	30.00
<b>Grade 5</b>	5.26	1.72	20.00	61.40	67.24	64.44	33.33	31.03	15.56
<b>Grade 6</b>	15.25	12.90	12.70	71.19	66.13	79.37	13.56	20.97	7.94
<b>All Grades</b>	15.71	12.68	16.90	63.81	63.85	67.14	20.48	23.47	15.96

**Conclusions based on this data:**

1. The percentage of students who met or exceeded standards increased by 9%.
2. The percentage of students who nearly met or did not meet standards decreased by 4.22%.

# 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1436.4	1422.6	1428.8	1448.6	1434.3	1432.1	1407.8	1395.1	1420.9	32	28	28
<b>1</b>	1446.1	1461.2	1439.9	1461.6	1479.4	1459.2	1429.8	1442.5	1419.9	13	19	20
<b>2</b>	1498.1	1494.0	1474.9	1498.2	1495.2	1478.1	1497.3	1492.7	1471.5	20	12	19
<b>3</b>	1518.5	1509.0	*	1517.5	1512.1	*	1518.9	1505.4	*	11	21	9
<b>4</b>	1544.8	1566.1	1554.5	1547.9	1579.2	1566.6	1541.2	1552.6	1542.1	26	11	18
<b>5</b>	1551.4	1554.9	*	1543.9	1555.8	*	1558.4	1553.6	*	21	18	5
<b>6</b>	1566.0	1544.0	1574.4	1564.5	1548.5	1580.4	1567.0	1539.0	1567.7	22	16	15
<b>All Grades</b>										145	125	114

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	18.75	14.29	25.00	40.63	42.86	21.43	31.25	35.71	39.29	9.38	7.14	14.29	32	28	28
<b>1</b>	0.00	5.26	5.00	46.15	57.89	20.00	46.15	31.58	60.00	7.69	5.26	15.00	13	19	20
<b>2</b>	5.00	33.33	5.26	85.00	16.67	57.89	10.00	50.00	26.32	0.00	0.00	10.53	20	12	19
<b>3</b>	27.27	9.52	*	54.55	71.43	*	9.09	19.05	*	9.09	0.00	*	11	21	*
<b>4</b>	34.62	72.73	55.56	53.85	18.18	33.33	11.54	9.09	11.11	0.00	0.00	0.00	26	11	18
<b>5</b>	33.33	27.78	*	57.14	61.11	*	4.76	11.11	*	4.76	0.00	*	21	18	*
<b>6</b>	45.45	31.25	53.33	40.91	43.75	40.00	13.64	12.50	6.67	0.00	12.50	0.00	22	16	15
<b>All Grades</b>	24.83	23.20	26.32	53.10	48.00	34.21	17.93	24.80	31.58	4.14	4.00	7.89	145	125	114

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	21.88	17.86	21.43	40.63	35.71	28.57	28.13	28.57	32.14	9.38	17.86	17.86	32	28	28
<b>1</b>	23.08	31.58	15.00	46.15	52.63	45.00	23.08	15.79	35.00	7.69	0.00	5.00	13	19	20
<b>2</b>	30.00	41.67	36.84	70.00	41.67	47.37	0.00	16.67	10.53	0.00	0.00	5.26	20	12	19
<b>3</b>	54.55	61.90	*	36.36	33.33	*	0.00	4.76	*	9.09	0.00	*	11	21	*
<b>4</b>	73.08	90.91	83.33	23.08	9.09	11.11	3.85	0.00	5.56	0.00	0.00	0.00	26	11	18
<b>5</b>	71.43	33.33	*	19.05	66.67	*	4.76	0.00	*	4.76	0.00	*	21	18	*
<b>6</b>	63.64	56.25	80.00	36.36	37.50	20.00	0.00	6.25	0.00	0.00	0.00	0.00	22	16	15
<b>All Grades</b>	48.28	43.20	42.98	37.93	40.80	33.33	9.66	12.00	17.54	4.14	4.00	6.14	145	125	114

