

School Year: **2025-26**



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
El Tejon School	15751686009468	1/8/2026	1/14/2026

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

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

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

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

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

## Schoolwide Program

All school initiatives, programs, and spending align with the ESSA requirements in the LCAP and federal, state and local programs. Stakeholders meet regularly to monitor the progress towards alignment. Data around alignment and any planned changes are discussed and presented to stakeholders in a variety of formats.

## Educational Partner Involvement

How, when, and with whom did El Tejon 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

At the meetings listed below, attendees learned of the school's progress using data from the California School Dashboard, Parent, Student, and Teacher Needs Assessments, Benchmark Data, and other local measures. Feedback is documented in minutes and parent communication letters.

School Site Council: October 23, November 19, January 8, February 19, April 9, May 14

English Language Advisory Committee: October 23, November 19, January 8, February 19, April 9, May 14

Parenting Partners Leadership: February 26, March 5, March 19, March 26, April 2, April 9, April 16

Community School Advisory Committee: July 13, August 28, September 16, October 7, November 3, January 8, February 19, March 3, April 9, May 13, June 10

-El Tejon Community School Tour Model School: March 17-18, October 13, October 9, December 10

Community School Sub Committee: September 18, November 20, December 10, January 8, February 10, March 3, April 9, May 14

Community Engagement Initiative: August 15, September 4, September 25, October 9, November 18, December 11-12, January 8, February 4-5, February 10, February 19, February 26, March 3, April 9, April 21, April 23, April 29, May 14

Student Leadership:

-Students Voice: August 18, August 26, September 2, September 9, September 18, September 23, September 30, October 7, October 14, October 21, October 28, November 12, November 19, November 26, December 5, December 10, December 18, December 19, January 7, January 15, January 21, February 4, February 18, March 4, March 18, April 1, April 15, April 29, May 13, May 27, June 2

-Safe School Ambassadors: October 15-16, November 5-6, December 19, January 16, January 30, February 13, February 27, March 13, March 27, April 10, April 24, May 8, May 22, June 5

-Future Farmers of America: August 11, September 3, September 19, October 14, October 20, October 24, November 12, November 20, December 5, December 10, January 7, January 30, February 4, February 10, February 18, February 21-28, March 4, March 12, March 21 - 24, March 30, April 25, May 14, June 5

-Associated Student Body : September 1, October 3, October 6, October 28, November 1, December 1, December 12, January 5, February 2, March 2, April 6, May 4, June 1

Expanded Learning Opportunity Program School Board Presentation January 14

Community School Board Presentation February 12

Professional Learning Teams - August 27, September 3, September 10, September 17, September 24, October 1, October 8, October 15, October 22, November 2, November 5, November 9, November 26, December 3, December 10, December 17, January 7, January 14, January 21, January 28, February 4, February 11, February 18, February 25, March 4, March 11, March 18, March 25, April 1, April 8, April 15, April 22, May 6, May 13, May 20, May 27, June 5

## 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.

In 2024-25 California school dashboard showed that the overall performance in suspension rates, chronic absenteeism, math and language arts proficiency were in the red for El Tejon Students. We implemented targeted supports both inside and outside of the school day. We monitored student performance on the benchmark test, attendance records, social and emotional competencies, and participation in school events. We created a plan that addressed each student's needs and interests. If we saw the need for tutoring in a specific subject area we adjusted the master schedule, provided outside resources, met with parents, extended the school day, provided an academic support person, and monitored closely progress for each student in the area we have designed supports. If the students problem was chronic absenteeism we met with the students and parents and found the root cause implemented a team of supports including second pickups with the help of our expanded learning program, community partnerships, and the Student Success Facilitator we were able to better close the gap. Students saw significant rises in language arts and math, student engagement, and parent participation. Furthermore, suspension rates and chronic absenteeism has declined significantly, leaving no area in the orange or red.

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.

Only two student subgroups fall within the orange range, while not two performance bands below all, it is significant to note the gap still remains. Homeless students remain below standard in math by 98.1 points, however, this is a 26.1 in point increase over last year. Students with disabilities fall below standard in both language arts and math. In language arts they are 98.1 points below standard, however, this is a 23-point increase over last year. In math they are 108.4 points from standard but this is with a 41.4 point increase over last year. The significant growth is reflective of the progress being made in all programs, increased attendance, parent participation, student self awareness, teacher efficacy, and subject matter competencies. Furthermore, increases directly correlate to the improvements in chronic absenteeism. Both subgroups have experienced a 19% decline in chronic absenteeism resulting in more time in the classroom. More access to instruction, independent practice, as well as the check-in check-out system has increased both academic proficiency, participation, and ownership of student learning.

### Other Needs

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



# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for El Tejon 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	0.46%	0.90%	0	1	2
African American	1.06%	1.38%	1.36%	2	3	3
Asian	1.59%	1.83%	2.71%	3	4	6
Filipino	1.06%	0.46%	0.90%	2	1	2
Hispanic/Latino	50.26%	46.33%	48.42%	95	101	107
Pacific Islander	0.53%	0.46%	0.45%	1	1	1
White	42.86%	44.95%	40.27%	81	98	89
Two or More Races	2.65%	4.13%	4.52%	5	9	10
Not Reported	0%	%	0.45%	0		1
<b>Total Enrollment</b>				189	218	221

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 5	49	50	51
Grade 6	48	55	54
Grade 7	52	52	55
Grade 8	40	61	61
<b>Total Enrollment</b>	189	218	221

#### Conclusions based on this data:

1. El Tejon Middle School has slowly increased enrollment over the last 3 years consecutively.
2. The largest population at El Tejon school is Hispanic Latino at 48.42% of the total student population.
3. The addition of students from outside schools tends to occur between 7th and 8th grade. While this is not a huge number, in a small school there is often a need to monitor the transition for new students.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	27	26	23	14.3%	11.9%	10.4%
Fluent English Proficient (FEP)	28	26	22	14.8%	11.9%	10.0%
Reclassified Fluent English Proficient (RFEP)				13.2%		7.2%

