



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
McNear Elementary School	49708546051973	April 20, 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

The purpose of this plan is to address the requirements of ESSA .

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.

McNear Elementary is one of 7 elementary schools in PCS. Upon review of local indicators, focus will be on ELA, mathematics, absenteeism, student connection to adults and wellbeing in our SPSA.

Building on our process of using data collected from multiple sources in timely periods, we will continue to use data to assess the effectiveness of both our teaching methodology, student responses, and their responses to our effort for their social-emotional growth. It is important to use a variety of data points from multiple sources to account for the "learning gap" experienced by our students. Anchored by the California Common Core State Standards as our guiding tool and using the results of the Comprehensive Needs Assessment done yearly, as well as surveys, state/ local assessments, and teacher data these will be used to develop professional development activities to equip staff for the challenge of dealing with the learning gap.

McNear will continue its efforts to support students using many of the same strategies from prior plans, but we have four explicit goals (we are in the third year of our cycle) to address our concerns in this 26/27 plan.

All areas of student performance in Math and English Language Arts substantially lags behind where they should be for our community. Currently, 53.36% of students have met or exceed standard for ELA, and 52.06% in math. Goals 1 and 2 are focused on math and reading academic achievement, as all students score below 54% at standard or above in both areas. While we score higher than Petaluma City Schools and the State of California, we want to move students from Level 2 to Level 3, and Level 1 to Level 2. More attention will be placed on utilizing all district approved curriculum with fidelity, utilizing formative and summative assessments to drive instruction. The district is providing curriculum maps that will ensure consistency and equity in accessing appropriate instructional minutes and equity in each subject matter. Staff development will focus on differentiation for all students in math and language arts. The district has added mClass this year as a way to track student data. Our teachers are trained by CRLP. Goal 1 and 2 also reflects our lowest Youth Truth positive response which was Academic Challenge (Question: Does your classwork really make you think?) but after focus on improvement, we are now at 76th percentile, which is wonderful (HUGE jump from the 33% last year!). We will continue to focus on improvement. Teachers will focus on this question, and all YT questions, during staff meetings to ensure that new strategies are being implemented that address student rigor in all academic subjects, but most specifically math and language arts.

Our review of program data has indicated a few significant gaps between overall student achievement in reading and math and those of English Learners and students with disabilities. In English Language Arts, only 18.42% of our students with disabilities meeting or exceeding standard and in math, only 15.79% of students scored meeting or exceeding standards. Our recently reclassified English language learners scored 88.5 points below standard in reading. In math, overall, students scored 4.9 points below standard (Green) but students with disabilities scored 95 below standard moving us out of red to orange and recently reclassified English language learners scored 122.3 points below standard (from 98 points below standard the prior year.)

Goal 3 specifically targets the area of social and emotional development, well being and engagement with 5 action steps. Countywide data, as well as our Youth Truth Survey results show that students are lacking a sense of belonging and connection to a trusted adult at school. While we did see an incredible increase in ALL areas of our Youth Truth data, our lens will remain acutely focused on creating a stronger sense of community. We scored in the 99% for BELONGING, prompting the Sonoma County Office of Education to honor us by using McNear as a model school

for how other schools can improve! We are continuing to focus on culture and instructional methods this year. We will increase social opportunities, continuing a student advisor position, and social emotional instruction by classroom teachers using Toolbox, Responsive Classroom, and increased PBIS.

We also see a few significant gaps in chronic absenteeism. Goal 4 is focused on chronic absenteeism with four action steps. We find the same gaps we see in English Language Arts and math that we do in chronic absenteeism. For all students, in 2024/25, 19.1% are chronically absent, but for two of the target areas we are trying to reach, we find 20% of students with disabilities are chronically absent (improvement from 25.8% the previous year) and 21.9% of English Language Learners (a big improvement from 38.5%) . Both discrepancies need immediate attention for improvement. In 2023/24 we began to focus on lowering an extraordinary number of daily tardies with great success in 25/26, but we will continue to make the push to get below 10%. Families will see a continued focus to absenteeism this year. We will host parent outreach and education, host an ELAC meeting, speak with students about the importance of attendance at future assemblies, and send information on the important role attendance plays in student success in school via ParentSquare.

All students have daily access to free breakfasts and free lunches. We offer additional teacher support after school, extra library hours and weekly connections with our BRT so that all families feel connected to our community. Our bilingual office attendance clerk calls all Spanish speaking families 1 time every other month to check in to see how they are doing, to see if they have educational questions or any questions for the principal.

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).

McNear Elementary School has conducted a Youth Truth Survey to staff, student and community to gather input during the school year. The Youth Truth survey gathered data on student connectedness and inform actions in support of increased student engagement, relationships, respectful classrooms, school culture and sense of belonging. The goal of our survey is to dig deeper into staff/family and students feelings on equity, sense of belonging, staff cohesiveness and trust with goals of building a more equitable school community based on relationship development and restorative practices. Survey data illustrates a need to further address problem solving strategies, social and emotional health of staff and students and the development and deepening of a shared school vision.

Classroom Observations

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

All teachers are formally observed on a district set cycle; temporary, probationary and permanent staff. Numerous informal classroom observations occur weekly to ensure the quality of McNear's educational programs. Observations provide evidence of teacher collaboration, planning and structured activities based around adopted curriculum. Teachers utilize tools in support of student to student discourse and collaboration for students to share responses, elaborate on understandings and participate actively in the learning community. Additional work is needed to increase the cognitive demand, depth and complexity, and overall rigor on tasks aligned to standards, as those will provide formative feedback and increase active engagement. Motivating students with voice and choice in assignments, culturally relevant texts and purposeful tasks is an area of growth, as we focus on questioning strategies across all grade levels. Staff has embraced PBIS and restorative practices in the classroom with all classes participating in multiple times per week classroom circles.

