



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mountainview Elementary School	19649986112528	5/27/25	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 Mountainview Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Site Council- Every Site Council meeting centers around the SPSA goals, implementation of goals, and data. During the Site Council meeting of 3/4/25 and 4/22/25, the team focused on both reviewing current progress and documented feedback regarding current student group needs and action steps needed for the following school year.

ELAC- Every ELAC meeting centers around the SPSA goals, implementation of goals, and data. During the ELAC meeting of 3/11/25, the members of the ELAC provided feedback on the current implementation of goals and actions steps needed to improve student outcomes at the school site.

Parent Feedback @ Pastries with the Principal- At the Pastries with the Principal event of 3/14/25, parents provided feedback regarding barriers and action steps for our student groups not meeting academic and engagement benchmarks.

Staff- Every staff meeting centers around the current SPSA site goals, implementation of the goal, and the progress towards achieving the goals. During the Staff Meeting on 3/11/25, the staff reviewed student groups who have not met current goals and provided input regarding the barriers and action steps needed for each student group.

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 - Orange

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

English Language Arts
Orange- English Language Learners
Yellow- Socioeconomically Disadvantaged and Students with Disabilities

Mathematics
Yellow- English Language Learners and 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.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.12%	0.21%	0.33%	1	2	3
African American	1.87%	0.96%	0.88%	16	9	8
Asian	4.91%	5.14%	4.27%	42	48	39
Filipino	2.57%	2.46%	2.84%	22	23	26
Hispanic/Latino	29.67%	32.44%	31.95%	254	303	292
Pacific Islander	0.23%	0.11%	%	2	1	
White	53.50%	51.18%	50.88%	458	478	465
Multiple	6.07%	6.53%	7.44%	52	61	68
Total Enrollment				856	934	914

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	136	164	115
Grade 1	105	122	124
Grade 2	121	120	124
Grade3	108	131	126
Grade 4	116	112	127
Grade 5	136	136	117
Grade 6	134	149	132
Total Enrollment	856	934	914

Conclusions based on this data:

1. Our overall enrollment for 23-24 slightly declined.
2. The grade level with the most amount of students continues to be the 6th grade.
3. Our enrollment numbers within first, second, and third have necessitated split level classes.

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	42	57	46	3.90%	4.9%	5.0%
Fluent English Proficient (FEP)	30	40	40	3.40%	3.5%	4.4%
Reclassified Fluent English Proficient (RFEP)	20	24	22	2.3%	2.6%	2.4%

Conclusions based on this data:

1. Our total numbers of EL learners continue to increase from 21-22.

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	111	122	119	111	122	119	107	122	119	100.0	100.0	100
Grade 4	112	112	119	111	112	119	106	112	119	99.1	100.0	100
Grade 5	136	129	113	136	128	113	134	128	113	100.0	99.2	100
Grade 6	121	144	125	121	144	124	121	144	124	100.0	100.0	99.2
All Grades	480	507	476	479	506	475	468	506	475	99.8	99.8	99.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2424.	2448.	2444.	21.50	36.89	31.09	26.17	23.77	25.21	28.04	21.31	23.53	24.30	18.03	20.17
Grade 4	2497.	2476.	2523.	40.57	27.68	44.54	24.53	28.57	27.73	16.04	21.43	17.65	18.87	22.32	10.08
Grade 5	2523.	2534.	2521.	26.12	33.59	23.89	33.58	33.59	42.48	23.88	16.41	14.16	16.42	16.41	19.47
Grade 6	2591.	2562.	2592.	33.06	25.69	43.55	47.93	36.81	27.42	14.88	27.08	21.77	4.13	10.42	7.26
All Grades	N/A	N/A	N/A	30.13	30.83	36.00	33.55	31.03	30.53	20.73	21.74	19.37	15.60	16.40	14.11

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	21.50	27.05	31.93	62.62	62.30	58.82	15.89	10.66	9.24
Grade 4	34.91	20.54	31.09	57.55	64.29	61.34	7.55	15.18	7.56
Grade 5	30.60	37.50	22.12	56.72	50.00	62.83	12.69	12.50	15.04
Grade 6	37.19	29.86	38.71	59.50	59.03	50.00	3.31	11.11	11.29
All Grades	31.20	29.05	31.16	58.97	58.70	58.11	9.83	12.25	10.74

