



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
Mary Collins Charter School at Cherry Valley	49402466051932	April 29, 2026	May 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.

The purpose of this plan is to describe how Mary Collins Charter School at Cherry Valley is providing a robust school-wide program to support all students and to provide details of our comprehensive and targeted support systems for our focal students. Mary Collins School at Cherry Valley's School Plan for Student Achievement (SPSA) maximizes the available resources and is aligned with the Petaluma City Schools (PCS) Local Control and Accountability Plan (LCAP) which focuses on supporting students with disabilities and multilingual learners, building strong and safe campus culture, and preparing all students for college and career.

Additionally, Mary Collins Charter School at Cherry Valley's SPSA also represents the goals and programs required in the Every Student Succeeds Act (ESSA). As authorized in ESSA, the SPSA supports improving student group performance through the use of funding described in their annual goals, strategies, and proposed expenditures and activities for specific student groups.

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).

Mary Collins Charter School at Cherry Valley conducts several surveys in order to gather staff, student and community input during the school year. Surveys include the Youth Truth survey to gather data on student connectedness (relationships), belonging and peer collaboration, culture, academic challenge, and engagement. Additionally MCCV staff follow up with individual empathy interviews with students and use the data collected to inform actions in support of increased student engagement, sense of safety and attendance. The Youth Truth survey is also used to gather both parent input in the categories of engagement, academic challenge, relationships, culture, communications and feedback, resources, and school safety. The staff Youth Truth survey asks for feedback on engagement, relationships, culture, professional development and support, and well as school safety.

Classroom Observations

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

All teachers are regularly observed informally. Permanent teachers complete an evaluation cycle every two years (2 formal observations and 1 formal evaluation). Temporary and probationary teachers complete an evaluation cycle of 4 formal observations and 2 formal evaluations each year until permanent status is earned. Informal observations are completed as often as possible and at different times throughout the day.

Data from informal observations are used to inform our instruction, measure progress on school-wide goals, and improve student achievement. All observations provide additional data and information to better address student needs. Teachers observe one another through new teacher mentorship, the literacy fellowship, and empathy interviews take place to gather student data on the overall student experience as well as specific experiences of students with disabilities.

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)

A variety of assessment tools are used to measure student performance and evaluate programs. The results of school demographic and student performance data from CAASPP are used for program evaluation and to plan for program improvement.

Individual student scores on our math Common Assessments and CAASPP are used to monitor student achievement and inform instruction. Data from these multiple measures are examined, trends are analyzed, and school-wide program decisions are made.

These data are used to evaluate program effectiveness over time as well as to track the improvement of student groups on the CAASPP. Grade level, school-wide, and individual student progress are analyzed. Areas of need are identified and action plans that include staff development and the purchase of instructional materials are implemented.

STAR Reading and Math assessments as well as the new mClass assessments and formative assessments from the curriculum are administered to all students a minimum of four times a year. Results are used to plan instruction and monitor student achievement. A variety of assessment tools are used to diagnose student needs. Student work samples in all areas inform teachers' instructional practice. Students participate in Spring student-led portfolio conferences in grades 2-8.

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

Teachers review the data from common assessments and other local measures to determine students' level of proficiency and then make instructional changes as necessary. Elementary grades implement district-wide assessments in ELA and Math to measure student progress based on the California Common Core Standards.

Data from the district wide common assessments are used to inform instruction. Teachers review the data from these assessments to measure student level of proficiency and to determine if instructional changes or student support is needed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Mary Collins School at Cherry Valley currently has 96% of our teaching staff as highly qualified staff (ESEA). Middle School Staff all have Multiple Subject Credentials, and some have additional single subject qualifications.

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

All teachers have access to district-adopted texts and professional development for district curriculum as well as site and district common assessments.

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

All assessments and staff development are aligned to CCSS.

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

Teachers have access to several types of specialists onsite:

Our reading specialist provides foundational skills groups, staff consultation, assessment support, and reading intervention. The reading specialist also coordinates our after school mentor reading program.

We have two resource specialist teachers. Resource specialist teachers provide strategies for providing academic support to our students with disabilities.

Speech therapist support provide students with pragmatic language skill lessons as well as speech and language support.

Occupational Support provide services based on student needs in areas such as fine motor skills, visual perceptual skills, motor coordination, sensory motor in support of students accessing their educational environment.

Special education and general education counselors with social emotional needs, providing small group therapy, in-class Social-Emotional lessons, and teacher training regarding restorative practices.

New teachers have a mentor that meets with them weekly to support them in their curriculum planning, student support, and understanding the school culture, systems, and rhythms.

Teachers engaged in the Literacy Fellowship have an implementation coach that helps them plan their instruction, does lesson observations, and gives feedback and support throughout the year.

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

Mary Collins School at Cherry Valley has a strong commitment to collaboration. Teachers have biweekly time allotted for grade level collaboration or site-level professional learning as well as quarterly district collaboration. Site admin-led Community of Practice has enabled us to develop shared vocabulary and understanding on how MTSS are present in social-emotional, academic, and behavioral contexts. Implementation time at district-wide professional development days, led by site administrators, connects our district-led professional learning to our classroom-based implementation.

Teaching and Learning

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

The goals outlined in the Single School Plan for Student Achievement are designed to ensure access and understanding for all students, including multilingual learners, advanced learners, students with identified disabilities, and under-performing students.

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

As part of our on-going professional development, we continue working with teachers on providing first-best instruction (MTSS Tier 1) and alignment of Common Core Standards. Assessments, which are aligned to the standards as well as the CAASPP format, are used to ensure alignment of the written, taught, and tested curriculum. Aside from the adopted ELA and math series, aligned materials and online programs will be purchased as needed.

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

Mary Collins School staff plan vertically and horizontally for curriculum pacing, master scheduling, and calendaring. This is done in close consultation with intervention staff. All middle school students have two electives to ensure that students with IEP's can have an elective of choice beyond their intervention elective.

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

Adopted standards-based instructional materials, along with related technology, are available and 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 use state-approved adopted materials and standards-aligned materials, including intervention materials.