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)

McNear staff use state and local assessments to drive instruction, modify instruction, identify needs and improve student achievement. The assessments include state, district and site based measures (State: ELPAC and CAASPP. District: STAR Reading/Math, Common Math Assessments, BPST, mClass, and Youth Truth Survey. Site: Everyday Math Unit Assessments, 6th Grade CPM math assessments, writing samples, DRA reading passages, Lexia and Accelerated Reader quizzes, BPST, Wonders Unit Assessments.) McNear utilizes Tier One and Tier Two assessments and is looking to create a stronger RTI model next year.

All students who measured Red (intensive support) and some that measured Yellow (Strategic Support) qualified for intervention services with our half time Reading Specialist. We also offered an after school "PageTurners" reading club twice weekly lead by a credentialed teacher. Additionally, EL and SPED students receive intervention services based on ELPAC and/or IEP assessment results, respectively.

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

Teachers collaborate in biweekly grade alike groups as well as monthly in district wide grade level teams to discuss, plan and analyze curriculum-embedded assessments. The data collected is used to monitor learning trends, identify students of concern, plan reteaching and inform intervention.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

95% of teaching staff meet the requirements for highly qualified staff (ESEA).

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/state adopted texts, coaching support and professional development in core subjects by onsite, district and local professional experts. More professional development is needed in the areas of math discourse, differentiation, UDL and ELL strategies. Best teaching practice that embed ELD instruction into each day will be discussed.

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

Staff development committees work to align staff development to content standards, responding to data on student performance and identified professional needs. Our PCS Leadership team is also a driving force in prioritizing and planning professional work, this year utilizing a focus on developing an equity lens while seeking higher inclusion within our school. This is an active and ongoing process. PCS and McNear are focused on equity as the lens with which we analyze all of our programs and services.

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

Teachers have support from our district curriculum director, our principal as instructional coach, our reading specialist, our bilingual resource teacher, our RSP teacher and special day class teacher. These experts provide instructional assistance and coaching in intervention, assessment, integrated ELD, differentiation, social/emotional learning strategies and developing culturally relevant engaging instruction. New teachers are supported with the county's teacher induction program and also attend a monthly new teacher meeting with the principal on campus. All teachers participate in ongoing professional development at the beginning of the school year and throughout the year with quarterly district trainings. Teachers and staff focus on questioning strategies and differentiation during staff site meetings and district meetings.

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

Teachers have biweekly time allotted for grade level collaboration and professional learning as well as monthly district collaboration on early release Wednesdays.

Teaching and Learning

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

All students are provided with district adopted curriculum, instruction and materials using state approved adoptions which are aligned to grade level Common Core State Standards.

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

All teachers provide, or exceed, the recommended instructional minutes for all all students along with accompanying weekly engagement documentation.

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

McNear implemented an all school Master Schedule in 245/26. All classrooms follow the the school's daily schedule with an emphasis on math and language arts being taught in the morning with minimal pull outs or specials (art/music/gardening/environmental literacy, VAPA). Office hours and structured interventions with our classroom teachers, resource specialist , reading specialist, speech, OT and bilingual resource teacher occur as needed throughout the day with attention given to times that best fit students' schedules. All IEP minutes were served.

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. Every student has a one-to-one device.

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

SBE adopted materials are used in ELA, math and social studies and are used by all teachers and students. All teachers are expected to use state approved adopted materials and standards aligned materials. including intervention materials.

Opportunity and Equal Educational Access

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

Intervention is provided to students as needed, monitored through Star Reading, Star Math, mClass, and BPST in a manner that supports progress and access to grade level standards. Students have access to Accelerated Reader and Lexia. PCS provides half time FTE reading intervention teacher to support student needs. Small groups in classroom, individual assistance by the teacher and aides, intervention program, English Language Development, SDC and Resource Specialist are pull out and push in services.

Evidence-based educational practices to raise student achievement

Common evidenced-based instructional strategies include differentiated instruction, close reading, academic vocabulary instruction, Thinking Maps, Depth and Complexity Prompts and Write From the Beginning. In addition, our staff utilizes Math Talks to support Math Achievement. PBIS strategies for behavior support and intervention are common school-wide.

Parental Engagement

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

Community connections and resources include Mentor Me, ELAC, School Site Council, PTA, Point Blue, Friends of the Petaluma River, Creative Sonoma, STRAW, Ten Strands, Seeds to Solutions, Blue Zones, Garden Teacher, Environmental Literacy Teacher, and the McNear Arts and Sciences Center (MASC). These community partnerships provide ongoing meetings, enrichment opportunities, family workshops, school materials and more. Library is open some days after school so that underachieving students have access to a safe space to read books. Two days a week Homework Club is offered.

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)

Not applicable.

Funding

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

Services provided by categorical funds include a guidance counselor, reading specialist, bilingual resource specialist, intervention materials, along with collaborative time for teacher planning and professional learning. McNear is not a Title One School.