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	14.02	13.93	15.13	56.07	66.39	55.46	29.91	19.67	29.41
Grade 4	19.81	14.29	21.85	63.21	67.86	68.91	16.98	17.86	9.24
Grade 5	20.90	27.34	16.81	61.19	59.38	65.49	17.91	13.28	17.70
Grade 6	37.19	27.08	41.94	54.55	55.56	45.16	8.26	17.36	12.90
All Grades	23.29	21.15	24.21	58.76	61.86	58.53	17.95	17.00	17.26

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	3.74	13.93	25.21	84.11	74.59	68.91	12.15	11.48	5.88
Grade 4	11.32	10.71	23.53	79.25	75.00	73.11	9.43	14.29	3.36
Grade 5	17.91	18.75	16.81	69.40	67.97	72.57	12.69	13.28	10.62
Grade 6	20.66	18.75	18.55	76.86	77.08	78.23	2.48	4.17	3.23
All Grades	13.89	15.81	21.05	76.92	73.72	73.26	9.19	10.47	5.68

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	18.69	22.95	21.01	60.75	64.75	63.87	20.56	12.30	15.13
Grade 4	21.70	16.96	35.29	70.75	72.32	57.98	7.55	10.71	6.72
Grade 5	22.39	23.44	22.12	64.18	65.63	68.14	13.43	10.94	9.73
Grade 6	30.58	25.00	33.06	66.12	65.97	62.10	3.31	9.03	4.84
All Grades	23.50	22.33	28.00	65.38	67.00	62.95	11.11	10.67	9.05

Conclusions based on this data:

- Overall scores above standard increased in every area in 2023/2024.
- Grade five have a decline for the 2023/2024 in every English Language Arts category.

3. Grade four demonstrated significant growth in 2023/2024.

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	111	122	119	110	122	119	110	122	119	99.1	100.0	100
Grade 4	112	112	119	111	112	119	111	112	119	99.1	100.0	100
Grade 5	136	129	113	134	128	113	134	128	113	98.5	99.2	100
Grade 6	121	144	125	121	144	124	121	144	124	100.0	100.0	99.2
All Grades	480	507	476	476	506	475	476	506	475	99.2	99.8	99.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2445.	2460.	2470.	24.55	28.69	35.29	26.36	33.61	36.13	30.91	23.77	16.81	18.18	13.93	11.76
Grade 4	2489.	2504.	2512.	19.82	25.00	33.61	38.74	40.18	31.09	27.93	18.75	26.89	13.51	16.07	8.40
Grade 5	2519.	2533.	2527.	21.64	29.69	28.32	23.13	30.47	26.55	35.07	21.88	22.12	20.15	17.97	23.01
Grade 6	2582.	2561.	2580.	33.88	29.17	39.52	30.58	25.69	30.65	27.27	30.56	19.35	8.26	14.58	10.48
Grade 11															
All Grades	N/A	N/A	N/A	25.00	28.26	34.32	29.41	32.02	31.16	30.46	24.11	21.26	15.13	15.61	13.26

Concepts & Procedures									
Applying mathematical concepts and procedures									
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	34.55	36.07	41.18	44.55	47.54	47.06	20.91	16.39	11.76
Grade 4	34.23	31.25	38.66	49.55	53.57	47.90	16.22	15.18	13.45
Grade 5	26.12	32.03	30.09	54.48	53.91	46.02	19.40	14.06	23.89
Grade 6	38.02	25.00	37.10	51.24	59.72	49.19	10.74	15.28	13.71
Grade 11									
All Grades	32.98	30.83	36.84	50.21	53.95	47.58	16.81	15.22	15.58

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	24.55	34.43	36.13	57.27	50.00	51.26	18.18	15.57	12.61
Grade 4	20.72	30.36	34.45	64.86	50.89	50.42	14.41	18.75	15.13
Grade 5	15.67	20.31	19.47	68.66	60.94	61.95	15.67	18.75	18.58
Grade 6	29.75	23.61	25.00	59.50	57.64	62.90	10.74	18.75	12.10
All Grades	22.48	26.88	28.84	62.82	55.14	56.63	14.71	17.98	14.53

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
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	24.55	27.05	35.29	58.18	63.11	55.46	17.27	9.84	9.24
Grade 4	20.72	28.57	31.09	61.26	56.25	54.62	18.02	15.18	14.29
Grade 5	15.67	18.75	18.58	65.67	65.63	64.60	18.66	15.63	16.81
Grade 6	27.27	21.53	29.03	63.64	70.14	62.90	9.09	8.33	8.06
All Grades	21.85	23.72	28.63	62.39	64.23	59.37	15.76	12.06	12.00