### Conclusions based on this data:

1. The population of Fluent English Proficient has decreased by 1.5% which is significant as the population is relatively small.
2. The number of Reclassified Fluent English Proficient students is not indicated because of the low population size. However the overall percentage has decreased significantly in the last 3 years.
3. Numbers of English Learners has decreased slightly.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	50	54	51	49	54	51	49	54	50	98.0	100	100
Grade 6	50	56	53	48	53	53	48	53	53	96.0	94.6	100
Grade 7	54	58	54	53	57	53	53	57	53	98.1	98.3	98.1
Grade 8	41	59	61	40	57	59	40	57	59	97.6	96.6	96.7
All Grades	195	227	219	190	221	216	190	221	215	97.4	97.4	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	2470.	2453.	2468.	12.24	11.11	8.00	20.41	22.22	36.00	24.49	16.67	14.00	42.86	50.00	42.00
Grade 6	2503.	2470.	2493.	10.42	9.43	3.77	33.33	7.55	32.08	18.75	37.74	32.08	37.50	45.28	32.08
Grade 7	2521.	2525.	2501.	15.09	12.28	7.55	20.75	29.82	18.87	26.42	28.07	24.53	37.74	29.82	49.06
Grade 8	2495.	2537.	2582.	0.00	8.77	23.73	17.50	29.82	30.51	40.00	31.58	27.12	42.50	29.82	18.64
All Grades	N/A	N/A	N/A	10.00	10.41	11.16	23.16	22.62	29.30	26.84	28.51	24.65	40.00	38.46	34.88

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	12.24	11.11	8.16	67.35	66.67	57.14	20.41	22.22	34.69
Grade 6	12.50	5.66	9.43	54.17	50.94	64.15	33.33	43.40	26.42
Grade 7	15.09	8.77	16.98	58.49	70.18	49.06	26.42	21.05	33.96
Grade 8	2.50	10.53	22.03	50.00	49.12	59.32	47.50	40.35	18.64
All Grades	11.05	9.05	14.49	57.89	59.28	57.48	31.05	31.67	28.04

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	0.00	7.41	8.00	75.51	51.85	68.00	24.49	40.74	24.00
Grade 6	12.50	1.89	3.77	52.08	52.83	50.94	35.42	45.28	45.28
Grade 7	20.75	21.05	13.21	47.17	50.88	37.74	32.08	28.07	49.06
Grade 8	7.50	15.79	20.34	47.50	56.14	61.02	45.00	28.07	18.64
All Grades	10.53	11.76	11.63	55.79	52.94	54.42	33.68	35.29	33.95

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	20.41	16.67	10.20	63.27	59.26	69.39	16.33	24.07	20.41
Grade 6	4.17	7.55	9.43	72.92	62.26	69.81	22.92	30.19	20.75
Grade 7	11.32	5.26	11.32	77.36	77.19	75.47	11.32	17.54	13.21
Grade 8	7.50	7.02	20.34	77.50	75.44	71.19	15.00	17.54	8.47
All Grades	11.05	9.05	13.08	72.63	68.78	71.50	16.32	22.17	15.42

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	16.33	1.85	6.12	61.22	79.63	71.43	22.45	18.52	22.45
Grade 6	8.33	15.09	5.66	72.92	60.38	75.47	18.75	24.53	18.87
Grade 7	9.43	15.79	9.43	64.15	59.65	54.72	26.42	24.56	35.85
Grade 8	2.50	12.28	23.73	72.50	66.67	66.10	25.00	21.05	10.17
All Grades	9.47	11.31	11.68	67.37	66.52	66.82	23.16	22.17	21.50

**Conclusions based on this data:**

- Overall student achievement indicates that students in the lowest performing areas of the standards are showing significant gains in Language Arts particularly in the area of listening. This indicates a deeper ability to demonstrate effective communication skills is needed in our lowest-performing student groups. Students nearly meeting the

standard has decreased in writing. This indicates a focus needs to be made on producing clear and purposeful writing.

2. Fortunately, students meeting the standard has increased by approximately 4% over the past two years, indicating interventions, direct instruction, teacher and student efficacy is increasing.
3. Students struggle most with reading and writing. Data indicates a need to address these two areas the most. Considerations for students in the lowest performing subgroups need to be made for intervention. Furthermore, upon meeting in professional learning teams it was recognized that efforts to increase writing were not being made in ways similar to the expectations for learning. New learning expectations focus on the implementation of formal measures for monitoring students ability to read and communicate through written language effectively.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	50	54	51	49	54	51	49	54	51	98.0	100	100
Grade 6	50	56	53	48	53	52	48	53	52	96.0	94.6	98.1
Grade 7	54	58	54	52	57	53	52	57	53	96.3	98.3	98.1
Grade 8	41	59	61	40	57	60	40	57	60	97.6	96.6	98.4
All Grades	195	227	219	189	221	216	189	221	216	96.9	97.4	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	2450.	2422.	2465.	14.29	7.41	11.76	6.12	9.26	13.73	22.45	14.81	25.49	57.14	68.52	49.02
Grade 6	2452.	2478.	2472.	2.08	3.77	7.69	8.33	22.64	7.69	27.08	28.30	30.77	62.50	45.28	53.85
Grade 7	2476.	2459.	2484.	1.92	3.51	11.32	7.69	15.79	7.55	44.23	22.81	32.08	46.15	57.89	49.06
Grade 8	2440.	2489.	2530.	0.00	7.02	13.33	5.00	8.77	16.67	17.50	24.56	18.33	77.50	59.65	51.67
Grade 11															
All Grades	N/A	N/A	N/A	4.76	5.43	11.11	6.88	14.03	11.57	28.57	22.62	26.39	59.79	57.92	50.93

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	12.24	9.26	13.73	38.78	24.07	45.10	48.98	66.67	41.18
Grade 6	2.08	5.66	5.77	31.25	43.40	48.08	66.67	50.94	46.15
Grade 7	3.85	3.51	9.62	53.85	40.35	40.38	42.31	56.14	50.00
Grade 8	2.50	3.51	20.00	27.50	38.60	30.00	70.00	57.89	50.00
Grade 11									
All Grades	5.29	5.43	12.56	38.62	36.65	40.47	56.08	57.92	46.98