Fiscal support (EPC)

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The site council, ELAC and staff were consulted as part of the planning process as listed in the timeline below:

October 15, 2025 McNear Staff reviews SPSA goals

October 27, 2025 Principal, site council teacher members and staff discuss potential SPSA Goals

November 20, 2025 ELAC met to review SPSA Action Plan

December 3, 2025 McNear Staff Review and approval

December 12, 2025 Site Council met to discuss current 3 year goals and potential new goals, data collection/surveys and revisions to school mission and vision

February 2, 2026 Draft plan sent to staff and site council for feedback

April 20, 2026 Final Site Council Approval

Resource Inequities

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

Although our McNear School Plan for Student Achievement will outline targeted assistance and support services for students identified as English Learners and students with disabilities, a review of the school and District budgets, staffing, and programming do not reveal inequities in resources for this group.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.64%	0.61%	0.29%	2	2	1
African American	0%	%	%	0		
Asian	2.57%	3.34%	2.33%	8	11	8
Filipino	1.29%	0.91%	0.87%	4	3	3
Hispanic/Latino	24.12%	21.58%	20.41%	75	71	70
Pacific Islander	0.32%	0.30%	0.29%	1	1	1
White	64.31%	66.57%	69.10%	200	219	237
Two or More Races	6.75%	6.69%	6.41%	21	22	22
Not Reported	0%	%	0.29%	0		1
Total Enrollment				311	329	343

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			33
Kindergarten	66	47	30
Grade 1	31	41	53
Grade 2	32	38	39
Grade3	45	33	45
Grade 4	51	41	33
Grade 5	53	52	53
Grade 6	33	53	57
Total Enrollment	311	329	343

Conclusions based on this data:

1. Enrollment is dramatically increasing.
2. Hispanic subgroup was steadily increasing, but is now leveling out.
3. White population continues to grow.

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	36	28	27	11.6%	8.5%	7.9%
Fluent English Proficient (FEP)	16	20	13	5.1%	6.1%	3.8%

Conclusions based on this data:

1. The percent of students who are English Learners increasing at McNear Elementary. We have many newcomers this year (24/25).
2. There is a lot of variance in FEP. The number of reclassified English learners has not exceeded 31% in any single year.
3. More students have become reclassified in the last two years than in prior years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	44	33	46	44	31	44	44	31	44	100.0	93.9	95.7
Grade 4	53	44	38	53	43	38	53	43	38	100.0	97.7	100
Grade 5	54	53	51	53	53	50	53	53	50	98.1	100	98
Grade 6	31	53	61	31	53	61	31	53	61	100.0	100	100
All Grades	182	183	196	181	180	193	181	180	193	99.5	98.4	98.5

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	2451.	2462.	2415.	36.36	29.03	20.45	15.91	29.03	22.73	31.82	29.03	27.27	15.91	12.90	29.55
Grade 4	2468.	2463.	2497.	32.08	34.88	31.58	22.64	9.30	23.68	18.87	23.26	23.68	26.42	32.56	21.05
Grade 5	2496.	2491.	2520.	28.30	20.75	30.00	22.64	22.64	24.00	16.98	26.42	22.00	32.08	30.19	24.00
Grade 6	2536.	2548.	2538.	19.35	28.30	26.23	41.94	41.51	32.79	16.13	3.77	16.39	22.58	26.42	24.59
All Grades	N/A	N/A	N/A	29.83	27.78	26.94	24.31	26.11	26.42	20.99	19.44	21.76	24.86	26.67	24.87

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	36.36	29.03	9.09	54.55	64.52	72.73	9.09	6.45	18.18
Grade 4	32.08	23.26	28.95	45.28	58.14	60.53	22.64	18.60	10.53
Grade 5	24.53	22.64	28.00	52.83	64.15	52.00	22.64	13.21	20.00
Grade 6	29.03	22.64	26.23	45.16	52.83	54.10	25.81	24.53	19.67
All Grades	30.39	23.89	23.32	49.72	59.44	59.07	19.89	16.67	17.62

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	25.00	29.03	13.64	45.45	45.16	65.91	29.55	25.81	20.45
Grade 4	11.32	11.63	15.79	56.60	58.14	65.79	32.08	30.23	18.42
Grade 5	16.98	11.32	16.33	52.83	52.83	51.02	30.19	35.85	32.65
Grade 6	19.35	39.62	26.23	61.29	32.08	49.18	19.35	28.30	24.59
All Grades	17.68	22.78	18.75	53.59	46.67	56.77	28.73	30.56	24.48

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	20.45	32.26	9.09	59.09	61.29	70.45	20.45	6.45	20.45
Grade 4	15.09	23.26	21.05	67.92	65.12	68.42	16.98	11.63	10.53
Grade 5	15.09	13.21	20.00	64.15	73.58	72.00	20.75	13.21	8.00
Grade 6	12.90	22.64	18.03	74.19	69.81	67.21	12.90	7.55	14.75
All Grades	16.02	21.67	17.10	65.75	68.33	69.43	18.23	10.00	13.47

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	20.45	25.81	13.64	70.45	70.97	72.73	9.09	3.23	13.64
Grade 4	30.19	20.93	18.42	56.60	58.14	73.68	13.21	20.93	7.89
Grade 5	20.75	15.09	20.00	52.83	56.60	72.00	26.42	28.30	8.00
Grade 6	19.35	37.74	21.31	58.06	43.40	60.66	22.58	18.87	18.03
All Grades	23.20	25.00	18.65	59.12	55.56	68.91	17.68	19.44	12.44

Conclusions based on this data:

1. Listening continues to be a strong area (86.53% at or above), but this year, we showed a large improvement in research/inquiry with it moving the strongest area at 87.56% at or above for McNear students in the CAASPP Literacy Assessments.

2. Writing is the weakest area of performance for McNear students in the CAASPP Literacy Assessments. This has been true for multiple years, with 24.48% of students scoring below standard in 24/25.
3. In overall testing results, 4th grade showed the highest scores, with 55.26% meeting or exceeding standard, while only 43.18% of 3rd graders are meeting or exceeding. Additionally in overall ELA, 5th (2021/2022) to 6th (2022/23) showed the largest growth moving from 51.61% to 61.29% meeting or exceeding. 3rd to 4th showed a slight decline (58.33% to 54.72%) but 4th to 5th also showed some growth at 46.94% to 50.94%.

