



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
McDowell Elementary School	49708546051957	April 28, 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.

McDowell Elementary School's plan for effectively meeting the ESSA requirements is grounded in its vision to support biliteracy, academic achievement, and equity for all students. Aligned with our Local Control and Accountability Plan (LCAP), the plan integrates federal, state, and local programs to close opportunity gaps and ensure student success. Key strategies include implementing evidence-based literacy interventions, supporting English learners through the Dual Language Immersion Academy, using data-driven instruction, and providing targeted academic and social-emotional supports. The school also emphasizes family engagement, professional development, and a strong Multi-Tiered System of Support (MTSS) to meet the needs of all learners.

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).

McDowell Elementary School has conducted several surveys in order to gather staff, student, and community input during the school year. Surveys have included a youth Truth survey in order to gather data on student connectedness to inform actions in support of increased student attendance. A school survey was provided to all families and staff in order to gather information on equity, sense of belonging, staff cohesiveness and trust in support of building a more equitable school through relationship building and restorative practices. In addition, there have been several surveys for staff and community input on shared decision making, extra-curricular and co-curricular activities, grade level collaboration, and ongoing feedback. Survey data illustrates a need to further address the issue of equity both on behalf of staff and students, and the need to further build community and staff cohesion and connectedness. .

Classroom Observations

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

Classroom observations occur on a weekly basis and continue to include input from district office directors and associate superintendents. All classrooms are visited regularly, allowing for ongoing monitoring of instructional quality, student engagement, and alignment to district-adopted curriculum.

This year, we have expanded our focus to include increased collaboration with the Special Education team, ensuring inclusive practices and equitable access to learning for all students. Additionally, we have strengthened our English Language Development (ELD) supports by incorporating both integrated and designated ELD instruction into classroom practice.

Observations highlight growing teacher collaboration and structured lesson planning that includes student-to-student discourse strategies such as think-pair-share, whiteboard responses, and academic discussions that foster elaboration of student thinking. There is continued evidence of purposeful implementation of curriculum tools to support diverse learners.

However, areas for continued growth include increasing the cognitive rigor of instructional tasks to better align with academic standards and deepen critical thinking. Teachers are encouraged to incorporate more opportunities for students to demonstrate evidence of learning through authentic tasks and formative assessments. Further emphasis on culturally relevant texts and engaging, meaningful learning experiences will also support student motivation and academic ownership.

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)

For Section 3: Standards, Assessment, and Accountability-Use of state and local assessments to modify instruction and improve student achievement (ESEA): (see example at the end of this document)....this is from Penngrove, however, you can make it your own. This section does not need all the data as you have written it.

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

A variety of assessment tools are used to diagnose, monitor and/or inform the school of student needs. Star Reading and iReady Reading and Math Assessments are used to track academic progress. Star Reading and iReady is administered to all students multiple times a year. Results are used to monitor student achievement, inform and adjust instruction. Additionally, student work samples in all areas inform teachers' instructional practices.

Individual student scores on our Benchmark Assessments, SBAC and ELPAC 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.

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

Star reading and iReady Math assessments are used to track progress and are administered to all students (grades 1 - 6) 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.

We have also begun implementing the use of the BPST along with mClass to track the phonics and reading progress of our younger students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff meet the ESEA requirements for highly qualified teachers.

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 text, coaching support, and professional development for core subjects both onsite and by district staff.

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

All assessments are aligned to the CCSS.

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

Teachers at McDowell Elementary School continue to receive robust, targeted support from a team of on-site specialists and district instructional leaders. This year, efforts have expanded to provide more strategic, collaborative assistance aligned with schoolwide instructional goals.

Staff receive ongoing literacy support from a full-time Reading Specialist who focuses on foundational skills, assessment literacy, intervention planning, and differentiated instruction. A full-time Bilingual Resource Teacher supports the needs of English Learners by providing coaching on designated and integrated ELD, assessment practices, primary language scaffolding, and effective strategies for promoting English language development.

The Spanish Dual Immersion (DI) team continues to benefit from a part-time Teacher on Special Assignment (TOSA) who supports biliteracy instruction, student agency, and culturally relevant pedagogy. This year, additional emphasis has been placed on collaboration across language models to ensure shared best practices and equity in access.

District support remains strong through the presence of a full-time Special Education teacher and ongoing guidance from program managers and SPED mentors. Staff collaboration with the Special Education team has increased significantly, creating more integrated supports and inclusive practices in general education classrooms.

Collectively, these supports ensure that McDowell's teachers are equipped with the tools, strategies, and partnerships needed to meet the diverse academic and linguistic needs of all students.

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

Teachers have weekly time allotted for grade level collaboration and professional learning as well as monthly district grade level collaboration focused on CCSS.

Teaching and Learning

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

All students are provided with district adopted curriculum along with a materials budget that is state approved and aligned to grade level CCSS.

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

All teachers provide the recommended instructional minutes for all students along with accompanying weekly engagements documentation.

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

All classrooms follow the district's academic minutes schedule with an emphasis on key standards. There are structured interventions provided to students as needed throughout the day.

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

Adopted standards based instructional materials along with related technology is 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, 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, and the CORE Phonics Screener in a manner that supports progress and access to grade level standards.

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

Onsite resources include the Adult Education Center, Family Resource Center, PTA, School Site Council, ELAC, as well as ongoing opportunities to develop and sustain community partnerships. These include ongoing meetings, communication through Parent Square, social media, Principal Coffee Hours, school site events, and student recognition.

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)

Services provided by categorical funds include a TK bilingual instructional assistant, a guidance counselor, reading specialist, Bilingual Resource Specialist, Genuis Grant, intervention materials and instruction, along with collaborative time for teacher professional learning and planning.

Fiscal support (EPC)

Fiscal support is provided for student increased achievement through specialists, a guidance counselor, a response to intervention system, as well as grade level professional learning and collaboration and related instructional supports.

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

2025-2026 Involvement Process

August 8, 2025 – Staff Professional Learning and Vision Alignment

Staff engaged in professional development focused on McDowell's schoolwide vision and data analysis. Feedback was collected to align goals with student needs.

September 23, 2025 – School Site Council Meeting #1

SSC reviewed site goals, initial academic and attendance data, and received updates on site initiatives.

October 1, 2025 -- ELAC Meeting #1

Election of new representatives and review of student performance data. The meeting also served to provide parents with updates on school programs, assessments like the ELPAC, and upcoming community events.

October 28, 2025 – Community Schools Meeting #1

Review the community school's progress, specifically focusing on physical and mental health wellness, increasing tutoring capacity, and expanding after-school activities. Finalize the top three goals and establish specific tracking metrics for the multi-tiered system of support.

November 18, 2025 – School Site Council Meeting #2

Review school operations, including attendance campaigns and safety plans, and to discuss the allocation of Title I funds for student support services. Evaluation of ongoing school improvement strategies.

December 3, 2025 -- ELAC Meeting #2

Presentation of the Petaluma Bilingual Program and ELPAC proficiency testing. Engaged parents in the school's decision-making process and providing updates on the resources and evaluations available for English language learners.

January 20, 2026 – Community Schools Meeting #2

Review of the core pillars of the Community Schools model, which emphasizes integrated student supports and collaborative leadership. Review the results of recent needs assessments to identify priority areas for improving school resources and community engagement.

January 21, 2026 -- ELAC Meeting #3

Review of student progress and linguistic assessments, such as the ELPAC. Review of school policies, including attendance and the SPSA, to better support student achievement.

February 24, 2026 -- School Site Council Meeting #3

Review of program updates—specifically regarding pedagogy, common assessments, and school safety plan.

March 11, 2026 -- ELAC Meeting #4

Review the purpose and leadership of the committee, which advises on programs for English learners at McDowell School. Focus on sharing community feedback through surveys, and establishing ways for parents to connect with school resources.

March 31, 2026 – Community Schools Meeting #3

Review of the current budget and strategic planning for the upcoming school year. Updates on the Community School Coordinator role and a review of individual school progress.

April 28, 2026 – School Site Council Meeting #4

SPSA Goal Refinement and Draft Review SSC discussed updated funding allocations, progress toward current goals, and refined priorities for the 2026-2027 school year.

May 26, 2026 – School Site Council #5 & Community Schools #4 Joint Meeting

SPSA Final Draft and Parent Handbook Review

The final draft of the SPSA was presented for approval. The SSC also reviewed the student handbook, parent involvement policy, and feedback from the annual parent survey.

Throughout the year, the SSC meetings have been held in person at McDowell School from 8:40–10:00 AM, with agendas shared in advance via ParentSquare. In addition to SSC input, ELAC members have provided ongoing feedback on the needs of English Learners and bilingual program improvements, with support from the Bilingual Resource Teacher.

This collaborative process ensures that our SPSA is driven by data, grounded in equity, and shaped by the voices of our school community.

Resource Inequities

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

Resource Inequities

As a result of the comprehensive needs assessment at McDowell Elementary School, several resource inequities were identified that impact student achievement and equitable access to learning:

Class Size and Staffing: Due to increased enrollment and the high needs of our student population, some classrooms are operating near or above capacity. This limits individualized attention for students, especially in classes with high numbers of English Learners and students requiring intervention.