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	14.29	3.70	9.80	40.82	42.59	50.98	44.90	53.70	39.22
Grade 6	6.25	5.66	1.92	37.50	56.60	55.77	56.25	37.74	42.31
Grade 7	5.77	5.26	13.21	53.85	45.61	39.62	40.38	49.12	47.17
Grade 8	2.50	5.26	13.33	55.00	61.40	50.00	42.50	33.33	36.67
All Grades	7.41	4.98	9.72	46.56	51.58	49.07	46.03	43.44	41.20

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	6.12	3.70	0.00	48.98	51.85	56.86	44.90	44.44	43.14
Grade 6	2.08	13.21	7.69	58.33	49.06	53.85	39.58	37.74	38.46
Grade 7	5.77	5.26	7.55	59.62	52.63	50.94	34.62	42.11	41.51
Grade 8	0.00	7.02	13.33	65.00	56.14	68.33	35.00	36.84	18.33
All Grades	3.70	7.24	7.41	57.67	52.49	57.87	38.62	40.27	34.72

**Conclusions based on this data:**

1. More than half of the student population, 50.93%, do not meet the standard in mathematics. This is a decrease of 7% over the previous year. Most students (46%) are struggling to understand the concepts and procedures required to accurately solve a problem. Furthermore, 41% of the students are unable to solve problems or analyze or model data using appropriate tools and strategies to solve real-world and mathematical problems.
2. It appears that students are struggling the most in 7th grade. Strategic intervention tools and programs need to be implemented in this grade to ensure students are approaching and meeting the standard.
3. Students appear to be more successful in explaining their mathematical reasoning which may indicate they are able to transfer skills from ELA into mathematical explanations. It is also a reflection on the increase in math talks and collaborative discussions around mathematics,

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
5	*	*	*	*	*	*	*	*	*	6	5	4
6	*	*	*	*	*	*	*	*	*	7	8	4
7	*	*	*	*	*	*	*	*	*	6	6	6
8	*	*	*	*	*	*	*	*	*	7	5	*
<b>All Grades</b>										26	24	17

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	7.69	12.50	5.88	50.00	50.00	52.94	34.62	29.17	41.18	7.69	8.33	0.00	26	24	17

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	53.85	62.50	52.94	34.62	25.00	47.06	3.85	8.33	0.00	7.69	4.17	0.00	26	24	17

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	3.85	0.00	0.00	11.54	16.67	5.88	53.85	45.83	52.94	30.77	37.50	41.18	26	24	17

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
5	*	*	*	*	*	*	*	*	*	*	*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	
7	*	*	*	*	*	*	*	*	*	*	*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	0.00	13.04	0.00	100.00	78.26	82.35	0.00	8.70	17.65	26	23	17	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
5	*	*	*	*	*	*	*	*	*	*	*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	
7	*	*	*	*	*	*	*	*	*	*	*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	87.50	91.67	100.00	12.50	4.17	0.00	0.00	4.17	0.00	24	24	17	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
5	*	*	*	*	*	*	*	*	*	*	*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	
7	*	*	*	*	*	*	*	*	*	*	*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	7.69	4.17	5.88	50.00	37.50	35.29	42.31	58.33	58.82	26	24	17	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	7.69	8.33	0.00	80.77	83.33	82.35	11.54	8.33	17.65	26	24	17

**Conclusions based on this data:**

1. There is not enough information to be statistically significant in individual categories. However, 58.82% of the students overall scores range in the third and fourth performance levels.
2. The reading domain remains the area of concern for most students. 58% of the students are reading at a beginning level. Implementation of specific reading instruction needs to occur in both designated ELD and English Language Arts classrooms. There have been no gains or losses in this area.
3. All of El Tejon English learners need intervention to reach well developed skills in writing This correlates to the data being displayed in the CAASPP results.

# School and Student Performance Data

## Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
221	84.2%	10.4%	0.0%
Total Number of Students enrolled in El Tejon School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	23	10.4%
Foster Youth	0	0.0%
Homeless	39	17.6%
Socioeconomically Disadvantaged	186	84.2%
Students with Disabilities	47	21.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	1.4%
American Indian	2	0.9%
Asian	6	2.7%
Filipino	2	0.9%
Hispanic	107	48.4%
Two or More Races	10	4.5%
Pacific Islander	1	0.5%
White	89	40.3%

### Conclusions based on this data:

1. Socioeconomically Disadvantaged students are a statistically significant subgroup representing 84.2% of the student population. Likewise, students with disabilities make up 21.3% of our population.

2. Economic and housing issues have lead to a dramatic increase in our homeless population. 17.6% of our students are dealing with homelessness.
3. 10.4% of our total population are English Learners, reflected in our EL aide position as a strong need.

# School and Student Performance Data

## Overall Performance






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



### 2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  No Performance Color		

#### Conclusions based on this data:

- Restorative practices along with solid PBIS programs are in place and continue to be needed to curb suspension rates and chronic absenteeism. Currently a new focus for our students success facilitators for implementing resources in the Community Schools models has shown significant growth in combating absenteeism.
- A focus on strategic intervention, use of best practices, data analysis, reteaching, modeling, and social emotional learning is needed to improve mathematics and language arts student performance. Improvements in math due to

professional learning and team formative assessment development and teams collaborative work has lead to a new partnership with the county office of education in Language Arts.

3. Math Talks and Tasks will be the focus district wide and Language Arts focus has begin implementation at El Tejon School.

# School and Student Performance Data

## Academic Performance English Language Arts

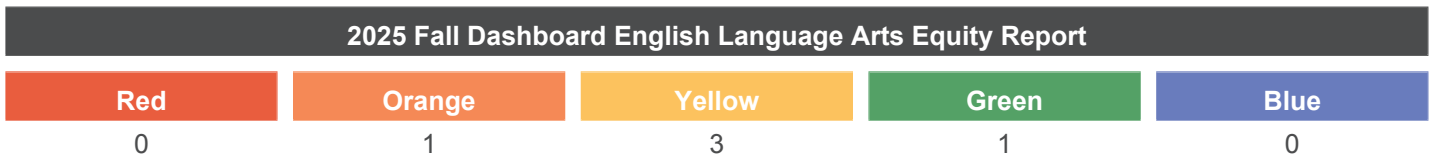
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>20.4 points below standard</p> <p>Increased 17 points</p> <p>204 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>67.2 points below standard</p> <p>Maintained 2.1 points</p> <p>27 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>82.5 points below standard</p> <p>Increased 8.3 points</p> <p>15 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>Yellow</p> <p>44.6 points below standard</p> <p>Increased 22 points</p> <p>34 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>30.9 points below standard</p> <p>Increased 13.1 points</p> <p>170 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>81 points below standard</p> <p>Increased 23 points</p> <p>43 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>48.5 points below standard</p> <p>Increased 5.6 points</p> <p>102 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Green</p> <p>0.6 points below standard</p> <p>Increased 26.6 points</p> <p>79 Students</p>

