



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Grant Elementary	49708546051940	5/4/26	5-12-2026

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Grant School will work with the district, staff, parents, students, and our community partners to achieve our SPSA goals. The goals within our SPSA are aligned to our Local Control Accountability Plan and addresses the Every Student Succeeds Act (ESSA) requirements. Our goals will detail our areas of focus: high-quality teaching and learning with a focus on closing the achievement gap for students with disabilities.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Grant School has conducted several surveys throughout the school year to gather input from staff, students, and families. These have included the YouthTruth survey to better understand school culture and climate, as well as mid-year surveys from the principal to assess the needs of both the community and staff.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations this year reveal a strong, aligned instructional program characterized by collaboration, intentional planning, and consistent use of district-adopted curriculum and materials. Looking ahead to the 2026–2027 school year, a key area of focus will be strengthening differentiation to better meet the needs of all learners. This includes ensuring that students who are approaching or below grade level receive targeted reading intervention from both classroom teachers and reading specialists, aligned with Wonders, CRLP, and Orton-Gillingham (OG) practices. Our team includes an OG teacher coach trained through the literacy fellowship, as well as two grade-level teams trained in OG, with the goal of implementing OG across all K–3 classrooms. Teachers are also prioritizing instruction grounded in Universal Design for Learning (UDL), social-emotional learning, and proactive community-building strategies. These efforts include the use of classroom circles, clear behavior expectations aligned to the PBIS framework, and intentional relationship-building with every student on campus. In addition, there is a continued emphasis on incorporating culturally relevant texts and designing purposeful, standards-aligned tasks. Increasing the cognitive rigor of instruction, along with creating meaningful opportunities for students to demonstrate understanding, will support higher engagement and provide valuable formative feedback to guide teaching and learning.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The principal and teachers will analyze the following assessment pieces (at the local and state levels) using the District's multiple measure tools correlated with the state assessments: Renaissance STAR 360 Reading and Math, BPST Data, teacher created formative assessments, and curriculum imbedded unit assessments. Teachers collaborate in grade level team as well as monthly as district wide grade level teams to discuss and plan for curriculum embedded assessments. This year, as a district, we focused on ELA curriculum and instruction, including Wonders, CRLP, and new assessment program mClass during our district PD days.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers will use data to identify student needs and provide targeted interventions during and after the school day. Reading intervention efforts will prioritize support for students in grades one through three who are not yet meeting grade-level expectations, ensuring they receive the instruction and resources necessary to build foundational literacy skills.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff meet ESEA requirements for highly qualified teachers. In addition, all teachers participate in professional development prior to the start of the school year.

In previous years, professional learning focused on pandemic response, reintegration to in-person learning, PBIS, and equity work. This year, our focus has shifted to strengthening and refining these efforts, with an emphasis on enhancing school culture and climate, and laying the foundation for providing Multi-Tiered System of Supports (MTSS) to better meet the needs of all students.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are properly placed in alignment with their credentials. District-adopted instructional materials are available to all teachers, along with access to professional development support as needed.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is aligned to the SPSA and LCAP goals.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District staff provides support for Special Education through program managers and special education mentors. We also participated in four full days of district staff development. There are four next year.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers are allotted dedicated time for grade-level collaboration and professional learning. In addition, they participate in monthly district-led grade-level collaboration focused on the Common Core State Standards (CCSS).

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All students are provided with district-adopted curriculum and instructional materials that are state-approved and aligned to grade-level Common Core State Standards (CCSS).

An identified area for growth is increasing professional development to support teachers in effectively implementing the district-adopted curriculum to ensure consistent, high-quality instruction across all classrooms.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All teachers meet instructional minute requirements and maintain weekly engagement documentation.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

All classrooms follow the district's pacing guidelines for the core curriculum. Structured interventions are provided to students as needed throughout the instructional day.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based, district-adopted instructional materials, along with related technology, are provided to all staff and students.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All teachers are expected to implement PCS-approved, district-adopted, and standards-aligned materials, including appropriate intervention resources to support student learning.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Intervention is provided to students as needed and is monitored through STAR Reading, STAR Math, and the BPST process to ensure ongoing progress and access to grade-level standards. This year, the new assessment system mCLASS was implemented as a reading screener, along with mCLASS Math. These tools have strengthened our ability to identify student needs and provide targeted support. Looking ahead, we will continue to refine and expand the use of mCLASS and other district-aligned assessments to more effectively inform instruction and guide intervention.