Access to Tiered Intervention: While some Tier 2 and Tier 3 supports are in place, staffing limitations prevent consistent small group instruction across all grade levels. This creates inequitable access to academic interventions for students most in need, particularly those in upper elementary grades.

Specialized Support for Newcomers: Currently, there is no dedicated structure or curriculum for serving 3rd–5th grade newcomer students. As a result, English Learners with limited prior schooling or English exposure are often placed in general education settings without targeted support to ease their transition.

Technology and Instructional Materials: While basic devices are available to students, access to supplemental online programs, adaptive software, and culturally relevant instructional materials is inconsistent, particularly for students receiving Special Education services and those in the Newcomer program.

Collaborative Planning Time: Teachers have limited dedicated time during the school day for collaboration and data analysis, which affects the ability to consistently plan and respond to student needs, especially in grades with high student diversity and instructional demands.

Targeted Interventions: To deliver targeted interventions effectively, teachers require professional development centered on High-Operational Practices (HOPs). The existing funding gap for this specialized training constitutes a resource inequity that directly hinders our ability to close achievement gaps.

Master Schedule: Site-level autonomy over the master schedule is a prerequisite for equitable resource distribution. Without the authority to manage our own instructional blocks, we cannot pivot based on real-time student data. Granting site-level control is essential to optimizing our most limited resource—time—and ensuring it is allocated to the students who need it most.

Addressing these inequities is a priority in our SPSA, with actions focused on increasing targeted staffing, expanding small-group and language supports, and adjusting the school schedule to prioritize teacher collaboration and professional learning.

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	2.45%	1.01%	1.22%	6	3	4
African American	0.82%	1.01%	2.43%	2	3	8
Asian	2.04%	1.69%	3.04%	5	5	10
Filipino	0.82%	0.68%	0.30%	2	2	1
Hispanic/Latino	86.94%	84.46%	82.98%	213	250	273
Pacific Islander	0%	2.36%	1.82%	0	7	6
White	5.71%	6.08%	6.38%	14	18	21
Two or More Races	1.22%	2.36%	1.52%	3	7	5
Not Reported	0%	0.34%	0.30%	0	1	1
Total Enrollment				245	296	329

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten	24	24	24
Kindergarten	50	34	52
Grade 1	33	45	38
Grade 2	37	39	52
Grade3	31	43	41
Grade 4	36	35	49
Grade 5	29	38	32
Grade 6	29	38	41
Total Enrollment	245	296	329

Conclusions based on this data:

1. The school is experiencing a clear upward trend in its student population. Total enrollment has increased from 245 students in 2022–23 to 329 students in 2024–25. This represents a growth of approximately 34% over just two years, which necessitates additional staffing, more classroom space, and updated instructional resources to maintain educational quality.
2. The student body remains predominantly Hispanic/Latino, accounting for 82.98% of the population in the 2024–25 school year. While this is a slight decrease from the 86.94% seen in 2022–23, it confirms that the school's core demographic is stable. This highlights the ongoing importance of maintaining strong bilingual support services and culturally responsive teaching practices.

3. The data reveals a student population with high potential needs, particularly given that over 82% of the student body identifies as Hispanic/Latino, a demographic that often requires robust English Language Development (ELD) support. Because enrollment numbers fluctuate significantly between grades—such as the jump from 32 students in 5th grade to 52 students in 2nd grade—the school must maintain a high degree of fiscal and instructional flexibility. Prioritizing smaller class sizes or adding specialized instructional aides in high-density grades will be critical to providing the intensive, individualized attention necessary to bridge achievement gaps and meet the specific linguistic and academic needs of the majority of the student population.

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	165	177	184	67.3%	59.8%	55.9%
Fluent English Proficient (FEP)	30	41	43	12.2%	13.9%	13.1%
Reclassified Fluent English Proficient (RFEP)	22	37	37	13%	21%	20%

Conclusions based on this data:

1. The total number of English Learners has increased for the third consecutive year, rising from 165 (22-23) to 184 (24-25). While the percentage of the student body identified as EL has dropped to 55.9% due to overall school growth, the increasing raw number of students requires a corresponding increase in bilingual staffing and ELD instructional materials to ensure all students receive mandated support.
2. After a significant jump in reclassifications during the 2023–24 school year (37 students), the data for 2024–25 shows a stabilization at that same volume (37 students). This suggests that the school has established a consistent "pipeline" for language proficiency, successfully moving a steady cohort of students out of EL status annually, even as new EL students enroll.
3. The data shows a slight "dip" in the percentage of students reclassified (from 21% down to 20%) However, the number of Fluent English Proficient (FEP) students reached an all-time high of 43. This indicates that a larger portion of the McDowell student body is now communicating at a high level of English proficiency, allowing for more rigorous, grade-level academic engagement across all content areas.

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	33	47	41	32	44	39	32	44	39	97.0	93.6	95.1
Grade 4	34	33	48	33	32	44	33	32	42	97.1	97	91.7
Grade 5	31	38	33	31	36	33	31	36	33	100.0	94.7	100
Grade 6	31	37	43	31	35	41	31	35	41	100.0	94.6	95.3
All Grades	129	155	165	127	147	157	127	147	155	98.4	94.8	95.2

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	2296.	2324.	2313.	0.00	4.55	0.00	0.00	9.09	5.13	21.88	13.64	15.38	78.13	72.73	79.49
Grade 4	2385.	2377.	2383.	6.06	6.25	4.76	15.15	9.38	9.52	21.21	12.50	21.43	57.58	71.88	64.29
Grade 5	2441.	2438.	2443.	6.45	8.33	6.06	25.81	22.22	15.15	22.58	11.11	15.15	45.16	58.33	63.64
Grade 6	2424.	2485.	2482.	0.00	2.86	9.76	9.68	34.29	24.39	38.71	22.86	26.83	51.61	40.00	39.02
All Grades	N/A	N/A	N/A	3.15	5.44	5.16	12.60	18.37	13.55	25.98	14.97	20.00	58.27	61.22	61.29

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	0.00	4.55	2.56	43.75	45.45	46.15	56.25	50.00	51.28
Grade 4	6.06	9.38	9.52	66.67	46.88	42.86	27.27	43.75	47.62
Grade 5	9.68	11.11	9.09	58.06	58.33	54.55	32.26	30.56	36.36
Grade 6	0.00	8.57	7.32	51.61	54.29	53.66	48.39	37.14	39.02
All Grades	3.94	8.16	7.10	55.12	51.02	49.03	40.94	40.82	43.87

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	0.00	2.27	0.00	15.63	22.73	34.21	84.38	75.00	65.79
Grade 4	0.00	0.00	0.00	39.39	31.25	40.48	60.61	68.75	59.52
Grade 5	6.45	2.78	3.03	51.61	44.44	42.42	41.94	52.78	54.55
Grade 6	0.00	2.86	7.50	25.81	57.14	52.50	74.19	40.00	40.00
All Grades	1.57	2.04	2.61	33.07	38.10	42.48	65.35	59.86	54.90

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	3.13	2.27	5.13	46.88	54.55	46.15	50.00	43.18	48.72
Grade 4	3.03	6.25	7.14	75.76	75.00	71.43	21.21	18.75	21.43
Grade 5	9.68	5.56	6.06	64.52	69.44	78.79	25.81	25.00	15.15
Grade 6	9.68	5.71	7.32	54.84	82.86	75.61	35.48	11.43	17.07
All Grades	6.30	4.76	6.45	60.63	69.39	67.74	33.07	25.85	25.81

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	0.00	2.27	0.00	37.50	45.45	56.41	62.50	52.27	43.59
Grade 4	9.09	6.25	2.38	60.61	50.00	61.90	30.30	43.75	35.71
Grade 5	9.68	11.11	9.09	48.39	61.11	66.67	41.94	27.78	24.24
Grade 6	0.00	17.14	17.07	70.97	68.57	58.54	29.03	14.29	24.39
All Grades	4.72	8.84	7.10	54.33	55.78	60.65	40.94	35.37	32.26

Conclusions based on this data:

1. There is a stark contrast in ELA achievement between the lower and upper grades. While 79.49% of 3rd graders and 64.29% of 4th graders scored in the "Standard Not Met" category, 6th-grade students showed much higher proficiency, with only 39.02% failing to meet standards. This suggests that while early literacy remains a critical

area of concern, students appear to gain significant academic momentum as they progress through the grade levels at McDowell.