**Conclusions based on this data:**

1. English Learners, particularly those with long term status, need a focus on designated and integrated strategies for mastery of standards. The discrepancy between their performance and those of the general student population is significant. professionally development focusing on GLAD strategies has begun.
2. Students with disabilities performance level remains 81 points below level, indicating a need for increased focus on strategies and programs used to address the needs of the students with disabilities.
3. Our Hispanic population, the majority or the student body, is under performing remaining 48.5 points below the standard. This indicates an increase in understanding.

# School and Student Performance Data

## Academic Performance Mathematics

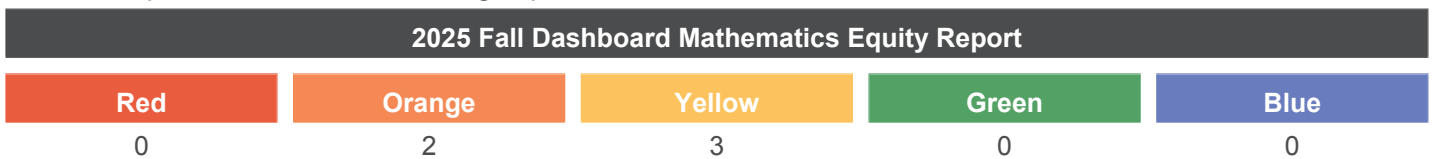
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>62.8 points below standard</p> <p>Increased 30.2 points</p> <p>205 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>96.1 points below standard</p> <p>Increased 31.9 points</p> <p>27 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>100.5 points below standard</p> <p>Increased 48.6 points</p> <p>15 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>Orange</p> <p>98.1 points below standard</p> <p>Increased 26.1 points</p> <p>35 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>70.6 points below standard</p> <p>Increased 30.5 points</p> <p>171 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>108.4 points below standard</p> <p>Increased 41.4 points</p> <p>43 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>77.5 points below standard</p> <p>Increased 42.1 points</p> <p>102 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Yellow</p> <p>54.4 points below standard</p> <p>Increased 25.6 points</p> <p>80 Students</p>

**Conclusions based on this data:**

1. All subgroups have made significant progress in mathematics, Comprehensive program evaluations are underway including teacher placement, best practices, standards review, lesson implementation, student social emotional learning, data analysis, academic coaching, and student motivation and goal setting. Focused used of mathematics professional development, targeted standards, tutoring, and intervention are under way.
2. Students with disabilities are 108.4 points below standard indicating new curriculum, professional development, and approaches may be needed. intervention needs to be addressed and students performance on particular standards needs to be monitored and deficits addressed in real time.
3. English Learners are performing significantly lower than English Only students. Comprehensive data analysis and intervention as well as lesson adaptations are in process of being developed.

# School and Student Performance Data

## Academic Performance Science

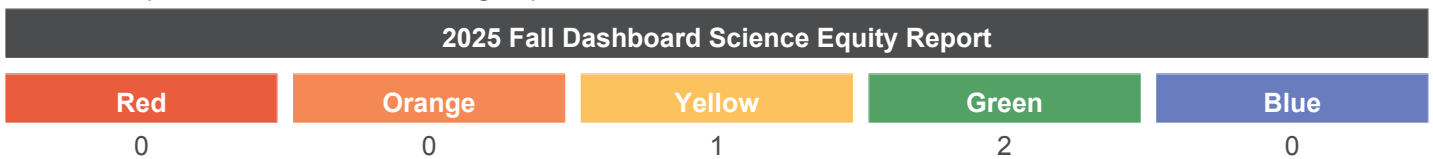
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>51.7 science points</p> <p>Increased 2.9 points</p> <p>105 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>41.8 science points</p> <p>Increased 4.1 points</p> <p>13 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>46.1 science points</p> <p>Maintained -0.9 points</p> <p>19 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>50.7 science points</p> <p>Increased 3.8 points</p> <p>90 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>37.1 science points</p> <p>Maintained -0.7 points</p> <p>21 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>49.6 science points</p> <p>Increased 5.8 points</p> <p>51 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>52.1 science points</p> <p>Maintained -1.8 points</p> <p>43 Students</p>

**Conclusions based on this data:**

1. Students taking a specific science course have increased scores when compared to the general science students.
2. All students and subgroups are maintaining or increasing.

# School and Student Performance Data



## Academic Performance English Learner Progress

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

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

2025 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  No Performance Color 37.5 making progress. Number Students: 16 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 9 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
25%	37.5%	0%	37.5%

### Conclusions based on this data:

- 3 students have decreased in their progress towards English Language proficiency. Continued focus on designated English language development is needed. Based on previously examined gaps in Languages Arts and Mathematics performance, integrated services need to increase. Furthermore, investigation of these 3 students show a need to increase English Language support in special education services as well as professional development in the field of language development in students with special needs.
- Working on a one on one basis to evaluate levels and progress needs to be implemented. Professional development needs to be implemented to focus on addressing the needs of long term English learners.
- 37.5 percent of students made at least one level of progress in language acquisition.

# School and Student Performance Data

## Academic Performance College/Career Report

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

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This section 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.