In ELA: Current fifth graders scoring at or above standard rose overall: 52.27% (3rd), 44.18% (4th), to 54% in 24/25. to 4th and 5th to 6th showed growth from 21/22 to 22/23 in reading with 3rd grade growing the most, from 22.92 to 32.08. 4th to 5th showed a slight decline from 26.53 to 24.53.

Biggest areas of concerns are students with disabilities and ELL students. ELL students' scores increased significantly by 23.5 points to -108.5, achieving a performance color of No Color with a status of Very Low. Students with disabilities scores decreased by -6.1 to -99.2 points below the average of all students to achieve a color of Red and a status of Very Low.

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.

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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	44	33	46	44	33	46	44	33	46	100.0	100	100
Grade 4	53	44	38	53	44	37	53	44	37	100.0	100	97.4
Grade 5	54	53	51	53	53	51	53	53	51	98.1	100	100
Grade 6	31	53	61	31	53	60	31	53	60	100.0	100	98.4
All Grades	182	183	196	181	183	194	181	183	194	99.5	100	99

* 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	2462.	2441.	2420.	40.91	30.30	15.22	15.91	24.24	32.61	29.55	24.24	17.39	13.64	21.21	34.78
Grade 4	2486.	2491.	2486.	28.30	34.09	21.62	32.08	20.45	29.73	20.75	25.00	32.43	18.87	20.45	16.22
Grade 5	2490.	2499.	2507.	15.09	18.87	27.45	33.96	30.19	25.49	11.32	26.42	17.65	39.62	24.53	29.41
Grade 6	2538.	2538.	2532.	41.94	28.30	21.67	19.35	18.87	33.33	9.68	24.53	20.00	29.03	28.30	25.00
All Grades	N/A	N/A	N/A	29.83	27.32	21.65	26.52	23.50	30.41	18.23	25.14	21.13	25.41	24.04	26.80

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	43.18	30.30	17.39	38.64	45.45	54.35	18.18	24.24	28.26
Grade 4	37.74	34.09	29.73	41.51	40.91	51.35	20.75	25.00	18.92
Grade 5	16.98	16.98	27.45	52.83	52.83	43.14	30.19	30.19	29.41
Grade 6	29.03	32.08	23.33	41.94	35.85	46.67	29.03	32.08	30.00
All Grades	31.49	27.87	24.23	44.20	43.72	48.45	24.31	28.42	27.32

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	36.36	24.24	23.91	45.45	51.52	45.65	18.18	24.24	30.43
Grade 4	24.53	27.27	18.92	58.49	54.55	56.76	16.98	18.18	24.32
Grade 5	22.64	15.09	13.73	45.28	66.04	60.78	32.08	18.87	25.49
Grade 6	35.48	26.42	25.00	41.94	47.17	53.33	22.58	26.42	21.67
All Grades	28.73	22.95	20.62	48.62	55.19	54.12	22.65	21.86	25.26

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	40.91	30.30	15.22	47.73	63.64	58.70	11.36	6.06	26.09
Grade 4	22.64	27.27	18.92	54.72	54.55	62.16	22.64	18.18	18.92
Grade 5	15.09	11.32	17.65	56.60	58.49	60.78	28.30	30.19	21.57
Grade 6	16.13	18.87	23.33	67.74	66.04	56.67	16.13	15.09	20.00
All Grades	23.76	20.77	19.07	55.80	60.66	59.28	20.44	18.58	21.65

Conclusions based on this data:

1. An average of 52.06% of all students perform at "meets standards level" or "exceeds standards level" (down slightly from 23/24- 53.22%).
2. Concepts and Procedures has remained steady for two years (75.81 and 75.69) but this year dropped slightly to 72.68% scoring at or above standard in 24/25.
3. School wide, Problem Solving and Modeling/Data analysis performance increased to 77.35% last year, but dropped slightly to 64.74% this year .

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	*	*	*	*	*	*	*	*	*	8	7	4
1	*	*	*	*	*	*	*	*	*	6	5	*
2	*	*	*	*	*	*	*	*	*	*	8	5
3	*	*	*	*	*	*	*	*	*	4	*	7
4	*	*	*	*	*	*	*	*	*	*	5	*
5	*	*	*	*	*	*	*	*	*	5	*	4
6	*	*	*	*	*	*	*	*	*	*	*	5
All Grades										29	32	30

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.59	3.13	13.33	17.24	25.00	36.67	37.93	21.88	36.67	17.24	50.00	13.33	29	32	30

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.38	18.75	36.67	27.59	25.00	30.00	10.34	12.50	16.67	20.69	43.75	16.67	29	32	30

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.34	0.00	0.00	17.24	15.63	16.67	37.93	31.25	60.00	34.48	53.13	23.33	29	32	30

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.38	12.50	20.00	41.38	43.75	63.33	17.24	43.75	16.67	29	32	30

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	55.17	28.13	53.33	24.14	25.00	30.00	20.69	46.88	16.67	29	32	30

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.79	0.00	0.00	41.38	43.75	50.00	44.83	56.25	50.00	29	32	30

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.69	6.25	3.33	48.28	56.25	76.67	31.03	37.50	20.00	29	32	30

Conclusions based on this data:

1. In reading, we saw an increase in the number of students in well developed domain level rise from 4.35% in 20/21 to 13.79% in 22/23 to

2. Overall, in 23/24, 47.83% of students scored Level 4 or Level 3 in 20/21, and in 22/23 it lowered to 44.83%. In 2025/26, 49% scored Level 3 or 4! We have shown a continual increase. 80% of students scored in the well-developed/somewhat moderately in writing!
3. Second language learners need more support in reading and writing. Extra work is needed in classroom strategies that will support language development throughout the day.