Evidence-based educational practices to raise student achievement

Evidence-based educational practices are supported through professional development, partnerships with the district office and Sonoma County Office of Education, and the implementation of research-based strategies.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Onsite resources include the PTA and School Site Council, as well as ongoing efforts to develop and sustain community partnerships. These partnerships directly support under-achieving students by providing additional resources, strengthening communication between home and school, and increasing family engagement to reinforce student learning.

This work is supported through regular meetings, communication via ParentSquare and social media, Principal/Community Coffee Hours, school events, and student recognition opportunities, ensuring families are informed and able to actively support their child's academic progress.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

N/A

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

N/A no title 1 funding

Fiscal support (EPC)

Fiscal resources are allocated to support increased student achievement through reading specialists, counseling services, and grade-level professional development.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council is composed of certificated staff, classified staff, and parent representatives. The council meets regularly to review the current needs of the school, monitor the School Plan for Student Achievement (SPSA), assess progress toward established goals, and develop new goals and action steps as needed.

This year, the council analyzed multiple data sources to inform decision-making, including CAASPP results, attendance data, qualitative feedback, school culture and climate data, and YouthTruth survey results. These data points guided the identification of priorities and next steps to better support student achievement and overall school improvement.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	0.27%	0.26%	0	1	1
African American	0%	%	0.26%	0		1
Asian	1.84%	1.61%	2.33%	7	6	9
Filipino	0.26%	0.27%	%	1	1	
Hispanic/Latino	11.29%	9.65%	11.40%	43	36	44
Pacific Islander	0.26%	0.54%	0.52%	1	2	2
White	75.07%	76.94%	73.58%	286	287	284
Two or More Races	10.76%	10.19%	10.62%	41	38	41
Not Reported	0.52%	0.54%	1.04%	2	2	4
Total Enrollment				381	373	386

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			23
Kindergarten	60	42	53
Grade 1	69	39	41
Grade 2	49	68	45
Grade3	48	47	73
Grade 4	48	57	48
Grade 5	54	44	57
Grade 6	53	52	46
Total Enrollment	381	373	386

Conclusions based on this data:

1. Our student population has traditionally been less diverse, and this year's increase in demographic diversity represents a meaningful and positive shift. It provides an opportunity to continue growing as an inclusive community that values and reflects a range of backgrounds and experiences.
2. While the school has historically served a predominantly white population, Latino, Asian, and multiracial student groups have shown recent growth following slight fluctuations, contributing to a more diverse school community.
3. Over the past three years, total student enrollment has gradually increased across grade levels, reflecting continued growth in our school community.

School and Student Performance Data

English Learner (EL) Enrollment

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	5	11	9	1.3%	2.9%	2.3%
Fluent English Proficient (FEP)	11	9	9	2.9%	2.4%	2.3%

Conclusions based on this data:

1. English Learner enrollment has shown fluctuation over the past three years (5, 11, 9), with overall growth, reinforcing the importance of providing targeted language development support and services.

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	50	47	72	50	47	69	50	47	69	100.0	100	95.8
Grade 4	45	59	52	44	58	52	44	58	52	97.8	98.3	100
Grade 5	53	44	55	53	44	55	53	44	55	100.0	100	100
Grade 6	52	50	45	51	50	45	51	50	45	98.1	100	100
All Grades	200	200	224	198	199	221	198	199	221	99.0	99.5	98.7

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	2490.	2468.	2481.	54.00	40.43	44.93	26.00	25.53	31.88	14.00	19.15	11.59	6.00	14.89	11.59
Grade 4	2504.	2524.	2508.	34.09	55.17	40.38	29.55	15.52	25.00	20.45	13.79	17.31	15.91	15.52	17.31
Grade 5	2548.	2547.	2558.	33.96	29.55	49.09	43.40	38.64	23.64	15.09	22.73	14.55	7.55	9.09	12.73
Grade 6	2571.	2563.	2550.	29.41	20.00	24.44	45.10	50.00	40.00	15.69	22.00	22.22	9.80	8.00	13.33
All Grades	N/A	N/A	N/A	37.88	37.19	40.72	36.36	31.66	29.86	16.16	19.10	15.84	9.60	12.06	13.57

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	48.00	34.04	33.33	46.00	61.70	55.07	6.00	4.26	11.59
Grade 4	31.82	44.83	30.77	61.36	43.10	61.54	6.82	12.07	7.69
Grade 5	37.74	27.27	32.73	54.72	68.18	54.55	7.55	4.55	12.73
Grade 6	21.57	24.00	17.78	62.75	66.00	57.78	15.69	10.00	24.44
All Grades	34.85	33.17	29.41	56.06	58.79	57.01	9.09	8.04	13.57