**2025 Fall Dashboard College/Career Performance for All Students/Student Group**

All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

### Conclusions based on this data:

- I believe this indicator should be brought down to the middle school level as we have several students involved in career exploration and CTE classes.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

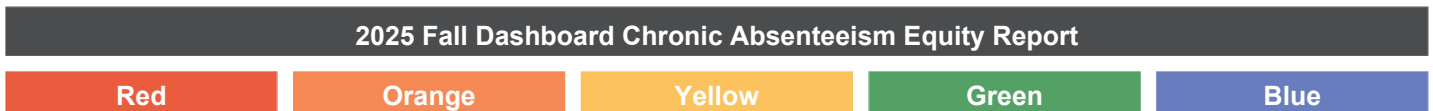
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p style="text-align: center; background-color: #eee; margin: 0;"><b>All Students</b></p> <div style="text-align: center;">             Green         </div> <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">6.8% Chronically Absent</div> <div style="text-align: center; margin: 5px 0;">Declined 16.9</div> <div style="text-align: center; margin-top: 10px;">236 Students</div>	<p style="text-align: center; background-color: #eee; margin: 0;"><b>English Learners</b></p> <div style="text-align: center;">             No Performance Color         </div> <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">3.7% Chronically Absent</div> <div style="text-align: center; margin: 5px 0;">Declined 22.1</div> <div style="text-align: center; margin-top: 10px;">27 Students</div>	<p style="text-align: center; background-color: #eee; margin: 0;"><b>Long-Term English Learners</b></p> <div style="text-align: center;">             No Performance Color         </div> <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">0% Chronically Absent</div> <div style="text-align: center; margin: 5px 0;">Declined 14.3</div> <div style="text-align: center; margin-top: 10px;">17 Students</div>
<p style="text-align: center; background-color: #eee; margin: 0;"><b>Foster Youth</b></p> <div style="text-align: center;">             No Performance Color         </div> <div style="text-align: center; margin-top: 10px;">0 Students</div>	<p style="text-align: center; background-color: #eee; margin: 0;"><b>Homeless</b></p> <div style="text-align: center;">             Yellow         </div> <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">15% Chronically Absent</div> <div style="text-align: center; margin: 5px 0;">Declined 19</div> <div style="text-align: center; margin-top: 10px;">40 Students</div>	<p style="text-align: center; background-color: #eee; margin: 0;"><b>Socioeconomically Disadvantaged</b></p> <div style="text-align: center;">             Green         </div> <div style="background-color: #e0e0e0; padding: 5px; margin: 5px 0;">7.1% Chronically Absent</div> <div style="text-align: center; margin: 5px 0;">Declined 18.8</div> <div style="text-align: center; margin-top: 10px;">198 Students</div>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>11.1% Chronically Absent</p> <p>Declined 19.7</p> <p>54 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>6% Chronically Absent</p> <p>Declined 18.3</p> <p>116 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>8.3% Chronically Absent</p> <p>0</p> <p>12 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Green</p> <p>8.4% Chronically Absent</p> <p>Declined 15.2</p> <p>95 Students</p>

**Conclusions based on this data:**

1. Students with disabilities and homeless students need targeted activities to increase attendance. Focus district wide on solutions to chronic absenteeism include the promotion of relationship building, logistical solutions, establishment of multi-tiered structures of support district and schoolwide, and use of data from student and parent surveys to evaluate root causes. The strategies we will be and currently are utilizing will be monitored for successfulness.
2. We have brought on and added training for a student success facilitator to work with those students deemed chronically absent and formulating a plan for getting students to school regularly.
3. All students needs indicate a need for multiple personnel approach to addressing their absenteeism.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

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

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

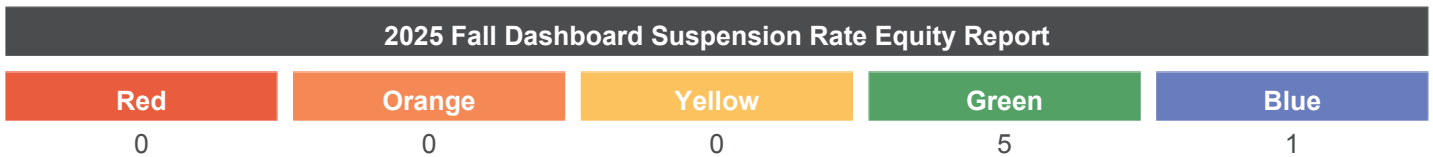
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p> Green</p> <p>5.3% suspended at least one day</p> <p>Declined 3.9%</p> <p>244 Students</p>	<p><b>English Learners</b></p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>30 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>18 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p> Green</p> <p>7.1% suspended at least one day</p> <p>Declined 7.8%</p> <p>42 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Green</p> <p>5.9% suspended at least one day</p> <p>Declined 4.4%</p> <p>205 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>7.4% suspended at least one day</p> <p>Declined 2%</p> <p>54 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>2.5% suspended at least one day</p> <p>Declined 1.1%</p> <p>118 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>8.3% suspended at least one day</p> <p>12 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Green</p> <p>7.1% suspended at least one day</p> <p>Declined 6%</p> <p>99 Students</p>

**Conclusions based on this data:**

1. Restorative practice with mental health professionals on site as well as structured expectations has helped to decrease the need for suspension.
2. We are currently working on behavior plans, check in and check out models of support and circles to implement tier 2 and 3 structures of support for these students. Community School funding has allowed for a part time counselor and a trauma informed instructional specialist to work with staff, students, and families.
3. We are focusing on addressing the whole child through a community school approach which will help us to improve behaviors and responses both by students and staff members. Behavior modification plans are implemented as tier 3 interventions when needed.

# 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.

#### Academic Student Achievement

Improve CAASPP math scores and percentage of students meeting the standard in math.

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

LCAP goal to which this school goal is aligned.

Goal 1: Academic Student Achievement

### Identified Need

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

The 2025 California School Dashboard reveals Math is a priority area of need at our school, as our overall performance status level detail is low (62.8 points from standard). Based on the Smarter Balanced only 11.11% of students exceeded the standard, 11.57% met the standard, 26.39% nearly met the standard, and 50.39% did not meet the standard

Based on the Smarter Balanced Assessment 46.98% of students in grades 5-8 score below standard, on Claim 1 (concepts and procedures), on the 2025 CAASPP Math. 40.47% of the students in grades 5-8 scored at or near-standard, in Claim 1 (concepts and procedures), leaving 12.56% above standard.

41.20% of students in grades 5-8 score below standard, on Claim 2 (problem-solving and modeling & data analysis), on the 2025 CAASPP Math. 49.07% of the students in grades 5-8 scored near-standard, in Claim 2 (problem-solving and modeling & data analysis), leaving 9.72% above standard.

34.72% of students in grades 5-8 score below standard, on Claim 3 (communicating reasoning), on the 2025 CAASPP Math. 57.87% of the students in grades 5-8 scored near-standard, in Claim 3 (communicating reasoning), leaving 7.41% above standard.

