

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
Penngrove Elementary Charter School	49 70854 6051981	04/21/2026	5/12/26

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 SPSA is to meet the goals and programs required by the Every Student Succeeds Act (ESSA). As authorized in ESSA, Penngrove Elementary SPSA supports improving student group performance through the use of funding described in their annual goals, strategies, proposed expenditures and activities for specific student groups. In addition, to address the Additional Targeted Support and Improvement eligibility.

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.

Penngrove Elementary Charter School's SPSA aligns with the PCS LCAP, which focuses on supporting students with disabilities, multilingual learners, building a strong and safe campus culture, and preparing all students for college and career.
Additionally, Penngrove Elementary Charter School's SPSA also represents the goals and programs required by the Every Student Succeeds Act (ESSA). As authorized in ESSA, Penngrove Elementary SPSA supports improving student group performance through the use of funding described in their annual goals, strategies, proposed expenditures, and activities for specific student groups.
Penngrove Elementary Charter School is an elementary school in the Petaluma City School District. 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.

Our review of the program data has indicated that student performance in Math and English Language Arts still lags substantially behind expected levels. Our students with disabilities are showing an even greater increase in this gap as well. Using data from our Youth Truth survey, we identified the need for addressing school and classroom culture in order to improve student success. We are committed to Positive Behavioral Interventions and Supports, Restorative Practices, and Classroom Circles as a way to build community and ensure students feel supported at school. Our plan reflects continued training needs as well. The social-emotional needs of students cannot be understated, especially in the current state of events. Penngrove Elementary will continue its efforts to support students in advancing academic progress and social-emotional health. Alterations to these plans will be influenced by the need to meet requirements as they may change.

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).

Penngrove utilizes Youth Truth surveys of staff, families, and students, as well as our district's local pulse surveys.

Our YouthTruth survey from students shows an area of need in academic challenge and a sense of belonging. Our survey's areas of strength are relationships and culture, which were areas of focus in the past year. We are proud of our efforts.

The family survey shows an area of need in culture and student safety. Parents feel that Penngrove is not as welcoming as they'd like, and that their student is not safe from bullying. Our strengths are relationships and communication & feedback, which we are also continuing to improve.

Staff data show a need for improvements in school safety and campus culture. Our areas of strength are relationships and engagement.

The local pulse survey focuses on students having a trusted adult on campus, teachers asking about students' lives outside of school, and classwork being meaningful and supported. We have shown growth in these areas over the course of the year.

Classroom Observations

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

The site principal regularly conducts formal and informal classroom observations. Formal observations are in compliance with the collective bargaining agreement between PCS and PFT. Informal observations are conducted as often as possible, at different times throughout the day.

Data from informal observations is used to inform our instruction, measure progress on school-wide goals, and improve student achievement. All observations provide additional data and information to better address student needs. Regular classroom visits from the principal also increase relationships and build trust among students and staff.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

A variety of assessment tools are used to diagnose, monitor and/or inform the school of student needs. Star Reading and PCS Math Common Assessments are used to track academic progress. Star Reading is administered to all students multiple times a year whereas the Common Assessments are given to students grades 3-6. Results are used to monitor student achievement, inform and adjust instruction. Additionally, student work samples in all areas inform teachers' instructional practices.

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

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

Star reading and Math Annex assessments are used to track progress as well as the district-wide Common Assessments are administered to all students a minimum of four times a year. Results are used to plan instruction and monitor student achievement. A variety of assessment tools are used to diagnose student needs. Student work samples in all areas inform teachers' instructional practice.

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

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

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

Data from Math Annex student reports and Star Reading reports are used to inform instruction, and student progress is communicated to parents on an ongoing basis. Teachers review the data from these assessments to measure students' level of proficiency and to determine if instructional changes or student support are needed.

Teachers in grades K-3 regularly administer the BPST to track phonics reading progress. Teachers in grades K-2 also administer the mClass assessment.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Penngrove Elementary Charter School has 100% of our staff meeting the requirements of ESEA and are considered highly qualified.

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

Penngrove has a fully credentialed teacher in every classroom. Additionally, the teaching staff received training for implementing Wonders, Twig Science, SAAVAS social studies and Every Day Math. There is ongoing district-wide and site-based professional development in all curricular areas, and in the areas of classroom management and social-emotional learning.

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

Staff development at Penngrove is focused on meeting the needs of all students to increase student achievement. At the beginning of each school year, we analyze school-wide and grade-level student performance assessment data to set goals and develop action plans.

Planning days (2 Wednesdays a month) facilitate grade-level team collaboration and planning. Regular staff meetings are important forums for staff development. Staff meeting time is used to continue learning about instructional strategies, student data analysis, and the integration of technology as a tool. In teams, individually, and in collaboration with the principal during the instructional supervision process, teachers reflect upon their own performance to identify areas for individual and collective growth.

District-wide professional development and collaboration occur monthly and focus on the district goals outlined in the LCAP and reflected in this SPSA.

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

Best practices, including videos, books, articles, links, etc., are shared to foster and promote learning and thinking about our work. As a school community, we focus on and embrace the role of learning for all. The staff continues to reflect on practices, pose questions, and wonder about our own work and practices. We tap into each other's expertise in order to enhance the performance of all. We have a full-time Teacher on Special Assignment who often will be asked to go into rooms to support teachers with instruction and strategies.

We utilize our Leadership team to develop staff meeting topics that have been identified as areas of need, and then implement the plan with our whole staff at staff meetings and grade-level planning time.