School and Student Performance Data

Student Population

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
343	28.6%	7.9%	0.0%
Total Number of Students enrolled in McNear 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	27	7.9%
Foster Youth	0	0.0%
Homeless	2	0.6%
Socioeconomically Disadvantaged	98	28.6%
Students with Disabilities	56	16.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	0	0.0%
American Indian	1	0.3%
Asian	8	2.3%
Filipino	3	0.9%
Hispanic	70	20.4%
Two or More Races	22	6.4%
Pacific Islander	1	0.3%
White	237	69.1%

Conclusions based on this data:

1. Socioeconomically disadvantaged students are a significant subgroup, almost a third of students.

2. English learners are a growing population at McNear.
3. Hispanic students continues to be a significant subgroup. (70 students)

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Orange	Suspension Rate  Blue
Mathematics  Yellow		
English Learner Progress  No Performance Color		

Conclusions based on this data:

- Academic performance in ELA is in the GREEN section (53.36%), as we score above the state average of 48.82% and the district average (45.52%).
- Our suspension rate has moved to blue after implementing PBIS.

3. Chronic absenteeism is a significant concern, as we are in the orange area high. For all students, 19.1% are chronically absent with an increase of 2.4 this year. ELLs are at 38% (red- very high) with an increase of +7.7 and students with disabilities are at 25.8% chronically absent with an increase of +7 (red-very high).

43 students were chronically absent, just under 10%, putting us into orange performance level.

School and Student Performance Data

Academic Performance English Language Arts

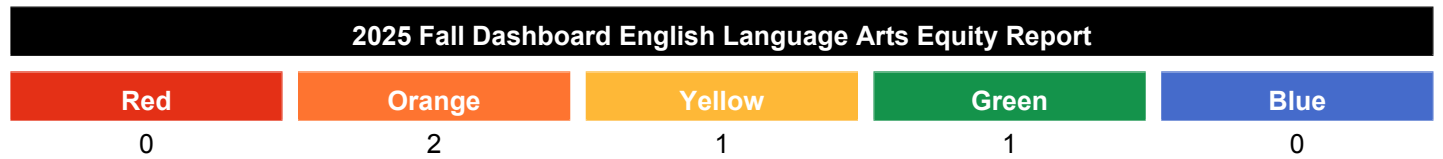
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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  Green 12.3 points above standard Increased 5.8 points 183 Students	English Learners  No Performance Color 88.5 points below standard Declined 6.8 points 20 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Orange 50.2 points below standard Declined 17.1 points 60 Students

Students with Disabilities  Yellow 61 points below standard Increased 30.4 points 43 Students	African American  No Performance Color 0 Students	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 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Orange 61.7 points below standard Declined 19.1 points 39 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Pacific Islander  No Performance Color 0 Students	White  Green 29.7 points above standard Increased 14.3 points 125 Students

Conclusions based on this data:

1. While overall we increased 5.8 points to green at 12.3 points above standard, (last year we increased 23.5 points), English language learners performed 88.5 points below standard and declined 6.8 more points this year.
2. While overall we have increased for the past two years, Hispanic students have declined 19.1 points despite our efforts. They also declined 8.8 points last year.
3. Students with disabilities performed 61 points below standard with an increase 30.4, which was our goal! Last year we were 99.2 points below standard, with a decrease of -6.1 points.

School and Student Performance Data

Academic Performance Mathematics

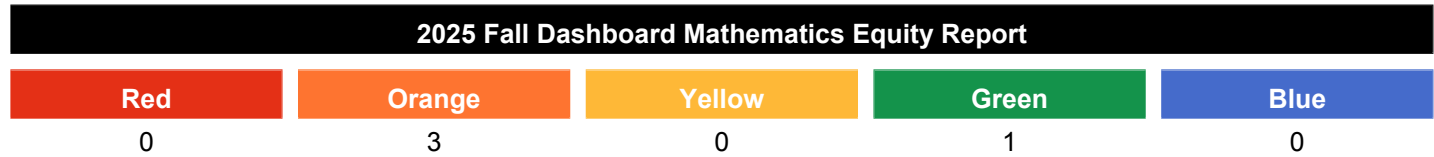
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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  Yellow 13.6 points below standard Declined 8 points 184 Students	English Learners  No Performance Color 122.3 points below standard Declined 16.8 points 23 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Orange 65.6 points below standard Declined 14.2 points 63 Students

Students with Disabilities  Orange 95.1 points below standard Increased 9.8 points 43 Students	African American  No Performance Color 0 Students	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 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Orange 81.1 points below standard Declined 20.5 points 41 Students
Two or More Races  No Performance Color 12.5 points below standard 11 Students	Pacific Islander  No Performance Color 0 Students	White  Green 5.3 points above standard Maintained -0.5 points 123 Students

Conclusions based on this data:

1. English language learners scored 122.3 points below standard (128.4 points below standard, last year) while white students scored 5.3 points above standard.
2. Socioeconomically disadvantaged students scored 65.6 points below standard (60.2 points below standard last year).
3. Students with disabilities performance scored 95.1 (113.5 points below standard last year) so it continues to be an area of concern.