This indicates that the largest area of need is in concepts and procedures, followed closely by problem-solving and modeling & data analysis, and communicating reasoning.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard	Performance Status level detail is low (62.8 distance from met)	15 point increase in distance from met.
Smarter Balanced Summative Assessment	11.11% of students exceeded the standard, 11.57% met the standard, 26.39% nearly met the standard, and 58% did not meet the standard	10% increase across the performance bands, 20% decrease in lowest performance band

## 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	Teachers will use common planning time once a month to review student work on standards based questions to determine a problem of practice.	All students	1,600 Other 1000-1999: Certificated Personnel Salaries Community School
1.2	Teachers will work with math coaches and teams during common planning time once a month to recreate and implement performance expectations, common assessments, and technology embedded lessons based on the power standards established within the district and the problem of practice defined. Teachers will spend time with coaches pacing their lessons and student learning in accordance with the established high priority learning targets, domains, and standards.	All Students	10,122 Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries 6762 ART, MUSIC, & INSTRUCTIONAL MATERIALS DISCRETIONARY BLOCK GRANT
1.3	Teachers will use common planning time twice monthly with their professional learning team members to participate in professional rounds surrounding the problem of practice. Professional learning teams will focus on the plan, teach, reflect, apply model during professional rounds to address the problem of practice. PLT's will use data to identify gaps in learning using common formative assessments, aligned to common core and Interim Assessment results administered.	All students	1,200 LCFF - Base 1000-1999: Certificated Personnel Salaries Community Schools Match
1.4	Teachers and paraprofessionals will participate in professional development to address the problem of practice, including mathematics instruction best practices, intervention programs, scaffolds that address learning loss, and differentiation strategies.	All Students	2,300 Title I 5800: Professional/Consulting Services And Operating Expenditures Professional Development  150 Extended Learning Opportunity 5800: Professional/Consulting Services And Operating Expenditures
1.5	The use of mathematics programs and technology incorporating visuals to support all at-risk students and remediate for learning loss which includes continued purchasing of chrome book sets for each student, curriculum, and software to provide students practice opportunities to prepare for the spring assessments. Purchase additional hardware to increase use of technology (tablets, computer monitoring program, technology, curriculum for remediation, TVs, smart boards, and hardware).	All Students, Students with Disabilities, Socioeconomically Disadvantaged, English Learners, at risk Students not meeting the standards	8,000 Title I 4000-4999: Books And Supplies 6762 ART, MUSIC, & INSTRUCTIONAL MATERIALS DISCRETIONARY BLOCK GRANT  4,500 Lottery: Instructional Materials  Math programs to supplement the curriculum to address

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			learning loss, technology needs
1.6	Curriculum will be purchased for Math Intervention (Touch Math, IXL, Prodigy, NextGen Math).	All students, Students with Disabilities, Socioeconomically Disadvantaged, at risk Students not meeting the standards	3,040 After School and Education Safety (ASES) 4000-4999: Books And Supplies Online version of NextGen Math standards based program.  4,021.58 Extended Learning Opportunity 4000-4999: Books And Supplies Online and classroom materials for math intervention (touch math and IXL) a standards based program to address learning loss and remediation.
1.7	Information and implementational professional development on the English Language Learners Framework will be utilized by both teachers and administrators. Administrators will use the training to monitor the implementation of ELD strategies.	English Learners	2,700 Title III 5800: Professional/Consulting Services And Operating Expenditures Professional Development for New curriculum and supplemental curriculum
1.8	Response to Intervention or RTI will take place during the instructional day. Students will be provided additional time during the elective period to receive Math support from a credentialed teacher. SAT (Student Assistance Team) process will be used to identify at-risk students and determine a plan of action to assist students.	Students with Disabilities, at risk Students not meeting the standards	1,306 Title VI Part B: Rural Education Achievement Program 1000-1999: Certificated Personnel Salaries

## 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.

Reviewing benchmark and CASSPP scores in mathematics quarterly combined with extended learning opportunities emphasizing mathematics concepts in use in the real work have show growth of 30.2 points at the site level.

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

Math Talks and the Professional Learning Teams have shown need for continued professional development as colleagues have changed and teachers and parents expressed need for continuing support.

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.

Metrics will increase in the areas of exceeding and meeting standards. Goals will continue to increase percentage wise as teachers and students meet set goals and expand those goals. Key this year is tying KIDS into the benchmark testing window.

# 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.

#### Academic Achievement

Improve CAASPP ELA scores and percentage of students meeting the standard in ELA.

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

LCAP goal to which this school goal is aligned.

Goal 1: Academic Achievement

### Identified Need

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

The 2025 California School Dashboard reveals ELA is an area of need at our school, as our overall Performance Level is 20.4 points from the standard being met. Based on the Smarter Balanced 11.6% of students exceeded standard, 29.3% met standard, 24.65% nearly met standard, and 34.88% did not meet the standard. Based on the 2025 CAASPP scores, 28.04% of students in grades 5-8 score below standard, on Claim 1 (reading). 57.48% of the students in grades 5-8 scored near standard, in Claim 1 (reading), leaving 14.49% above standard. 33.95% of students in grades 5-8 score below standard, on Claim 2 (writing), on the 2025 CAASPP for ELA. 54.42% of the students in grades 5-8 scored near standard, in Claim 2 (writing), leaving 11.63% above standard. 15.42% of students in grades 5-8 score below standard, on Claim 3 (listening), on the 2025 CAASPP for ELA. 71.5% of the students in grades 5-8 scored near standard, in Claim 3 (listening), leaving 13.08% above standard. 21.50% of students in grades 5-8 score below standard, on Claim 4 (research/inquiry), on the 2025 CAASPP for ELA. 66.82% of the students in grades 5-8 scored near standard, in Claim 4 (research/inquiry), leaving only 11.68% proficient. This indicates that the largest area of need is in writing. However, data indicates very close connections between all four areas indicating the importance of interconnection of the claims.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard	Status level detail is 20.4 points distance from standard met.	A 10 point increase in distance from met.
Smarter Balanced Summative Assessment	Based on the Smarter Balanced only 11.6% of students exceeded standard, 29.3% met standard, 24.65% nearly met standard, and 34.88% did not meet the standard.	A 10% increase in the performance bands of Exceeded Standard and meeting the standard and a 10% decrease in those in the lowest performance band