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>		3.57	25.00		28.57	10.71		53.57	57.14		14.29	7.14		28	28
<b>1</b>		5.26	5.00		15.79	15.00		63.16	30.00		15.79	50.00		19	20
<b>2</b>		33.33	5.26		0.00	47.37		58.33	36.84		8.33	10.53		12	19
<b>3</b>		0.00	*		52.38	*		42.86	*		4.76	*		21	*
<b>4</b>		18.18	22.22		54.55	55.56		18.18	5.56		9.09	16.67		11	18
<b>5</b>		16.67	*		33.33	*		44.44	*		5.56	*		18	*
<b>6</b>	22.73	6.25	20.00	50.00	43.75	53.33	27.27	31.25	20.00	0.00	18.75	6.67	22	16	15
<b>All Grades</b>	16.55	9.60	15.79	39.31	32.80	31.58	34.48	46.40	35.09	9.66	11.20	17.54	145	125	114

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	25.00	14.29	21.43	68.75	71.43	57.14	6.25	14.29	21.43	32	28	28
<b>1</b>	30.77	47.37	30.00	61.54	52.63	70.00	7.69	0.00	0.00	13	19	20
<b>2</b>	35.00	50.00	36.84	65.00	50.00	57.89	0.00	0.00	5.26	20	12	19
<b>3</b>	63.64	19.05	*	27.27	71.43	*	9.09	9.52	*	11	21	*
<b>4</b>	65.38	81.82	77.78	34.62	18.18	22.22	0.00	0.00	0.00	26	11	18
<b>5</b>	28.57	50.00	*	66.67	50.00	*	4.76	0.00	*	21	18	*
<b>6</b>	40.91	12.50	66.67	59.09	75.00	33.33	0.00	12.50	0.00	22	16	15
<b>All Grades</b>	40.00	34.40	43.86	56.55	59.20	49.12	3.45	6.40	7.02	145	125	114

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	21.88	21.43	32.14	68.75	64.29	46.43	9.38	14.29	21.43	32	28	28
<b>1</b>	15.38	26.32	5.00	69.23	73.68	80.00	15.38	0.00	15.00	13	19	20
<b>2</b>	45.00	41.67	36.84	55.00	58.33	57.89	0.00	0.00	5.26	20	12	19
<b>3</b>	63.64	85.71	*	36.36	14.29	*	0.00	0.00	*	11	21	*
<b>4</b>	61.54	90.91	77.78	38.46	9.09	22.22	0.00	0.00	0.00	26	11	18
<b>5</b>	85.71	61.11	*	9.52	38.89	*	4.76	0.00	*	21	18	*
<b>6</b>	77.27	87.50	73.33	22.73	12.50	26.67	0.00	0.00	0.00	22	16	15
<b>All Grades</b>	52.41	55.20	42.98	43.45	41.60	48.25	4.14	3.20	8.77	145	125	114

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	9.38	7.14	17.86	78.13	78.57	75.00	12.50	14.29	7.14	32	28	28
<b>1</b>	0.00	5.26	10.00	69.23	63.16	40.00	30.77	31.58	50.00	13	19	20
<b>2</b>	20.00	33.33	0.00	80.00	50.00	84.21	0.00	16.67	15.79	20	12	19
<b>3</b>	9.09	0.00	*	63.64	85.71	*	27.27	14.29	*	11	21	*
<b>4</b>	23.08	27.27	5.56	61.54	63.64	77.78	15.38	9.09	16.67	26	11	18
<b>5</b>	38.10	22.22	*	52.38	66.67	*	9.52	11.11	*	21	18	*
<b>6</b>	22.73	12.50	20.00	68.18	62.50	66.67	9.09	25.00	13.33	22	16	15
<b>All Grades</b>	18.62	12.80	11.40	68.28	69.60	68.42	13.10	17.60	20.18	145	125	114