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, monitored through Star Reading, Star Math, the BPST Phonics Screener, and mClass Reading and Math in a manner that supports progress and access to grade-level standards. Students have access to FreckleMath and Lexia.

Evidence-based educational practices to raise student achievement

Common evidenced-based instructional strategies include differentiated instruction, close reading, academic vocabulary instruction, Thinking Maps, Depth and Complexity Prompts, Orton Gillingham instruction, and Lexia. In addition, our staff utilizes Freckle Math, Struggly, and Math Talks to support Math Achievement alongside the adopted Bridges curriculum. Responsive classroom strategies for positive behavior support and intervention such as use of Toolbox, Second Step, and Healthy Play are common school-wide. Our middle school teachers, including RSP teachers, also use a variety of Eduprotocols and UDL strategies to support student engagement, access to the curriculum, and achievement.

Parental Engagement

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

Our parents are partners in our learning and assist in a multitude of ways including volunteering in the classroom, around school, at home, and on field trips. Through our PTA, parents, and community partnerships, opportunities to support all learners through before and after school programs are provided. Teachers develop intervention strategies that address the needs of under-performing students. Home/school communication is frequent and timely through the use of web-based communication, websites, social media, and newsletter messages via Parentsquare.

Mary Collins Charter School at Cherry Valley has a long history of parental involvement. Parents donate and/or raise substantial funds for educational and enrichment programs. They also serve as volunteers in the classrooms, on the playground, in the garden, in the library, and everywhere in between. Additionally, our parents support electives, demonstrate their talents and skills in class and at various events, provide transportation for field trips, donate supplies and materials, write grants to fund school projects, and generally support and promote the school. They are an essential part of our support network for all students.

The MCCV PTA funds environmental education with generous donations to purchase supplies for our school garden. The PTA also supports our after school enrichment program Mentor Reading and provides student scholarships for our many other after school enrichment programs. The PTA also supports our educational assemblies, provides field trip scholarships, supports performing arts, provides teacher classroom supplies, technology, art supplies, P.E. supplies, and much more. The primary fundraiser is the Cherry Jubilee, but there are many other auxiliary fundraisers that the PTA holds throughout the year.

PTA President Contact - Jenny Watson

The Mary Collins Charter Fund (MCCF) works to raise the necessary funds to bring the MCCV charter to life, primarily focused on providing salary support for the programs that make our school unique. We know that these special programs are more than just the cherry on top of a top-notch educational experience; they are essential. For the 2026-2027 school year, MCCF's budget is funding salaries for: our social-emotional counselor, our garden coordinators, our middle school music teacher, a portion of our advanced math teacher's salary, our physical education program, the MCCV theater program, and other project-based learning programs. MCCF Chairperson - Harmony Hayes

The Friends of Cherry Valley Library underwrites half of the librarian's salary, all library books, as well as supplies and technology for the school library. This year the library held a book fair with a storytelling night, parent preview and book review coffee, donut Saturday and Summer Read with culminating events celebrating our learning regarding the importance of otters and kelp forests to our environment and the ecosystem. The primary fundraisers are the Membership Fund Drive and Book Fair(s). Friends of Cherry Valley Library contact Sarah Seitchik Sebastian

TIDE (Team for Inclusivity, Diversity & Equity) is also another group on campus that includes parents.

Vision: We believe in an equitable school community where multiple perspectives are invited and celebrated.

Mission: We actively seek to understand the complex and rich identities of self and others, and to lean into difficult topics related to diversity, equity, and inclusion. We believe that this work is a responsibility held by all and done for all. This pursuit prepares the children and adults in our community to be change agents of our increasingly diverse and global world, affecting systemic change. -Sara Romero & Justin Hanzel-Durbin .

The Advisory Council

The Petaluma City Schools District Board of Trustees is the governing board of Mary Collins Charter School. Mary Collins School at Cherry Valley has an Advisory Council that is composed of school administration, school site staff and teachers, parents and middle school student representatives. The SPSA process is a collaborative effort and is developed through a series of meetings. This year's Advisory Council meetings were held on September 3, 2025, September 25, 2025, December 18, 2025, March 19, 2026, and April 29, 2026. Our Advisory Council developed sub-committees that focused on the safety plan, culture and climate, as well as SPSA implementation. Advisory meetings have an open invitation, they are posted on the family google calendar and meeting reminders are sent via email with information about the meeting's focus. During the October and January and March staff meetings, focused work time was dedicated to reviewing data and developing goals and actions steps for the SPSA. Council members will be elected on a rotating basis to ensure continuity from year to year. Lisa Pologeorgis

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

Fiscal support (EPC)

Our site receives funds to support our needs. Additional partnerships with our parent organizations and the community complement the District support.

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

SPSA is a collaborative process involving district staff, site staff, and community stakeholders. There are many ways to become involved in the educational process at Mary Collins School at Cherry Valley. The Advisory Council is composed school site staff, teachers, classified employees, and administration, parents and middle school student representatives.

The Advisory Council and Staff Revue timeline is below:

09/03/25 Introductory Council meeting to set norms, review goals and timelines

09/25/25 Council Meeting Reviewing Safety Plan, District LCAP goals and identifying action steps that have been put in place since last spring.

12/10/25 SPSA Sub-committee Reviewing SPSA implementation for 2025-2026 and adjustments to action ideas from staff

12/18/25 Council Meeting Reviewing current PCS LCAP, and MCCV CAASP, Youth Truth, and Dashboard Data to begin drafting goals and action steps for MCCV SPSA.

2/11/26 Staff Meeting Reviewing current PCS LCAP, and MCCV CAASP, Youth Truth, and Dashboard Data to begin drafting goals and action steps for MCCV SPSA.

4/15/26 Staff Meeting Reviewing SPSA draft and adding action steps into the goals.

3/27/26 SPSA Sub-committee Reviewing SPSA draft and editing with community feedback.

4/14/25 Council Meeting Reviewing SPSA draft and finalizing approval.