Conclusions based on this data:

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

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	10	8	9
1	*	*	*	*	*	*	*	*	*	7	9	5
2	*	*	*	*	*	*	*	*	*	7	7	4
3	*	*	*	*	*	*	*	*	*	10	7	7
4	*	*	*	*	*	*	*	*	*	*	8	5
5	*	*	*	*	*	*	*	*	*	*	*	6
6	*	*	*	*	*	*	*	*	*	*	4	*
All Grades										42	45	38

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
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.43	22.22	28.95	42.86	55.56	52.63	21.43	15.56	13.16	14.29	6.67	5.26	42	45	38

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
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	46.67	57.89	38.10	37.78	28.95	14.29	8.89	7.89	14.29	6.67	5.26	42	45	38

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
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.52	8.89	21.05	33.33	42.22	50.00	35.71	37.78	18.42	21.43	11.11	10.53	42	45	38

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.10	48.89	44.74	47.62	44.44	47.37	14.29	6.67	7.89	42	45	38

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.95	44.44	60.53	50.00	46.67	36.84	19.05	8.89	2.63	42	45	38

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.29	15.56	15.79	52.38	71.11	73.68	33.33	13.33	10.53	42	45	38

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.19	28.89	39.47	59.52	60.00	47.37	14.29	11.11	13.16	42	45	38

Conclusions based on this data:

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

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

School and Student Performance Data

Student Population

The 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
914	22%	5%	0.2%
Total Number of Students enrolled in Mountainview Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	46	5%
Foster Youth	2	0.2%
Homeless	4	0.4%
Socioeconomically Disadvantaged	201	22%
Students with Disabilities	155	17%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	0.9%
American Indian	3	0.3%
Asian	39	4.3%
Filipino	26	2.8%
Hispanic	292	31.9%
Two or More Races	68	7.4%
Pacific Islander	0	0.0%
White	465	50.9%

Conclusions based on this data:

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

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

School and Student Performance Data

Overall Performance

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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance English Language Arts

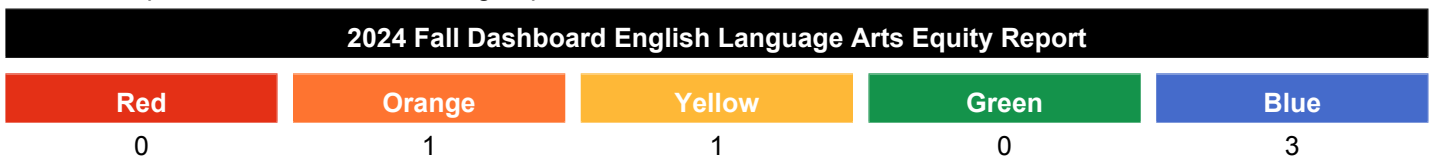
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>33.1 points above standard</p> <p>Increased 13.5 points</p> <p>489 Students</p>	<p>English Learners</p> <p> Orange</p> <p>19.3 points below standard</p> <p>Maintained 1.5 points</p> <p>31 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>23.3 points above standard</p> <p>Increased 33.3 points</p> <p>115 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>14.4 points below standard</p> <p>Increased 10.4 points</p> <p>99 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>48.2 points above standard</p> <p>Declined 22.4 points</p> <p>20 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>69.8 points above standard</p> <p>Increased 24.9 points</p> <p>15 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>17.9 points above standard</p> <p>Increased 15.2 points</p> <p>159 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>41.0 points above standard</p> <p>Increased 11.0 points</p> <p>35 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>39.3 points above standard</p> <p>Increased 16.2 points</p> <p>249 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
<p>56.3 points below standard</p> <p>Increased 18.8 points</p> <p>20 Students</p>	<p>48.0 points above standard</p> <p>Maintained 2.2 points</p> <p>11 Students</p>	<p>36.1 points above standard</p> <p>Increased 14.7 points</p> <p>437 Students</p>