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	31.25	32.14	35.71	40.63	53.57	46.43	28.13	14.29	17.86	32	28	28
<b>1</b>	0.00	5.26	0.00	69.23	84.21	55.00	30.77	10.53	45.00	13	19	20
<b>2</b>	10.00	16.67	5.26	90.00	75.00	84.21	0.00	8.33	10.53	20	12	19
<b>3</b>	36.36	19.05	*	63.64	80.95	*	0.00	0.00	*	11	21	*
<b>4</b>	30.77	45.45	66.67	61.54	54.55	33.33	7.69	0.00	0.00	26	11	18
<b>5</b>	28.57	16.67	*	61.90	77.78	*	9.52	5.56	*	21	18	*
<b>6</b>	36.36	37.50	40.00	63.64	43.75	60.00	0.00	18.75	0.00	22	16	15
<b>All Grades</b>	26.21	24.00	28.07	62.07	67.20	57.02	11.72	8.80	14.91	145	125	114

**Conclusions based on this data:**

1. There are a large number of students in level three in grades two and six.



# School and Student Performance Data

## Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
388	80.4%	31.7%	0.8%
Total Number of Students enrolled in Cedar Creek 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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	123	31.7%
Foster Youth	3	0.8%
Homeless	7	1.8%
Socioeconomically Disadvantaged	312	80.4%
Students with Disabilities	37	9.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.8%
American Indian	0	0.0%
Asian	4	1%
Filipino	10	2.6%
Hispanic	332	85.6%
Two or More Races	10	2.6%
Pacific Islander	2	0.5%
White	23	5.9%

### Conclusions based on this data:

1. Our Hispanic population has grown to 75%.

2. The percentage of English Learners is only 50% so we know that many students are entering already knowing English.
3. The percentage of SD students has grown to 80%.

# School and Student Performance Data

## Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Green		
<b>English Learner Progress</b>  Yellow		

#### Conclusions based on this data:

1. Although there was progress in English Learner progress, we moved to yellow.
2. Conditions and climate is strong. We are in the blue.

# School and Student Performance Data

## Academic Performance English Language Arts

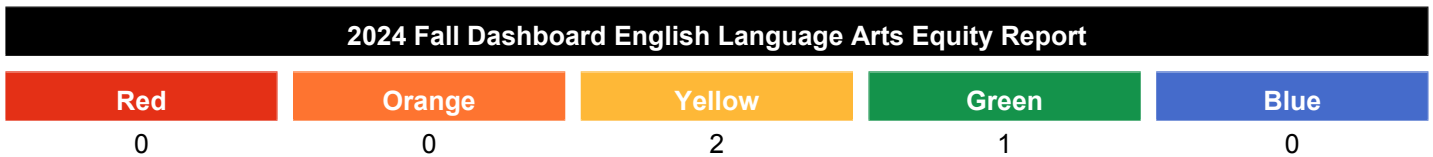
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>0.6 points above standard</p> <p>Increased 23.1 points</p> <p>204 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>8.2 points below standard</p> <p>Increased 31.5 points</p> <p>82 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>12.1 points below standard</p> <p>Increased 25.8 points</p> <p>169 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color 52.8 points below standard Declined 18.1 points 24 Students</p>	<p><b>African American</b></p>  <p>No Performance Color Less than 11 Students 1 Student</p>	<p><b>American Indian</b></p>  <p>No Performance Color 0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color Less than 11 Students 1 Student</p>	<p><b>Filipino</b></p>  <p>No Performance Color Less than 11 Students 5 Students</p>	<p><b>Hispanic</b></p>  <p>Green 1.7 points below standard Increased 22.6 points 181 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color Less than 11 Students 5 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color Less than 11 Students 2 Students</p>	<p><b>White</b></p>  <p>No Performance Color Less than 11 Students 8 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts

### 2024 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
54.9 points below standard Increased 9.3 points 41 Students	38.4 points above standard Increased 36.5 points 41 Students	1.3 points above standard Increased 16.7 points 105 Students

#### Conclusions based on this data:

- English learners and socioeconomically disadvantaged are in the yellow.