School and Student Performance Data

Academic Performance Science

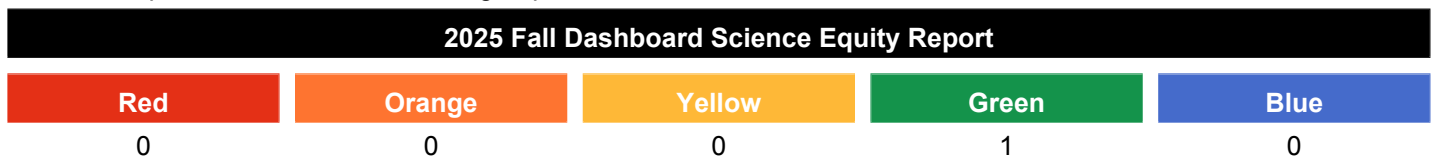
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Green 58.1 science points Maintained 1.7 points 51 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	 No Performance Color 0 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	 No Performance Color 44.5 science points 17 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 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 Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color 0 Students	White  Green 60.7 science points Maintained 0.8 points 32 Students

Conclusions based on this data:

1. Overall we scored green in science at 58.1 points above standard. We maintained our 1.7 point growth. This is a small subgroup of 51 students.
2. Our white students score green, at 60.7 points above standard and we maintained our 0.8 point previous growth. This is a small subgroup of 32 students.

School and Student Performance Data

Academic Performance English Learner Progress

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

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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
 No Performance Color 57.7 making progress. Number Students: 26 Students	 No Performance Color making progress. Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12%	28%	0%	60%

Conclusions based on this data:

1. We need to maintain or increase targeted support for our ELL students.
2. 88% of students maintained or progressed at least one level. Last year 71.4% of our EL students are making progress towards English language proficiency (65% two years ago). Our progress is growing each year.
3. Our team needs to dig deeper to discover why 12% of students declined one ELPI level despite extra support.

School and Student Performance Data

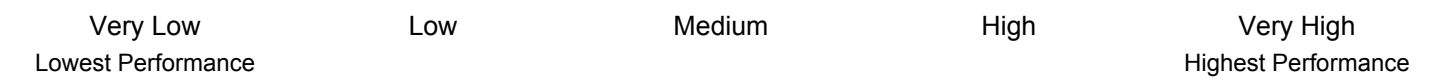
Academic Performance College/Career Report

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

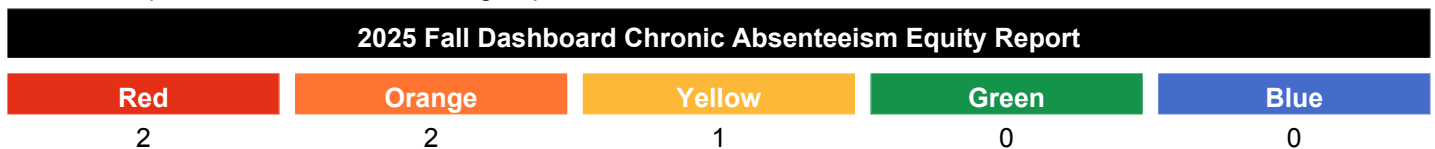
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Orange 11.9% Chronically Absent Increased 2.5 362 Students	English Learners Red 21.9% Chronically Absent Increased 9.7 32 Students	Long-Term English Learners
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Socioeconomically Disadvantaged Orange 17.6% Chronically Absent Increased 5.5 119 Students

Students with Disabilities  Yellow 20% Chronically Absent Declined 0.6 75 Students	African American  No Performance Color 0 Students	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 9 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Red 20.5% Chronically Absent Increased 4.9 78 Students
Two or More Races  No Performance Color 15.4% Chronically Absent Increased 6.7 26 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Orange 9.4% Chronically Absent Increased 1.6 244 Students

Conclusions based on this data:

1. Despite increased attendance efforts, no group or subgroup has an acceptable rate of absenteeism.
2. English learner students have 21.9% chronic absenteeism, which is an improvement from 38.5% last year. We discuss the importance of school attendance at ELAC and through ParentSquare.
3. Students with disabilities still has 20% chronically absent which is significantly higher than our overall percentage of 11.9%.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

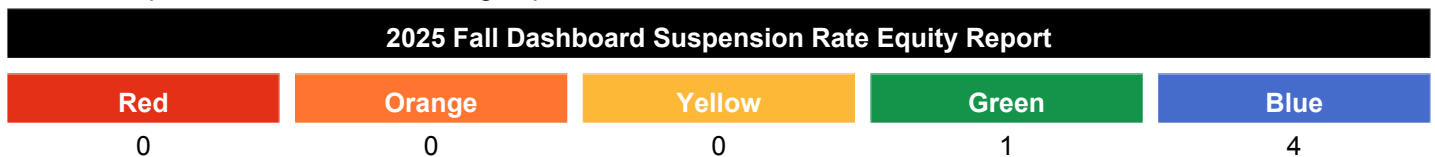
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.5% suspended at least one day Declined 1.1% 364 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 33 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Socioeconomically Disadvantaged  Blue 0% suspended at least one day Declined 0.8% 120 Students

Students with Disabilities  Green 2.6% suspended at least one day Declined 0.3% 76 Students	African American  No Performance Color 0 Students	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 9 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Blue 0% suspended at least one day Declined 1.2% 79 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 26 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue 0.8% suspended at least one day Declined 1.3% 245 Students

Conclusions based on this data:

1. Last year, suspension rates are the highest for students with disabilities, with 2.6% suspended at least once (although this was an improvement over last year). All other areas maintained or decreased.
2. For all students, our suspension rate declined by 1.1%.
3. For English Language Learners and Socioeconomically disadvantaged no students were suspended.