2. Across all grades, Listening continues to be the strongest sub-claim area. Only 25.81% of students scored "Below Standard" in Listening, compared to much higher failure rates in Writing (54.9%) and Reading (43.87%). This indicates that while students are effective at processing and communicating information orally, they face significant barriers when translating those skills into formal written and reading assessments.
3. The school has shown steady, school-wide improvement in the Research/Inquiry domain. The percentage of students scoring "Below Standard" in this area has decreased from 40.94% in 2022–23 to 32.26% in 2024–25. This positive trend suggests that instructional focus on investigating and presenting information is yielding results, providing a successful framework that could potentially be applied to the school's more stagnant writing scores.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	33	47	41	33	46	41	33	46	41	100.0	97.9	100
Grade 4	34	33	48	34	33	48	34	33	48	100.0	100	100
Grade 5	31	38	33	29	37	33	29	37	33	93.5	97.4	100
Grade 6	31	37	43	31	37	43	31	37	43	100.0	100	100
All Grades	129	155	165	127	153	165	127	153	165	98.4	98.7	100

* 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	2332.	2363.	2350.	0.00	2.17	7.32	12.12	21.74	9.76	21.21	15.22	14.63	66.67	60.87	68.29
Grade 4	2410.	2403.	2390.	5.88	3.03	4.17	8.82	3.03	6.25	32.35	36.36	31.25	52.94	57.58	58.33
Grade 5	2444.	2453.	2431.	3.45	2.70	6.06	13.79	16.22	6.06	24.14	35.14	18.18	58.62	45.95	69.70
Grade 6	2422.	2472.	2454.	0.00	5.41	4.65	3.23	10.81	6.98	32.26	37.84	30.23	64.52	45.95	58.14
All Grades	N/A	N/A	N/A	2.36	3.27	5.45	9.45	13.73	7.27	27.56	30.07	24.24	60.63	52.94	63.03

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	3.03	4.35	2.44	30.30	43.48	31.71	66.67	52.17	65.85
Grade 4	5.88	3.03	4.17	35.29	36.36	31.25	58.82	60.61	64.58
Grade 5	*	8.11	6.06	*	43.24	30.30	*	48.65	63.64
Grade 6	0.00	2.70	4.65	41.94	51.35	32.56	58.06	45.95	62.79
All Grades	3.15	4.58	4.24	38.58	43.79	31.52	58.27	51.63	64.24

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	3.03	10.87	7.32	30.30	36.96	41.46	66.67	52.17	51.22
Grade 4	8.82	0.00	4.17	35.29	39.39	43.75	55.88	60.61	52.08
Grade 5	*	5.41	6.06	*	45.95	39.39	*	48.65	54.55
Grade 6	0.00	8.11	4.65	29.03	43.24	39.53	70.97	48.65	55.81
All Grades	3.94	6.54	5.45	34.65	41.18	41.21	61.42	52.29	53.33

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	3.03	8.70	4.88	48.48	52.17	51.22	48.48	39.13	43.90
Grade 4	5.88	3.03	4.17	50.00	54.55	43.75	44.12	42.42	52.08
Grade 5	*	0.00	6.06	*	75.68	45.45	*	24.32	48.48
Grade 6	0.00	2.70	4.65	64.52	70.27	58.14	35.48	27.03	37.21
All Grades	2.36	3.92	4.85	54.33	62.75	49.70	43.31	33.33	45.45

Conclusions based on this data:

- Overall mathematics proficiency remains a critical area of concern. After showing slight growth in 2023–24 (rising to 17% met/exceeded), the 2024–25 data shows a significant drop, with only 12.72% of students meeting or exceeding standards. Furthermore, the "Standard Not Met" category increased from 52.94% to 63.03% school-wide, suggesting that current math interventions are not yet keeping pace with the growing student population.
- While raw calculation skills (Concepts & Procedures) are a struggle—with 64.24% of students scoring "Below Standard"—students show more resilience in Communicating Reasoning. Nearly half of all students (49.70%) scored "At or Near Standard" in this area. This indicates that McDowell students may have a stronger conceptual or verbal understanding of math logic than their ability to execute multi-step procedures and algorithms would suggest.
- The data highlights significant achievement gaps between grade levels, particularly in the 5th grade. In 2024–25, 69.70% of 5th graders did not meet the standard, a sharp increase from 45.95% the previous year. Conversely, 3rd Grade has shown a steady increase in students "Exceeding" the standard (rising from 0% to over 7%). This volatility suggests a need for grade-specific professional development and a more standardized vertical alignment of math instruction across the school.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1383.8	1395.1	1401.0	1399.0	1414.7	1417.9	1348.2	1349.4	1361.4	34	40	29
1	1399.1	1413.6	1402.9	1424.1	1440.7	1432.7	1373.6	1386.0	1372.7	27	25	29
2	1460.4	1451.9	1441.5	1469.3	1481.1	1458.8	1451.0	1422.2	1423.7	24	29	34
3	1462.9	1478.7	1456.8	1476.7	1491.2	1469.6	1448.6	1465.7	1443.4	23	29	27
4	1518.6	1508.6	1470.1	1523.3	1526.3	1466.6	1513.3	1490.4	1473.0	19	15	31
5	1545.8	1517.8	1526.1	1581.5	1537.3	1534.8	1509.7	1497.8	1517.1	19	15	14
6	*	*	1517.3	*	*	1521.4	*	*	1512.4	9	8	16
All Grades										155	161	180

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	2.94	7.50	10.34	23.53	17.50	41.38	35.29	42.50	24.14	38.24	32.50	24.14	34	40	29
1	3.70	4.00	0.00	22.22	4.00	17.24	33.33	48.00	27.59	40.74	44.00	55.17	27	25	29
2	0.00	10.34	0.00	54.17	34.48	20.59	33.33	27.59	50.00	12.50	27.59	29.41	24	29	34
3	13.04	10.34	7.41	26.09	31.03	14.81	39.13	37.93	44.44	21.74	20.69	33.33	23	29	27
4	26.32	6.67	6.45	31.58	53.33	38.71	31.58	33.33	22.58	10.53	6.67	32.26	19	15	31
5	52.63	20.00	14.29	26.32	40.00	57.14	5.26	26.67	28.57	15.79	13.33	0.00	19	15	14
6	*	*	18.75	*	*	18.75	*	*	43.75	*	*	18.75	*	*	16
All Grades	14.19	10.56	6.67	30.32	26.09	28.33	29.68	35.40	34.44	25.81	27.95	30.56	155	161	180

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	5.88	12.50	24.14	26.47	40.00	27.59	32.35	17.50	20.69	35.29	30.00	27.59	34	40	29
1	29.63	16.00	20.69	22.22	24.00	17.24	25.93	48.00	37.93	22.22	12.00	24.14	27	25	29
2	16.67	48.28	20.59	62.50	20.69	23.53	8.33	10.34	47.06	12.50	20.69	8.82	24	29	34
3	34.78	41.38	25.93	30.43	34.48	40.74	21.74	6.90	7.41	13.04	17.24	25.93	23	29	27
4	42.11	53.33	29.03	47.37	33.33	29.03	5.26	6.67	9.68	5.26	6.67	32.26	19	15	31
5	73.68	66.67	42.86	10.53	20.00	50.00	5.26	6.67	7.14	10.53	6.67	0.00	19	15	14
6	*	*	43.75	*	*	37.50	*	*	0.00	*	*	18.75	*	*	16
All Grades	30.97	34.78	27.22	31.61	29.19	30.00	18.71	16.77	21.67	18.71	19.25	21.11	155	161	180

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	16.67	0.00	0.00	6.67	5.00	10.34	56.67	60.00	55.17	20.00	35.00	34.48	30	40	29
1	0.00	0.00	0.00	20.00	8.00	3.45	26.67	12.00	13.79	53.33	80.00	82.76	15	25	29
2	0.00	3.45	0.00	25.00	6.90	8.82	31.25	27.59	32.35	43.75	62.07	58.82	16	29	34
3	0.00	3.45	0.00	27.78	13.79	7.41	27.78	37.93	29.63	44.44	44.83	62.96	18	29	27
4	0.00	0.00	0.00	21.43	0.00	12.90	21.43	66.67	45.16	57.14	33.33	41.94	14	15	31
5	10.00	6.67	0.00	25.00	6.67	14.29	60.00	60.00	78.57	5.00	26.67	7.14	20	15	14
6	*	*	0.00	*	*	31.25	*	*	31.25	*	*	37.50	*	*	16
All Grades	4.52	2.48	0.00	19.35	8.07	11.11	36.13	40.99	38.33	40.00	48.45	50.56	155	161	180

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	8.82	12.50	13.79	55.88	62.50	62.07	35.29	25.00	24.14	34	40	29
1	40.74	8.00	24.14	37.04	80.00	55.17	22.22	12.00	20.69	27	25	29
2	16.67	37.93	17.65	75.00	34.48	70.59	8.33	27.59	11.76	24	29	34
3	17.39	20.69	3.70	60.87	62.07	62.96	21.74	17.24	33.33	23	29	27
4	26.32	33.33	12.90	63.16	46.67	54.84	10.53	20.00	32.26	19	15	31
5	47.37	13.33	14.29	47.37	73.33	85.71	5.26	13.33	0.00	19	15	14
6	*	*	18.75	*	*	68.75	*	*	12.50	*	*	16
All Grades	24.52	21.12	15.00	56.13	57.76	63.89	19.35	21.12	21.11	155	161	180