# School and Student Performance Data

## Academic Performance Mathematics

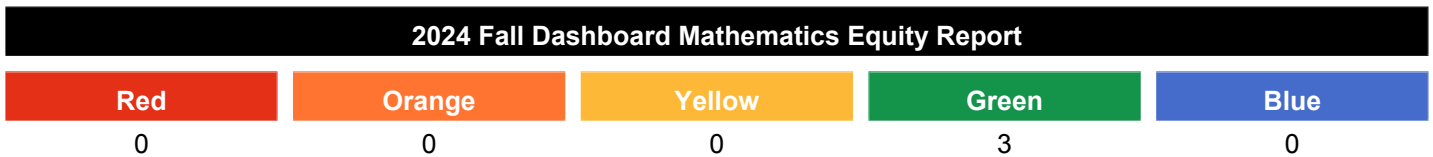
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>3.0 points below standard</p> <p>Increased 21.1 points</p> <p>204 Students</p>	<p><b>English Learners</b></p> <p>Green</p> <p>8.2 points below standard</p> <p>Increased 31.3 points</p> <p>82 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>8.9 points below standard</p> <p>Increased 27.6 points</p> <p>169 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color 56.3 points below standard Declined 9.8 points 24 Students</p>	<p><b>African American</b></p>  <p>No Performance Color Less than 11 Students 1 Student</p>	<p><b>American Indian</b></p>  <p>No Performance Color 0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color Less than 11 Students 1 Student</p>	<p><b>Filipino</b></p>  <p>No Performance Color Less than 11 Students 5 Students</p>	<p><b>Hispanic</b></p>  <p>Green 2.4 points below standard Increased 20.9 points 181 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color Less than 11 Students 5 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color Less than 11 Students 2 Students</p>	<p><b>White</b></p>  <p>No Performance Color Less than 11 Students 8 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2024 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
49.0 points below standard Increased 15.5 points 41 Students	32.5 points above standard Increased 29.6 points 41 Students	4.0 points below standard Increased 13.4 points 105 Students

#### Conclusions based on this data:

1. In math, all student groups are in the green.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Yellow 49.4% making progress. Number Students: 85 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 1 Student

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.

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
23.5%	27.1%	2.4%	47.1%

### Conclusions based on this data:

1. 23.5% of our English Learners decreased one ELPI level.
2. 47.1% Progressed at least one ELPI level

# School and Student Performance Data

## Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

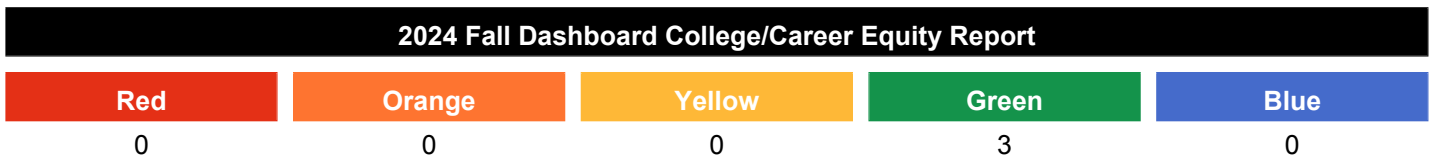
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

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

Very Low  
Lowest Performance
Low
Medium
High
Very High  
Highest Performance

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.

2024 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 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>6.9% Chronically Absent</p> <p>Declined 5.7</p> <p>407 Students</p>	<p><b>English Learners</b></p> <p>Green</p> <p>4.7% Chronically Absent</p> <p>Declined 6.3</p> <p>129 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>8.3% Chronically Absent</p> <p>Declined 4.2</p> <p>12 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>7.8% Chronically Absent</p> <p>Declined 7.5</p> <p>332 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>12.2% Chronically Absent</p> <p>Declined 10.4</p> <p>49 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>9.1% Chronically Absent</p> <p>0</p> <p>11 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>7.4% Chronically Absent</p> <p>Declined 4.1</p> <p>349 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Declined 25</p> <p>14 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>4.3% Chronically Absent</p> <p>Declined 13.8</p> <p>23 Students</p>