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	32.00	27.66	28.99	58.00	53.19	60.87	10.00	19.15	10.14
Grade 4	18.18	36.21	25.00	63.64	48.28	55.77	18.18	15.52	19.23
Grade 5	22.64	27.27	34.55	67.92	59.09	56.36	9.43	13.64	9.09
Grade 6	29.41	26.00	24.44	58.82	60.00	62.22	11.76	14.00	13.33
All Grades	25.76	29.65	28.51	62.12	54.77	58.82	12.12	15.58	12.67

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	18.00	25.53	26.09	80.00	68.09	69.57	2.00	6.38	4.35
Grade 4	9.09	24.14	23.08	81.82	72.41	65.38	9.09	3.45	11.54
Grade 5	24.53	31.82	23.64	71.70	65.91	74.55	3.77	2.27	1.82
Grade 6	19.61	8.00	15.56	80.39	84.00	82.22	0.00	8.00	2.22
All Grades	18.18	22.11	22.62	78.28	72.86	72.40	3.54	5.03	4.98

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	26.00	23.40	21.74	70.00	65.96	69.57	4.00	10.64	8.70
Grade 4	20.45	25.86	28.85	70.45	63.79	61.54	9.09	10.34	9.62
Grade 5	22.64	25.00	27.27	67.92	63.64	69.09	9.43	11.36	3.64
Grade 6	23.53	14.00	20.00	70.59	76.00	57.78	5.88	10.00	22.22
All Grades	23.23	22.11	24.43	69.70	67.34	65.16	7.07	10.55	10.41

Conclusions based on this data:

1. Across all grades, the percentage of students performing above standard in reading decreased to 29.41%, while the percentage below standard increased to 13.57%. These trends highlight the need for strengthened reading instruction and targeted support.
2. In regards to overall achievement, the percentage of not met over three years has increased.

3. Across all grades, the percentage of students exceeding standards rose from 37.19% to 40.72% in the most recent year, indicating modest overall growth.

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	50	47	72	50	47	69	50	47	69	100.0	100	95.8
Grade 4	45	59	52	44	58	52	44	58	52	97.8	98.3	100
Grade 5	53	44	55	53	44	55	53	44	55	100.0	100	100
Grade 6	52	50	45	52	50	45	52	50	45	100.0	100	100
All Grades	200	200	224	199	199	221	199	199	221	99.5	99.5	98.7

* 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	2511.	2476.	2496.	64.00	36.17	46.38	22.00	31.91	39.13	10.00	17.02	10.14	4.00	14.89	4.35
Grade 4	2527.	2528.	2508.	38.64	50.00	32.69	29.55	22.41	30.77	25.00	18.97	26.92	6.82	8.62	9.62
Grade 5	2555.	2548.	2552.	37.74	38.64	43.64	30.19	25.00	25.45	24.53	25.00	12.73	7.55	11.36	18.18
Grade 6	2571.	2561.	2547.	25.00	34.00	33.33	38.46	26.00	17.78	28.85	26.00	26.67	7.69	14.00	22.22
All Grades	N/A	N/A	N/A	41.21	40.20	39.82	30.15	26.13	29.41	22.11	21.61	18.10	6.53	12.06	12.67

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	60.00	46.81	52.17	38.00	40.43	42.03	2.00	12.77	5.80
Grade 4	40.91	58.62	34.62	45.45	27.59	50.00	13.64	13.79	15.38
Grade 5	28.30	34.09	32.73	58.49	50.00	49.09	13.21	15.91	18.18
Grade 6	23.08	30.00	33.33	65.38	54.00	44.44	11.54	16.00	22.22
All Grades	37.69	43.22	39.37	52.26	42.21	46.15	10.05	14.57	14.48

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	68.00	31.91	56.52	28.00	53.19	37.68	4.00	14.89	5.80
Grade 4	43.18	43.10	38.46	50.00	43.10	46.15	6.82	13.79	15.38
Grade 5	33.96	29.55	36.36	64.15	54.55	52.73	1.89	15.91	10.91
Grade 6	30.77	24.00	24.44	51.92	58.00	55.56	17.31	18.00	20.00
All Grades	43.72	32.66	40.72	48.74	51.76	47.06	7.54	15.58	12.22