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	8.82	32.50	34.48	47.06	37.50	34.48	44.12	30.00	31.03	34	40	29
1	18.52	16.00	17.24	55.56	68.00	51.72	25.93	16.00	31.03	27	25	29
2	41.67	44.83	20.59	50.00	37.93	61.76	8.33	17.24	17.65	24	29	34
3	43.48	62.07	51.85	39.13	20.69	22.22	17.39	17.24	25.93	23	29	27
4	52.63	66.67	51.61	42.11	26.67	16.13	5.26	6.67	32.26	19	15	31
5	84.21	80.00	85.71	5.26	13.33	7.14	10.53	6.67	7.14	19	15	14
6	*	*	75.00	*	*	6.25	*	*	18.75	*	*	16
All Grades	38.06	45.96	42.22	40.65	34.16	32.78	21.29	19.88	25.00	155	161	180

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	0.00	3.45	67.65	70.00	65.52	32.35	30.00	31.03	34	40	29
1	0.00	4.00	0.00	14.81	12.00	17.24	85.19	84.00	82.76	27	25	29
2	8.33	0.00	0.00	62.50	34.48	38.24	29.17	65.52	61.76	24	29	34
3	0.00	0.00	0.00	47.83	44.83	14.81	52.17	55.17	85.19	23	29	27
4	15.79	0.00	0.00	47.37	46.67	48.39	36.84	53.33	51.61	19	15	31
5	15.79	6.67	0.00	63.16	53.33	64.29	21.05	40.00	35.71	19	15	14
6	*	*	0.00	*	*	31.25	*	*	68.75	*	*	16
All Grades	5.16	1.86	0.56	50.32	44.72	38.89	44.52	53.42	60.56	155	161	180

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	2.94	5.00	10.34	50.00	45.00	51.72	47.06	50.00	37.93	34	40	29
1	0.00	0.00	0.00	40.74	36.00	24.14	59.26	64.00	75.86	27	25	29
2	12.50	3.45	2.94	66.67	55.17	55.88	20.83	41.38	41.18	24	29	34
3	8.70	6.90	0.00	73.91	62.07	66.67	17.39	31.03	33.33	23	29	27
4	21.05	6.67	0.00	63.16	80.00	61.29	15.79	13.33	38.71	19	15	31
5	26.32	20.00	0.00	63.16	53.33	92.86	10.53	26.67	7.14	19	15	14
6	*	*	12.50	*	*	68.75	*	*	18.75	*	*	16
All Grades	11.61	6.83	3.33	57.42	52.17	56.67	30.97	40.99	40.00	155	161	180

Conclusions based on this data:

1. There is a profound gap between students' oral and written English skills. In the 2024–25 school year, 0% of students across all grades reached "Level 4" (Well Developed) in Written Language, and over half of the student

population (50.56%) remains at "Level 1" (Beginning). In contrast, 27.22% of students reached "Level 4" in Oral Language, indicating that while students are gaining conversational fluency, they require much more intensive, targeted support in reading and writing.

2. The data shows a positive trend in verbal proficiency as students move into higher grades. By the 5th and 6th grades, a significant majority of students are scoring in the "Well Developed" category for the Speaking Domain (85.71% and 75% respectively). This suggests that the school's oral language interventions are highly effective over time, providing a strong foundation that could be leveraged to improve performance in the more challenging reading and writing domains.
3. Performance Disparity: There is a notable performance disparity across different domains, with higher proficiency in oral language skills. The Reading Domain data highlights a specific crisis in the 1st and 3rd grades for the 2024–25 cycle. In 1st grade, 82.76% of students are at the "Beginning" level, and in 3rd grade, this figure jumped significantly to 85.19% (up from 55.17% the previous year). These spikes in "Beginning" level readers at these pivotal grade levels suggest a need for an immediate re-evaluation of primary literacy interventions and foundational reading resources. Language skills (30.97% at Well Developed) compared to reading skills.

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
329	86.9%	55.9%	0.0%
Total Number of Students enrolled in McDowell Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	184	55.9%
Foster Youth	0	0.0%
Homeless	12	3.6%
Socioeconomically Disadvantaged	286	86.9%
Students with Disabilities	55	16.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	2.4%
American Indian	4	1.2%
Asian	10	3%
Filipino	1	0.3%
Hispanic	273	83%
Two or More Races	5	1.5%
Pacific Islander	6	1.8%
White	21	6.4%

Conclusions based on this data:

1. The school continues to serve a population with significant support requirements, as 86.9% of students are identified as Socioeconomically Disadvantaged. When combined with the fact that 16.7% of students are Students

with Disabilities, it is clear that the vast majority of the student body requires specialized resources, supplemental funding, and targeted academic interventions to ensure equitable access to the curriculum.

2. While the raw number of English Learners has grown to 184 students, they now represent 55.9% of the total enrollment. This is a noticeable decrease from the 67.3% reported in the 2022-23 cycle. This trend suggests that while the school remains a primary hub for English language acquisition, the overall growth of the school (now at 329 students) is diversifying the linguistic profile of the student body, necessitating a balance between intensive ELD and general academic enrichment.
3. The student population remains predominantly Hispanic (83%), maintaining a consistent demographic core over several years. This stability highlights a continued and long-term need for culturally responsive pedagogy and robust school-to-home communication in both English and Spanish. With other ethnic groups (White, Asian, African American, etc.) making up the remaining 17%, the school environment is one that must foster both deep cultural roots and inclusive multi-cultural integration.

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  Red	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Orange		
English Learner Progress  Red		

Conclusions based on this data:

1. The school's academic performance is at a critical stage, with English Language Arts and English Learner Progress both falling into the Red (lowest) performance category. While Mathematics is slightly higher in the Orange category, these markers collectively indicate that students are performing significantly below state standards. This necessitates a comprehensive review of Tier 1 instruction and the implementation of intensive, data-driven interventions in literacy and numeracy.

2. Chronic Absenteeism is currently categorized in the Yellow performance level with a rate of 27.7%. While this remains a significant concern affecting instructional continuity, the data shows a notable decline of 6.9% from the previous reporting period. This positive trajectory suggests that current attendance initiatives are beginning to work, but continued efforts are required to move this indicator into the Green or Blue levels.
3. The Suspension Rate has emerged as a high-priority area, currently sitting at the Orange performance level (and previously Red). With 3.6% of students suspended at least once—representing a significant increase of 2.8%—there is a clear need to strengthen Positive Behavioral Interventions and Supports (PBIS) and restorative justice practices to improve the overall school climate and keep students in the classroom.

School and Student Performance Data

Academic Performance English Language Arts

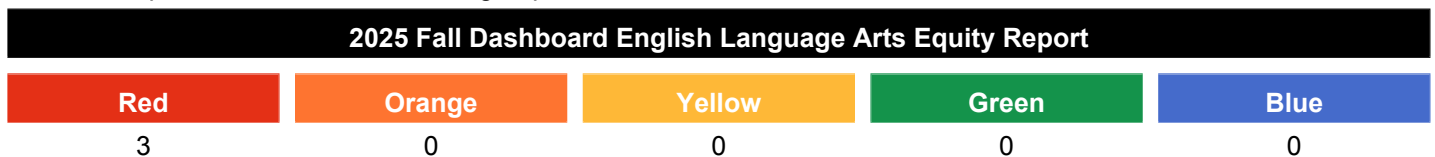
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 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  Red 80.9 points below standard Declined 4.7 points 152 Students	English Learners  Red 97.4 points below standard Maintained -1.7 points 105 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Socioeconomically Disadvantaged  Red 89.4 points below standard Declined 4.4 points 136 Students

Students with Disabilities  No Performance Color 96.6 points below standard Increased 33.7 points 25 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color 0 Students	Hispanic  Red 82.9 points below standard Declined 3.6 points 133 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Conclusions based on this data:

1. The "All Students" group is currently 80.9 points below standard, placing the school in the Red (lowest) performance category. Because this score reflects a decline of 4.7 points from the previous year, it indicates that current school-wide literacy strategies are not yet effectively closing the achievement gap, and the distance from meeting state standards is increasing.
2. English Learners (representing 105 of the 152 tested students) are performing significantly lower than the general population at 97.4 points below standard. While their performance "Maintained" (only a slight -1.7 point change), the stagnation in the Red category highlights a critical, ongoing need for more intensive integrated and designated English Language Development (ELD) to move this large subgroup toward proficiency.
3. There is a clear correlation between socioeconomic challenges and academic struggle at McDowell, with Socioeconomically Disadvantaged students performing 89.4 points below standard. This group also saw a decline of 4.4 points, placing them in the Red category. This suggests that the barriers associated with poverty are heavily impacting ELA performance, necessitating additional wraparound services and supplemental resources to support these 136 students.

