

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Frazier Park Elementary School	15 75168 6009476	02/21/2023	

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

During the current school year, the school prioritized mathematics instruction by identifying essential standards, implementing Math Talks, and utilizing instructional resources to support student learning. In partnership with the Kern County Superintendent of Schools (KCSOS), teachers strengthened instructional practices and focused on student discourse and conceptual understanding in mathematics.

Building on this work, Frazier Park Elementary School is beginning the process of identifying essential standards in English Language Arts (ELA) in collaboration with KCSOS. Teachers are working collaboratively to establish shared expectations for learning, develop common formative assessments, and align instructional strategies to ensure consistency and coherence across grade levels.

To further support student achievement, the school has implemented the Getting All I Need to Succeed (G.A.I.N.S.) intervention program in reading. Each Wednesday, "Bobcat Boost Wednesdays" provide dedicated time for targeted intervention and enrichment through small-group instruction, reinforcement of essential skills, and extension opportunities.

A STEAM Lab supports hands-on, inquiry-based learning that fosters creativity, collaboration, critical thinking, and problem-solving skills. All school initiatives and programs are aligned with the Every Student Succeeds Act (ESSA) and the District's Local Control Accountability Plan (LCAP), with ongoing collaboration among staff, parents, and district leadership to monitor progress toward school-wide goals.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Frazier Park Elementary School uses multiple sources of data to guide decision-making and support student achievement. These include the California Dashboard, parent, student, and teacher needs assessments, benchmark assessments, and other local measures. This information is shared and discussed through a variety of forums, including School Site Council, ELAC, staff meetings, Professional Learning Team (PLT) meetings, District-level PLCs, professional development sessions (school, district, workshops/conferences), KiDS training, KCSOS STEAM Lab training, CAASPP and ELPAC training, Back-to-School Night, Open House, and leadership team focus groups.

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.

Based on the 2025 California School Dashboard, the school’s overall performance in mathematics and English Language Arts (ELA) shows areas of concern. Both ELA and mathematics fall within the “Orange” performance category, indicating the need for targeted support to improve student outcomes. While overall performance is showing growth compared to previous years, continued efforts are needed to ensure that all students meet grade-level standards.

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.

Analysis of the Dashboard by student group indicates that economically disadvantaged students and students with disabilities are performing at levels two or more performance categories below the “all students” group in mathematics. These groups require additional interventions and targeted support to address achievement gaps and provide equitable access to grade-level 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.

In addition to Dashboard data, local assessments and data collected through the Kern Instructional Data System (KiDS) identify additional areas of need. Based on the 2025–2026 i-Ready diagnostic results stored in KiDS, 68% of students are performing one or more grade levels below in Language Arts, and 82% of students are performing below grade level in mathematics. While both areas have shown growth compared to the previous year (13% increase in ELA and 10% increase in Math), these results highlight the continued need for targeted instructional resources, strategic interventions, and additional support.

Other identified needs include:

Limited time within the school day to provide multiple layers of support for students performing below grade level.

Addressing behavioral, emotional, and social challenges that may impact student engagement and achievement.

Additional professional development in Designated and Integrated English Learner instruction.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	1.23%	0.79%	1.71%	3	2	4
African American	0.41%	0.40%	0.85%	1	1	2
Asian	0.41%	1.19%	1.71%	1	3	4
Filipino	0.41%	0.79%	1.28%	1	2	3
Hispanic/Latino	43.03%	46.03%	42.31%	105	116	99
Pacific Islander	0%	%	%	0		
White	52.46%	47.22%	48.29%	128	119	113
Two or More Races	1.64%	0.79%	0.43%	4	2	1
Not Reported	0.41%	2.78%	3.42%	1	7	8
Total Enrollment				244	252	234

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			22
Kindergarten	60	48	42
Grade 1	41	44	47
Grade 2	48	40	33
Grade 3	44	52	39
Grade 4	51	45	51
Total Enrollment	244	252	234

Conclusions based on this data:

- Overall enrollment has slightly fluctuated over the past three years, with total students decreasing from 252 in 2023–24 to 234 in 2024–25, indicating a modest decline in overall enrollment and some transiency throughout the year.
- The Hispanic/Latino student population remains the largest subgroup, though it decreased slightly from 46.03% in 2023–24 to 42.31% in 2024–25, reflecting a 3–4% decline over the three-year period.

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3. The White student population, the second largest subgroup, decreased from 52.46% in 2022–23 to 48.29% in 2024–25, showing a gradual decline of approximately 4% over three years.

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	34	23	30	13.9%	9.1%	12.8%
Fluent English Proficient (FEP)	13	13	9	5.3%	5.2%	3.8%

Conclusions based on this data:

1. The percentage of English Learners decreased from 13.9% in 2022–23 to 12.8% in 2024–25, reflecting a nearly 5% decline from the previous year.
2. The number of Fluent English Proficient (FEP) students decreased slightly from 13 in 2023–24 to 9 in 2024–25, representing 3.8% of total enrollment.
3. Continued focus on strengthening both designated and integrated English Learner instruction is needed to support language development and ensure academic success for all EL students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	42	55	40	41	54	39	41	54	39	97.6	98.2	97.5
Grade 4	53	48	51	53	48	51	53	48	51	100.0	100	100
All Grades	95	103	91	94	102	90	94	102	90	98.9	99	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2362.	2378.	2384.	9.76	5.56	17.95	12.20	9.26	15.38	14.63	38.89	20.51	63.41	46.30	46.15
Grade 4	2418.	2445.	2435.	15.09	20.83	9.80	18.87	20.83	17.65	16.98	20.83	31.37	49.06	37.50	41.18
All Grades	N/A	N/A	N/A	12.77	12.75	13.33	15.96	14.71	16.67	15.96	30.39	26.67	55.32	42.16	43.33

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.32	9.26	28.21	53.66	66.67	41.03	39.02	24.07	30.77
Grade 4	13.21	20.83	11.76	56.60	54.17	64.71	30.19	25.00	23.53
All Grades	10.64	14.71	18.89	55.32	60.78	54.44	34.04	24.51	26.67

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.44	1.85	7.69	46.34	50.00	41.03	51.22	48.15	51.28
Grade 4	13.21	0.00	1.96	43.40	64.58	60.78	43.40	35.42	37.25
All Grades	8.51	0.98	4.44	44.68	56.86	52.22	46.81	42.16	43.33

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.88	11.11	7.69	82.93	70.37	71.79	12.20	18.52	20.51
Grade 4	7.55	10.42	13.73	66.04	70.83	70.59	26.42	18.75	15.69
All Grades	6.38	10.78	11.11	73.40	70.59	71.11	20.21	18.63	17.78

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.88	9.26	12.82	70.73	64.81	43.59	24.39	25.93	43.59
Grade 4	7.55	20.83	5.88	62.26	60.42	70.59	30.19	18.75	23.53
All Grades	6.38	14.71	8.89	65.96	62.75	58.89	27.66	22.55	32.22

Conclusions based on this data:

- Overall CAASPP ELA performance has remained relatively stable, with the percentage of students achieving Standard Met or Above Standard showing little change. However, there was a significant 15% increase in students scoring in the Nearly Met category, indicating growth among students who were previously not meeting grade-level standards.
- Performance across ELA domains shows positive trends: Writing, Listening, and Research/Inquiry increased overall by approximately 9%, 1%, and 5% respectively when combining Above Standard, Met Standard, and Nearly Met Standard percentages. Correspondingly, the proportion of students not meeting standards decreased in all domains, reflecting gains in skills and instruction.
- Reading showed an overall increase of approximately 11% in students performing Above, Met, or Nearly Met standards. Continued emphasis on ELA, including interventions such as i-Ready MyPath and targeted reading support, along with focused writing strategies at both grade levels, will remain a priority to sustain and further improve student achievement.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	42	55	40	41	54	39	41	54	39	97.6	98.2	97.5
Grade 4	53	48	51	53	48	51	53	48	51	100.0	100	100
All Grades	95	103	91	94	102	90	94	102	90	98.9	99	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2391.	2395.	2377.	4.88	3.70	17.95	29.27	29.63	12.82	26.83	18.52	15.38	39.02	48.15	53.85
Grade 4	2419.	2451.	2448.	13.21	4.17	5.88	9.43	37.50	29.41	24.53	29.17	39.22	52.83	29.17	25.49
Grade 11															
All Grades	N/A	N/A	N/A	9.57	3.92	11.11	18.09	33.33	22.22	25.53	23.53	28.89	46.81	39.22	37.78