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	60.00	42.55	43.48	36.00	42.55	49.28	4.00	14.89	7.25
Grade 4	34.09	39.66	30.77	54.55	48.28	53.85	11.36	12.07	15.38
Grade 5	28.30	27.27	34.55	66.04	59.09	50.91	5.66	13.64	14.55
Grade 6	21.15	30.00	22.22	76.92	54.00	60.00	1.92	16.00	17.78
All Grades	35.68	35.18	33.94	58.79	50.75	52.94	5.53	14.07	13.12

Conclusions based on this data:

1. Across all grades, the percentage of students exceeding standards in math has remained relatively consistent over the past three years (41.21%, 40.20%, 39.82%), indicating stable performance at the highest level. However, the slight decline suggests a need to continue strengthening instruction to increase the number of students reaching this level.
2. Percentage of students not meeting standards increased.
3. Across all grades, the combined percentage of students meeting or nearly meeting standards in math remained relatively stable over the past three years (52.26%, 47.74%, 47.51%), indicating consistency in the proportion of students approaching proficiency

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*		*	*		*	*		*	*	
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	4	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades										6	12	9

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*		*	*		*	*		*	*		*	*	
1	*		*	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*		*	*
All Grades	*	8.33	*	*	25.00	*	*	50.00	*	*	16.67	*	*	12	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*		*	*		*	*		*	*		*	*	
1	*		*	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*		*	*
All Grades	*	25.00	*	*	33.33	*	*	25.00	*	*	16.67	*	*	12	*

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	*	*		*	*		*	*		*	*		*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*		*	*
All Grades	*	0.00	*	*	25.00	*	*	25.00	*	*	50.00	*	*	12	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*		*	*		*	*		*	*	
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades	*	16.67	*	*	66.67	*	*	16.67	*	*	12	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*		*	*		*	*		*	*	
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades	*	33.33	*	*	50.00	*	*	16.67	*	*	12	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*		*	*		*	*		*	*	
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades	*	0.00	*	*	41.67	*	*	58.33	*	*	12	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*		*	*		*	*		*	*	
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades	*	8.33	*	*	83.33	*	*	8.33	*	*	12	*

Conclusions based on this data:

1. Due to the small sample size, trends cannot be reliably determined.

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
386	18.4%	2.3%	0.3%
Total Number of Students enrolled in Grant Elementary.	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	9	2.3%
Foster Youth	1	0.3%
Homeless	0	0.0%
Socioeconomically Disadvantaged	71	18.4%
Students with Disabilities	72	18.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.3%
American Indian	1	0.3%
Asian	9	2.3%
Filipino	0	0.0%
Hispanic	44	11.4%
Two or More Races	41	10.6%
Pacific Islander	2	0.5%
White	284	73.6%

Conclusions based on this data:

- Grant remains predominantly White (73.6%), though Hispanic (11.4%) and multiracial (10.6%) student groups represent the next largest populations.

2. The three largest student groups—White (73.6%), Hispanic (11.4%), and students identifying as two or more races (10.6%)—highlight the importance of continuing to build inclusive practices that reflect the diversity within the school community.

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

Conclusions based on this data:

- English Language Arts and Mathematics performance are both rated Green, demonstrating positive academic outcomes across core content areas.
- The shift in chronic absenteeism from Yellow to Red indicates a significant increase in absenteeism and highlights the need for focused intervention and support.

3. Suspension Rate is rated Orange, increased one percent from last year and changed color, highlighting a need to strengthen behavior supports and improve school climate.

School and Student Performance Data

Academic Performance English Language Arts

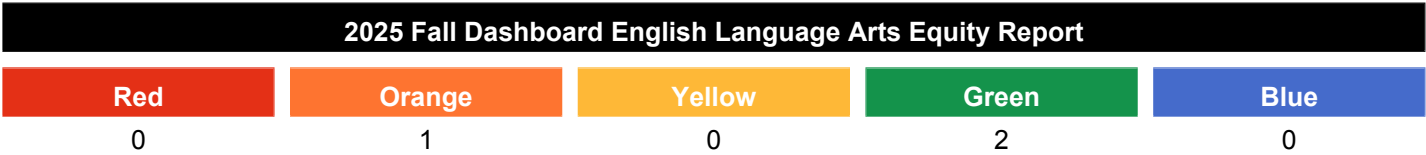
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 42.3 points above standard Maintained -2.7 points 216 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Green 9.4 points above standard Increased 11.6 points 45 Students

Students with Disabilities  Orange 19.9 points below standard Maintained 2.3 points 50 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Hispanic  No Performance Color 9.6 points above standard Increased 10.5 points 24 Students
Two or More Races  No Performance Color 48.9 points above standard Declined 11.5 points 21 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 46 points above standard Declined 4.2 points 161 Students

Conclusions based on this data:

1. ELA performance is stable
2. Socioeconomically Disadvantaged group is performing at a Green level, with scores 9.4 points above standard and showing significant improvement
3. Students with Disabilities are performing at an Orange level, 19.9 points below standard, indicating a need for targeted instructional support.