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

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

Goal 1

By June 30, 2027, 70% of students will be meeting standards, or above standard, on the CAASPP Math Test. The distance from standard will be improved from 4.9 points below standard to at least 5 points above standard in math.

In addition, our students with IEPs will improve by at least 30 points, from -113.5 points to -83.5 points on the California Dashboard.

Identified Need

While, on the 2023 California School Dashboard, we improved 5.9 points, 43.65% of our students are not meeting or exceeding standard in mathematics. In 2025, we took a slight dip, with 47.94% of our students not meeting standard. Additionally, in 2023, 83% of students students with disabilities are not meeting or exceeding standard in mathematics. Students with disabilities score -113.5 points below standard. In 2025, we are still at 84.12% of students with disabilities not meeting standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP- Math all students	2023: 56.35% of all students meeting or exceeding standards. 2025: 52.06% of all students meeting or exceeding standards.	By 2027, our expected outcome is 60.9% of students will meet or exceed the standards.
CAASPP- Math students with disabilities	2023: 17% of students with disabilities meeting or exceeding standards. 2025: 15.79% of students with disabilities meeting or exceeding standards.	By 2027, our expected student outcome is 30% of students with disabilities will meet or exceed standards.

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

Teachers will implement District Math Common Assessments build on students' assets and identify next steps needed to support student learning (students will be monitored throughout the year using STAR 360 Assessments, Everyday Math Assessments, teacher created formative and summative assessments.) This past year, we no longer used Freckle math but piloted mClass with implementation for 26/27.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

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

Teachers will continue to have access to professional development in Universal Design, with a focus on differentiation at all grade levels. Our BRT will hold 30 minute sessions during staff meetings with a focus on differentiation. Teachers are creating a differentiation committee that will meet in the summer and will continue their work throughout the year, working with our team to learn how to implement best strategies, including front loading math vocabulary, using visual supports and providing intervention in the classroom.

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

None Specified

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

SDC and RSP teachers will consult with grade level staff to ensure that lessons in their programs are preparing students to move towards grade level standards and ensure that students have access to grade level content. Students in SDC and RSP will be exposed to grade level curriculum, with modified 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)

None Specified

None Specified

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

Strategy/Activity

As student IEPs allow, SDC students will have individual schedules created and aligned so that they will be in their general education classrooms for the optimal amount of time in general ed curriculum.

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 5

Students to be Served by this Strategy/Activity

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

Students with disabilities

Strategy/Activity

Students will be given ample time to practice standardized testing prior to testing. They will become familiar with testing accommodations and testing tools in a smaller group setting so they can ask questions and have extra time to understand the tests being administered.

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
None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Students with disabilities

Strategy/Activity

General and special ed teachers will have scheduled meetings throughout the year to more closely follow and discuss student progress. During grade level collaboration time, STAR data and classroom data, District Common Assessments and work samples will be review with the grade level teacher and special education teacher.
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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)

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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)

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Strategy/Activity

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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)

None Specified
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.

Data shows that we are moving in the correct direction, but at a slow pace. While we score higher than the county, Petaluma City Schools and the state, we want to increase our number of students meeting standards to higher than 53%.

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

We are no longer using Freckle math, but we piloted mClass math assessments this year. Implementation for the 26/27 school year should provide teachers with more meaningful and accessible data that can drive their instruction.

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

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

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

Goal 2

Focus Goal: By June 30, 2027, 70% of students will be meeting standards, or above standard on the CAASPP ELA test.

The distance from standard will be maintained at (green), at least 3.9 points above the standard in English Language Arts (ELA) with a goal of 20 points above standard. In addition, our students with disabilities will improve by at least 30 points moving from -99.2 points to -69.2 points on the CA Dashboard and our ELL students will improve by at least 30 points from -108.5 points to -78.5 points on the CA Dashboard.

Identified Need

46% of our students are not meeting standard in ELA. Additionally, 85% of our students with disabilities are not meeting or exceeding standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA - all students	2023: 54% of all students meeting or exceeding standards 2025: 53.36% of all students are meeting or exceeding standards.	By 2027 our expected outcome is 59% of students will meet or exceed standards
CAASPP ELA-Students with disabilities	2023: 15% of students with disabilities meeting or exceeding standards 2025: 18.42% of students with disabilities meeting or exceeding standards	By 2027 our expected outcome is 25% of students with disabilities will meet or exceed standards
STAR READING-	Winter 2024: 57.03% are at grade level 28% of students with disabilities are at grade level. Spring 2026: 79.16% of all students are at grade level	By Spring 2027: 61.03% of students will score at grade level 36% of students with disabilities will be at grade level.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		New Spring 2027 Goal (since goal was surpassed)
STAR Early Literacy	Winter 2024: 63.3% are at grade level 40.4% of students with disabilities are at grade level. Spring 2026: 74% of K and 1st are at grade level	By Spring 2027: 67.03% of students will score at grade level 48.8% of students with disabilities will be at grade level. We have surpassed our goal in Spring 2026. New goal for 2027: 75% of students will score at grade level.

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

Strategy/Activity

All teachers will use Wonders curriculum with fidelity and explicit instruction. Teachers will set goals at the beginning of the year that are in line with yearlong backwards planning that is strategic and ensures that all priority standards will be addressed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students with an emphasis on our multilingual learners.

Strategy/Activity

At monthly staff meetings, teachers will learn instructional strategies that will engage all learners with all of the components of language. Our BRT will present "Multilingual Minute" (30 minute) presentations at each staff meeting that are based on research based practices and will help teachers focus on best practices, including UDL. All students will have a sentence frame at the

front of the room. Teachers are creating a differentiation committee that will meet in the summer and will continue their work throughout the year, working with our team to learn how to implement best strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

SDC and RSP teachers will consult with grade level staff to ensure that lesson in those programs are preparing students to move towards grade level standards and ensure that students have access to grade level content.