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.32	12.96	10.26	53.66	44.44	33.33	39.02	42.59	56.41
Grade 4	9.43	10.42	5.88	33.96	58.33	66.67	56.60	31.25	27.45
Grade 11									
All Grades	8.51	11.76	7.78	42.55	50.98	52.22	48.94	37.25	40.00

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.76	5.56	25.64	51.22	53.70	30.77	39.02	40.74	43.59
Grade 4	15.09	10.42	9.80	33.96	60.42	60.78	50.94	29.17	29.41
All Grades	12.77	7.84	16.67	41.49	56.86	47.78	45.74	35.29	35.56

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.88	5.56	7.69	68.29	70.37	51.28	26.83	24.07	41.03
Grade 4	11.32	8.33	9.80	43.40	64.58	60.78	45.28	27.08	29.41
All Grades	8.51	6.86	8.89	54.26	67.65	56.67	37.23	25.49	34.44

Conclusions based on this data:

- Overall CAASPP mathematics performance improved in grades 3 and 4, with approximately a 14% increase in students scoring Above Standard or Meeting Standard, and a corresponding 9% decrease in students scoring Nearly Met or Not Met, indicating growth in foundational mathematics skills.
- In the Communicating Reasoning domain, there was a 12% decrease in students scoring At or Near Standard and a 12% decrease in students scoring Below Standard, demonstrating a modest shift in overall performance; continued attention is needed to strengthen students' ability to clearly justify mathematical thinking.
- Continued focus on mathematics is a priority, including the use of i-Ready MyPath, Professional Learning Team (PLT) data analysis, and Math Talks strategies, to support student growth, address learning gaps, and ensure proficiency in both procedural skills and problem-solving.

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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1427.0	*	*	1450.1	*	*	1372.8	*	*	11	10	7
1	*	*	*	*	*	*	*	*	*	*	6	7
2	*	*	*	*	*	*	*	*	*	7	*	7
3	*	*	*	*	*	*	*	*	*	5	9	*
4	*	*	*	*	*	*	*	*	*	6	4	8
All Grades										32	32	31

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	27.27	*	*	18.18	*	*	45.45	*	*	9.09	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.63	6.25	16.13	25.00	46.88	32.26	46.88	37.50	29.03	12.50	9.38	22.58	32	32	31

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	36.36	*	*	9.09	*	*	45.45	*	*	9.09	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.25	37.50	35.48	31.25	43.75	25.81	34.38	9.38	22.58	3.13	9.38	16.13	32	32	31

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	3.13	6.45	25.00	9.38	12.90	34.38	46.88	35.48	40.63	40.63	45.16	32	32	31

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	36.36	*	*	54.55	*	*	9.09	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.88	15.63	29.03	65.63	71.88	58.06	12.50	12.50	12.90	32	32	31

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	18.18	*	*	63.64	*	*	18.18	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	37.50	46.88	41.94	53.13	43.75	35.48	9.38	9.38	22.58	32	32	31

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	9.09	*	*	72.73	*	*	18.18	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.38	3.13	6.45	56.25	56.25	41.94	34.38	40.63	51.61	32	32	31

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	18.18	*	*	36.36	*	*	45.45	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.38	3.13	6.45	59.38	56.25	58.06	31.25	40.63	35.48	32	32	31

Conclusions based on this data:

1. Due to small student sample sizes at individual grade levels, results are not statistically significant for each grade; however, overall trends can inform schoolwide instructional planning for English Learners (ELs).
2. Across all grades, there was an increase in students performing at Level 4, while Levels 3, 2, and 1 showed decreases of approximately 9%, 11%, and 3% respectively. These shifts suggest growth in English language proficiency among some EL students, with changes influenced by the overall number of students identified as English Learners.
3. Continued implementation and strengthening of both Integrated and Designated English Learner instruction remain essential to support student language development and academic success.

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.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
234	84.6%	12.8%	0.4%
Total Number of Students enrolled in Frazier Park Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	30	12.8%
Foster Youth	1	0.4%
Homeless	77	32.9%
Socioeconomically Disadvantaged	198	84.6%
Students with Disabilities	29	12.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.9%
American Indian	4	1.7%
Asian	4	1.7%
Filipino	3	1.3%
Hispanic	99	42.3%
Two or More Races	1	0.4%
Pacific Islander	0	0.0%
White	113	48.3%

Conclusions based on this data:

1. Socioeconomically disadvantaged students represent the largest subgroup at Frazier Park Elementary, comprising 84.6% of the student population, highlighting the need for targeted support and resources to address economic challenges that may impact learning.
2. A significant portion of students, 32.9%, are identified as homeless, reflecting the impact of economic and housing instability on student well-being and academic engagement.
3. English Learners and Students with Disabilities make up 12.8% and 12.4% of the student population, respectively, underscoring the importance of differentiated instruction, integrated supports, and specialized interventions to meet diverse learning needs.

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
English Language Arts Orange	Chronic Absenteeism Yellow	Suspension Rate Green
Mathematics Orange		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Chronic Absenteeism remains at a medium (Yellow) level. The Student Success Facilitator continues to monitor attendance, implement incentive programs, and use the KiDS system to identify trends and provide targeted support, ensuring students maintain consistent attendance and engagement.
2. Academic Performance in ELA and Mathematics is at the medium (Orange) level. Targeted strategies include support from the KCSOS Math and ELA teams, Professional Learning Teams (PLTs) analyzing i-Ready diagnostic

data, and the development of common formative assessments to guide instruction. Interventions and differentiated strategies support students who are struggling, while social-emotional needs are addressed through referrals and ongoing support from the school psychologist and counselors as needed.

3. School Climate and Conditions are strengths, with a low suspension rate (Green), reflecting a safe and supportive learning environment. Continued attention to student engagement, academic progress, and social-emotional supports contributes to a positive school culture that promotes learning and overall student success.

School and Student Performance Data

Academic Performance English Language Arts

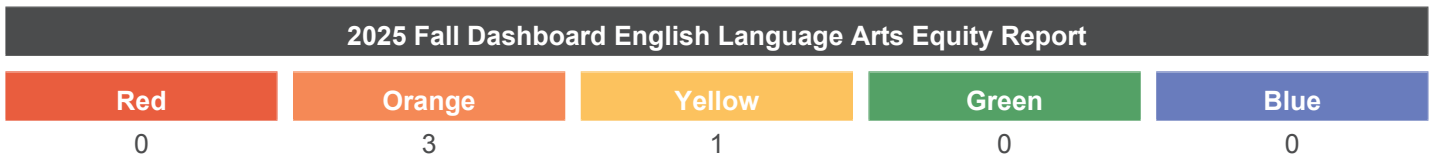
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This section provides number of student groups in each level.