School and Student Performance Data

Academic Performance Mathematics

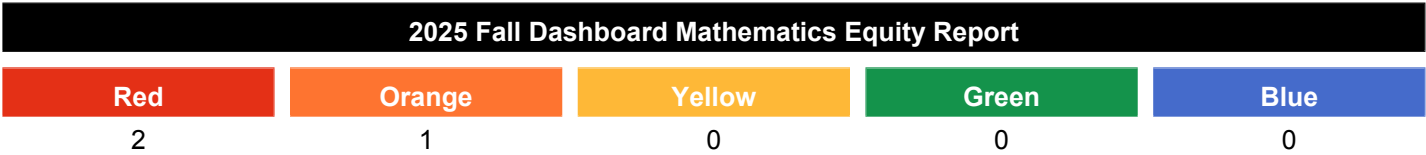
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 91.3 points below standard Declined 17.6 points 159 Students	English Learners  Red 101.4 points below standard Declined 15.3 points 112 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Socioeconomically Disadvantaged  Red 96.2 points below standard Declined 15.6 points 143 Students

Students with Disabilities  No Performance Color 133.4 points below standard Increased 4.9 points 25 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 3 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 91.4 points below standard Declined 16.7 points 137 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Conclusions based on this data:

1. The "All Students" group is currently in the Orange performance category, scoring 91.3 points below standard. Most concerning is the sharp downward trend, with a decline of 17.6 points from the previous year. This indicates that current mathematical instructional strategies are not meeting the needs of the student population, and the achievement gap is widening.
2. Both the English Learners and Socioeconomically Disadvantaged subgroups have fallen into the Red (lowest) performance category.
English Learners: Scoring 101.4 points below standard with a 15.3-point decline.
Socioeconomically Disadvantaged: Scoring 96.2 points below standard with a 15.6-point decline.
These nearly identical decline rates suggest that systemic barriers are impacting these students equally, requiring an urgent, coordinated response in both linguistic support and academic intervention.
3. While the Students with Disabilities subgroup remains significantly below standard (133.4 points below), they are the only group in the mathematics data showing a positive trajectory. This group achieved an increase of 4.9 points while all other major subgroups saw double-digit declines. This suggests that the specialized, small-group instructional models or specific interventions used for these 25 students are showing success and could potentially offer a template for broader school-wide interventions.

School and Student Performance Data

Academic Performance Science

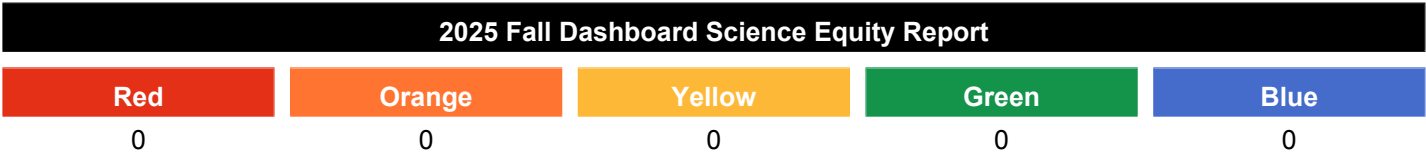
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Red 34.7 science points Declined 12.9 points 32 Students	English Learners  No Performance Color 30.1 science points Declined 14.4 points 20 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  No Performance Color 31.8 science points Declined 15.5 points 26 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 34.9 science points Declined 11.8 points 26 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Conclusions based on this data:

1. The "All Students" group is currently in the Red (lowest) performance category, scoring 34.7 science points. This represents a notable decline of 12.9 points from the previous year. This downward trend suggests that current science instructional practices or the transition to the California Science Test (CAST) standards require more robust support and professional development to prevent further achievement gaps.
2. Although they lack a performance color due to smaller group sizes (fewer than 30 students), the school's most vulnerable populations are showing even sharper declines than the general student body:
Socioeconomically Disadvantaged students declined by 15.5 points.
English Learners declined by 14.4 points.
Hispanic students declined by 11.8 points.
These figures indicate that the barriers affecting literacy and math performance are also heavily impacting science, necessitating integrated ELD strategies within the science curriculum.
3. While most subgroups at the school lack a performance color, the Hispanic student group (representing 26 of the 32 students tested) effectively mirrors the "All Students" performance level. This group scored 34.9 science points, nearly identical to the schoolwide average of 34.7. Because this group also experienced a double-digit decline of 11.8 points, it indicates that the downward trend in science is not isolated to a small pocket of the school but is a widespread challenge affecting the school's primary demographic, necessitating a broad, grade-level-wide shift in how scientific concepts are taught and reinforced.

School and Student Performance Data

Academic Performance English Learner Progress

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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 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
 Red	 No Performance Color
30.1 making progress.	making progress.
Number Students: 136 Students	Number Students: 4 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
24.3%	45.6%	0%	30.1%

Conclusions based on this data:

1. The school is currently in the Red (lowest) performance category for English Learner Progress. Only 30.1% of English Learners are making progress toward English language proficiency. This represents a substantial decline from the 2023 Fall Dashboard, where 55% of students were making progress (reaching the Green level), indicating that current linguistic interventions are not currently meeting the needs of the expanding EL population.
2. A detailed look at the acquisition results reveals a "plateau" effect for a large majority of students. While 30.1% of students progressed, nearly half of the English Learner population (45.6%) maintained their previous ELPI level without improvement, and 24.3% actually decreased at least one level. This suggests an urgent need for more targeted, designated ELD instruction to move students out of the "Maintained" and "Decreased" categories.
3. The data shows that 0% of current English Learners maintained an ELPI Level 4. This total absence of students at the highest proficiency level, combined with the fact that only 4 students are classified as Long-Term English Learners (LTEs), indicates that while the school may be reclassifying some students, those remaining in the EL program are struggling to reach the final benchmarks required for reclassification.

School and Student Performance Data

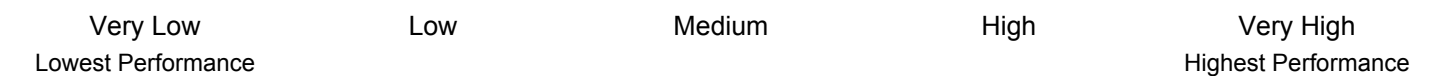
Academic Performance College/Career Report

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

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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.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

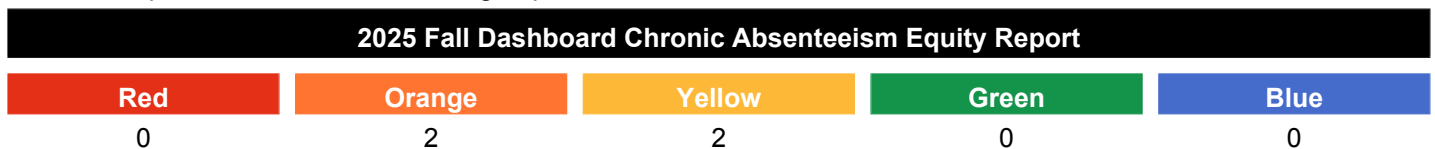
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Yellow 23.5% Chronically Absent Declined 3.4 344 Students	English Learners Yellow 19.9% Chronically Absent Declined 8.3 196 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 13.3% Chronically Absent 0 15 Students	Socioeconomically Disadvantaged Yellow 24% Chronically Absent Declined 4.1 300 Students

Students with Disabilities  Orange 28.8% Chronically Absent Declined 2.2 59 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 25.2% Chronically Absent Declined 2.9 286 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  No Performance Color 22.7% Chronically Absent Increased 6.9 22 Students

Conclusions based on this data:

1. The school is currently in the Yellow performance category with a chronic absenteeism rate of 23.5%. While this remains an area for improvement, the school saw a positive trend with a decline of 3.4 percentage points overall. This indicates that current attendance initiatives are beginning to take hold across the general student population.
2. The English Learner subgroup outperformed the "All Students" average, posting a chronic absenteeism rate of 19.9%. Most impressively, this group saw a substantial decline of 8.3 percentage points, the largest improvement of any major subgroup. This suggests that the school's outreach and engagement efforts are particularly effective for its linguistically diverse families.
3. Despite the general downward trend, two key subgroups remain in the Orange (lower) performance category:
Students with Disabilities: This group has the highest rate of absenteeism at 28.8%, despite a small decline of 2.2 points.
Hispanic Students: Representing the largest demographic (286 students), this group has a rate of 25.2% and is also in the Orange category.
These data points highlight a critical need for specialized attendance support and targeted family engagement strategies for these two specific populations to ensure they don't fall behind the progress seen in other groups.

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
Lowest Performance

Orange

Yellow

Green

Blue
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.