School and Student Performance Data

Academic Performance Mathematics

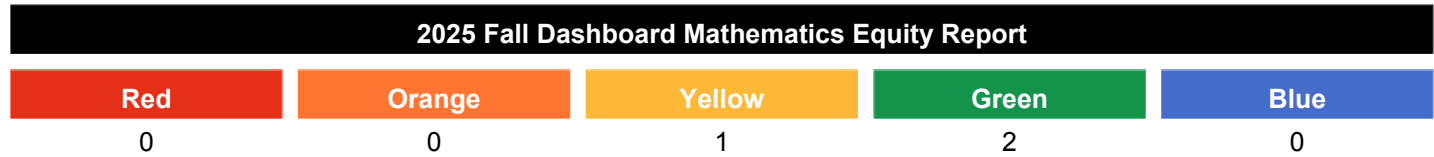
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 30.3 points above standard Maintained -0.4 points 216 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Green 10.4 points below standard Increased 5.8 points 45 Students

Students with Disabilities  Yellow 27.5 points below standard Increased 11.1 points 50 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Hispanic  No Performance Color 2 points above standard Increased 15.8 points 24 Students
Two or More Races  No Performance Color 26.9 points above standard Declined 16.2 points 21 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 34.1 points above standard Maintained -2.4 points 161 Students

Conclusions based on this data:

1. Across all student groups, mathematics growth is at a Moderate level, with over half of students in each group improving their scores from the prior year.
2. Students with Disabilities remain at the Red performance level and have experienced a substantial decline, highlighting an urgent need for intensified, targeted interventions and supports.

School and Student Performance Data

Academic Performance Science

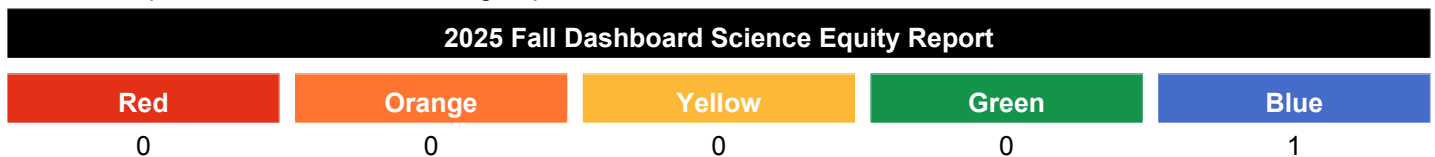
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students Blue 67.4 science points Increased 4 points 55 Students	English Learners No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged No Performance Color 57.8 science points Declined 3.7 points 12 Students

Students with Disabilities  No Performance Color 50.4 science points 11 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 70 science points Increased 5.1 points 39 Students

Conclusions based on this data:

1. Grant is demonstrating higher overall achievement compared to the state.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color making progress. Number Students: 9 Students	 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	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. All Students are performing at the Red level, with 33.1% making progress and a decline of 11.8%, indicating a need to strengthen supports for student growth.

School and Student Performance Data

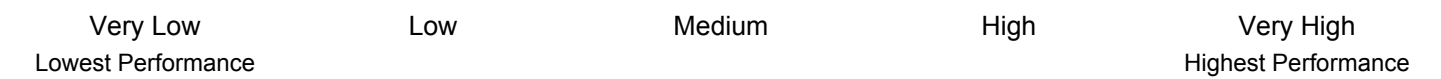
Academic Performance College/Career Report

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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.



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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

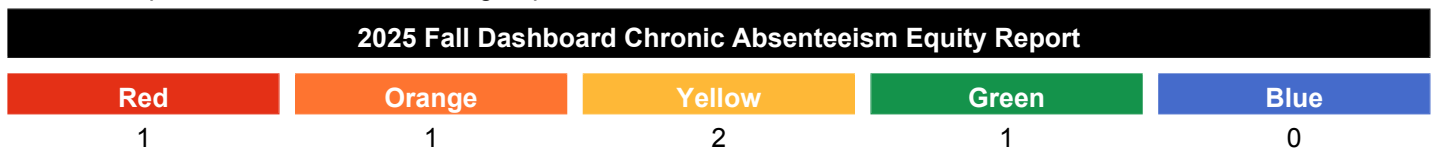
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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		
All Students Yellow 8.8% Chronically Absent Maintained 0.2 400 Students	English Learners No Performance Color 18.2% Chronically Absent Declined 3.2 11 Students	Long-Term English Learners
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Yellow 16.5% Chronically Absent Declined 6.6 85 Students