5/21/26 Final Council Meeting to Reflect and Recommend changes for next year

Resource Inequities

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

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	0.88%	0.62%	0.81%	4	3	4
African American	0.44%	0.21%	0.20%	2	1	1
Asian	0.66%	0.83%	1.01%	3	4	5
Filipino	0%	0.21%	0.20%	0	1	1
Hispanic/Latino	12.83%	11.20%	11.94%	58	54	59
Pacific Islander	0%	%	%	0		
White	72.79%	74.27%	73.28%	329	358	362
Two or More Races	11.73%	11.83%	11.34%	53	57	56
Not Reported	0.66%	0.83%	1.21%	3	4	6
Total Enrollment				452	482	494

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			24
Kindergarten	66	44	47
Grade 1	55	46	45
Grade 2	44	54	43
Grade3	51	46	57
Grade 4	50	65	55
Grade 5	42	61	64
Grade 6	50	46	64
Grade 7	46	51	44
Grade 8	48	45	51
Total Enrollment	452	482	494

Conclusions based on this data:

- Over the last three years enrollment have continued to increase, and in 2025-2026, one TK class and one 7/8 class was added.
- The Hispanic/Latino as well as the African American population continues to remain low.
- Although still a low number total, the percentage of students/families who choose not to report their race has increased the last two years.

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	4	3	2	0.9%	0.6%	0.4%
Fluent English Proficient (FEP)	11	11	12	2.4%	2.3%	2.4%

Conclusions based on this data:

1. Mary Collins School at Cherry Valley has a very low English Learner population.
2. The English Learner population has remained consistent for the past three years.

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	46	57	50	46	54	50	46	54	100.0	100	94.7
Grade 4	49	64	54	49	64	53	49	64	53	100.0	100	98.1
Grade 5	43	61	65	42	61	65	42	61	65	97.7	100	100
Grade 6	50	44	64	49	42	63	49	42	63	98.0	95.5	98.4
Grade 7	46	51	42	45	50	41	45	50	41	97.8	98	97.6
Grade 8	45	44	51	45	44	49	45	44	49	100.0	100	96.1
All Grades	283	310	333	280	307	325	280	307	325	98.9	99	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2414.	2418.	2438.	20.00	15.22	24.07	22.00	30.43	29.63	32.00	32.61	27.78	26.00	21.74	18.52
Grade 4	2503.	2496.	2474.	38.78	35.94	28.30	18.37	31.25	22.64	28.57	12.50	22.64	14.29	20.31	26.42
Grade 5	2520.	2532.	2541.	23.81	26.23	29.23	40.48	37.70	35.38	19.05	21.31	26.15	16.67	14.75	9.23
Grade 6	2554.	2534.	2548.	16.33	11.90	12.70	57.14	35.71	47.62	14.29	38.10	26.98	12.24	14.29	12.70
Grade 7	2565.	2590.	2574.	17.78	22.00	21.95	37.78	56.00	48.78	28.89	12.00	19.51	15.56	10.00	9.76
Grade 8	2572.	2581.	2608.	15.56	20.45	28.57	33.33	38.64	34.69	35.56	27.27	28.57	15.56	13.64	8.16
All Grades	N/A	N/A	N/A	22.14	23.13	24.00	34.64	38.11	36.31	26.43	22.80	25.54	16.79	15.96	14.15

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	20.00	19.57	27.78	64.00	60.87	62.96	16.00	19.57	9.26
Grade 4	30.61	35.94	24.53	61.22	54.69	64.15	8.16	9.38	11.32
Grade 5	21.43	18.03	30.77	69.05	73.77	69.23	9.52	8.20	0.00
Grade 6	24.49	19.05	17.46	67.35	66.67	69.84	8.16	14.29	12.70
Grade 7	15.56	30.00	31.71	75.56	62.00	60.98	8.89	8.00	7.32
Grade 8	22.22	27.27	38.78	62.22	56.82	57.14	15.56	15.91	4.08
All Grades	22.50	25.41	28.00	66.43	62.54	64.62	11.07	12.05	7.38

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	8.00	2.17	11.11	62.00	71.74	66.67	30.00	26.09	22.22
Grade 4	22.45	18.75	11.32	55.10	60.94	67.92	22.45	20.31	20.75
Grade 5	16.67	26.23	24.62	71.43	65.57	66.15	11.90	8.20	9.23
Grade 6	12.24	9.52	12.70	73.47	61.90	73.02	14.29	28.57	14.29
Grade 7	20.00	34.00	19.51	51.11	50.00	70.73	28.89	16.00	9.76
Grade 8	20.00	20.45	26.53	55.56	50.00	59.18	24.44	29.55	14.29
All Grades	16.43	19.22	17.54	61.43	60.26	67.38	22.14	20.52	15.08

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	6.00	17.39	16.67	80.00	78.26	75.93	14.00	4.35	7.41
Grade 4	32.65	21.88	9.43	65.31	67.19	81.13	2.04	10.94	9.43
Grade 5	26.19	19.67	23.08	64.29	70.49	73.85	9.52	9.84	3.08
Grade 6	24.49	16.67	19.05	71.43	80.95	76.19	4.08	2.38	4.76
Grade 7	20.00	22.00	2.44	77.78	66.00	90.24	2.22	12.00	7.32
Grade 8	22.22	22.73	24.49	64.44	61.36	69.39	13.33	15.91	6.12
All Grades	21.79	20.20	16.62	70.71	70.36	77.23	7.50	9.45	6.15

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	6.00	15.22	22.22	74.00	73.91	66.67	20.00	10.87	11.11
Grade 4	14.29	17.19	11.32	75.51	76.56	83.02	10.20	6.25	5.66
Grade 5	14.29	13.11	20.00	76.19	83.61	70.77	9.52	3.28	9.23
Grade 6	22.45	21.43	14.29	69.39	69.05	79.37	8.16	9.52	6.35
Grade 7	13.33	16.00	9.76	75.56	70.00	78.05	11.11	14.00	12.20
Grade 8	13.33	25.00	16.33	71.11	65.91	77.55	15.56	9.09	6.12
All Grades	13.93	17.59	16.00	73.57	73.94	75.69	12.50	8.47	8.31

Conclusions based on this data:

1. Over 50% of MCCV students' overall ELA scores have met or exceeded standard for for the past four years. 58% in 20-21, 57% in 21-22, 56% in 23-24, and 60% in 24-25.
2. From 2023-2024 to 2024-2025, students who scored below standard in overall reading dropped from 12% to 7.38%.
3. Grade 4 struggled the most, dropping 15% for students scoring met or exceeding; however, in research and listening, Grade 4 had less students scoring below standard.