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)

Multilingual Learners

Strategy/Activity

English learner students will receive intervention support as needed from our reading specialist and our bilingual resource teachers on a weekly basis.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

Teachers implemented all strategies listed in goal, but no increase/improvement was seen, which was very disappointing. The strategies are still in the early phase, so we will continue to implement with fidelity in the 26/27 school year. Without money to add supports/programs, change must happen in the classroom.

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

NA

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

NA

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

By June of 2025, as evidenced by the YouthTruth Comprehensive Survey, the 'percent positive' of students who responded positively to the following YT question, When I am feeling upset, stressed or having problems, there is an adult from school who I can talk to about it." will increase by 4%. We will increase from 60% to 64%. McNear will strive to be a welcoming a safe place of innovative learning, where all students have one or more trusted adults to turn to when needed.

Identified Need

PCS data shows that a lower than expected number of students do not give a positive response to, "When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
McNear School Student Survey	January 2023: 54 % January 2024: 60 % January 2025: 90% !!!	64% of students will respond positively to "When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it." Will show an increase of 4%. In January 2025 we surpassed this goal. Our new goal for 26/27 will be to maintain 90% positive response.
PBIS SWIS Data	284 referrals Aug - June 2023 223 referrals Aug - May 2024 2023 Highest referral months: October and November, Lowest Referral month: January 100 referrals Aug 2025- May 2026 9incredible drop off in referrals	We will show a decrease of 30% referrals in 2024/25 (from 2023/24) We showed a decrease of 21.5% decrease in 24/25 so we will work to meet the 30% decrease for 26/27.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Increase social opportunities for all students to have positive interactions with adults on campus at school assemblies, school activities, class circles.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with social emotional risk factors

Strategy/Activity

Student Advisor supports students at risk through small group meetings, providing small group SEL instruction, connecting families with social services and conducting home visits to deliver food and check in with families. Connect students with a mentor on campus and/or counseling support. We will use SWIS data to monitor student behavioral progress throughout the year. Every staff member will strive to give out 5 Falcon Feathers a day and interact with 5 students who are not in their class.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Strategy/Activity

Teachers and counselors will provide SEL instruction under the umbrella of PBIS includes Responsive Classroom, Toolbox and Mindfulness. Principal and student advisor will received district PBIS Tier 2 training for 2 years.

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
None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Teachers will each identify students that they will connect with on a weekly basis before/after school and during recess. All students will have a staff mentor on campus.

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
None Specified

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

Implement positive support assemblies to support all students as we focus on our behavioral matrix' and improved behavior/sense of belonging on campus.

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)

1500.00	Parent-Teacher Association (PTA)
400.00	District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

We will increase the number of Spanish communications throughout the year to be more inclusive to Spanish speaking families with the intent of gaining trust with parents/families so that students will feel more comfortable trusting adults on campus. In 2025/26 ALL communications were translated into Spanish. We will hold more diverse assemblies and will continue to highlight Dia del Nino to gather families with the teachers and staff at McNear.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

McNear is now scoring the highest in Sonoma County based on the Youth Truth Survey in the category of Belonging. McNear now scores above 89% in all sub categories on the Youth Truth Survey. We will continue our strategies this year.

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

NA

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

NA

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 4

By June 30, 2025, McNear School will improve our overall attendance by decreasing our chronic absenteeism from 19.1% (orange) to 10% or less.

Identified Need

We will place extra focus on our ELL (38.5% chronically absent, red) to drop to 36.5% and Students with Disabilities (25.8%) to drop to 23.8%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries	Attendance: September 30, 2023: 15.70% December 30, 2023: 22.6% March 30, 2023: 20.10% May 2024: 12.8% May 205: 11.9%	Attendance will improve to September 30: >10% December 30: >10% March 30: >10% May 30: >10% 2026/27 >10%

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

Principal will meet with all parents at the start of the year to discuss the importance of school attendance. Data will be shared on the connections to good attendance and school achievement. Follow up newsletters with various topics related to attendance will be sent via ParentSquare throughout the school year. Teachers will also send information regarding attendance in their monthly newsletters.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

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)

Strategy/Activity 3**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)

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

Principal will do periodic ParentSquare posts regarding the importance of attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students with 100% attendance will be honored at an end of school assembly.

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

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.

Despite increased efforts, we remain in orange with a 2.5 increase in chronic absenteeism. Our ELL and students with disabilities populations have 20% chronic absenteeism. We will increase our focus on absenteeism for the 26/27 school year and will add a presentation at our PTA meeting.

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

NA

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

NA

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$62,316
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,900.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
District Funded	\$400.00
Parent-Teacher Association (PTA)	\$1,500.00

Subtotal of state or local funds included for this school: \$1,900.00

Total of federal, state, and/or local funds for this school: \$1,900.00

School Site Council Membership

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

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

Name of Members	Role
Melissa Becker	Principal
Suzanne Garcia	Classroom Teacher
Sarah Sharp	Other School Staff
Katie Aja	Classroom Teacher
Mary Pratt	Other School Staff
Eric Weissler	Parent or Community Member
Josh Grove	Parent or Community Member
Jocelyn Martin	Parent or Community Member
Lauren Ladra	Parent or Community Member
Dan Grinnell	Parent or Community Member
Kelly Perkins	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

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

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

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

Attested:



Principal, Melissa Becker on 5/20/26



SSC Chairperson, Josh Grove on 5/20/26

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