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance Mathematics

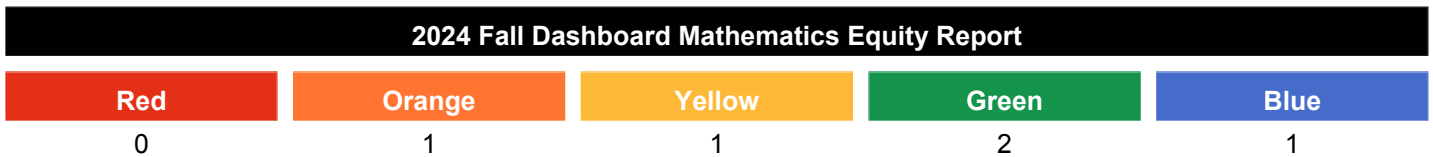
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>19.9 points above standard</p> <p>Increased 8.9 points</p> <p>491 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>23.2 points below standard</p> <p>Declined 5.9 points</p> <p>31 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>8.2 points above standard</p> <p>Increased 25.5 points</p> <p>115 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>29.0 points below standard</p> <p>Maintained 2.2 points</p> <p>101 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>56.5 points above standard</p> <p>Declined 6.5 points</p> <p>20 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>56.3 points above standard</p> <p>Increased 7.9 points</p> <p>17 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>4.7 points below standard</p> <p>Increased 9.7 points</p> <p>159 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>30.8 points above standard</p> <p>Increased 9.2 points</p> <p>35 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>29.5 points above standard</p> <p>Increased 9.7 points</p> <p>249 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
42.6 points below standard	12.0 points above standard	22.4 points above standard
Increased 8.2 points	Declined 9.6 points	Increased 10.4 points
20 Students	11 Students	439 Students

Conclusions based on this data:

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

School and Student Performance Data



Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 53.3% making progress. Number Students: 30 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
3.3%	36.7%	0%	50%

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance College/Career Report

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.

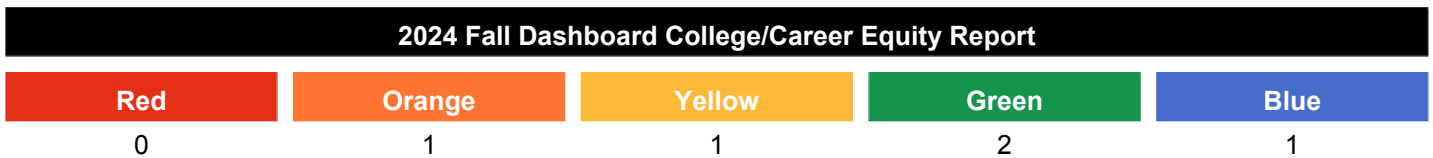
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

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.

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>8.2% Chronically Absent</p> <p>Declined 6</p> <p>935 Students</p>	<p>English Learners</p> <p>Orange</p> <p>15.4% Chronically Absent</p> <p>Increased 1.8</p> <p>52 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>12.4% Chronically Absent</p> <p>Declined 5.2</p> <p>217 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>15.1% Chronically Absent</p> <p>Declined 7.5</p> <p>179 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>27.3% Chronically Absent</p> <p>Increased 9.1</p> <p>11 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>Orange</p> <p>12.5% Chronically Absent</p> <p>Increased 4.2</p> <p>40 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>3.8% Chronically Absent</p> <p>Declined 21.2</p> <p>26 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>8.1% Chronically Absent</p> <p>Declined 11</p> <p>297 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>11% Chronically Absent</p> <p>Declined 5.5</p> <p>82 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>7.4% Chronically Absent</p> <p>Declined 3.6</p> <p>476 Students</p>

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate Suspension Rate

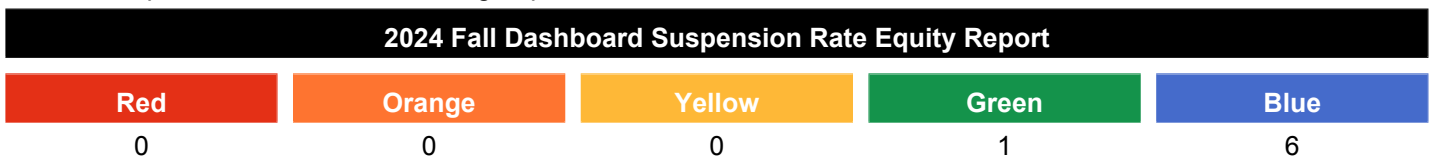
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p> Blue</p> <p>0.1% suspended at least one day</p> <p>Declined 0.7%</p> <p>943 Students</p>	<p>English Learners</p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Declined 1.7%</p> <p>53 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>0.5% suspended at least one day</p> <p>Maintained 0.2%</p> <p>219 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>0.6% suspended at least one day</p> <p>Maintained 0%</p> <p>179 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>12 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>40 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>27 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 1%</p> <p>301 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>84 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>0.2% suspended at least one day</p> <p>Declined 0.6%</p> <p>476 Students</p>