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.

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Grade 3	50	46	57	50	46	53	50	46	53	100.0	100	93
Grade 4	49	64	54	49	64	53	49	64	53	100.0	100	98.1
Grade 5	43	61	65	42	61	65	42	61	64	97.7	100	100
Grade 6	50	44	64	49	42	63	49	42	63	98.0	95.5	98.4
Grade 7	46	51	42	45	49	41	45	49	41	97.8	96.1	97.6
Grade 8	45	44	51	45	44	48	45	44	48	100.0	100	94.1
All Grades	283	310	333	280	306	323	280	306	322	98.9	98.7	97

* 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	2404.	2404.	2434.	10.00	10.87	16.98	22.00	28.26	30.19	34.00	26.09	30.19	34.00	34.78	22.64
Grade 4	2487.	2505.	2496.	20.41	26.56	28.30	36.73	37.50	30.19	30.61	21.88	28.30	12.24	14.06	13.21
Grade 5	2513.	2526.	2523.	26.19	24.59	25.00	21.43	26.23	28.13	33.33	32.79	25.00	19.05	16.39	21.88
Grade 6	2532.	2507.	2527.	20.41	9.52	17.46	24.49	26.19	17.46	26.53	38.10	38.10	28.57	26.19	26.98
Grade 7	2547.	2581.	2556.	20.00	26.53	17.07	31.11	34.69	39.02	28.89	26.53	26.83	20.00	12.24	17.07
Grade 8	2529.	2555.	2580.	17.78	25.00	33.33	13.33	22.73	16.67	20.00	15.91	20.83	48.89	36.36	29.17
All Grades	N/A	N/A	N/A	18.93	21.24	22.98	25.00	29.74	26.40	28.93	26.80	28.57	27.14	22.22	22.05

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	6.00	10.87	16.98	52.00	47.83	52.83	42.00	41.30	30.19
Grade 4	22.45	32.81	35.85	63.27	54.69	45.28	14.29	12.50	18.87
Grade 5	26.19	29.51	32.81	47.62	49.18	50.00	26.19	21.31	17.19
Grade 6	18.37	7.14	11.11	51.02	57.14	55.56	30.61	35.71	33.33
Grade 7	26.67	24.49	21.95	51.11	55.10	53.66	22.22	20.41	24.39
Grade 8	15.56	18.18	27.08	44.44	38.64	45.83	40.00	43.18	27.08
All Grades	18.93	21.90	24.22	51.79	50.65	50.62	29.29	27.45	25.16

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	22.00	17.39	18.87	40.00	56.52	62.26	38.00	26.09	18.87
Grade 4	18.37	31.25	28.30	69.39	53.13	50.94	12.24	15.63	20.75
Grade 5	21.43	21.31	17.19	61.90	70.49	67.19	16.67	8.20	15.63
Grade 6	14.29	11.90	14.29	63.27	57.14	53.97	22.45	30.95	31.75
Grade 7	20.00	28.57	12.20	62.22	63.27	68.29	17.78	8.16	19.51
Grade 8	15.56	22.73	22.92	57.78	63.64	60.42	26.67	13.64	16.67
All Grades	18.57	22.88	18.94	58.93	60.78	60.25	22.50	16.34	20.81

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	12.00	10.87	20.75	62.00	60.87	66.04	26.00	28.26	13.21
Grade 4	20.41	32.81	24.53	61.22	51.56	54.72	18.37	15.63	20.75
Grade 5	19.05	14.75	6.25	73.81	65.57	76.56	7.14	19.67	17.19
Grade 6	16.33	9.52	15.87	65.31	71.43	69.84	18.37	19.05	14.29
Grade 7	13.33	26.53	7.32	71.11	63.27	82.93	15.56	10.20	9.76
Grade 8	20.00	27.27	20.83	51.11	52.27	62.50	28.89	20.45	16.67
All Grades	16.79	20.92	15.84	63.93	60.46	68.63	19.29	18.63	15.53

Conclusions based on this data:

1. The overall percentage of students with standards not met has decreased, by 2% from 2021-2022 to 2022-2023 and by 5% from 2022-2023 to 2023-2024. In these three years, we've decreased from 29.45% to 22.22%.
2. The overall percentage of students with standards met or exceeded is 74.8%, with students scoring exceeded increasing each year from 12.30% in 2020-2021 to 24% in 2024-2025.
3. All grades decreased their percentage of students who scored below standard with the exception of 4th grade. 6th grade saw the highest increase in students above standard (6% growth).

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://elpac.org) 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
6	*		*	*		*	*		*	*		*
All Grades										*	*	*

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
6	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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
6	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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	*		*	*		*	*		*	*		*	*		*
6	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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
6	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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
6	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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
6	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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
6	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Due to the no low numbers of English Language Learners at Mary Collins School at Cherry Valley ELPAC data is unavailable.

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
494	27.1%	0.4%	0.2%
Total Number of Students enrolled in Mary Collins Charter School at Cherry Valley.	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	2	0.4%
Foster Youth	1	0.2%
Homeless	1	0.2%
Socioeconomically Disadvantaged	134	27.1%
Students with Disabilities	76	15.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2%
American Indian	4	0.8%
Asian	5	1%
Filipino	1	0.2%
Hispanic	59	11.9%
Two or More Races	56	11.3%
Pacific Islander	0	0.0%
White	362	73.3%

Conclusions based on this data:

1. Socioeconomically disadvantaged continues to be a significant subgroup at Mary Collins School at Cherry Valley.

2. Students with disabilities are a significant subgroup at Mary Collins School at Cherry Valley.

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  Orange	Suspension Rate  Orange
Mathematics  Yellow		
English Learner Progress  No Performance Color		

Conclusions based on this data:

- Mary Collins maintained the growth from 2024 and is rated in the yellow for math; however, the average overall scores are still 6.9 points below standard.
- While our 2024 decrease in chronic absenteeism was maintained, 13.7% of students are chronically absent.
- English Language Arts grew 4.3% this year, with overall performance at 22 points above standard.