School and Student Performance Data

Conditions & Climate Suspension Rate

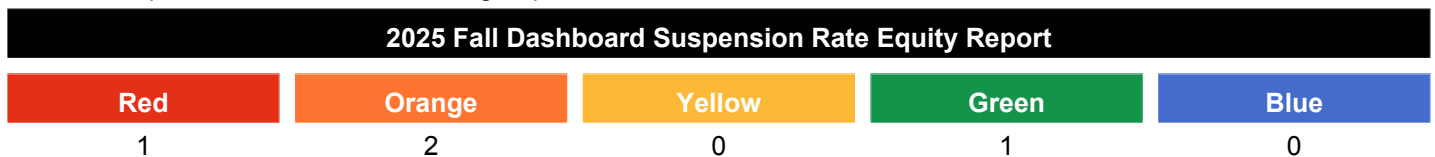
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 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 3.4% suspended at least one day Increased 0.7% 350 Students	English Learners  Red 5% suspended at least one day Increased 2.6% 199 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 6.7% suspended at least one day 15 Students	Socioeconomically Disadvantaged  Orange 4% suspended at least one day Increased 0.7% 302 Students

Students with Disabilities  Green 1.7% suspended at least one day Declined 3.4% 60 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 3.8% suspended at least one day Increased 1.3% 289 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  No Performance Color 0% suspended at least one day Declined 5% 22 Students

Conclusions based on this data:

1. The school is currently in the Orange performance category with a suspension rate of 3.4%. This reflects an increase of 0.7% from the previous year. While the school is not in the lowest performance tier, the rising trend suggests a need to re-evaluate current school-wide behavioral interventions and social-emotional support systems to prevent further escalation.
2. The English Learner subgroup is in the Red (lowest) performance category, with 5% of these students having been suspended at least once. This group saw a significant increase of 2.6%, which is more than triple the growth rate of the general student population. This indicates a critical need for culturally responsive disciplinary practices and targeted support for English Learners to address the underlying causes of behavioral incidents.
3. In a notable contrast to other major groups, Students with Disabilities are in the Green performance category. This group's suspension rate is only 1.7%, following a significant decline of 3.4%. This suggests that the specialized support, individualized behavior plans, or classroom structures currently in place for these 60 students are highly effective and may offer valuable strategies that could be scaled school-wide.

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 student scholars will experience an excellent, diverse, equitable, and inclusive education.

Goal 1

Focus Goal: By June 2027, Students with Disabilities will improve in English Language Arts (ELA) and mathematics as measured by the California School Dashboard by at least 5 points per year, moving from -150.8 to -135.8 in ELA and -156.6 to -141.6 in mathematics.

Identified Need

1. Low Academic Performance: Students with Disabilities are performing 150.8 points below the standard in ELA and 156.6 points below the standard in mathematics.
2. Significant Achievement Gap: The achievement gap between Students with Disabilities and their peers is substantial.
3. Limited Progress: Current interventions and supports have not sufficiently improved performance over recent years.
4. Need for Differentiated Instruction: Teachers require professional development on differentiated instruction techniques to better address the diverse learning needs of Students with Disabilities.
5. Behavioral and Emotional Support: High suspension rates and behavioral issues among Students with Disabilities indicate a need for comprehensive support systems.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improvement in ELA Performance as measured by the California School Dashboard for Students with Disabilities	Baseline Outcome (2023): -150.8 points below standard Actual Outcome (2025): -96.6 points below standard	Expected Outcome (2027): -135.8 points below standard
Improvement in Mathematics Performance as measured by the California School Dashboard for Students with Disabilities	Baseline Outcome (2023): -156.6 points below standard Actual Outcome (2025): -133.4 points below standard	Expected Outcome (2027): -141.6 points below standard
Improvement in Reading Scores as measured by the Renaissance Place STAR Reading Assessment for Students with Disabilities	Baseline Outcome (2023): 11% are at/above 50th percentile Actual Outcome (2025): 14% are at/above 50th percentile	Expected Outcome (2027): Increase to 28% of Students with Disabilities reading at or above the 50th percentile.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improvement in Math Scores as measured by the Renaissance Place STAR Reading Assessment for Students with Disabilities	Baseline Outcome (2023): 21% are at/above 50th percentile Actual Outcome (2025): Increase to 15% of Students with Disabilities reading at or above the 50th percentile.	Expected Outcome (2027): Increase to 39% of Students with Disabilities reading at or above the 50th percentile.

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

Funding for a committee of teachers to work on a Master Schedule TK - 6th for Core Academics, Specials, and Resource Pull out. Committee should be composed of a minimum of 3 teachers, resource teacher, reading specialist, TOSA, ELERT, and principal. 2 - 3 Meetings, at least 5 hours.

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 2

Students to be Served by this Strategy/Activity

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

Students with disabilities and All Students

Strategy/Activity

Provide trained instructional assistants, one for each Kindergarten class and one per grade level to support with small group instruction in both reading and Math. This is repeated in all goals. 7 trained instructional assistants.

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)

22,000

Title I

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

Asset based empathy interviews with all students with IEPs (approx. 50 students), selected teachers will interview students who are not their own, leadership team will analyze the data and present it to the 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)

None Specified

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 and all students

Strategy/Activity

Purchase intervention materials and leveled books for classroom libraries in both English and Spanish to support both the DLI and Traditional Track.

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)

7,000

Title I

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 implementation of Goal 1 was partially successful in terms of personnel support but faced significant systemic hurdles. While we successfully deployed three trained instructional assistants

to provide small-group interventions in Reading and Math, we were unable to fully implement the intended Master Schedule changes. Because the school did not have site discretion in the scheduling process, we could not eliminate the conflicts between Specials, Resource Pull outs Core Academics. Despite this lack of optimized core learning time, the SWD subgroup still showed resilience, with the California School Dashboard reflecting a 33.7-point increase in ELA and a 4.9-point increase in Mathematics, likely due to the targeted assistant support.

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

There were significant discrepancies between the intended implementation and the actual execution of this goal. While we aimed to provide a trained instructional assistant for every grade level, staffing shortages meant we did not secure the number of assistants required to provide consistent small-group support. Additionally, we were unable to complete the intended training and full implementation of the Asset-based Empathy Interviews, as the coordination and professional development time required exceeded our initial capacity. Furthermore, the intended implementation quickly exceeded our allocated site budget. In response, staff demonstrated incredible resourcefulness by seeking out external grants and donations to support our students' high needs. While these funds allowed us to incorporate more professional development than originally budgeted, the lack of site discretion over the Master Schedule and the personnel shortages remained primary barriers to full implementation.

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.

Moving forward, we are realigning our strategies to the four pillars of community schools: (1) Integrated Student Supports, (2) Expanded and Enriched Learning Time and Opportunities, (3) Active Family and Community Engagement, and (4) Collaborative Leadership and Practices. To better support our students and staff, we are shifting our budget priorities from logistical scheduling committees toward direct capacity-building for our educators. Our updated strategies will focus on providing high-quality professional development, protected collaboration time, instructional coaching, mentoring, and partner teaching. These investments are designed to equip our staff with the tools necessary to meet diverse learning needs and foster a more inclusive, asset-based environment. These programmatic shifts can be found in the updated Strategy/Activity 1 and 3 for the 2026-27 cycle.

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 student scholars will have rich academic options that meet their unique needs.

Goal 2

Focus goal: By 2027, in Mathematics, English Learners will increase by at least 5 points per year from -103.6 to -88.6; in English Language Arts, English Learners will increase by at least 5 points per year, from -107.5 to -92.5 as measured by the California School Dashboard.

Identified Need

- 1. Low Academic Performance: English Learners are performing 107.5 points below the standard in ELA and 103.6 points below the standard in mathematics.
- 2. High Proportion of English Learners: 67.3% of the student population are English Learners.
- 3. Limited Language Proficiency: Only 47.3% of English Learners advanced at least one level or maintained level 4 on the ELPAC.
- 4. Achievement Gap: Significant disparity in academic performance compared to non-English Learners.
- 5. Need for Targeted Support: Insufficient bilingual resources and instructional support for English Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of English Learners Meeting or Exceeding Standards in Mathematics as measured by the California School Dashboard.	Baseline Outcome (2023): 18% of English Learners meeting or exceeding standards in Mathematics Actual Outcome (2025): 20% of English Learners meeting or exceeding standards in Mathematics	Expected Outcome (2027): 33% of English Learners meeting or exceeding standards in Mathematics
Percentage of English Learners Meeting or Exceeding Standards in English Language Arts (ELA) as measured by the California School Dashboard.	Baseline Outcome (2023): 16% of English Learners meeting or exceeding standards in ELA Actual Outcome (2025): 32.14% of English Learners meeting or exceeding standards in ELA	Expected Outcome (2027): 31% of English Learners meeting or exceeding standards in ELA

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading Scores as measured by the Renaissance Place STAR Reading Assessment for Students who are English Learners.	Baseline/Actual Outcome (2023): 4% are at/above 50th percentile Actual Outcome (2025): 8% are at/above 50th percentile	Expected Outcome (2027): Increase to 22% of Students who are English Learners in reading at or above the 50th percentile.
Mathematics Scores as measured by the Renaissance Place STAR Mathematics Assessment for Students who are English Learners.	Baseline Outcome (2023): 13% are at/above 50th percentile Actual Outcome (2025): 30% are at/above 50th percentile	Expected Outcome (2027): Increase to 32% of Students who are English Learners in reading at or above the 50th percentile.

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)

English Learners

Strategy/Activity

Bilingual Reading Specialist to support TK - 6th grade

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 2

Students to be Served by this Strategy/Activity

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

English Learners and All students

Strategy/Activity

Technology update to create a more accessible curriculum for all students this includes devices and hardware for all classrooms. Purchase of iready licenses to provide support in English Language Arts and Math.