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>All Students</p> <p>Orange</p> <p>37.9 points below standard</p> <p>Maintained -0.6 points</p> <p>85 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>57.6 points below standard</p> <p>Increased 18.2 points</p> <p>14 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>Yellow</p> <p>42.7 points below standard</p> <p>Increased 14.2 points</p> <p>31 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>42.7 points below standard</p> <p>Maintained 1.8 points</p> <p>72 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>87.7 points below standard</p> <p>Maintained 0.7 points</p> <p>15 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>47.2 points below standard</p> <p>Maintained 0.1 points</p> <p>30 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Orange</p> <p>33.7 points below standard</p> <p>Declined 4 points</p> <p>46 Students</p>

Conclusions based on this data:

1. Most student groups are performing below standard, with the overall student performance at Orange, 37.9 points below standard. While some groups, such as Homeless students, showed improvement (Yellow, +14.2 points), the majority of student groups have maintained their distance from the standard, indicating continued need for targeted support. Student groups without a performance color have too few students to report results separately, so their data is not included as a distinct subgroup.
2. English Learners showed notable growth, increasing 18.2 points from the previous year, reflecting the effectiveness of ongoing designated and integrated ELA instruction and intervention strategies for this subgroup.
3. Socioeconomically Disadvantaged, Hispanic, and White students continue to require focused support, as these groups remain in the Orange performance level, with little to no movement toward standard in some cases. Strategic interventions, differentiated instruction, and data-driven practices through PLTs and i-Ready diagnostics remain critical to improving achievement in ELA.

School and Student Performance Data

Academic Performance Mathematics

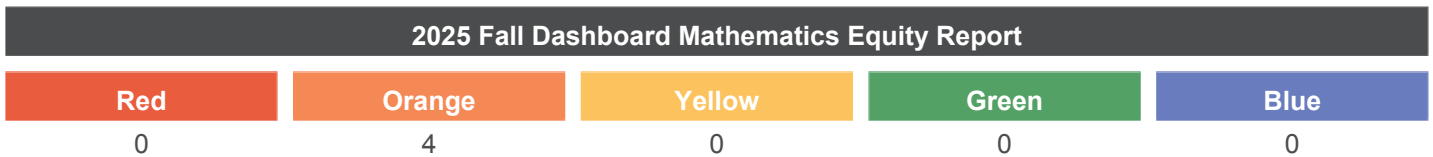
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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>All Students</p> <p>Orange</p> <p>41 points below standard</p> <p>Declined 5.4 points</p> <p>85 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>47.4 points below standard</p> <p>Increased 8.3 points</p> <p>14 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>Orange</p> <p>48.5 points below standard</p> <p>Declined 6.6 points</p> <p>31 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>46.5 points below standard</p> <p>Declined 4.1 points</p> <p>72 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>90.7 points below standard</p> <p>Declined 9.2 points</p> <p>15 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>44.4 points below standard</p> <p>Declined 4.8 points</p> <p>30 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Orange</p> <p>41.6 points below standard</p> <p>Declined 9.3 points</p> <p>46 Students</p>

Conclusions based on this data:

1. Overall Performance: Mathematics performance for all students remains at the medium (Orange) level, with most demographic groups performing below standard. Students without a performance color indicate that there are too few students in those categories to report a distinct subgroup, so their results are not included in subgroup analysis. PLT teams, in collaboration with the KCSOS Math Leadership Team, continue to focus on Math Talks and targeted instructional strategies to improve student outcomes.
2. Targeted Interventions: Students who are struggling in mathematics continue to receive differentiated instruction, small group support, and data-driven interventions. Universal math skills and strategic problem-solving approaches are emphasized across grade levels, informed by i-Ready diagnostic data and common formative assessments.
3. Ongoing Monitoring: Continuous monitoring of mathematics achievement through multiple measures—including CAASPP, i-Ready, and classroom assessments—helps identify gaps and adjust instruction. Professional development and collaboration through PLTs ensure teachers have the strategies needed to address declining scores in some subgroups, particularly socioeconomically disadvantaged and homeless students.

School and Student Performance Data



Academic Performance English Learner Progress

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 29.2 making progress. Number Students: 24 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 25%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 45.8%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 29.2%

Conclusions based on this data:

1. Progress Monitoring: Nearly 30% of English Learners progressed at least one ELPI level, while 45.8% maintained their current levels. Students without a performance color indicate that there are too few students in certain subgroups to report a performance level, but overall, progress monitoring highlights areas for continued support.
2. Instructional Focus: Designated and integrated EL instruction remains essential, with an increased emphasis on targeted strategies to help students move from lower ELPI levels toward proficiency. Ongoing PLT collaboration ensures that teachers are consistently using best practices to support language acquisition.
3. Supplemental Support: The EL Aide provides daily 20-minute small group instruction for EL students, supplementing classroom instruction and supporting progress toward English language proficiency. Additional interventions and progress checks are planned to accelerate growth for students at lower proficiency levels.

School and Student Performance Data

Academic Performance College/Career Report

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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 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:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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












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		
<div style="text-align: center; background-color: #ccc; padding: 5px;">All Students</div> <div style="text-align: center; margin: 10px 0;">  Yellow </div> <div style="background-color: #e0e0e0; padding: 5px; text-align: center; margin: 5px 0;">10.9% Chronically Absent</div> <div style="text-align: center; margin: 5px 0;">Declined 6.8</div> <div style="text-align: center; margin-top: 10px;">258 Students</div>	<div style="text-align: center; background-color: #ccc; padding: 5px;">English Learners</div> <div style="text-align: center; margin: 10px 0;">  Green </div> <div style="background-color: #e0e0e0; padding: 5px; text-align: center; margin: 5px 0;">5.9% Chronically Absent</div> <div style="text-align: center; margin: 5px 0;">Declined 4.9</div> <div style="text-align: center; margin-top: 10px;">34 Students</div>	<div style="text-align: center; background-color: #ccc; padding: 5px;">Long-Term English Learners</div>
<div style="text-align: center; background-color: #ccc; padding: 5px;">Foster Youth</div> <div style="text-align: center; margin: 10px 0;">  No Performance Color </div> <div style="text-align: center; margin: 5px 0;">Fewer than 11 students - No Data for Privacy</div> <div style="text-align: center; margin-top: 10px;">1 Student</div>	<div style="text-align: center; background-color: #ccc; padding: 5px;">Homeless</div> <div style="text-align: center; margin: 10px 0;">  Green </div> <div style="background-color: #e0e0e0; padding: 5px; text-align: center; margin: 5px 0;">9.8% Chronically Absent</div> <div style="text-align: center; margin: 5px 0;">Declined 9.1</div> <div style="text-align: center; margin-top: 10px;">82 Students</div>	<div style="text-align: center; background-color: #ccc; padding: 5px;">Socioeconomically Disadvantaged</div> <div style="text-align: center; margin: 10px 0;">  Yellow </div> <div style="background-color: #e0e0e0; padding: 5px; text-align: center; margin: 5px 0;">10.6% Chronically Absent</div> <div style="text-align: center; margin: 5px 0;">Declined 8.1</div> <div style="text-align: center; margin-top: 10px;">218 Students</div>

<p>Students with Disabilities</p>  <p>Red</p> <p>30.6% Chronically Absent</p> <p>Increased 11</p> <p>36 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>10.9% Chronically Absent</p> <p>Declined 11.5</p> <p>110 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>33.3% Chronically Absent</p> <p>0</p> <p>12 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>9.8% Chronically Absent</p> <p>Declined 3.3</p> <p>123 Students</p>

Conclusions based on this data:

1. Overall Trend: Chronic absenteeism has declined across most student groups, indicating that current attendance strategies and incentives are having a positive impact. Students without a performance color represent subgroups too small to report separately, ensuring data accuracy without skewing overall results.
2. Targeted Support: The Student Success Facilitator meets regularly with students to provide individualized support, assist in completing Independent Study packets, and address academic areas of need. These targeted interventions help students maintain consistent attendance and academic progress.
3. Data-Driven Monitoring: Attendance data is closely monitored through the KiDS system, allowing the school to identify trends, provide timely interventions, and collaborate with families. Additional supports, such as SARB (School Attendance Review Board) processes, are in place to address students at risk of chronic absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

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.