**Conclusions based on this data:**

1. All students are in the green.
2. English learners and Socioeconomically disadvantaged are in the green.
3. Students with disabilities are in the yellow.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

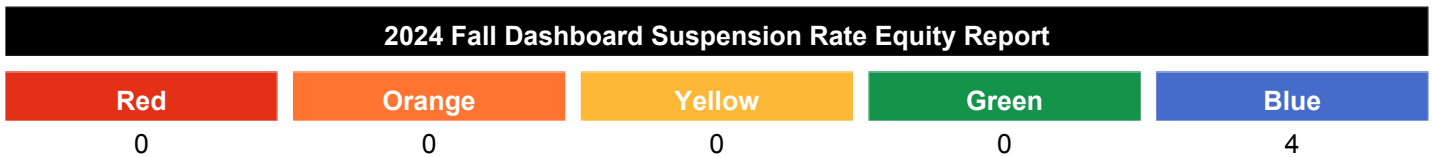
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Declined 1.7%</p> <p>414 Students</p>	<p><b>English Learners</b></p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Declined 2.7%</p> <p>130 Students</p>	<p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 5.6%</p> <p>13 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Declined 1.5%</p> <p>337 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 3.8%</p> <p>50 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>11 Students</p>	<p><b>Hispanic</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 1.9%</p> <p>354 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>14 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>24 Students</p>

**Conclusions based on this data:**

1. All students are in the blue.
2. All student groups are in the blue.
3. PBIS and Capturing Kids' Hearts are making a positive impact.

# 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 in the core academic areas.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Achievement Gap-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 English Learners and Socioeconomically disadvantaged-Dashboard data indicates that our English Learners and Socioeconomically disadvantaged students are in the yellow in ELA.

### 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
CA Dashboard-ELA	EL- Yellow: -8.2 DFS Socioeconomically Disadvantaged- Orange: -12.1 DFS	EL-Green: +5.0 DFS Socioeconomically Disadvantaged: Green +5.0
i-Ready Diagnostic -Reading (ELA)	2024-2025 middle of the year diagnostic assessment shows 42% of English Learners students scored two or more grade levels below standard (In the red). 2024-2025 middle of year diagnostic assessment shows 24% of socioeconomically disadvantaged students scored two or more grade levels below standard (In the red).	2025-2026 students who score two grade levels below standard (In the red) will decrease by 10% as measured by the end of the year diagnostic assessment. The number of students in specified groups in red will decrease by at least 10% as measured by the diagnostic assessment.

### 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	Deepen PLC implementation and practices and some examples include: -Additional collaboration time for grade levels (YMCA PE) -Release time for extra duty / extra pay for instructional planning	All Students	192,128.00 Title I Part A: Basic Grants Low-Income and Neglected 2000-2999: Classified Personnel Salaries

	<ul style="list-style-type: none"> <li>-Materials and supplies to support intervention and core instruction for unduplicated count student groups</li> <li>-Conferences, professional development</li> <li>-Paraeducators will support students and teachers with Tier II and Tier III support in the classroom.</li> <li>-Paraeducators will provide support with Tier II.</li> <li>-Community engagement nights with a focus on instructional strategies and support and resources.</li> <li>-Designated ELD instruction using core curriculum</li> <li>-Goal setting conferences with parent, student, and teacher to support students working below standard.</li> <li>-Edible School Yard Garden and Culinary Arts Lessons by personnel: Edible School Yard Garden Lead and Flex Lab Paraeducators who will support lessons to integrate 21st century learning and project-based learning opportunities for students.</li> </ul>		<ul style="list-style-type: none"> <li>Edible School Yard Garden Lead and Supporting Staff for Flex Lab 10000.00</li> <li>Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Extra Duty/Extra Pay 59387.00</li> <li>Title I Part A: Basic Grants Low-Income and Neglected 2000-2999: Classified Personnel Salaries Paraeducators to support Tier II and Tier III instruction 17014.00</li> <li>Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Substitute Teachers 17,000.</li> <li>LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures YMCA PE for PLC Collaboration Time</li> </ul>
1.2			
1.3			

## Annual Review

### SPSA Year Reviewed: 2024-25

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.