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Achievement Gap

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Increase ELA achievement for English Language Learners and Students with Disabilities.
Increase math achievement for English Language Learners and Students with Disabilities.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024 California Dashboard - ELA	2023-2024 ALL-Green: 33.1 points above standard EL- Orange: 19.3 points below standard Students with Disabilities: Yellow - 14.4 points below standard	All - Increase by 3 points (blue) EL - Increase by 14 points (yellow) Students with Disabilities - Increase by 9 points (green)
2024 CA Dashboard- Math	2023-2024 ALL - Green: 19.9 points above standard EL - Yellow: 23.2 points below standard Students with Disabilities -Orange: 29 points below standard	All- Increase by 3 points (blue) EL - Increase by 24 points (green) Students with Disabilities - Increase by 29 points (yellow)
2024/2025 iReady Reading (Mid Year)	2023-2024 ALL - 64% Meeting or Exceeding Grade Level EL - 35% Meeting or Exceeding Grade Level Students with Disabilities - 49% Meeting or Exceeding Grade Level	ALL - 70% Meeting/Exceeding EL - 50% Meeting/Exceeding (increase 15%) Students with Disabilities - 60% Meeting/Exceeding (increase 11%)
2024/2025 iReady Math (Mid Year)	2023-2024 All - 50% Meeting or Exceeding Grade Level	ALL - 70% Meeting/Exceeding EL - 40% Meeting/Exceeding (increase 11%)

	EL - 29% Meeting or Exceeding Grade Level Students with Disabilities - 40% Meeting or Exceeding Grade Level	Students with Disabilities - 60% Meeting/Exceeding (increase 20%)
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Grade Level Parent Workshops	All Grade Levels	300 LCFF - Supplemental 4000-4999: Books And Supplies
1.2	Teacher Release Time for PLT planning for intervention and enrichment by instructional units	All students	9300 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries PLT Planning
1.3	Family Student Goal-Setting (EL)	EL	1500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute Teacher(s)
1.5	Guiding Coalition Meetings (grades 1-6, one hour, 10 meetings)	All Students	4200 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra Duty/Extra Pay

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.

In 2024 Socioeconomically Disadvantaged - Yellow to Blue

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

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

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

We are continuing our same action items and strengthening the power of our guiding coalition and strengthening the PLTs.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

English Learner Achievement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

English Language Learners have not yet made adequate progress in their language proficiency and academic achievement in ELA and math- CA Dashboard data indicates that our English Language Learners have not yet achieved proficiency in ELA and math as compared to all student groups. The number of Long Term English Language Learners is five. The goal is to reduce the number of Long Term English Language Learners by 50%.

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
2024 CA Dashboard- English Language Arts (ELA)	2023-2024 ALL STUDENTS - 33.1 points above standard (green) EL STUDENTS- 19.3 points below standard (orange)	EL STUDENTS - Increase by 14 points (Yellow)
2024 CA Dashboard - Math	2023-2024 ALL STUDENTS - 19.9 points above standard (green) EL STUDENTS - 23.2 points below standard (yellow)	EL STUDENTS- Increase by 24 points (Green)
2025 iReady Reading (Mid Year)	2023-2024 ALL STUDENTS - 64% Meeting or Exceeding Grade Level EL STUDENTS - 36% Meeting or Exceeding Grade Level	EL STUDENTS- 50% Meeting/Exceeding (increase 14%)
2025 iReady Math (Mid Year)	2023-2024 ALL STUDENTS - 50% Meeting or Exceeding Grade Level EL STUDENTS - 27% Meeting or Exceeding Grade Level	EL STUDENTS- 40% Meeting/Exceeding (increase 13%)

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Professional development focused on designated and integrated ELD	English Language Learners	2,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries teacher release for staff development
2.2	Student Goal Setting- release time for teachers to meet with students 3 times a year (same as 1.3) Including all ELTELS	EL, Socioeconomically Disadvantaged & Students with Disabilities	0
2.3	Parent Engagement Workshops	All students	1,000 LCFF - Supplemental 4000-4999: Books And Supplies craft materials and refreshments

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.