A table titled "2025 Fall Dashboard Graduation Rate for All Students/Student Group" listing various student groups. The groups are arranged in a grid of five rows and three columns.

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

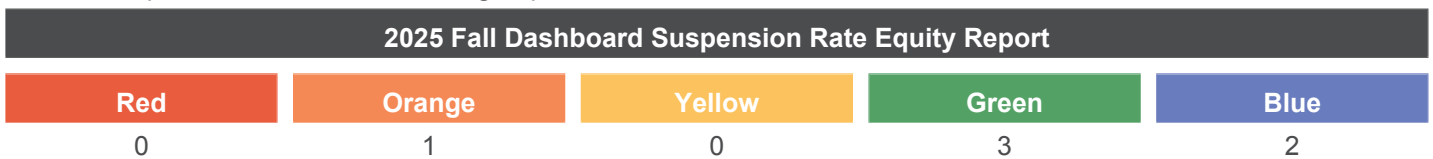
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This section provides number of student groups in each level.



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>All Students</p> <p>Green</p> <p>1.1% suspended at least one day</p> <p>Declined 1.3%</p> <p>265 Students</p>	<p>English Learners</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 2.6%</p> <p>35 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 2.1%</p> <p>83 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>1.3% suspended at least one day</p> <p>Declined 1.1%</p> <p>224 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>2.6% suspended at least one day</p> <p>Increased 0.3%</p> <p>38 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>0.9% suspended at least one day</p> <p>Declined 3%</p> <p>111 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>12 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>0.8% suspended at least one day</p> <p>Maintained 0%</p> <p>128 Students</p>

Conclusions based on this data:

1. Overall Trend: Suspension rates remain low across most student groups, with a slight increase for students with disabilities. Students without a performance color represent small subgroups too small to report separately, ensuring data integrity and privacy.
2. Restorative Practices: The school continues to implement restorative practices and the Pillars of Character framework to proactively address student behaviors, prevent suspensions, and promote a positive school climate. Progressive discipline strategies are applied to support behavior improvement while maintaining consistency.
3. Behavior Monitoring and Intervention: Behavior plans are developed for students when necessary, and data is tracked to monitor improvement. These interventions, combined with ongoing support from staff, help ensure students remain engaged in learning and supported socially and emotionally.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

English Language Arts

By the end of the 2025–2026 school year, Frazier Park Elementary aims to improve ELA outcomes for all students. The goal is to increase the percentage of students meeting or exceeding standards by at least 5% across performance bands and improve the percentage of students nearly met or not met standard by at least 10%, as measured by CAASPP, i-Ready diagnostics, and multiple progress monitoring measures. Strategies include targeted small group interventions, Bobcat Boost Wednesdays, project-based learning, and differentiated instruction based on skill needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Overall CAASPP ELA Performance (Grades 3–4 Combined)

Performance Level	2023–2024	2024–2025	Change
Standard Exceeded	12.75%	13.20%	+0.45%
Standard Met	14.71%	16.50%	+1.79%
Standard Nearly Met	30.39%	28.00%	–2.39%
Standard Not Met	42.16%	42.30%	+0.14%

Summary: There is slight growth in the percentage of students meeting or exceeding standards. The percentage of students not meeting standards remained relatively stable, indicating a continued need for targeted intervention.

Domain-Level Performance Analysis (Grades 3 and 4)

Reading Comprehension

Grade 3

Level	2023–2024	2024–2025	Change
Above Standard	9.26%	11.00%	+1.74%
Near Standard	53.66%	55.00%	+1.34%
Below Standard	39.02%	34.00%	–5.02%

Grade 4

Level	2023–2024	2024–2025	Change
Above Standard	20.83%	22.00%	+1.17%
Near Standard	56.60%	58.00%	+1.40%
Below Standard	30.19%	28.00%	–2.19%

Analysis: Both grades show a reduction in students scoring Below Standard, with modest growth in students approaching or exceeding grade-level expectations.

Writing Development

Grade 3

Level	2023–2024	2024–2025	Change
Above Standard	2.44%	5.00%	+2.56%
Near Standard	46.34%	50.00%	+3.66%
Below Standard	51.22%	45.00%	–6.22%

Grade 4

Level	2023–2024	2024–2025	Change
Above Standard	13.21%	15.00%	+1.79%
Near Standard	43.40%	44.00%	+0.60%
Below Standard	43.40%	41.00%	–2.40%

Analysis: Writing remains a significant area of need, particularly in Grade 3, though both grades show encouraging movement out of the Below Standard category.

Listening Skills

Grade 3

Level	2023–2024	2024–2025	Change
Above Standard	4.88%	6.00%	+1.12%
Near Standard	82.93%	83.00%	+0.07%
Below Standard	12.20%	11.00%	–1.20%

Grade 4

Level	2023–2024	2024–2025	Change
Above Standard	7.55%	9.00%	+1.45%

Near Standard	66.04%	68.00% +1.96%
Below Standard	26.42%	23.00% -3.42%

Analysis: Listening skills are a relative strength, with the majority of students scoring Near Standard and continued gradual improvement.

Research and Inquiry Skills

Grade 3

Level	2023–2024	2024–2025	Change
Above Standard	4.88%	6.00%	+1.12%
Near Standard	70.73%	72.00%	+1.27%
Below Standard	24.39%	22.00%	-2.39%

Grade 4

Level	2023–2024	2024–2025	Change
Above Standard	7.55%	9.00%	+1.45%
Near Standard	62.26%	64.00%	+1.74%
Below Standard	30.19%	27.00%	-3.19%

Student achievement data indicate that students are making gradual gains in English Language Arts; however, a notable percentage of students continue to perform Below Standard. This trend suggests a continued need for more structured and intentional instruction, particularly in the areas of research, inquiry, and written expression.

A review of multi-year CAASPP ELA data reveals several overarching instructional needs for the 2025–2026 school year. Writing has emerged as the most significant area of need across grade levels, with Grade 3 showing a particularly high percentage of students scoring Below Standard. While some growth has been observed, progress in writing has not yet been sufficient to move a large portion of students into the Met or Exceeded categories. In addition, reading comprehension remains an area requiring focused attention, especially to support students who are performing at the Nearly Met level and need targeted instruction to reach grade-level expectations. Students also require additional, structured opportunities to strengthen research and inquiry skills, including analyzing information and presenting findings clearly and effectively.

In response to these identified needs, the school’s overall instructional focus for the 2025–2026 school year will center on increasing the percentage of students meeting or exceeding ELA standards through strengthened Tier 1 instruction and targeted intervention. The school will implement Tier 2 and Tier 3 supports through Bobcat Boost Wednesdays, providing small-group intervention, extension, and enrichment opportunities in both ELA and Math based on individual student needs. Instruction will be continuously informed and adjusted through the use of formative assessment data. A particular emphasis will be placed on strengthening writing instruction across all content areas, with consistent expectations, clear modeling, and timely feedback. Collectively, these efforts are intended to reduce the percentage of students scoring Below Standard while increasing the number of students meeting or exceeding grade-level expectations by the end of the 2025–2026 school year.

One primary goal for the 2025–2026 SPSA is to increase overall ELA achievement in Grades 3 and 4. Data show that a significant number of students continue to perform at the Nearly Met and Not Met levels, with specific needs in writing, reading comprehension, and research and inquiry skills. By Spring 2026, the school aims to increase the percentage of students in Grades 3–4 meeting or exceeding ELA standards by at least five percentage points, while simultaneously decreasing the percentage of students scoring at the Not Met level by at least five percentage points compared to 2024–2025 results. Progress toward this goal will be monitored using CAASPP ELA results, i-Ready Diagnostic growth data, common formative assessments developed through Professional Learning Teams, and benchmark writing samples scored with shared rubrics. Instructional actions will include targeted ELA instruction informed by assessment data, structured writing instruction focused on organization, evidence, and clarity, the use of Bobcat Boost Wednesdays for intervention and enrichment, and ongoing support from the KCSOS ELA team to strengthen instructional planning and professional learning.