### 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	Teachers will use common planning time once a month to review student work on standards based	All Students	1,200 Title II Part A: Improving Teacher Quality

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	questions to determine students needing intervention or enrichment.		1000-1999: Certificated Personnel Salaries
2.2	Teachers will be provided professional development time in cooperative professional learning teams for teachers to analyze data, reflect, collaborate, plan, and improve instruction. Professional learning teams will use data to identify gaps in learning using common formative assessments, aligned to common core and Interim Assessment results. Teachers will work with English coaches and teams during common planning time once a month to recreate and implement performance expectations, common assessments, and technology embedded lessons based on the power standards established within the district and the problem of practice defined. Teachers will spend time with coaches pacing their lessons and student learning in accordance with the established high priority learning targets, domains, and standards.	All Students	1,360 Extended Learning Opportunity 5800: Professional/Consulting Services And Operating Expenditures 5200: Community School Professional Development
2.3	Teachers will use common planning time twice a month to create performance expectations, positive behavior intervention and support goals, common assessments, and technology embedded lessons based on the power standards established within the district and the problem of practice defined, evaluated, and a plan of action created.	All students	150 LCFF 1000-1999: Certificated Personnel Salaries 5200: ELOP Professional Development  2,500 Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies Technology embedded assessments and use of illuminate and KIDS for disaggregating data and forming intervention groups.  2,206 Title I Part A: Allocation 4000-4999: Books And Supplies Materials for implementation of Professional Learning Teams (binders, observation timers, whiteboards, markers, supplies)
2.4	Based on test data and analysis of the needs assessment data, one full time will be hired to increase student teacher ratios to increase student achievement and minimize the need for combination classrooms.	All students	76,529 Title I 1000-1999: Certificated Personnel Salaries Full Time; supports class size reduction  11,915 General Fund

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			1000-1999: Certificated Personnel Salaries Benefits for one full time position to support class size reduction.
2.5	Purchase ELA/ELD supplemental materials and curriculum to support all EL students and at-risk students and offer after school tutoring to support students in English Language Arts two days a week for 1.5 hours each day. A bus is available to transport students home four days a week.	English Learners	1260 Title III 4000-4999: Books And Supplies 5000-5999: Services and other operating expenditures
2.6	One part time paraprofessional and one part time Student Success Facilitator to engage students and parents in education, get them to school, address social emotional needs, and communicate regularly with families and school sites.	English Language Learners, Chronically absent, and socio-economically disadvantaged, and families in need of resources	1,523 Title I 2000-2999: Classified Personnel Salaries
2.7	The use of audio and visuals will support all students and particularly students with disabilities in becoming proficient in English Language Arts. Continue purchasing chrome book sets for each classroom, curriculum, and software to provide students practice opportunities to prepare for the spring assessments. Purchase additional hardware to increase use of technology (tablets, Computer monitoring program, curriculum, smart boards, TVs, and hardware).	All students, Students with Disabilities, Socioeconomically Disadvantaged	7,500 LCFF 4000-4999: Books And Supplies
2.8	Response to Intervention or RTI will take place during the instructional day. Students will be provided additional time during the elective period to receive ELA support from a credentialed teacher. Dependent on data, students will move through different tiers of support. Our Multi-tiers System of Support team will evaluate student progress and move students into the correct interventions as needed. If further assistance is needed, SAT (Student Assistance Team) process will be used to identify at-risk students and determine a plan of action to assist students.	Students with Disabilities, At risk Students not meeting the standards	1,000 Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies Communication

## Annual Review

### SPSA Year Reviewed: 2024-25

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

## Analysis

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

Based on both site level and state level assessments, students are showing increased mastery towards the standards identified as power standards as well as the overall concepts in English Language Arts with an overall increase of 17 points towards standard.

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

We were able to partner with the Kern County Superintendent of Schools English Language Arts division to extend professional Learning for all ELA teachers in the district.

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

The annual outcomes found in the CAASPP and Dashboard data will be combined with live data from KIDS (Kern Integrated Data System) to make minute to minute decisions.

# 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.

#### Healthy and Safe School Environment

In order to support the complete development of our students, El Tejon School will provide students with a clean, healthy, physically and emotionally safe learning environment by providing interventions, positive behavior reinforcement, restorative practices and increased opportunities for learning outside of the school day to supplement academic achievement and character development.

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

LCAP goal to which this school goal is aligned.

Goal 3 :Healthy and Safe School Environment

### Identified Need

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

The Fall 2025 California School Dashboard reveals 9.2% students are suspended at least once. Restorative practices are combined with interventions, positive reinforcement and increased opportunities for learning and supplemented with academic and character development to decrease the need for suspensions.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard	5.3% suspension rate	Decrease in number of students suspended

### 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	Integrate character education efforts through restorative practices, PBIS Rewards, Perseverance Education, and Social Emotional Learning to develop and maintain a safe school climate into daily lessons and activities.	All Students	4,200 Title I 5000-5999: Services And Other Operating Expenditures Community Schools Grant Focus
3.2	Implement and train students, teachers, support staff, and community members in Safe School Ambassador anti bullying student empowerment program to develop and maintain a positive and safe school climate.	All Students	10,567 LCFF 5800: Professional/Consulting Services And Operating Expenditures
3.3	Teachers will meet twice monthly with their student Ambassador Families to address campus issues, use restorative practices, and reinforce positive behaviors and maintain a safe climate.	All Students	150 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			None Specified
3.4	All teachers will participate in professional learning through Perseverance Educational Consulting Services in order to improve the use of restorative practices, circles, and behavior interventions and supports in order to address student safety and maintain a positive and safe climate.	All Students	53,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Community Schools
3.5	Parents and community members are invited to participate in monthly meetings with the Principal in which an update on student academic and social emotional progress as well as field trips. Title I and Title III expenditures and plans, and student activities and goals are shared. Opportunities for parental concerns and comments are shared and addressed. Input is received. Translations are provided in order to increase parental participation in the development of a safe and positive climate.	All Students	900 Title I Part A: Parent Involvement  100 Lottery: Instructional Materials
3.6	Field trips for students to expand their learning opportunities and develop the whole child (FFA, See Ag, AVID, CSUB Education Days, History Day, Math Field Day, Camp Keep, Battle of the Books, University Tours, Leadership Conferences, Getty Museum, and various Saturday School sessions to expand their learning opportunities and increase attendance.	All Students	20,000 Title I  26,000 LCFF  35,000 Extended Learning Opportunity
3.7	Provide opportunities for students and their parents to participate in the development of a positive and safe school culture through Back to School Night, Open House, Science Fair, Parent/Teacher Conferences, Talent Show, Parent Teacher Student Organization (PTSO), Coffee and Donuts with the Principal, Community School Advisory Meetings, Field Trips, Positive Rewards (Caught Being Good, Attendance Incentives), Safe School Ambassadors Community Meetings, Restorative Circles, 4 Quarterly Awards Assemblies (when social distancing restrictions are released).	All Students	100 Title I Part A: Parent Involvement
3.8	Build a pathway towards Career and Technical Education so that students can see experience multiple fields and hone in on their interests and skills. This will assist students in aligning their career choice with their interests and talents, as well as providing a pathway to high school and college or career.	All students	50,000 Other  Middle School Foundation Academies grant  75,000 Extended Learning Opportunity 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.9	Increase the use of drug prevention and identification on campus.	all students needed	23,000 LCFF  Community Schools