In 2023/2024 EL reclassification was a need so actions were adjusted to include Family Goal Setting for English Language Learners with a focus on our long term English Language Learners.

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

All monies were spent to implement this goal.

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

We will enhance the additional professional development for our teachers. We will also enhance goal setting with families to help celebrate our students next year.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Student Engagement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Decrease chronic absenteeism for all student groups. Dashboard data indicates that Socioeconomically Disadvantaged Students, Students with Disabilities and students of Two or More Races are in the yellow. Additionally, English Learners and Asian students are in the orange. Students missing school days negatively impacts their academic achievement. Increase the percentage of students who treat each other well and like school.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024 CA Dashboard - Chronic Absenteeism	2023-2024 All Students-Green: 8.2% chronically absent English Language Learners-Orange 15.4% chronically absent Socioeconomically disadvantaged students-Yellow: 12.4% chronically absent Asian -Orange 12.5% chronically absent Students with two or more races-Yellow : 11% chronically absent Students with disabilities -Yellow : 15.1% chronically absent Hispanic - Green: 8.1% chronically absent	All Students- Blue 5% chronically absent English Language Learners- yellow: 5% chronically absent Socioeconomically disadvantaged students- green: 10% chronically absent Asian - yellow: 5% chronically absent Hispanic - yellow: 5% chronically absent Students with two or more races-yellow: 5% chronically absent Students with disabilities - green: 10% chronically absent
2025 LCAP Student Survey Question: Students like school.	2024-2025 All Students- 74% of all students indicated that they like school. English Language Learners- 83% indicated that they like school. Socioeconomically disadvantaged students- 67% indicated that they like school.	All Students- 75% of all students indicate that they like school. English Language Learners- 85% indicate that they like school. Socioeconomically disadvantaged students- 70% indicate that they like school. White- 80% indicate that they like school.

	<p>White- 79% indicated that they like school.</p> <p>Asian - 77% indicated that they like school.</p> <p>Hispanic - 66% indicated that they like school.</p> <p>Students with two or more races- 78%</p> <p>Students with disabilities- 78% indicated that they like school.</p>	<p>Asian - 80% indicate that they like school.</p> <p>Hispanic - 70% indicate that they like school.</p> <p>Students with two or more races- 80% indicate that they like school.</p> <p>Students with disabilities- 80% indicate that they like school.</p>
<p>2025 LCAP Student Survey Question: Students treat each other well at school.</p>	<p>2024-2025</p> <p>All Students- 56% of students indicate that they treat each other well.</p> <p>English Language Learners- 74% of students indicate that they treat each other well.</p> <p>Socioeconomically disadvantaged students- 71% of students indicate that they treat each other well.</p> <p>White- 55% of students indicate that they treat each other well.</p> <p>Asian - 62% of students indicate that they treat each other well.</p> <p>Hispanic - 54% of students indicate that they treat each other well.</p> <p>Students with two or more races- 72% of students indicate that they treat each other well.</p> <p>Students with disabilities- 60% of students indicate that they treat each other well.</p>	<p>All Students- 65% of students indicate that they treat each other well.</p> <p>English Language Learners- 80% of students indicate that they treat each other well.</p> <p>Socioeconomically disadvantaged students- 75% of students indicate that they treat each other well.</p> <p>White- 60% of students indicate that they treat each other well.</p> <p>Asian - 65% of students indicate that they treat each other well.</p> <p>Hispanic - 60% of students indicate that they treat each other well.</p> <p>Students with two or more races- 75% of students indicate that they treat each other well.</p> <p>Students with disabilities- 65% of students indicate that they treat each other well.</p>

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Student Leadership Teams	All	1000 LCFF - Supplemental 4000-4999: Books And Supplies supplies
3.2	Student Book Club	All	656 LCFF - Supplemental 4000-4999: Books And Supplies books
3.3			

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.

Our student engagement increased and our chronic absenteeism rate lowered to below 10% of all student population. Student surveys indicate that students like school more than in the prior school year and that more students treat each other well.