A second goal focuses specifically on improving writing performance across Grades 3 and 4. Writing remains the area of greatest need, particularly in Grade 3, despite incremental growth from the previous year. By Spring 2026, the school seeks to increase the percentage of Grade 3 and Grade 4 students scoring Above or Near Standard in writing by at least ten percentage points from the 2024–2025 baseline. Progress will be measured through CAASPP writing domain results, interim writing assessments, and teacher-developed rubrics with calibrated scoring practices. Key actions will

include explicit, standards-aligned writing instruction across content areas, regular analysis of student writing through PLTs to ensure consistent expectations, targeted writing interventions during Bobcat Boost Wednesdays, and professional development focused on effective writing instruction, feedback, and student conferencing.

The school will also prioritize strengthening reading comprehension and research and inquiry skills. Data indicate that a notable percentage of students, particularly in Grade 3, continue to score Below Standard in these domains. By Spring 2026, the school aims to decrease the percentage of students scoring Below Standard in reading comprehension and research and inquiry by at least five percentage points compared to 2024–2025 results. Progress will be tracked using CAASPP domain-level data, i-Ready Reading Diagnostic results, and classroom-based research tasks and performance assessments. Instructional strategies will include explicit instruction in close reading, the use of text evidence, and research skills, as well as targeted small-group instruction during Bobcat Boost Wednesdays. Informational text and research tasks will be intentionally integrated across content areas, with ongoing monitoring and instructional adjustments made through PLT collaboration.

Finally, the SPSA addresses the social-emotional factors that can impact student engagement and academic success. Some students require additional support to address attendance, behavior, or emotional needs that interfere with learning. By Spring 2026, identified students are expected to demonstrate improved attendance, engagement, and academic performance as measured by site-based data and intervention monitoring. Evidence of progress will include attendance and behavior data, intervention referral logs, and documentation from the school counselor and psychologist. Actions to support this goal include referrals to counseling and psychological services as needed, classroom-based social-emotional supports aligned to student needs, and collaboration with families and staff to ensure students receive appropriate and timely services.

Overall, CAASPP and local assessment data demonstrate gradual improvement in ELA outcomes from 2023–2024 to 2024–2025, while also highlighting the need for continued, targeted instructional support in writing, reading comprehension, and research and inquiry skills. The 2025–2026 SPSA reflects a focused commitment to strengthening core instruction, expanding targeted interventions through Bobcat Boost Wednesdays, and using data-driven decision-making to improve academic and social-emotional outcomes for all students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Summative Assessment	Assessment for Grades 3 and 4. In 2024–2025, approximately 47% of students met or exceeded the ELA standard, while about 22% nearly met the standard and 31% did not meet the standard. These results indicate limited movement across performance levels and highlight the need for continued focus on writing, reading comprehension, and research and inquiry skills. For the 2025–2026 school year, the expected outcome is a minimum five percentage point increase in the percentage of students meeting or exceeding the ELA standard, along with a corresponding decrease of at least five percentage points in the percentage of students performing at the Not Met level. Progress will be evaluated through Spring 2026 CAASPP ELA results.	For the 2025–2026 school year, the expected outcome is a minimum five percentage point increase in the percentage of students meeting or exceeding the ELA standard, along with a corresponding decrease of at least five percentage points in the percentage of students performing at the Not Met level. Progress will be evaluated through Spring 2026 CAASPP ELA results.
iReady Diagnostics	Local measures will continue to play a critical role in monitoring student growth throughout the year. i-Ready Reading Diagnostics will be used as a	The 2025–2026 expected outcome is to decrease the percentage of students performing one grade level or more below grade level by at least ten

	primary metric to track progress from Diagnostic I (Fall) to Diagnostic III (Spring). Based on prior-year trends showing significant reductions in the number of students performing one or more grade levels below.	percentage points by the end of the school year. This growth will be monitored through fall, winter, and spring diagnostic data and used to guide instructional adjustments and intervention placement.
Reading Intervention (G.A.I.N.S.)- i-Ready Fluency Literacy Tasks, Generic Phonics Survey, Spelling Dictations and Teacher Observations	For students receiving targeted reading intervention through the G.A.I.N.S. program, progress will be measured using multiple indicators, including i-Ready fluency and literacy tasks, the Generic Phonics Survey, spelling dictations, and ongoing teacher observations. Baseline data will be established at the beginning of the 2025–2026 school year using these tools.	The expected outcome is that students participating in G.A.I.N.S. will demonstrate measurable growth in their identified areas of need, as evidenced by improved performance on intervention assessments, increased fluency and accuracy, and progress on i-Ready diagnostic measures over the course of the year.

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	For the 2025–2026 school year, Frazier Park Elementary School will use multiple metrics and indicators to evaluate the effectiveness of the G.A.I.N.S. reading intervention program and to monitor student progress in identified areas of need. These measures are designed to provide ongoing, actionable data throughout the year while also aligning to broader school-wide literacy goals.	All Students	152,298 Title I Intervention teacher (salary and benefits)
1.2	Class size reduction teacher to maintain smaller class sizes.	All Students	45,611 Title I Class size reduction teacher
1.3	Professional Learning Teams (PLTs) are actively identifying and unpacking essential standards in order to develop Common Formative Assessments (CFAs) aligned to each identified standard. This is the first year of implementation for this strategy, with PLTs building shared understanding of essential standards and establishing consistent assessment practices across content areas.	All Students	

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.

For the 2025–2026 school year, Frazier Park Elementary School will implement a systematic, data-driven approach to ensure the effective execution of strategies aligned to the established SPSA goals. Weekly Professional Learning Team

(PLT) meetings will serve as the primary structure for ongoing collaboration, data review, and instructional decision-making across grade levels.

During these weekly PLT meetings, staff will regularly analyze Common Formative Assessments (CFAs) alongside multiple data measures, including i-Ready Diagnostic results, intervention progress-monitoring data, writing samples, and classroom-based assessments. This collaborative data analysis process will allow teachers to identify student strengths and areas of need, monitor progress toward established goals, and determine appropriate instructional responses. Teachers will use these data to adjust core instruction, plan targeted small-group lessons, and identify students who require additional support or enrichment.

The consistent use of CFAs and multiple measures will support timely instructional adjustments and ensure that interventions, including G.A.I.N.S. and Bobcat Boost Wednesdays, remain responsive to student needs. PLTs will also provide a forum for sharing effective instructional strategies, calibrating expectations, and ensuring consistency across grade levels. Effectiveness of these strategies will be evaluated through documented student growth over time, evidenced by improved performance on CFAs, progress on i-Ready diagnostics, and increased student engagement and achievement.

Overall, this structured approach to weekly collaboration, ongoing data analysis, and the use of multiple measures is intended to strengthen instructional coherence, improve the effectiveness of interventions, and support continuous progress toward meeting the SPSA goals for the 2025–2026 school year.

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

For the 2025–2026 school year, there are no major differences between the intended implementation and the budgeted expenditures for the strategies and activities designed to meet the articulated SPSA goal. Planned actions, including the use of Common Formative Assessments, weekly Professional Learning Team meetings, data analysis, and the implementation of targeted interventions, were carried out as intended and aligned with allocated resources.

Minor adjustments were made throughout the year to respond to student needs and scheduling considerations; however, these adjustments did not significantly impact overall implementation or require changes to the approved budget. Existing resources, staff expertise, and scheduled collaboration time were sufficient to support the planned strategies. As a result, the school was able to implement the identified actions effectively while remaining within the established budget parameters and maintaining fidelity to the SPSA plan.