The strategies/activities that were implemented to achieve this goal were providing teachers with the tools and strategies for them to ensure students are meeting grade level standards, and are learning at high levels. For example, extra collaboration time given to grade levels will allow for teachers to focus on their learning cycle data, and next steps for each student based on the data results. Providing PD throughout the school year in staff meetings by the Guiding Coalition and the CAPS teacher leaders to ensure teachers understand the PLC process. Paraeducators supported teachers with Tier I and Tier II instruction.

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

One major difference were the garden lessons. Our students engaged in environmental and sustainability lessons with the Garden Lead.

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.

Edible School Yard Garden and Culinary Arts Lessons by personnel and the Edible School Yard Garden Lead and Flex Lab Paraeducators who will support lessons integrating 21st century learning and project-based learning opportunities for students and increasing their engagement. This can be found under strategies/activities Goal 1.

# 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

English Learner Achievement - This Goal focuses on increasing academic achievement and language proficiency of our English 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.

The California Dashboard English Learner Progress Indicator indicates that 49.4% of English Learners are making progress towards English Language Proficiency. This is a 0.1% decline from the previous year.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard- ELA	EL- Yellow: -8.2 DFS	EL- Green: +5.0 DFS
California Dashboard EL Progress Indicator	ELs-Yellow -49.4% DFS	ELs-Green +5.5 DFS
i-Ready ELA	2024-2025 middle of the year diagnostic assessment shows 42% of English Learners students scored two or more grade levels below standard (In the red).	2025-2026 EL students who score two grade levels below standard (In the red) will decrease by 10% as measured by the end of the year diagnostic assessment.

### 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	Increase language acquisition through small group language supports: Activities include: Take parents to CABE Teach parents how they can support their student at home through workshops ELPAC support afterschool (Bootcamp)	English Learners	2000.00 Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies

	Release time for teacher planning targeting needs of English learners Goal setting with ELs, their families, teacher, and admin twice per year Professional development Incentives and rewards for student achievement and reclassification Teachers use the core curriculum to teach designated ELD instruction		Resources to support English Language Development instruction
--	--	--	---

# Annual Review

**SPSA Year Reviewed: 2024-25**

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.

English Learners were provided with a viable core curriculum during designated ELD and integrated ELD instruction. This supported their performance on the ELPAC. In addition, there was an emphasis on cultivating a partnership with families, so that they understood the importance of the reclassification process, and how that benefits their students. This was done during EL goal setting conferences. Parents were invited to CABE where they learned ways to support their students at home.

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

The major difference was having our writing TOSA work with our teachers on designated ELD lessons. She supported teachers on how to deconstruct sentences, and develop their writing.

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.

Provide professional development for teachers on how to teach designated and integrated ELD instruction. This can be found under strategies/activities Goal 2.

# 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

Student Engagement - This Goal focuses on increasing engagement for students to feel connected to school and 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.

The LCAP Connectedness survey indicated that 66% of students strongly agree or agree that they like school. The LCAP Connectedness Survey also indicated that 54% of students strongly agree or agree that students treat each other well at school. The California Dashboard indicated that the absentee rate for ALL students is 6.9%.

### 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
LCAP Connectedness Survey	2024-2025 LCAP Connectedness Survey data indicated that 66% of ALL students strongly agree or agree that they like school. 2024-2025 LCAP Connectedness Survey data indicated that 54% of Students strongly agree or agree that students treat each other well at school.	2025-2026 LCAP Connectedness Survey data will indicate that 75% of ALL students strongly agree or agree that they like school. 2025-2026 LCAP Connectedness Survey data will indicate that 75% of Students will strongly agree or agree that students treat each other well at school.
LCAP Connectedness Survey	2024-2025 LCAP Connectedness Survey data indicated that 53% of ALL students strongly agree or agree that they students in their class behave so that teachers can teach. 2024-2025 LCAP Connectedness Survey data indicated that 63% of ALL students agree or strongly agree that they feel that they are an important part of their school community.	2025-2026 LCAP Connectedness Survey data will indicate that 65% of ALL students will strongly agree or agree that they students in their class behave so that teachers can teach. 2025-2026 LCAP Connectedness Survey data will indicate that 75% of ALL students agree or strongly agree that they feel that they are an important part of their school community.
LCAP Connectedness Survey		