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

All money was spent to implement this goal.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Family Engagement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024 CA Dashboard Math	2023-2024 ALL - Green: 19.9 points above standard EL - Yellow: 23.2 points below standard Students with Disabilities - Orange: 29 points below standard	2024-2025 EL - Increase by 17 points (green) Students with Disabilities - Increase by 6 points (green)
2024/2025 iReady Math (Mid Year)	2023-2024 All - 50% Meeting or Exceeding Grade Level EL - 28% Meeting or Exceeding Grade Level Students with Disabilities - 41% Meeting or Exceeding Grade Level	2025-2025 ALL - 60% Meeting/Exceeding EL - 41% Meeting/Exceeding (increase 10%) Students with Disabilities - 58% Meeting/Exceeding (increase 10%)
2025 LCAP Family Survey Question:	2024-2025 82% of families indicated that they feel like their family is an important part of the school community.	2025-2026 85% of families indicated that they feel like their family is an important part of the school community.
2025 LCAP Student Survey Question:	2024-2025 90% of students report that their family is involved in their learning.	2025-2026 95% of students report that their family is involved in their learning.

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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Grade level family workshops	English Language Learners and Students with Disabilities	2900 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra duty certificated 700 LCFF - Supplemental 4000-4999: Books And Supplies math 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.

We have increased connectedness with our families.

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

All money was spent to implement this goal.

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

We added grade level family workshops based on our family feedback.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Inclusivity and Diversity

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Families and students indicated that they do not all feel a sense of belonging within our schools. Students with Disabilities and English learners are struggling to increase academic achievement in Math and ELA compared to the ALL student group.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2025 LCAP Family Survey Question:	2024-2025 74% of families stated that I see our family's culture represented in the school and the academic content taught.	2025-2026 80% of families stated that I see our family's culture represented in the school and the academic content taught.
2025 LCAP Student Survey Question:	2024-2025 60% of students indicate that they see their family's culture represented at school and in their learning.	2025-2026 70% of students indicate that they see their family's culture represented at school and in their learning.
2025 LCAP Student Survey Question:	2024-2025 71% of students report that they feel like an important part of the school community	2025-2026 75% of students report that they feel like an important part of the school community
2024 California Dashboard - ELA	2023-2024. ALL - Green: 33.1 points above standard EL - Orange: 19.3 points below standard Students with Disabilities - Yellow : 14.1 points below standard	2024-2025 EL - Increase by 12 points (yellow) Students with Disabilities - Increase by 19 points (green)
2024 CA Dashboard- Math	2023-2024.	2024-2025 EL - Increase by 17 points (green)

	ALL - Green: 19.9 points above standard EL - Yellow: 23.2 points below standard Students with Disabilities - Orange: 29 points below standard	Students with Disabilities - Increase by 6 points (green)
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Multicultural task force (5 meetings a year) comprised of teachers, classified staff, parents, and student leadership)	All	200 LCFF - Supplemental 2000-2999: Classified Personnel Salaries extra duty classified 500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries extra duty certificated
5.2	Multilingual Literacy Workshops (same as 2.3)	All	0
5.3		All	

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.

We increased our student belonging through our actions. Our survey results for both students and families demonstrated positive growth.

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

All money was spent implementing this goal.

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

We are continuing the multicultural task force to help enhance the implementation of this goal.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$24,256.00
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 (\$)

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

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF - Supplemental	\$24,256.00

Subtotal of state or local funds included for this school: \$24,256.00

Total of federal, state, and/or local funds for this school: \$24,256.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	36118.00	11,862.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	24,256.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	20,400.00
2000-2999: Classified Personnel Salaries	200.00
4000-4999: Books And Supplies	3,656.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	20,400.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	200.00
4000-4999: Books And Supplies	LCFF - Supplemental	3,656.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	15,300.00
Goal 2	3,000.00
Goal 3	1,656.00
Goal 4	3,600.00
Goal 5	700.00

School Site Council Membership

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

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

Name of Members	Role
Amy King	Principal
Arian Best	Classroom Teacher
Pandora Estrada	Classroom Teacher
Kelsey Lauf	Classroom Teacher
Anne Jakeman	Other School Staff
Sean DeCecchis	Parent or Community Member
Janine Fairall	Parent or Community Member
Beth Chaffee	Parent or Community Member
Kesha Richardson	Parent or Community Member
Brian Rotim	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 5/27/25.

Attested:



Principal, Amy King on 6/4/25



SSC Chairperson, Sean DeCecchis on 6/5/2025

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.

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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