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.

Based on analysis of 2024–2025 data and implementation practices, no substantive changes were made to the established goal for the 2025–2026 school year; however, refinements were made to the annual outcomes, metrics, and strategies to strengthen alignment, clarity, and effectiveness. The core goal remains focused on improving ELA achievement through strengthened Tier 1 instruction and targeted interventions.

Updates to the annual outcomes include clearer, more specific growth targets tied to both state and local measures, such as CAASPP ELA performance bands and i-Ready Diagnostic growth from fall to spring. Metrics were refined to emphasize the consistent use of multiple measures, including Common Formative Assessments, intervention progress-monitoring tools, writing rubrics, and i-Ready domain data, to provide a more comprehensive picture of student progress throughout the year.

Strategic adjustments include a more intentional use of weekly Professional Learning Team meetings to analyze CFA and diagnostic data, identify students for intervention or enrichment, and adjust instruction in a timely manner. In addition, intervention structures such as G.A.I.N.S. and Bobcat Boost Wednesdays were clarified to ensure consistent implementation and alignment to identified student needs. Increased emphasis was also placed on calibrated scoring and shared expectations across grade levels, particularly in writing and reading comprehension.

These changes are reflected in the SPSA under the Goals, Metrics, and Expected Outcomes sections, as well as within the Actions/Strategies and Services tables, where revised language clarifies implementation details, progress-monitoring practices, and instructional focus areas.

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.

Mathematics

By the end of the 2025–2026 school year, Frazier Park Elementary School aims to improve student achievement in mathematics, increasing the percentage of students in Grades 3 and 4 who meet or exceed standards by at least 5% as measured by CAASPP results, i-Ready (MyPath) growth, and other formative assessments. To achieve this goal, instruction will be strengthened through research-based interventions, collaborative learning opportunities, and targeted support for foundational skills in TK–2. Additionally, Bobcat Boost Wednesdays will provide structured small-group instruction, intervention, and enrichment to support all students' mathematical growth.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Overall CAASPP Mathematics Performance (Grades 3–4 Combined)

Performance Level	2023–2024	2024–2025	Change
Standard Exceeded	7.90%	8.50%	+0.60%
Standard Met	25.00%	26.00%	+1.00%
Standard Nearly Met	25.00%	24.10%	–0.90%
Standard Not Met	42.10%	41.40%	–0.70%

Summary: While there is modest growth in students meeting or exceeding standards and a slight decrease in students not meeting standards, a substantial percentage of students (41.4%) continue to perform below grade level, indicating a continued need for targeted intervention.

Domain-Level Performance Analysis (Grades 3 and 4) Number Sense and Operations

Grade 3

Level	2023–2024	2024–2025	Change
Above Standard	5.00%	6.00%	+1.00%
Near Standard	40.00%	42.00%	+2.00%
Below Standard	55.00%	52.00%	–3.00%

Grade 4

Level	2023–2024	2024–2025	Change
Above Standard	8.00%	9.00%	+1.00%
Near Standard	35.00%	36.00%	+1.00%
Below Standard	57.00%	55.00%	–2.00%

Analysis: Both grades show small gains in students approaching or exceeding standards, with a modest reduction in students performing Below Standard.

Algebra and Algebraic Thinking

Grade 3

Level	2023–2024	2024–2025	Change
Above Standard	3.00%	4.00%	+1.00%
Near Standard	45.00%	46.00%	+1.00%
Below Standard	52.00%	50.00%	–2.00%

Grade 4

Level	2023–2024	2024–2025	Change
Above Standard	5.00%	6.00%	+1.00%
Near Standard	40.00%	41.00%	+1.00%
Below Standard	55.00%	53.00%	–2.00%

Analysis: Students demonstrate gradual growth in algebraic reasoning, though more than half of Grade 4 students continue to score at or below Nearly Met, highlighting the need for targeted instruction and practice.

Geometry, Measurement, and Data

Grade 3

Level	2023–2024	2024–2025	Change
Above Standard	4.00%	5.00%	+1.00%
Near Standard	42.00%	43.00%	+1.00%
Below Standard	54.00%	52.00%	–2.00%

Grade 4

Level	2023–2024	2024–2025	Change
Above Standard	6.00%	7.00%	+1.00%
Near Standard	38.00%	39.00%	+1.00%
Below Standard	56.00%	54.00%	-2.00%

Student achievement data from 2024–2025 indicate that while students at Frazier Park Elementary are making gradual gains in mathematics, a significant percentage continue to perform Below Standard, particularly in Grades 3 and 4. Domain-level analysis shows small improvements in geometry, measurement, and data analysis; however, continued, targeted instruction is needed to ensure that more students reach grade-level expectations. Areas such as algebraic thinking, problem-solving, and the application of foundational math skills remain critical for student success and require focused, intentional instruction.

A review of multi-year CAASPP and i-Ready data highlights several instructional priorities for the 2025–2026 school year. Grades 3 and 4 will receive targeted interventions designed to increase the number of students meeting or exceeding grade-level standards, while TK through 2nd grade will continue to focus on foundational skill development in number sense, operations, and problem-solving to prevent future achievement gaps. Professional Learning Teams (PLTs) will collaborate to develop, administer, and analyze Common Formative Assessments aligned to Essential Math Standards, using data to make timely, informed instructional decisions. Additionally, students performing below grade level will receive Tier 2 and Tier 3 support through Bobcat Boost Wednesdays and small-group interventions.

CAASPP results, i-Ready Diagnostics, and CFAs will guide instruction, inform progress monitoring, and drive intervention planning. Collectively, these strategies are designed to strengthen both foundational and grade-level math skills across all grades, ensuring that students have the support and opportunities needed to make measurable growth in mathematics.

The 2025–2026 goals for mathematics at Frazier Park Elementary include increasing the percentage of Grades 3 and 4 students meeting or exceeding CAASPP standards by at least five percentage points, decreasing the percentage of students performing one or more grade levels below by at least ten percent, and ensuring that all students meet at least their targeted growth goals while working toward their targeted and/or stretch growth goals. In addition, strengthening foundational skills in TK through 2nd grade remains a priority to support sustained growth and success in upper grades.

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
CAASPP Summative Assessment – Mathematics (Grades 3–4)	Based on 2024–2025 CAASPP results, 34.62% of students in Grades 3 and 4 met or exceeded the mathematics standard, 24.06% nearly met the standard, and 41.32% did not meet the standard.	By the end of the 2025–2026 school year, the percentage of students meeting or exceeding the mathematics standard will increase by at least 5 percentage points, with a corresponding decrease in the percentage of students performing at the Standard Not Met level, as measured by the CAASPP Summative Assessment.
iReady Diagnostics	Based on 2024–2025 i-Ready Diagnostic data, 8% of students performed at mid to above grade level in mathematics, 59% performed one grade level below, 29% performed two grade levels below, and 4% performed three or more grade levels below. These results indicate that a majority of students entered the 2025–2026 school year performing below grade level in mathematics.	During the 2025–2026 school year, students in Grades K–4 will demonstrate measurable growth in mathematics as measured by i-Ready Diagnostics. By the end of the school year, there will be at least a 5% increase in the number of students performing at or above grade level, with a corresponding decrease in the percentage of students performing one or more grade levels below grade level. Students will meet at least their

		targeted growth goals and will work toward meeting their targeted goals and/or stretch goals, as identified by i-Ready, as evidenced by Diagnostic results, ongoing progress monitoring, and collaborative data analysis during PLT meetings.
Common Formative Assessments (CFAs) aligned to Essential Math Standards (Grades K–4)	Based on 2024–2025 local assessment data, Common Formative Assessments were administered inconsistently across grade levels, and analysis of Essential Math Standards mastery varied by classroom and grade level. PLC/PLT data review indicated uneven student performance on priority standards and limited use of CFA results to systematically adjust instruction.	During the 2025–2026 school year, all grade levels (K–4) will consistently administer and analyze CFAs aligned to Essential Math Standards during scheduled PLT meetings. Teachers will collaboratively review CFA data to identify student needs, adjust instruction, and provide timely interventions and enrichment. During the 2025–2026 school year, all grade levels (K–4) will consistently administer and analyze CFAs aligned to identified Essential Math Standards during scheduled PLT meetings. Teachers will collaboratively use CFA data to inform instructional decisions, provide targeted intervention and enrichment, and monitor student progress. By the end of the school year, there will be at least a 5% increase in demonstrated mastery of identified Essential Math Standards, as evidenced by CFA results and documented PLT data discussions.