Students with Disabilities  Orange 14.8% Chronically Absent Maintained -0.3 81 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Red 20.8% Chronically Absent Increased 5.4 48 Students
Two or More Races  Yellow 13.3% Chronically Absent Declined 0.6 45 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Green 5.8% Chronically Absent Declined 0.7 292 Students

Conclusions based on this data:

1. Data shows we need to improve our culture and climate to decrease absentee rates.
2. Chronic absentee rate increased for hispanic students from last year, declined for SED, ELL and maintained for SWD.
3. Chronic absenteeism held steady at Yellow for two years before increasing to Red, indicating a growing concern and the need for focused strategies to improve student attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

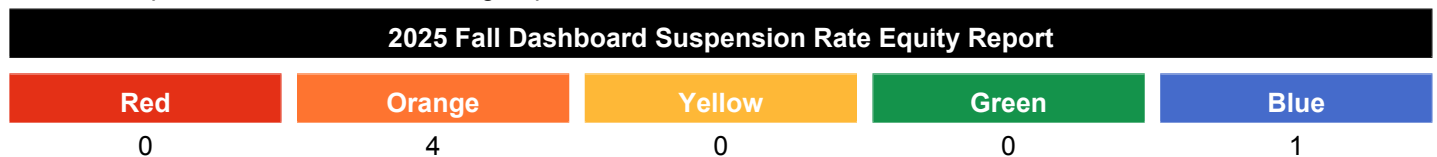
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This section provides number of student groups in each level.



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		
All Students	English Learners	Long-Term English Learners
 Orange 1.5% suspended at least one day Increased 1.5% 406 Students	 No Performance Color 9.1% suspended at least one day Increased 9.1% 11 Students	
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 Orange 2.4% suspended at least one day Increased 2.4% 85 Students

Students with Disabilities  Orange 1.2% suspended at least one day Increased 1.2% 83 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Orange 2% suspended at least one day Increased 2% 49 Students
Two or More Races  Blue 0% suspended at least one day Maintained 0% 47 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Orange 1.7% suspended at least one day Increased 1.7% 294 Students

Conclusions based on this data:

1. Suspension rate is Orange at 2.1%, with a 1% increase, indicating a need for stronger behavior supports.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1: All students will graduate PCS college and career ready as indicated by the metrics below.

Goal 3: Students with Disabilities: By June 2027, Students with Disabilities will improve in English Language Arts (ELA) and mathematics by at least 30 points, moving from -100.4 to -70.4 in ELA and -139.8 to -109.8 in mathematics.

Goal 1

By June of 2027, the distance from standard will be maintained at, at least 44.9 points above the standard in English Language Arts (ELA). In addition, our students with IEPs will improve by at least 15 points moving from -22 points to - 7 on the CA Dashboard.

Identified Need

Based on CAASPP data, our SWIEPs are our focal students and we will focus on increasing all student outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Data	SWIEPS are currently at -22 points below the standard.	SWIEPS will perform at -7 points below the standard.
CAASPP Data	All students are currently at 44.9 points above the standard.	All students will maintain at 44 points above the standard.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and SWIEPs

Strategy/Activity

All classroom teachers will differentiate grade-level instruction to meet the needs of all students, including those with IEPs. Teachers will use the CAASPP reporting system to identify specific standards and targets for analysis and determine areas for growth at both the team and classroom level. Multiple assessment tools, including mCLASS (K–2), STAR Reading (Grades 2–6), and curriculum-based measures (CBM) for Grades 2–6, will be used to inform instruction and intervention. In addition, teachers will implement innovative and flexible English Language Arts intervention strategies to better support diverse learners and accelerate student achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

SWIEPs

Strategy/Activity

Special education progress is monitored through ongoing tracking of IEP goals by RSP and SDC teachers, with a strong emphasis on collaboration between general education and special education staff to ensure aligned instruction and support. Instructional practices include the use of Orton-Gillingham (OG) and CRLP strategies, with K–3 staff trained and expansion to grades 4–6 underway, along with the use of supports such as social stories. Monthly check-ins between RSP and general education teachers further support communication, progress monitoring, and coordinated planning.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