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)

1,000

Source(s)

Site Formula Funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Teacher professional development for core content areas with an emphasis on supporting English Learners: Language Arts, Mathematics, Social Studies, Science

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)

10,000

Source(s)

Site Based Gifts and Donations

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners and All students

Strategy/Activity

Training and release time for data analysis and planning of intervention groups for each classroom teacher to ensure the effective use of classroom time and instructional focus.

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)

1200

Source(s)

Site Formula Funds

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners and All Students

Strategy/Activity

Provide trained instructional assistants, one for each Kindergarten class and one per grade level to support with small group instruction in both reading and Math. (This is repeated in all goals). 7 trained instructional assistants.

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)
	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners and All Students

Strategy/Activity

Purchase intervention materials and leveled books for classroom libraries in both English and Spanish to support both the DLI and Traditional Track.
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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)
7,000	Title I

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 implementation of Goal 2 was inconsistent due to systemic barriers, yet showed pockets of high effectiveness. While we were unable to secure the intended number of instructional assistants or gain site discretion over the Master Schedule to protect core learning time and our Reading Specialist support was significantly reduced, serving only 4% of our student population we found success in targeted digital intervention. The purchase and implementation of iReady licenses provided a crucial tool for personalized ELA and Math support, contributing to our English Learners meeting or exceeding standards in ELA rising from 16% to 32.14%. This suggests that while personnel-heavy strategies faced hurdles, our digital and professional development investments are successfully moving the needle for our EL population.
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Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Implementation diverged from our original scope due to both staffing shortages and budgetary constraints. Specifically, our Reading Specialist support was significantly reduced to serve only 4%

of our student population, and we were unable to secure the intended cohort of 7 instructional assistants to provide small-group support. Additionally, under Strategy 4, we were able to provide some training and release time for data analysis and planning of intervention groups for each classroom teacher to ensure the effective use of classroom time and instructional focus. While we successfully implemented the iReady license purchase to bolster digital support, the total cost for these tools and essential professional development exceeded our initial site budget. To ensure high student needs were met despite these shortfalls, staff successfully leveraged external grants and donations to fund the coaching and partner teaching that our site budget could not sustain alone, allowing us to maintain instructional focus despite the staffing and training gaps.

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

We are realigning our strategies to better embody the four pillars of community schools: (1) Integrated Student Supports, (2) Expanded and Enriched Learning Time, (3) Active Family and Community Engagement, and (4) Collaborative Leadership and Practices. Our continued investment in iReady licenses will serve as a key component of our "Integrated Student Supports," providing data-driven, personalized learning that complements our in-class instruction. To address the staffing and training gaps, we are shifting our budget to prioritize direct capacity-building for our educators, including protected collaboration time, instructional coaching, mentoring, and partner teaching. By investing in these collaborative practices, we aim to implement a more effective in-class support model that serves our English Learners without requiring the same level of master schedule discretion. These changes are reflected in our updated Strategies/Activities 3 and 4 for the 2026-27 cycle.

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 student scholars will experience an excellent, diverse, equitable, and inclusive education.

Goal 3

By 2027, in Mathematics, all students will increase by at least 5 points per year from -92 to -77; in English Language Arts, all students will increase by at least 5 points per year, from -94.2 to -79.2 as measured by the California School Dashboard.

Identified Need

1. Overall Low Academic Performance: All students are performing 94.2 points below the standard in ELA and 92 points below the standard in mathematics.
2. Need for Foundational Skills: Students lack proficiency in foundational literacy and numeracy skills.
3. Achievement Gap: Significant performance gaps among different student groups.
4. Inadequate Progress Monitoring: Lack of effective systems to regularly monitor and adjust instruction based on student progress.
5. Need for Differentiated Instruction: Diverse learning needs require more tailored instructional strategies.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Scale Score in Mathematics on the CAASPP	Baseline Outcome (2023): -92 points below the standard Actual Outcome (2025): -91.3 points below the standard	Expected Outcome (2027): -77 points below the standard
Average Scale Score in English Language Arts (ELA) on the CAASPP	Baseline Outcome (2023): -94.2 points below the standard Actual Outcome (2025): -80.9 points below the standard	Expected Outcome (2027): -79.2 points below the standard
Percentage of Students Meeting or Exceeding Standards in Mathematics on the CAASPP	Baseline Outcome (2023): 16% of students meeting or exceeding standards Actual Outcome (2025): 12.72% of students meeting or exceeding standards	Expected Outcome (2027): 31% of students meeting or exceeding standards

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Students Meeting or Exceeding Standards in English Language Arts (ELA) on the CAASPP	Baseline/Actual Outcome (2023): 21% of students meeting or exceeding standards Actual Outcome (2025): 18.71% of students meeting or exceeding standards	Expected Outcome (2027): 36% of students meeting or exceeding standards
Reading Scores as measured by the Renaissance Place STAR Reading Assessment for all Students	Baseline Outcome (2023): 27% are at/above 50th percentile Actual Outcome (2025): 25% are at/above 50th percentile	Expected Outcome (2027): Increase to 45% of all Students in reading at or above the 50th percentile.
Mathematics Scores as measured by the Renaissance Place STAR Mathematics Assessment for all Students	Baseline/Actual Outcome (2023): 37% are at/above 50th percentile Actual Outcome (2025): 43% are at/above 50th percentile	Expected Outcome (2027): Increase to 55% of Students who are English Learners in reading at or above the 50th percentile.

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 who need support based on data in grades 4 - 6

Strategy/Activity

Reading intervention curriculum adding each year targeting the 4th - 6th graders in the first year.

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)

7,000

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students who need additional challenge based on data

Strategy/Activity

Novel Study Class Sets for rapid learners and extension learning 3rd - 6th grader.

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)

1,000

Source(s)

Site Based Gifts and Donations

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students who need support based on data

Strategy/Activity

Additional time for intervention coordinators to progress monitor students with SSTs, work with teachers to form intervention plans, and train instructional assistants. Purchase iready licenses for support in reading and math .

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)

10,000

Source(s)

Site Formula Funds

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students who need support based on data

Strategy/Activity

Provide after school enrichment, including teacher led high intensity tutoring in the areas of Math and Literacy from September to April in 6-week cycles.

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)

10,000

Source(s)

After School and Education Safety (ASES)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Increase the hours for the school librarian to provide instruction around research and time with every class as the school grows. This will add 2 more hours a day, 10 hours a week for a total of 25 hours a week.

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)

7,004.47

Source(s)

Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide trained instructional assistants, one for each Kindergarten class and one per grade level to support with small group instruction in both reading and Math. (This is repeated in all goals.) 7 trained instructional assistants.

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)

Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students who need support based on data as well as access to enrichment opportunities

Strategy/Activity

Increase Visual and Performing Arts opportunities for all students. Add additional intervention collaboration opportunities for teachers for regular ongoing progress monitoring, data analysis, and assignment of intervention groups.

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 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase intervention materials and leveled books for classroom libraries in both English and Spanish to support both the DLI and Traditional Track.

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)

7,000

Source(s)

Title I

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.

There were substantial differences between our intended plan and the actual execution. We did not achieve the staffing levels planned in Strategy 6, leaving our classrooms without the intended number of instructional assistants, although we had five student teachers this year who offered additional support for our students. Also, our Reading Specialist support was significantly reduced to serve only 4% of our student population. Furthermore, while we successfully increased the librarian's hours to provide consistent research instruction, we were ultimately unable to increase our Visual and Performing Arts opportunities as originally planned. Budgetarily, the cost of implementing essential tools like iReady and the necessary professional development exceeded our site budget. To meet these high needs, our staff successfully pursued and secured external grants and donations. These funds were redirected to cover the coaching and partner teaching opportunities that our original site budget could not sustain, allowing us to maintain instructional continuity despite these significant financial and staffing gaps."

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

There were substantial differences between our intended plan and the actual execution. We did not achieve the staffing levels planned in Strategy 6, leaving our classrooms without the intended number of instructional assistants, though we were fortunate to host five student teachers who provided critical additional support for our students. Furthermore, our Reading Specialist support

was significantly reduced, serving only 4% of our student population. While we successfully increased library hours to provide consistent research instruction, we were ultimately unable to increase our Visual and Performing Arts opportunities as originally planned. Budgetarily, the cost of implementing essential tools like iReady and necessary professional development exceeded our site budget. To meet these high needs, our staff successfully pursued and secured external grants and donations. These funds were redirected to cover the coaching and partner teaching opportunities that our original site budget could not sustain, allowing us to maintain instructional continuity despite these significant financial and staffing gaps.

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.

To improve our effectiveness in Math and ELA, we are shifting from a reliance on external scheduling and staffing to an internal capacity-building model. Our budget will now prioritize professional development, protected collaboration time, instructional coaching, mentoring, and partner teaching. By investing in these collaborative practices and continuing our use of iReady as an integrated student support tool we will create a more sustainable model of in-class support that functions effectively regardless of staffing volatility. These updates are reflected in our revised Strategies/Activities 3 and 4 for the 2026-27 cycle.