School and Student Performance Data

Academic Performance English Language Arts

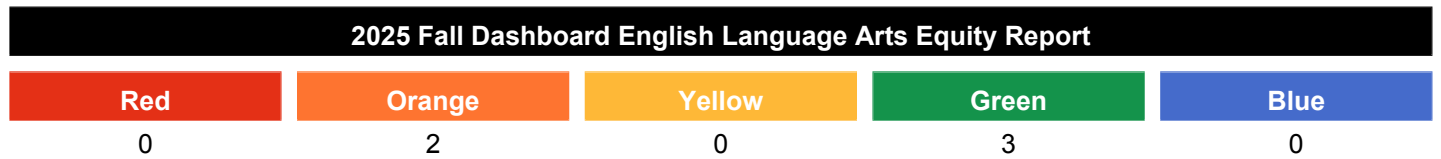
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This section provides number of student groups in each level.



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 22 points above standard Increased 4.3 points 325 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Green 7.7 points above standard Increased 15.1 points 87 Students

Students with Disabilities  Orange 29.7 points below standard Maintained 1 points 59 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 5.2 points below standard Maintained -2.4 points 38 Students
Two or More Races  Green 21.9 points above standard Maintained 1.3 points 39 Students	Pacific Islander  No Performance Color 0 Students	White  Green 26.2 points above standard Increased 6.6 points 237 Students

Conclusions based on this data:

1. Mary Collins Charter School at Cherry Valley's students who identify as white or two or more races showed growth in reading, averaging about 22 points above standard.
2. Hispanic students are 5.2 points below standard, a decrease of 2.4 points; while students with disabilities maintained their growth from the previous year, they are scoring 29 points below standard.
3. Socio-economically Disadvantaged students increased by 15.1 points and are above standard (7.7points) for the first time in four years.

School and Student Performance Data

Academic Performance Mathematics

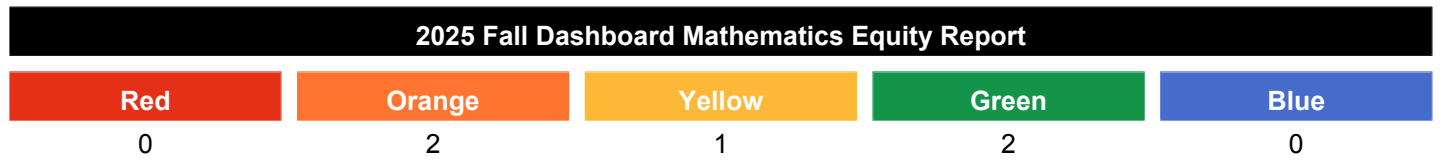
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This section provides number of student groups in each level.



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  Yellow 6.9 points below standard Maintained 2.2 points 323 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Yellow 29.7 points below standard Increased 10.8 points 86 Students

Students with Disabilities  Orange 70.1 points below standard Declined 17.6 points 59 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 35.8 points below standard Declined 14.4 points 38 Students
Two or More Races  Green 2 points above standard Declined 5.7 points 39 Students	Pacific Islander  No Performance Color 0 Students	White  Green 3.9 points below standard Increased 6.3 points 235 Students

Conclusions based on this data:

1. All subgroups are performing below standard with the exception of students identified as two or more races.
2. Students with disabilities and Hispanic students both declined in significant ways.
3. Socioeconomically Disadvantaged students increased significantly by 10.8 points, but they remain 30 points below standard.

School and Student Performance Data

Academic Performance Science

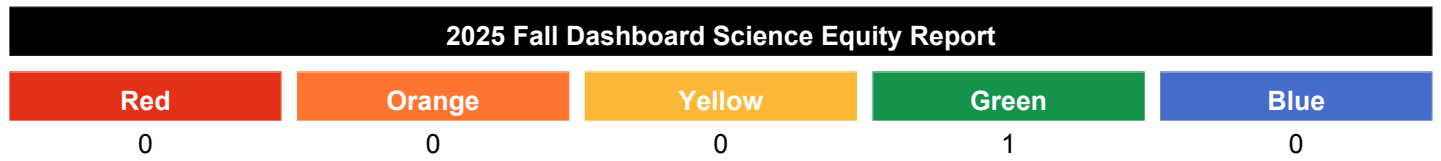
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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  Green 62.8 science points Maintained 1 points 114 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 58 science points Maintained -1 points 28 Students

Students with Disabilities  No Performance Color 51.5 science points Increased 2.7 points 16 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  No Performance Color 54.9 science points 11 Students
Two or More Races  No Performance Color 70.3 science points 15 Students	Pacific Islander  No Performance Color 0 Students	White  Green 62.7 science points Maintained 1.5 points 81 Students

Conclusions based on this data:

1. Mary Collins students scored overall in the green for science.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color making progress. Number Students: 1 Student	 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. Due to the no low numbers of English Language Learners at Mary Collins School at Cherry Valley ELPAC data is unavailable.

School and Student Performance Data

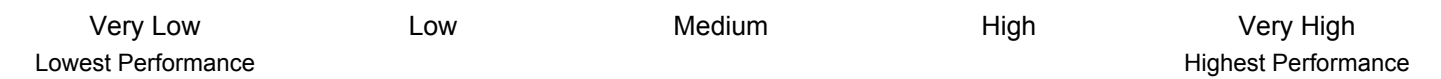
Academic Performance College/Career Report

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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

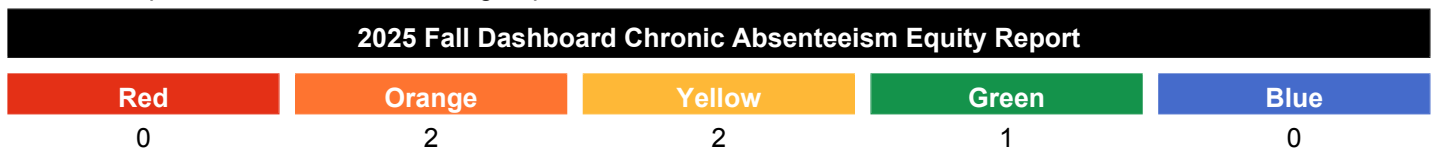
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 Orange 13.7% Chronically Absent Maintained 0.1 495 Students	English Learners No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged Yellow 16.4% Chronically Absent Declined 0.8 134 Students