Chronic Absenteeism Data	2024-2025 California Dashboard Data Chronic Absenteeism: ALL students - Green: 6.9% Students with Disabilities-Yellow: 12.2% DFS	2025-2026 California Dashboard Data All students - Green: Decrease by 3% Students with Disabilities-Green decrease by 5%
--------------------------	--	---

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Full implementation of PBIS to support positive behavior, chronic absenteeism and school connectedness and staff PDs in PBIS.</p> <p>Examples include: Incentives/awards Guest Speakers Materials and supplies to increase student engagement Assemblies for students Staff to support an increase in student engagement Professional development for classified staff to increase student engagement Increase student leadership opportunities Principal and ASES staff will meet monthly to discuss students and the program. The office staff will communicate with the ASES program about students who are chronically absent, and should join the ASES program. The office staff will communicate with the families to inform them of the ASES program. In particular the families of students with chronic absenteeism. Admin and Social worker will schedule attendance meetings with families to discuss excessive absences and/or tardies. The office staff, parent liasion, admin, and school social worker will continue to operate as an attendance task force to address chronic absenteeism Teachers will use Parent Square to address excessive absences and tardies with families.</p>	All students	<p>3000.00 Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures State Standards aligned field trips 5000 Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Supplies for PBIS and Student-School Connectedness 5000.00 Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Attendance Incentives</p>

## Annual Review

**SPSA Year Reviewed: 2024-25**

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.

The strategies/activities that were implemented to achieve this goal were providing students with leadership opportunities such as The Green Team, The Gardening Club, Student Council, Flag Leaders, and the Kindness

Ambassadors. This was an effective way to increase student engagement by making students feel a sense of belonging while at the same time having fun and learning. Admin and school social worker held attendance meetings with families of students who had excessive absences and tardies. In addition, admin and school social worker had monthly attendance incentives.

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

The major difference was the monthly attendance meetings with families who had chronic attendance.

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.

Implement the Attendance Task Force from the beginning of the school year to target chronic absenteeism. This can be found under strategies/activities in Goal 3.

# 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

Family Engagement - This Goal focuses on increasing engagement for our families and ensuring 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.

Goal 4# - 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.

### 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.

LCAP Connectedness Survey indicates that 79% of families strongly agree or agree that they see their families' culture represented in the school and in the academic content being taught. LCAP Connectedness survey indicates that 85% of families strongly agree or agree that their family is an important part of the school community.

### 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
LCAP Connectedness Survey	2024-2025 LCAP Connectedness survey indicates that 79% of families strongly agree or agree that they see their families' culture represented in the school and in the academic content being taught.	2025-2026 LCAP Connectedness survey will indicate that 85% of families will strongly agree or agree that they see their families' culture represented in the school and in the academic content being taught.
LCAP Connectedness Survey	2024-202 LCAP Connectedness survey indicates that 85% of families strongly agree or agree that that their family is an important part of the school community.	2025-2026 LCAP Connectedness survey will indicate that 95% of families will strongly agree or agree that that their family is an important part of the school community.

### 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	Increase engagement opportunities for all community members.  Families: Parent workshops on PBIS, SEL, ELD, and core academics Family Paint Nights Latino Literacy Project Project 2 Inspire	All Students	3000.00 Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries CABE-Project 2 Inspire 3,500 LCFF - Supplemental

	Coffee with the Principal CAFE for Parents Taste of Cedar creek Event Volunteer training: Support families in the process	5000-5999: Services And Other Operating Expenditures Family Paint Nights 5000.00 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Family Event-Taste of Cedar creek
--	--	---

# Annual Review

**SPSA Year Reviewed: 2024-25**

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.