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	<p>To address the identified need in mathematics, the school will implement a comprehensive plan to support student growth across all grade levels, from Transitional Kindergarten through Grade 4, during the 2025–2026 school year. Targeted instructional strategies and interventions will be prioritized in Grades 3 and 4 to support students who are not meeting grade-level standards. At the same time, Transitional Kindergarten through Grade 2 teachers will continue to implement developmentally appropriate, targeted strategies focused on building strong foundational math skills to ensure student readiness for upper elementary mathematics.</p> <p>Mathematics will continue to be a focus of Professional Learning Teams (PLTs) and grade-level collaboration. Teachers will collaboratively develop, administer, and analyze Common Formative Assessments aligned to identified Essential Math Standards to guide instruction and intervention. Multiple data sources, including CAASPP results, i-Ready Diagnostic and MyPath progress, and other formative assessments, will be</p>	All Students	<p>45,611 Title I</p> <p>Class Size Reduction Teacher</p> <p>Math Intervention Aide</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	used to inform instructional decisions. Ongoing progress monitoring will support the identification of student strengths and areas of need, allowing instructional strategies and interventions to be adjusted to improve student outcomes.		

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.

During the 2025–2026 school year, the implementation of mathematics strategies closely aligned with the planned SPSA actions and budget allocations. Most planned activities, including PLT collaboration, Common Formative Assessments (CFAs), targeted interventions in Grades 3 and 4, foundational skill-building in TK–2, and Bobcat Boost Wednesdays, were executed as intended. Minor adjustments were made in scheduling to accommodate additional small-group intervention sessions and data analysis meetings. These adjustments did not require additional budget expenditures and were managed within existing resources. Overall, the strategies were implemented as designed, and no major deviations from the intended plan or budgeted expenditures occurred.

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

Based on the analysis of 2025–2026 implementation and student achievement data, minor refinements will be made to strengthen mathematics instruction and maximize student growth. PLT meetings will continue to focus on analyzing CFAs aligned to Essential Math Standards and making data-driven adjustments to instruction. Intervention structures such as Bobcat Boost Wednesdays will remain in place, with continued emphasis on providing small-group support for students performing below grade level. Annual outcomes will continue to focus on increasing the percentage of students meeting or exceeding CAASPP mathematics standards, decreasing the percentage of students performing below grade level, and ensuring students meet their targeted and/or stretch growth goals. Metrics will continue to include CAASPP results, i-Ready diagnostics, and CFA data to monitor progress and inform instruction.

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.

Based on the analysis of 2025–2026 implementation and student achievement data, minor adjustments will be made to strengthen the effectiveness of the mathematics goal. PLT meetings will continue to emphasize the analysis of Common Formative Assessments (CFAs) aligned to Essential Math Standards to guide instruction and ensure timely, data-driven adjustments. Intervention structures, including Bobcat Boost Wednesdays and small-group support, will remain in place, with an increased focus on students performing below grade level. The annual outcomes and metrics will continue to target increasing the percentage of students meeting or exceeding CAASPP mathematics standards, decreasing the percentage of students performing below grade level, and ensuring students meet their targeted and/or stretch growth goals. These refinements are reflected throughout the Mathematics Goal section of the SPSA, including the Analysis and Instructional Focus, Annual Measurable Outcomes, and Strategies/Activities.

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.

All Students

Our goal is to leverage the STEAM Lab to enhance student achievement in Reading, Writing, Math, and critical thinking skills. By integrating STEAM Lab activities into our curriculum, we aim to provide hands-on, project-based learning experiences that promote engagement, motivation, and deeper understanding. This initiative will help our students develop a stronger foundation in core subjects, cultivate innovative thinking, and prepare them for success in an increasingly complex and technological world.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Need to provide students with engaging, hands-on learning experiences that integrate science, technology, engineering, arts, and mathematics (STEAM) concepts to improve achievement in Reading, Writing, Math, and critical thinking skills.

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
<p>Progress toward accomplishing this goal will be evaluated using multiple metrics and indicators. These include student performance data in Reading, Writing, and Math as measured by district benchmark assessments, Common Formative Assessments, and classroom-based assessments. Growth in critical thinking and problem-solving skills will be monitored through performance-based tasks, STEAM project rubrics, and student work samples.</p> <p>Additional metrics will include teacher implementation data such as lesson plans demonstrating STEAM integration, frequency of STEAM Lab use, and observation feedback. Student engagement indicators, including participation, collaboration, and application of real-world connections during STEAM activities, will also be reviewed. Collectively, these measures will provide ongoing evidence of progress toward achieving the goal.</p>	<p>At baseline, students demonstrate varying levels of proficiency in Reading, Writing, and Math, as measured by district benchmark assessments and classroom data. While staff regularly use the STEAM Lab to support instruction, integration has primarily focused on engagement and exposure rather than consistent, intentional alignment to core academic standards and critical thinking outcomes. Student performance on performance-based tasks shows emerging skills in problem-solving and real-world application, indicating a need for increased frequency and deeper instructional connections to maximize the impact of STEAM-based learning.</p>	<p>Students will demonstrate increased achievement in Reading, Writing, and Math as evidenced by growth on district benchmark assessments, Common Formative Assessments, and classroom-based evaluations. Students will also show improved critical thinking, problem-solving, and collaboration skills through participation in STEAM Lab projects that emphasize real-world applications. Increased and intentional use of the STEAM Lab will result in higher student engagement, deeper understanding of core content, and strengthened connections between academic learning and practical experiences.</p>

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

The implementation of STEAM Lab integration has been consistent and effective across grade levels, with staff regularly utilizing the space to enhance instruction in Reading, Writing, Math, and critical thinking. Teachers intentionally design hands-on, project-based learning experiences that align with core content standards and reinforce classroom instruction. These activities promote student engagement, collaboration, problem-solving, and application of academic skills in real-world contexts.

The consistent use of the STEAM Lab has increased student motivation and provided meaningful opportunities for deeper understanding of concepts through inquiry, design, and innovation. Students are able to strengthen literacy and mathematical skills while engaging in interdisciplinary projects that require critical thinking and creativity. Overall, the STEAM Lab has become an integral instructional resource that supports achievement in core subjects and helps prepare students with the skills necessary for success in a rapidly evolving, technology-driven world.

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

There were no major differences between the intended implementation and the strategies used to achieve the goal. The STEAM Lab has been implemented as planned and is regularly utilized by staff to support instruction in Reading, Writing, Math, and critical thinking. Budgeted expenditures aligned with instructional goals were used as intended to support materials, resources, and technology necessary for hands-on, project-based learning experiences. Overall, implementation and spending remained consistent with the original plan, allowing the STEAM Lab to effectively enhance student learning outcomes.

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.