Students with Disabilities  Yellow 17.6% Chronically Absent Declined 1.1 91 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 4 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 18.3% Chronically Absent Increased 2 60 Students
Two or More Races  Green 8.1% Chronically Absent Declined 5.1 62 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 13.5% Chronically Absent Increased 0.5 362 Students

Conclusions based on this data:

1. Chronic Absenteeism has decreased overall by 8.5% to 13.7% in the last three years. The subgroup that declined the most (5.1%) this year was two or more races with a rate of 8% chronically absent.
2. The subcategory of students with disabilities is our highest subgroup, but they have shown the most growth over the last two years with a decline of 15.8%, leaving them at a 17.6% chronic absentee rate.
3. Two subgroups remain high with little or no growth: Hispanic students and Socioeconomically Disadvantaged students.

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

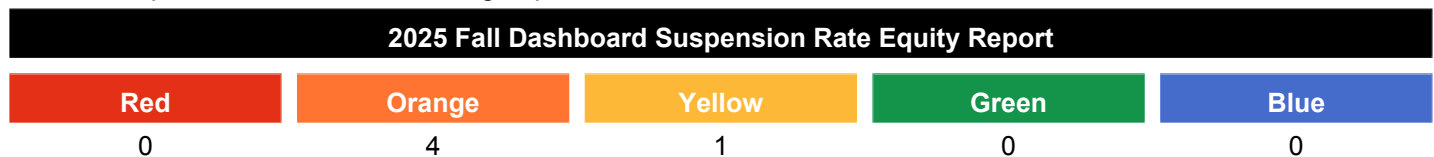
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 1.6% suspended at least one day Increased 1.4% 501 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Orange 3.6% suspended at least one day Increased 3.6% 137 Students

Students with Disabilities  Orange 2.2% suspended at least one day Increased 1.1% 93 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 4 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Yellow 1.7% suspended at least one day Maintained -0.1% 60 Students
Two or More Races  Orange 1.6% suspended at least one day Increased 1.6% 62 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 1.4% suspended at least one day Increased 1.4% 368 Students

Conclusions based on this data:

1. The overall suspension rate for for all subcategories was 1.6%.
2. The suspension rate for the subcategory of students that are socioeconomically disadvantaged increased 3.6% from the previous year.

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

All students will graduate PCS college and career ready as measured by the metrics below.

Goal 1

All students will leave MCCV College and Career ready as indicated by the following metrics: CAASPP, Youth Truth, and enrichment data surrounding charter hubs and unique features to our campus (PBL, portfolios, Reading Mentors Program, VAPA, etc)

Identified Need

While math scores are improving, there is still a need for continued focus and support and remediation for with additional support for socioeconomically disadvantaged students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase CAASPP mathematics scores for all students.	Current CAASPP scores are 6.9 points below standard.	By 2027 all students will increase by 10 points to be at standard.
Increase CAASPP ELA scores for all students.	Current CAASPP scores are 22 points above standard.	By 2027 all students will increase by 5 points.
Increase CAASPP ELA scores socioeconomically disadvantaged students	Current CAASPP scores are 7.7 points above standard.	By 2027 scores for socioeconomically disadvantaged students will increase by 10 points.
Increase CAASPP mathematics scores for socioeconomically disadvantaged students	Current CAASPP scores are 29.7 points below standard.	By 2027 scores for socioeconomically disadvantaged students will increase by 10 points.

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

Grade-level clusters will participate in one cycle of inquiry in each semester to refine our teaching 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 2

Students to be Served by this Strategy/Activity

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

All K-5 students

Strategy/Activity

Additional teachers at the K-5 levels will be engaging in professional development with California Reading and Literacy Project and the SCOE Literacy Fellowship.

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students TK-8.

Strategy/Activity

Teachers will participate in Community of Practice to align a Multi-tier System of Support utilizing district-wide and site-based professional development

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

Staff will collaborate to identify essential reading standards to focus on and to develop vertical alignment of reading standards, skills, curricula, and sequences of authentic as well as interdisciplinary experiences.

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 5

Students to be Served by this Strategy/Activity

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

All 6th-8th grade middle school students.

Strategy/Activity

Continued work with community improvement/service projects through PBL offerings as well as elective classes. Focus and better utilize office hours as opportunities to coach students on advocacy, communication and follow through on coursework.

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)

2000

Parent Teacher Association/Parent Faculty Club
(PTA/PFC/PTSO, PTO, etc.)

Strategy/Activity 6

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)

District Funded

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.

Mary Collins School at Cherry Valley. Our grade-band clusters worked to implement each appropriate activity at their level, and we spent significant time as a staff building cohesion in our implementation at the cluster level as well as vertically aligning how these strategies transition from grade-band to the following grade band.

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

In 2025-2026, Mary Collins School at Cherry Valley went through a reduction in administration. After one month of school, our assistant principal position was reduced from full-time to part time, and in October, we lost our assistant principal all together. This had an impact on a few of the proposed strategies for 2025-2026. Strategy 1 of the 2025 SPSA was for identified students in 2nd and 3rd grade plus SED students to receive specialized instruction three times a week in math. That strategy was based on a full-time assistant principal to lead that specialized instruction. Strategy 4 was to develop a vertical alignment for writing skills, curricula, and sequences of authentic and interdisciplinary experiences to meet the writing standards in all grade levels. These activities did not get started this year, as we had to invest significant time working on assessing and aligning our MTSS and PBIS strategies. As a staff, we agreed that these two components were a vital foundation to this goal before we could add on either of these two activities.

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.

For 2026-2027, we have changed Strategy 1 to begin to implement cycles of inquiry as a staff. This will help us identify problems of practice regarding math, strategize cohesively, implement change, and build reflection into our practice. Additionally, we have confirmed that we are now ready for Strategy 4. In reviewing our Tier 1 instruction, we realize that this vertical alignment is our next activity to help support all of our subgroups who are below standard in ELA.