Based on the change in required reserved funding for parent engagement activities in the CON APP we partnered with the district to increase parent engagement activities that included Disiplina Positiva, Math night, STEM Night, Literacy night, summer bridging, and a field trip to UCLA for our sixth grade students and their families. This was a result of our needs analysis.

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

The major change in this goal was inviting parents to the CAFE conference. Families had monthly opportunities to find out what was happening at the school by attending Coffee with the Principal. Families of EL students were be invited to attend the CAFE Conference. Family Paint Nights were provided three times per year. This was a good way for families to attend school while at the same time spend quality time with their student(s).

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.

The changes made to this goal are the CAFE Conference for parents and being more explicit and supportive about the volunteering process and training. This can be found under strategies/activities in Goal 4.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

#### Inclusivity and Diversity

Inclusivity and Diversity - This Goal focuses on increasing the opportunities for students to see themselves in their learning and represented within our schools and having 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 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.

On the LCAP Connectedness survey 79% of families indicated that they agree or strongly agree that they see their family's culture represented in the school and the academic content taught.

### 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
LCAP Connectedness Survey - Families	In the 2024-2025 LCAP Connectedness Survey, 79% of families indicated that they agree or strongly agree that they saw their family's culture represented at school and the academic content taught.	In the 2025-2026 LCAP Connectedness Survey will indicate that 85% of families agree or strongly agree that they see their family's culture represented at school and the academic content taught.
LCAP Connectedness Survey - Students		

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Increase family engagement through cultural celebrations: Cultural Evening Events such as Taste of Cedarcreek Family engagement workshops Childcare Light Dinner Books and materials	Staff, Students and Parents	1000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Childcare for parent workshop events 1000 LCFF - Supplemental

	Use resources from ISP Module on Family Engagement Multi-Cultural event during Open House	4000-4999: Books And Supplies workshop materials
--	--	---

# Annual Review

**SPSA Year Reviewed: 2024-25**

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.

Taste of Cedar creek multi-cultural event was an effective way to showcase different cultures.

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

The major difference was the Family Action Plan every grade level created.

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.

The changes made for this goal include the monthly workshops for parents with a focus on different cultures, and the multi-cultural event during Open House. This change can be found under strategies/activities in Goal 5.

# 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	\$289,256
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$324,029.00
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 (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$296,529.00

Subtotal of additional federal funds included for this school: \$296,529.00

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	\$27,500.00

Subtotal of state or local funds included for this school: \$27,500.00

Total of federal, state, and/or local funds for this school: \$324,029.00

# 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
Title I Part A: Basic Grants Low-Income and Neglected	289,256.00	-7,273.00
LCFF - Supplemental	38,045.00	10,545.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	27,500.00
Title I Part A: Basic Grants Low-Income and Neglected	296,529.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	30,014.00
2000-2999: Classified Personnel Salaries	252,515.00
4000-4999: Books And Supplies	13,000.00
5000-5999: Services And Other Operating Expenditures	28,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	25,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	30,014.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	251,515.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	12,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	3,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	295,529.00
Goal 2	2,000.00
Goal 3	13,000.00
Goal 4	11,500.00
Goal 5	2,000.00

# 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
Merly Soni	Principal
Claudia Ochoa	Other School Staff
Michelle Pearce	Classroom Teacher
Chelsea Greenfield	Classroom Teacher
Elena Zuniga	Classroom Teacher
Rosemary Lopez	Parent or Community Member
Cesar Perez	Parent or Community Member
Vanessa Ortega	Parent or Community Member
Christine Enriquez	Parent or Community Member
Luis Guerrero	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 May 29, 2025.

Attested:



Principal, Merly Soni on May 29, 2025



SSC Chairperson, Rosemary Lopez Perez on May 29, 2025

# 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](mailto: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](mailto: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](mailto: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