# 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.

Counseling, restorative practices, Safe School Ambassadors program, and student voice is active and will result in decreases in the majority of problems associated with suspension. However, continued exposure within the community to drugs has increased presence on campus.

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

Implementation of drug awareness, interventions, and detection methods have increased in need. Furthermore, partnerships with the county have allowed for participation in SWAT and Friday Night Live.

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.

Metrics for suspension for all activities except drug related instances will decrease.

# 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	\$157,092
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$444,099.58
Total Federal Funds Provided to the School from the LEA for CSI	\$00

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$165,552.00
Title I Part A: Allocation	\$2,206.00
Title I Part A: Disadvantaged Students	\$3,500.00
Title I Part A: Parent Involvement	\$1,000.00
Title II Part A: Improving Teacher Quality	\$11,322.00
Title III	\$3,960.00
Title VI Part B: Rural Education Achievement Program	\$1,306.00

Subtotal of additional federal funds included for this school: \$188,846.00

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

State or Local Programs	Allocation (\$)
After School and Education Safety (ASES)	\$3,040.00
Extended Learning Opportunity	\$115,531.58
General Fund	\$11,915.00
LCFF	\$67,217.00
LCFF - Base	\$1,200.00
Lottery: Instructional Materials	\$4,600.00
Other	\$51,600.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$150.00

Subtotal of state or local funds included for this school: \$255,253.58

Total of federal, state, and/or local funds for this school: \$444,099.58

# 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
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### Expenditures by Funding Source

Funding Source	Amount
After School and Education Safety (ASES)	3,040.00
Extended Learning Opportunity	115,531.58
General Fund	11,915.00
LCFF	67,217.00
LCFF - Base	1,200.00
Lottery: Instructional Materials	4,600.00
Other	51,600.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	150.00
Title I	165,552.00
Title I Part A: Allocation	2,206.00
Title I Part A: Disadvantaged Students	3,500.00
Title I Part A: Parent Involvement	1,000.00
Title II Part A: Improving Teacher Quality	11,322.00
Title III	3,960.00
Title VI Part B: Rural Education Achievement Program	1,306.00

### Expenditures by Budget Reference

Budget Reference	Amount
	23,000.00
1000-1999: Certificated Personnel Salaries	104,022.00
2000-2999: Classified Personnel Salaries	1,523.00
4000-4999: Books And Supplies	104,527.58
5000-5999: Services And Other Operating Expenditures	4,200.00
5800: Professional/Consulting Services And Operating Expenditures	70,077.00

None Specified

150.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	After School and Education Safety (ASES)	3,040.00
	Extended Learning Opportunity	35,000.00
4000-4999: Books And Supplies	Extended Learning Opportunity	79,021.58
5800: Professional/Consulting Services And Operating Expenditures	Extended Learning Opportunity	1,510.00
1000-1999: Certificated Personnel Salaries	General Fund	11,915.00
	LCFF	49,000.00
1000-1999: Certificated Personnel Salaries	LCFF	150.00
4000-4999: Books And Supplies	LCFF	7,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	10,567.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	1,200.00
	Lottery: Instructional Materials	4,600.00
	Other	50,000.00
1000-1999: Certificated Personnel Salaries	Other	1,600.00
None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	150.00
	Title I	20,000.00
1000-1999: Certificated Personnel Salaries	Title I	76,529.00
2000-2999: Classified Personnel Salaries	Title I	1,523.00
4000-4999: Books And Supplies	Title I	8,000.00
5000-5999: Services And Other Operating Expenditures	Title I	4,200.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	55,300.00
4000-4999: Books And Supplies	Title I Part A: Allocation	2,206.00
4000-4999: Books And Supplies	Title I Part A: Disadvantaged Students	3,500.00
	Title I Part A: Parent Involvement	1,000.00

1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	11,322.00
4000-4999: Books And Supplies	Title III	1,260.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	2,700.00
1000-1999: Certificated Personnel Salaries	Title VI Part B: Rural Education Achievement Program	1,306.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	38,939.58
Goal 2	107,143.00
Goal 3	298,017.00

# 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
- 1 Classroom Teachers
- 2 Other School Staff
- 9 Parent or Community Members

Name of Members	Role
Corey Hansen	Principal
Kathleen Wood	Classroom Teacher
Debbie Ford	Other School Staff
Rachelle Roldan	Parent or Community Member
Arilenix Velasquez	Parent or Community Member
Raegan Gray-Smith	Parent or Community Member
Shannan Hill	Parent or Community Member
Maria Oblea Mendoza	Parent or Community Member
Jessica Brown	Other School Staff
Jennifer Lopez	Parent or Community Member
Martha Cortez	Parent or Community Member
Juan Cortez	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
	Departmental Advisory Committee
	Other: Community Schools Advisory Team

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 January 8, 2026.

Attested:

	Principal, Corey Hansen on 1/8/2026
	SSC Chairperson, Kathy Wood on 01/08/2026

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

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

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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

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

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE’s School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023