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

Campus Culture-Youth Truth

By January of 2027, the percentile rank of students who respond positively to the question below will increase by 12 percentile points.

When I'm feeling stressed or upset there is an adult on campus I can talk to.

Elementary will increase from 51% to 63%

Middle school will increase from 46% to 58%

High School will increase from 42% to 54%

Goal 2

Campus Culture-Youth Truth

By January of 2027, the percentile rank of students who respond positively to the question below will increase by 12 percentile points.

When I'm feeling stressed or upset there is an adult on campus I can talk to.

Elementary will increase from 57% to 69%

Middle school will increase from 61% to 73%

Identified Need

While the YouthTruth Survey results are showing an annual increase in students reporting that they have an adult on campus they can talk to when feeling stressed, Mary Collins School at Cherry Valley looks to continue to increase that number to all students. The YouthTruth survey results show significantly lower percentages of 4th and 7th grade students identifying that they have a trusted adult with the lowest overall reports being 47% of fourth grade students responding negatively or neutrally to the question, "When they are feeling stressed or upset, there is an adult on campus I can talk to."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Elementary (3-5) Annual Comprehensive report.	59% of elementary students in grades 3-5 reported that "When they are feeling stressed or upset there is an adult on campus I can talk to." This is a decrease of 8% from January 2025.	By 2027 we are looking to increase by 10% to 69% of all elementary students in grade 3-5 reporting that "When they are feeling stressed or upset there is an adult on campus I can talk to."
Youth Truth Elementary (6-8) Annual Comprehensive report.	67% of middle schools students in grades 6-8 reported that "When they are feeling stressed or upset there is an adult on campus I can talk to," which is an increase of 11% from January 2025.	By 2027 we are looking to increase by 8% to 75% of all middle school students in grade 6-8 reporting that "When they are feeling stressed or upset there is an adult on campus I can talk to."

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

Implementation of Social-Emotional Curriculum, such as Second Step, on a regular schedule K-8.
Continuation of regular class circles, class meetings, and use of restorative practices.

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)

1000

None Specified

Site Based Gifts and Donations

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

Through class meetings, overtly support students in identifying: who are their trusted adult(s) on campus, and when and how to access their adults for support.

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

Continue the practices of alumni lunches as a way of continuing to build and strengthen relationships between teachers with their former students and grade alike peers.

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

Three professional development training sessions around PBIS for classified staff and yard supervisors. Classified staff will also be invited to our Welcoming Schools Staff Development sessions

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)
1000	District Funded
2000	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

1-2 students at each grade-level who need intentional development of an adult-child relationship for behavior support

Strategy/Activity

Staff collaboration on strategies for students who cannot identify a trusted adult to talk to

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 6

Students to be Served by this Strategy/Activity

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

All students in grades K-5

Strategy/Activity

Teachers and support staff will partner to introduce recess activities and develop common agreements about game rules and solving conflict. Healthy Play concepts will be introduced within classroom instruction, and Toolbox Tools and Restorative questions will be utilized by yard supervision staff.

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)

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.

Mary Collins Charter School at Cherry Valley has worked diligently at this goal on many levels. While most of the strategies listed were implemented well, we have spent significant time analyzing what we are doing, where the gaps in implementation are, and how to move forward.

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

In 2025-2026, grades K-5 began implementation of the Second Step curriculum, but there was no curriculum available for 6-8th grades. This left middle school to develop their own SEL lessons. All other strategies/activities were implemented as proposed.

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.

For 2026-2027, we will be obtaining an SEL curriculum or program to fully implement Strategy 1. Through staff feedback and SSC, we have also decided to dedicate professional development time to building staff skill in PBIS and Restorative Practices strategies. Inviting classified staff to this time will be a significant step in being able to meet Goal 2, as they are key to supporting students in times of relational or emotional crises. Strategy 5 was developed by looking at our SWIS data and seeing a few key students who need specific support that is rooted in a strong adult-child relationship. We have also added Strategy 6 to help integrate the social instruction in the classroom and the lived experiences of students during recess. This strategy also develops partnership between the teaching and support staff to meet our goal.

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

Students with Disabilities- CAASPP/Dashboard
By June 2027, Students with Disabilities will improve in English Language Arts (ELA) and mathematics by at least 30 points, moving from -91.5 to -61.5 in ELA and -132.3 to -102.3 in mathematics.

Goal 3

By June 2027, Students with Disabilities will improve in English Language Arts (ELA) and mathematics by at least 30 points, moving from - 37 to - 4 in ELA and -78 to - 45 in mathematics.

Identified Need

Based on the data from the California School Dashboard, students with disabilities showed a considerable increase in both their CAASPP ELA and mathematics, but are still significantly below standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	CAASPP ELA baseline scores for 2024-2025 were 29.7 points below standard, which maintained the previous year's growth.	By 2027 CAASPP ELA scores will increase 20 points to 9.7 points below standard.
CAASPP Mathematics	CAASPP mathematics scores for 2024-2025 were 70 points below standard, an decrease of 17 points from 2023-2024.	By 2027 CAASPP mathematics will increase 30 points to 40 points below standard.
Chronic Absenteeism	In the subgroup of students with disabilities, 17.6% of students are chronically absent, a decrease of 1%.	Reduce chronic absenteeism in students with disabilities to fewer than 10% by 2027.

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)

Students with Disabilities

Strategy/Activity

Students having access to and practice with tools listed in the accommodations in their IEP during CAASPP testing including: speech-to-text, text-to-speech - questions and answer options, text-to-speech - passages (when students have very low reading abilities), word prediction, separate setting, masking, multiplication chart. Middle School teachers will work with the RSP teacher to support students with disabilities in learning how to access, implement, and communicate about their accommodations through modeling, support, and explicit conversations.

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)

Students with disabilities and students identified through SST process

Strategy/Activity

Weekly Learning Team meetings will be held with Education Specialists, School Psychologist, ERHMS Counselor, and Administration review and discuss best supports and new progress or concerns for students with disabilities.

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)

Students with disabilities

Strategy/Activity

Designate time during site grade level collaboration twice a a year, once in the first quarter and again in the third quarter, to review all 504 and IEP with RSP teacher and ensure clarity around individual student goals and accommodations.