With a dedicated ELA block in the master schedule, instructional assistants will support small group instruction, with a focus on unduplicated students. Instruction will include the use of decodable texts and leveled readers, along with AR quizzes to monitor comprehension. In addition, the school will engage parents as partners in supporting reading through volunteer-led reading and skill-based groups, supported by a system for scheduling participation. Parent training will be provided to equip families with strategies to support reading at home and strengthen the connection between school and home learning.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Core instruction will incorporate structured literacy strategies through the implementation of CRLP and Orton-Gillingham (OG) practices, with a focus on consistent alignment across grades K–3. Teachers will differentiate instruction through small group instruction and provide daily opportunities for blending and segmenting aligned to weekly focus sounds and spelling patterns. Classrooms will also utilize leveled readers to support differentiated reading practice, with support from parent volunteers to help organize and maintain materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Based on 2025 data, All Students are performing at the Yellow level, currently 29.8 points below standard, with an increase of 14.4 points from the previous year. This growth indicates that implemented strategies are having a positive effect; however, continued focus is needed to meet the goal of reaching and maintaining performance above standard. Targeted supports for students with IEPs, including progress monitoring and specialized instruction, will remain a priority to achieve the goal of increasing their performance by at least 15 points.

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

NA

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.

NA

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1: All students will graduate PCS college and career ready as indicated by the metrics below.

Goal 2

By June of 2027, Grant School will improve our overall attendance by decreasing our chronic absenteeism from 8.5% to 6.5%

Identified Need

Grant School's California Dashboard data demonstrates that chronic absenteeism is a critical area of need, with 36.4% of students chronically absent, representing a 2.7% increase from the previous year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Chronic Absenteeism Rate	8.5% Chronic Absenteeism	6.5% Chronic Absenteeism

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students and Families

Strategy/Activity

ParentSquare messages and phone calls are made home when students are absent from class.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with chronic or excessive absences

Strategy/Activity

The principal implements progressive follow-up, including phone calls, formal letters, and SART meetings with attendance contracts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students who are out for 3 or more days

Strategy/Activity

Empathy interviews will be conducted to better understand family needs, and appropriate resources will be provided to support them.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Unrestricted

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students and Families

Strategy/Activity

Clear communication of attendance expectations will be established at the beginning of the school year through outreach to families. This will include clarification of excused versus unexcused absences in alignment with PCS policies and Education Code. Attendance expectations will also be reinforced through a slideshow presentation shared during Back-to-School Night.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

None Specified

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

These action items were implemented; however, the data indicates that they have not yet resulted in the desired improvement. Chronic absenteeism remains at the Red level, with 36.4% of students chronically absent, reflecting an increase of 2.7%. This suggests that current strategies have had limited effectiveness and that additional or more targeted interventions are needed to improve student attendance.

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

NA

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.

NA

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1: All students will graduate PCS college and career ready as indicated by the metrics below.

Goal 3: Students with Disabilities: By June 2027, Students with Disabilities will improve in English Language Arts (ELA) and mathematics by at least 30 points, moving from -100.4 to -70.4 in ELA and -139.8 to -109.8 in mathematics.

Goal 3

By June of 2027, the distance from standard will return to at least 40 points above the standard in Math. There is a performance gap between all students, and socioeconomically disadvantaged, and students with disability.

Identified Need

Based on CAASPP data, students with IEPs have been identified as a focal group. Targeted supports will be implemented to improve their outcomes as well as strengthen outcomes for all.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Data	30.7 % for all students	Increase by 10%
CAASPP Data	-12% for SWIEPs	20% for SWIEPs

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

A focus will be placed on improving outcomes for all students, with targeted support for students with disabilities.

Strategy/Activity

All classroom teachers will differentiate grade-level instruction to meet the needs of all students, including students with IEPs. All students will engage in grade-level content, with students with IEPs receiving appropriate accommodations, modifications, assistive technology, and targeted supports to ensure access to instruction, participation alongside peers, and progress toward closing learning gaps.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SWIEPs

Strategy/Activity

RSP and SDC teachers will regularly progress monitor IEP goals for students with IEPs and ensure goals are measurable and attainable. They will collaborate with general education teachers to identify appropriate goals, align instruction, and monitor student progress to support growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students as well as SWIEPs.

Strategy/Activity

Instructional assistants will be used more strategically to support small group instruction, with a focus on unduplicated students. In addition, parent engagement will be strengthened through workshops focused on reading strategies and guidance on how to effectively support students in the classroom, including what to look for during reading instruction and how to assist with small group activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students as well as SWIEPs.