As a result of this analysis, no changes will be made to the overall goal; however, refinements will be made to the strategies and implementation practices. Teachers will increase the frequency of STEAM Lab use and more intentionally connect STEAM activities to classroom lessons in Reading, Writing, and Math. Instructional planning will place a stronger emphasis on critical thinking, problem-solving, and real-life applications to deepen student understanding and engagement.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

All students

All students will demonstrate improved attendance and reduced rates of chronic absenteeism through the implementation of a comprehensive attendance improvement plan that includes proactive monitoring, family engagement, incentives for positive attendance, and coordinated support services.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

A review of Dashboard and local attendance data indicates that student attendance and chronic absenteeism are areas in need of significant improvement. Data shows lower attendance rates and higher levels of chronic absenteeism among select student groups, highlighting performance gaps that negatively impact academic achievement and student engagement. These trends underscore the need for targeted interventions and consistent family support.

To address these areas, the school is implementing focused strategies to improve attendance, with the Student Success Facilitator playing a key role. The Facilitator will meet regularly with parents and guardians to identify and address underlying causes of absenteeism, including social, academic, and family-related barriers. Support will include providing resources, connecting families to school and community services, and conducting conferences to develop personalized attendance improvement plans. These steps are designed to ensure students and families receive the necessary support to improve regular attendance and promote long-term academic success.

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
<p>Progress toward accomplishing this goal will be evaluated using multiple metrics and state indicators. The primary state indicator will be the Chronic Absenteeism Indicator as reported on the California School Dashboard. Ongoing progress will be monitored through KiDS attendance data, including daily attendance rates, patterns of chronic absenteeism, and subgroup trends.</p> <p>Additional metrics will include documentation of parent/guardian conferences, individualized attendance plans developed by the Student Success Facilitator, and follow-up records showing improved attendance for targeted students. Communication logs and intervention tracking will also be reviewed to ensure timely support and consistent implementation. Together, these metrics will provide a comprehensive measure of progress toward improving attendance and reducing chronic absenteeism.</p>	<p>At baseline, KiDS data indicates that a portion of students are chronically absent, with certain student groups exhibiting higher rates of absenteeism than the school average. Daily attendance rates show room for improvement, and these attendance patterns correlate with gaps in academic performance and engagement. While some interventions have been implemented, including parent communication and support services, consistent, targeted strategies are needed to address the underlying causes of absenteeism and ensure regular attendance for all students.</p>	<p>By the end of the 2025–2026 school year, the percentage of students who are chronically or nearly chronically absent will decrease. All students will demonstrate improved attendance, with targeted support leading to fewer absences among students previously at risk. As a result, students will have greater access to instruction, increased engagement, and improved opportunities for academic success.</p>

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

The strategies and activities to improve student attendance have been implemented consistently across the school. The Student Success Facilitator has played a key role in meeting with parents and guardians to identify and address underlying causes of absenteeism, offering resources, guidance, and individualized attendance plans. Regular monitoring of KiDS attendance data has allowed staff to track progress, identify students at risk of chronic absenteeism, and provide timely interventions.

These efforts have increased family engagement and awareness of the importance of consistent attendance. Early evidence shows that students receiving targeted support are beginning to improve attendance, and staff report that proactive communication and personalized plans have positively impacted student engagement and accountability. Overall, the strategies are effectively supporting the school’s goal to reduce chronic and nearly chronic absenteeism, though continued monitoring and intervention will be essential to sustain and expand these gains.

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

There were no major differences between the intended implementation and the strategies or budgeted expenditures. Resources allocated for the Student Success Facilitator, parent outreach, attendance incentives, and support services were used as planned to support the goal of improving attendance and reducing chronic absenteeism. All strategies and activities were implemented according to the original plan, ensuring that students and families received the intended supports to achieve consistent attendance and academic success.

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.

As a result of this analysis, no changes will be made to the overall goal of improving attendance and reducing chronic and nearly chronic absenteeism. However, refinements will be made to strategies and implementation practices. Teachers and staff will increase collaboration with the Student Success Facilitator to identify at-risk students earlier and provide more targeted interventions. Communication with parents and guardians will be strengthened to ensure timely follow-up, and attendance incentives and support services will be more strategically aligned to student needs.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

All students will demonstrate improved English Language Development (ELD) outcomes through targeted instruction and support. Teachers will participate in KCSOS-supported PLCs to build capacity for standards-aligned planning, data analysis, and differentiated instruction. Additionally, the EL aide will provide direct support to English learners, reinforcing classroom instruction and helping students develop language skills necessary for academic success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

A review of academic performance data for Frazier Park Elementary School indicates that both English Language Arts and Mathematics achievement remain significant areas of need. In the spring of 2025, only 30% of students met or exceeded the state standard in English Language Arts, meaning 70% of students did not meet grade-level expectations. This demonstrates that a majority of students are not yet proficient in foundational literacy skills. Similarly, mathematics proficiency remains low, with approximately one-third of students meeting or exceeding the standard, indicating ongoing challenges in student mastery of grade-level math content.

Overall performance results place Frazier Park Elementary in the bottom half of California elementary schools in statewide rankings, reflecting below-average achievement relative to other schools.

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
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	To address these areas of need in 2025–2026, the school will focus on strengthening core instruction in English Language Arts and Mathematics through both designated and integrated English Language Development (ELD) instruction, targeted interventions, professional development for teachers, and data-driven instructional planning. There will also be continued emphasis on attendance improvement through enhanced student support and family engagement to ensure that students are consistently present and able to access rigorous instruction.	Designated ELD Instruction: Small-group or pull-out sessions targeting English learners' language development, focusing on academic vocabulary, grammar, reading comprehension, and writing skills.	4,288 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
		Integrated ELD Strategies: Teachers embed EL supports within core content lessons (ELA, Math, Science) using scaffolds, visuals, sentence frames, and collaborative activities.	

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.

Targeted interventions in ELA and Mathematics, combined with professional development and PLC collaboration, have supported teachers in using data to inform instruction and differentiate learning. Students receiving these interventions are demonstrating growth in foundational literacy and math skills, although continued focus is needed to ensure all students meet grade-level standards.

Attendance initiatives, including personalized plans, family engagement, and support services, have helped identify and address barriers to consistent school attendance. Early evidence indicates that students receiving targeted support are attending school more regularly, enabling them to benefit from instruction and interventions.

Overall, the implementation of these strategies has improved access to rigorous instruction, strengthened teacher capacity, and positively impacted student engagement and achievement, though continued monitoring and refinement will be essential to sustain and expand these gains.

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

There were no major differences between the intended implementation and the budgeted expenditures for the strategies and activities. Resources allocated for professional development, designated and integrated ELD instruction, targeted interventions, and attendance support were used as planned to support the goal of improving academic achievement and reducing barriers to learning. All strategies and activities were implemented according to the original plan, ensuring that students received the intended instructional and support services.

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.

As a result of this analysis, no changes will be made to the overall goal; however, refinements will be made to strategies and implementation practices. Teachers will continue to strengthen the integration of ELD strategies into core instruction while expanding the use of designated ELD for small-group targeted support. Targeted interventions in ELA and Mathematics will be more data-driven, with an increased focus on students performing below grade level. Attendance support will be intensified through ongoing monitoring, family engagement, and personalized plans for students at risk of chronic absenteeism.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$247,808.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$247,808.00

Subtotal of additional federal funds included for this school: \$247,808.00

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 (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$247,808.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	247,808.00

Expenditures by Budget Reference

Budget Reference	Amount
	243,520.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I	247,808.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	197,909.00
Goal 2	45,611.00
Goal 5	4,288.00

School Site Council Membership

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

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

Name of Members	Role
Michael McNelis	Principal
Jennifer Page	Classroom Teacher
Ann Coyle	Classroom Teacher
Sonia Mace	Classroom Teacher
Maggie Velasco	Other School Staff
Cristine Orona-Zigler	Other School Staff
Manny Gonzales	Parent or Community Member
Kelly Huckaby Flynn	Parent or Community Member
Crystal Blount	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

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 2/21/2023.

Attested:



Principal, Michael McNelis on 01/29/2026



SSC Chairperson, Manuel Gonzales on 01/29/2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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