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)

Students with disabilities

Strategy/Activity

Professional development opportunities for RSP teachers for math instruction strategies and support

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)

2000

Source(s)

Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

K-8 students

Strategy/Activity

Expand access to high quality interventions materials for students K-8 including decodable readers, site license and intervention curricula.

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)

500

Source(s)

Discretionary

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.

The RSP team and other specialists worked throughout the 2024-2025 school year to implement each strategy and activity while trying to increase partnership with general education teachers.

However, staffing changes and an influx of new students with disabilities required more RSP bandwidth to get the program resettled. Less time and bandwidth was available for collaboration with general education teachers and implementing cohesive strategies than originally planned.

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

In 2025-2026, we were able to purchase supplemental books for RSP support and reading instruction (both intervention and general education small group instruction) while also increasing representation of our diverse student populations. One activity that did not get implemented with fidelity is Strategy 3. These collaboration dates did not get scheduled early on in the year, and as a result, this partnership happened more sporadically and less systematically.

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.

After seeing success with the intervention materials purchased in 2025-2026, through SSC and staff feedback, we have set aside site funds to purchase/access materials to support more of students with disabilities in the general education classroom as well as the RSP setting. We also added a middle school-specific component to strategy 1, so that students have practice self-advocating with general education teachers. Strategy 4 has been changed to provide access to professional development for the RSP staff for math instruction.

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: student sense of belonging and youth truth

Goal 4

By 2027 we will work to reduce Chronic Absenteeism to fewer than 10% for all students.

Identified Need

Mary Collins School at Cherry Valley has a 13.6% chronic absenteeism rate for the 2023-2024 school year; there was a decline of 8.5% from the previous school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease chronic absenteeism for all students.	Current chronic absenteeism rate is at 13.7% for all students	By 2027 the chronic absenteeism rate with decrease by 3.6% to 10% for all students.
Decrease chronic absenteeism for students disabilities, who currently have a high rate in spite of decreases for the last two years.	17.6% of students with disabilities are chronically absent, a decrease of 2% from the previous year.	
Decrease chronic absenteeism for socioeconomically disadvantaged students , who have a rate that is 6% above our target despite decreasing absenteeism steadily for the last two years.	16.4% of socioeconomically disadvantaged students are chronically absent, a decrease of 1% from the previous years.	
Decrease chronic absenteeism for our Hispanic students who currently have the highest rate of chronic absenteeism compared to all other subgroups.	18.3% of Hispanic students are chronically absent, and increase of 2%.	
Continue to decrease chronic absenteeism for our largest identified subgroup, white students, maintained the previous year's decrease of	13.5% of students of white students are chronically absent.	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
10% reduction in 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 MCCV students TK - 8

Strategy/Activity

Implementing tier 1 supports in the classroom including taught routines, rest and return spaces, movement breaks, SEL curriculum, and engagement strategies. Three year license of Second Step (1/11/24 - 1/11/27).

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)
0	Site Based Gifts and Donations

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All MCCV students TK - 8

Strategy/Activity

Create a quarterly Learning team, admin, and Student Advisory team meeting that will review and analyze data on absenteeism using attendance works.

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 MCCV students TK - 8

Strategy/Activity

Parent Education via a partnership with Advisory council to utilize Back to School Night via a communal slide, additional information to be shared on website, the school newsletter, and Advisory Council PSAs.

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 MCCV students TK - 8

Strategy/Activity

Review and improvement of office systems related to attendance, such as regular attendance review, printing weekly attendance letters.

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 5

Students to be Served by this Strategy/Activity

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

All MCCV students TK - 8

Strategy/Activity

Recess alternatives, and small groups supports for students navigating friendship and anxiety dynamics that impact school attendance.

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)

500

Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

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.

Great strides were made in the 2024-2025 year to improve systems that prevent chronic absenteeism at Mary Collins School. Second Step curriculum was a large investment for our K-5 teams, and it was collectively implemented across the classrooms for the first time. Grade-level teams worked on strengthening communication with families about the impact on students of tardies and absences, and the site-wide conversation built momentum for growth in this area.

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

Quarterly team meetings were not implemented yet, but within Learning Team and the SST process, student absences were consistently discussed and layers of support for students and families were implemented. Parent education was implemented at the start of each semester, but the plans to do a monthly Student Advisors' corner for families did not happen because of staffing changes. Staffing also had an impact on the implementation of Recess Renaissance, which was only consistently implemented on Fridays at lunch with occasional days added as volunteers were available. The office systems were much more consistent this year with accurate reporting, preventative communication, and parent meetings held more regularly when needed.

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.

Strategies 4 is written the same, but new steps will be implemented in the 2026-2027 school year around communication, education around attendance terms (truancy, excused/unexcused absences and tardies, chronic absenteeism), and record-keeping for SART. Strategy 5 will be implemented with the goal of recess alternatives on Tuesdays and Fridays. Strategy 2 will be scheduled quarterly to happen before school, so that it will not be overshadowed by SST, 504, IEP, or group meetings that all happen after school.

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$9,000.00

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 (\$)
Discretionary	\$500.00
District Funded	\$1,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$6,500.00
Site Based Gifts and Donations	\$1,000.00

Subtotal of state or local funds included for this school: \$9,000.00

Total of federal, state, and/or local funds for this school: \$9,000.00

School Site Council Membership

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

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

Name of Members	Role
Lisa Pologeorgis	Principal
Carrie Caudle	Classroom Teacher Parent or Community Member
Coreene Kavanaugh	Classroom Teacher
Nora D'Angelo	Classroom Teacher
Rebecca Nicholls	Other School Staff
Chrissy Pascual	Parent or Community Member
Sarah Seitchick Sebastian	Parent or Community Member
Sarah Cunningham	Parent or Community Member
Jolene Vaccaro	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.	
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.	
This SPSA was adopted by the SSC at a public meeting on March 19, 2026.	

Attested:

	Principal, Lisa Pologeorgis on April 28, 2026
	SSC Chairperson, Sarah Sebastian-Seitchik on April 28, 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/>

Developed by the California Department of Education, January 2019