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 student scholars will experience an excellent, diverse, equitable, and inclusive education.

Goal 4

By June 2027, we will maintain a reclassification rate of 27.9% or more for our multi-language learners in grades 4, 5, and 6.

Identified Need

- 1. Low Reclassification Rates: Current reclassification rate for English Learners is 23%, showing progress but still below target.
- 2. Limited Writing Proficiency: English Learners struggle with writing skills necessary for reclassification.
- 3. Need for Data-Driven Instruction: Teachers need to analyze data effectively to support English Learners' progress.
- 4. Parental Engagement: Insufficient engagement with parents to support language development at home.
- 5. Need for Comprehensive Support: English Learners require more robust and comprehensive language development programs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of English Learners Meeting or Exceeding Standards in English Language Arts (ELA) as measured by the California School Dashboard.	Baseline Outcome (2023): 16% of English Learners meeting or exceeding standards in ELA Actual Outcome (2025): 32.14% of English Learners meeting or exceeding standards in ELA	Expected Outcome (2027): 31% of English Learners meeting or exceeding standards in ELA
Reading Scores as measured by the Renaissance Place STAR Reading Assessment for Students who are English Learners.	Baseline Outcome (2023): 4% are at/above 50th percentile Actual Outcome (2025): 8% are at/above 50th percentile	Expected Outcome (2027): Increase to 22% of Students who are English Learners in reading at or above the 50th percentile.
ELPAC (English Language Proficiency Assessments for California) Scores	Baseline/Actual Outcome (2023): 47.3% of English Learners advancing at least one level or maintaining level 4	Expected Outcome (2027): 65% of English Learners advancing at least one level or maintaining level 4

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Actual Outcome (2025): 30.1% of English Learners advancing at least one level or maintaining level 4	
Reclassification Rate	Baseline Outcome (2023): 23% of students at McDowell School have been reclassified from English Learners to Fluent English Proficient. Actual Outcome (2025): 30.1% of students at McDowell School have been reclassified from English Learners to Fluent English Proficient.	Expected Outcome (2027): 32% of students at McDowell School will have been reclassified from English Learners to Fluent English Proficient.

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, Specifically English Learners

Strategy/Activity

Provide all teachers with training in a writing intervention program with training for all teachers K - 6th.

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)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students, Specifically English Learners

Strategy/Activity

Provide all teachers training on analyzing data, creating SMART goals, monitoring progress, and planning differentiated instruction.

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	Site Based Gifts and Donations

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students, Specifically English Learners

Strategy/Activity

Provide trained instructional assistants, one for each Kindergarten class and one per grade level to support with small group instruction in both reading and Math. (This is repeated in all goals.) 7 trained instructional assistants.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

The implementation of instructional support and professional development has yielded strong results in core achievement areas. We successfully exceeded our reclassification target, rising from a 23% baseline to 30.1%. Additionally, English Learner proficiency in ELA increased significantly from 16% to 32.14%, surpassing the 2028 goal. However, while these strategies were effective for general ELA achievement, the decline in ELPAC progress (from 47.3% in 2023 to 30.1% in 2025) and the modest growth in STAR Reading scores indicate that our current approach needs refinement. While three instructional assistants and training were implemented, the data suggests we need to pivot our professional development focus specifically toward language acquisition strategies and targeted literacy interventions to support the ELPAC and reading goals.

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

The strategies were partially implemented, with three instructional assistants deployed to provide small group support. The budgeted expenditures were aligned with the planned professional development and staffing costs.

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

Based on the 2025 outcome data showing a decline in ELPAC performance, we are modifying our professional development strategy to include specific, targeted training on language acquisition and ELPAC assessment preparation. We will also pivot our instructional assistant support to prioritize specific reading and writing fluency drills to address the gap in STAR Reading progress. These adjustments are reflected in the updated Strategy/Activity 1 and Strategy/Activity 2 of this SPSA. We will also begin to use the iReady assessment data to replace the STAR Math data.

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 student scholars will experience an excellent, diverse, equitable, and inclusive education.

Goal 5

By June 2027, we will decrease Chronic Absenteeism by 5% per year from 27.7 to 12.7.

Identified Need

- 1. High Chronic Absenteeism Rate: 27.7% of students are chronically absent, despite a 6.9% decline.
- 2. Impact on Academic Performance: Chronic absenteeism significantly affects students' ability to perform well academically.
- 3. Socioeconomic Challenges: A high proportion of socioeconomically disadvantaged students face barriers to regular attendance.
- 4. Need for Engagement Strategies: Insufficient strategies to engage students and families in improving attendance.
- 5. Behavioral and Emotional Support: Need for comprehensive behavioral and emotional support to address underlying issues contributing to absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey Data on Student Engagement	Baseline Outcome (2023): 65% of students report feeling engaged in school. Actual Outcome (2025): 82% of students report feeling engaged in school.	Expected Outcome (2027): 80% of students report feeling engaged in school.
Suspension Rate	Baseline Outcome (2023): 3.6% of students suspended at least once. Actual Outcome (2025): 3.4% of students suspended at least once.	Expected Outcome (2027): 1.6% of students suspended at least once.
Chronic Absenteeism Rate	Baseline Outcome (2023): 27.7% of students chronically absent.	Expected Outcome (2027): 12.7% of students chronically absent.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Actual Outcome (2025): 23.5% of students chronically absent.	

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

McDowell University: Partner with the Petaluma Adult School for Parent Education, including childcare, and food.

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 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Partner with the Family Resource Center to support Family Outreach and use of Parent Portal specifically during enrollment, conferences, and school events. Serve as parent teacher liaison during conferences and school events.

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 with Spanish Speaking Parents

Strategy/Activity

Provide simultaneous translation to ensure translation for all communications during meetings and events

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)

5,000

Source(s)

Site Formula Funds

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

Create positive school culture by continuing to develop our PBIS implementation including signage, assemblies, recognition awards, and tickets.

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)

400

Source(s)

Other

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Physical education instructor to promote a healthy lifestyle, wellness, nutrition, and healthy choices.

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 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Garden Coordinator to organize bi-weekly class visits, nutrition education, healthy eating, and environmental literacy. \$100,000 (LCAP/ELOP)

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 7

Students to be Served by this Strategy/Activity

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

All Students who elect to participate

Strategy/Activity

Culturally responsive enrichment activities and clubs after school to increase engagement and build confidence. This includes, but not limited to: robotics, student leadership, theater and performing arts, e-sports, etc.

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 8

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)

None Specified

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

The implementation of our school-wide strategies, including parent education partnerships, family resource outreach, and PBIS implementation, has been highly effective in building school culture and improving student attendance. The data confirms this success, with the chronic absenteeism rate declining from a baseline of 27.7% to 23.5%. Furthermore, student engagement has seen a significant improvement, increasing from 65% to 82% as measured by the Youth Truth Survey. While the reduction in suspension rates (3.6% to 3.4%) has been more modest, the overall multifaceted approach of fostering family engagement and positive student behavior is yielding positive, measurable growth toward our 2028 target.

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

While parent outreach and PBIS strategies were implemented according to plan, there was a discrepancy regarding the intended implementation of Strategy 6 (Physical Education/Wellness) and Strategy 8 (Culturally Responsive Enrichment/Clubs). These strategies were not fully funded in the current cycle as originally envisioned, which limited the extent of their implementation and potential impact on school culture and student attendance.

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.

To continue our progress toward the 2027 chronic absenteeism goal, we will maintain our successful focus on family engagement and PBIS. However, to address the gaps identified in the analysis, we are modifying the budget and implementation plans for Strategies 6 and 8. We will prioritize identifying and securing designated funding sources (e.g., LCFF or Other Grants) to ensure these enrichment and wellness programs are fully operational for the upcoming school year. Additionally, we will refine our suspension reduction tactics to include more targeted restorative practice training, as indicated in the updated Strategy/Activity 4. These changes are reflected in the updated Strategy/Activity 6 and Strategy/Activity 8 within this SPSA.

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	\$97,604.47

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 (\$)
Title I	\$57,004.47

Subtotal of additional federal funds included for this school: \$57,004.47

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

State or Local Programs	Allocation (\$)
After School and Education Safety (ASES)	\$10,000.00
Other	\$400.00
Site Based Gifts and Donations	\$13,000.00
Site Formula Funds	\$17,200.00

Subtotal of state or local funds included for this school: \$40,600.00

Total of federal, state, and/or local funds for this school: \$97,604.47

School Site Council Membership

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

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

Name of Members	Role
Ruth Miller	Principal
Renee Nealon	Classroom Teacher
Helen Schneider	Other School Staff
McKenzie Anderson	Classroom Teacher
Elva Ibarra	Other School Staff Parent or Community Member
Liliana Bernal	Parent or Community Member
Aimee Bunting	Parent or Community Member
Holly Aviles	Classroom Teacher
	Parent or Community Member
	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	District/School Liaison Team for schools in Program Improvement

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 April 28, 2024.

Attested:

	Principal, Ruth Miller on 04/28/26
	SSC Chairperson, Aimee Bunting on 04/28/26

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**easurable, **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