Strategy/Activity

Establish consistent systems for reviewing IEP at-a-glance documents and student goals so that differentiation is intentional, aligned, and results in improved outcomes for students with IEPs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All teachers will collaborate to differentiate targeted groupings for math instruction for all students and analyze assessment data each trimester to inform their actions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Mathematics performance has declined across all student groups, with All Students at Orange and Students with Disabilities at Red, showing the greatest need. English Learners, Hispanic, and Socioeconomically Disadvantaged students are also at Orange with continued declines, highlighting the need for targeted intervention and differentiated support.

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

NA

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.

NA

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2: By January of 2027, the percent positive of students who respond positively to the following YouthTruth question will increase by 12%:

“When I’m feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it.”

Elementary will increase from 51% to 63%
Middle school will increase from 46% to 58%
High School will increase from 42% to 54%

Goal 4

By June of 2027, as evidenced by the YouthTruth Comprehensive Survey, the percentage of students who responded positively to the following YT question will increase by 8%. We will increase from 52% to 60%.

“When I’m feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it.”

Identified Need

According to YouthTruth data, only 52% report having a trusted adult at school. We want to increase this number so more students feel connected to an adult at school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All teachers will facilitate daily community circles and implement restorative practices to strengthen relationships, support student behavior, and foster a positive classroom culture. Strengthen the SST/MTSS process by updating forms, increasing collaboration among staff, and improving our responses to student needs and increasing outcomes. In addition, develop and implement a tiered intervention menu for academic and behavioral supports to ensure consistent and effective responses to student needs. In addition, learn about trauma-informed practices to increase adult learning to promote student belonging.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
300	General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

The Culture and Climate Team will meet monthly to monitor data, provide recommendations, and guide the ongoing development of a positive school climate within the PBIS framework, with a focus on belonging and ensuring all students have a trusted adult on campus. Elevate student voice through assemblies, PBIS structures, and leadership opportunities, including active student involvement in PBIS decision-making and strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Building consistent language around belonging and support will be prioritized through assemblies and classroom circles, along with the implementation of inclusive practices that promote a sense of connection for all students. This work will include collaboration with specialists, such as PE and garden, who support outdoor wellness, health education, and meaningful connections to nature. In addition, Shamrock Recess Support (parent volunteers) will be invited to assist during recess to increase supervision and support positive student interactions. Volunteers are trained by the principal in confidentiality, restorative practices, and PBIS, ensuring alignment with schoolwide expectations and strengthening the partnership between school and families in supporting a positive student culture.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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Strategy/Activity 4
Students to be Served by this Strategy/Activity
 (Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

The Culture and Climate Team will develop a site-based student survey, modeled after the YouthTruth Survey, with student leaders actively involved in the design process to ensure student voice remains central. The team will also strengthen buddy programs to build connection and mentorship across grade levels through structured activities such as reading partnerships, shared assemblies, and intentional relationship-building. In addition, restorative practices (RP) will be implemented to support discipline and problem-solving, fostering a positive, inclusive, and connected school environment.

Proposed Expenditures for this Strategy/Activity
 List the amount(s) and 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.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

YouthTruth data shows a downward trend, highlighting a need to strengthen student-adult connections across campus. This year, we focused on elevating student voice through assemblies, deepening relationships between students and adults, and providing classified staff with training in restorative practices. Our school continues to implement the PBIS framework and utilize the Discipline Flowchart through a restorative practices lens.

Our school has experienced a history of leadership turnover, and moving forward, we are focused on building stability in leadership and strengthening a positive, consistent team culture.

Our team is actively working to build its capacity to respond more effectively to student needs and ensure every student feels supported with the appropriate resources. Moving forward, the focus will be on refining and strengthening systems and frameworks that promote consistent relationship-building, increase student access to trusted adults, and improve overall responsiveness to student well-being.

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

N/A

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.

N/A

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$61,213
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$300.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
General Fund	\$300.00

Subtotal of state or local funds included for this school: \$300.00

Total of federal, state, and/or local funds for this school: \$300.00

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

Name of Members	Role
Kristi McCullough	Principal
Amanda Beavers	Classroom Teacher
Denise Reyes	Classroom Teacher
Millie Green	Other School Staff
Ashley Kasten	Parent or Community Member
Meredith Hennessy	Parent or Community Member
Tricia Garcia	Parent or Community Member
Chrissy Zotalis	Parent or Community Member
Emily Tugaw	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
	State Compensatory Education Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4/4/24.

Attested:



Principal, Kristi McCullough on 5/4/2026
SSC Chairperson, Meredith Hennessey on 5/4/2026

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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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