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

During the instructional supervision process, the principal facilitates conversations that include opportunities for reflection and inquiry through open-ended questioning. Teachers regularly engage in dialogue about best practices and research-based instruction during grade level.

Teaching and Learning

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

The goals outlined in the Single School Plan for Student Achievement are designed to ensure access to and understanding of the curriculum for all students, including multilingual learners, advanced learners, students with identified disabilities, and underperforming students. As part of our ongoing professional development, we will continue working with teachers on providing first-best instruction and alignment of Common Core Standards. Assessments, which are aligned to the standards as well as the SBAC format, are used to ensure alignment of the written, taught, and tested curriculum. In addition to the adopted ELA and math series, aligned materials and online programs will be used as needed.

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

The teachers submit a weekly schedule at the beginning of the school year to ensure all required minutes are being met.

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

The teachers use the Teacher Editions and develop a Year at a Glance to pace their lessons to ensure they are addressing each of the standards throughout the school year. Our intervention teachers work closely with our teachers to develop a schedule which does not interfere with classroom instruction in core subject areas. The master schedule is developed in a manner which provides teachers with uninterrupted instructional time each day.

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

All students have access to 1:1 texts and technology.

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

All teachers use the adopted curriculum and support materials to reach all levels of learners in their classrooms.

Opportunity and Equal Educational Access

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

Our Wonders curriculum offers materials to address advanced, under-performing and multi-lingual learners. We utilize our Learning Center so that all students can access supports as needed in order to be successful. Our reading specialist works closely with teachers using data to make groups for targeted instruction in six to eight week sessions, then reassessing to determine next steps.

Evidence-based educational practices to raise student achievement

Through professional development, teachers focus on first-best instruction to ensure that all students are engaged in learning and achieving mastery. Teachers focus on unpacking the standards across grade levels to ensure common academic vocabulary is used and standards are mastered at the identified grade level.

PCS is beginning to focus on using small-group instruction to target students' needs and differentiate more within the general education setting.

Parental Engagement

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

PCS offers a family resource center at one of our elementary schools which all families have access to. Additionally, our counseling team is a wealth of knowledge and offers many community resources to families as needed.

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)

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

Funding

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

Our ELL coordinator oversees the progress of our multilingual learner data.

Fiscal support (EPC)

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

SPSA is a collaborative process involving district staff, site staff, and community stakeholders. There are many ways to become involved in the educational process at Penngrove and the district level.

The site plan is developed through a series of meetings that begin with periodic data reviews for the current plan by all staff at monthly staff meetings during the quarter.

This year's Site Council meetings were on 9/25/25, 11/04/25, 1/13/26, 01/27/26, 2/24/26, 3/31/26, and 4/21/26. Meetings were offered in person or virtually and held in a hybrid format. During these meetings, data from our Youth Truth surveys, CAASP, and attendance were reviewed. Often, SSC members had questions that needed more data, and were brought back to the team at the next meeting. Data was presented to staff throughout the year during staff meetings to evaluate the successes and needs, and set goals and actions. The Charter renewal process was conducted with the staff and Site Council.

Plans were finalized in the last April meeting.

Resource Inequities

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

No inequities were identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	0.21%	0		1
African American	0.83%	0.63%	0.42%	4	3	2
Asian	2.29%	2.10%	2.75%	11	10	13
Filipino	0.42%	0.42%	0.42%	2	2	2
Hispanic/Latino	18.3%	16.56%	19.70%	88	79	93
Pacific Islander	0.62%	0.42%	1.06%	3	2	5
White	67.98%	68.97%	65.25%	327	329	308
Two or More Races	8.73%	10.06%	9.11%	42	48	43
Not Reported	0.83%	0.84%	1.06%	4	4	5
Total Enrollment				481	477	472

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			41
Kindergarten	113	55	67
Grade 1	67	86	52
Grade 2	64	64	84
Grade3	56	64	61
Grade 4	60	55	61
Grade 5	59	62	55
Grade 6	62	55	51
Total Enrollment	481	477	472

Conclusions based on this data:

- Enrollment in primary grades has fluctuated across years, with a notable increase in Grade 2 in 2024–25, suggesting cohort movement and possible shifts in incoming class sizes.
- Upper grade levels (Grades 4–6) show a gradual decline in enrollment over time, which may impact class configurations and staffing considerations in future planning.
- The introduction and growth of Transitional Kindergarten (41 students in 2024–25) indicates an expanding early learning program that will likely continue to influence enrollment patterns and class sizes in the primary grades in the coming years.

School and Student Performance Data

English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	23	23	21	4.8%	4.8%	4.4%
Fluent English Proficient (FEP)	13	11	12	2.7%	2.3%	2.5%

Conclusions based on this data:

- The number and percentage of English Learners has remained relatively stable, with a slight decrease in 2024–25 (from 23 students, 4.8% to 21 students, 4.4%).
- The number of Fluent English Proficient (FEP) students has fluctuated slightly year to year, without a clear upward or downward trend.
- Overall multilingual representation (EL + FEP) has remained consistent across the three years, suggesting stable language diversity within the student population.

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	55	64	59	55	61	56	55	61	56	100.0	95.3	94.9
Grade 4	60	55	62	60	54	61	60	54	61	100.0	98.2	98.4
Grade 5	58	59	52	56	58	50	56	58	50	96.6	98.3	96.2
Grade 6	62	54	48	61	53	47	61	53	47	98.4	98.1	97.9
All Grades	235	232	221	232	226	214	232	226	214	98.7	97.4	96.8

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	2411.	2413.	2418.	14.55	16.39	16.07	29.09	29.51	30.36	27.27	24.59	30.36	29.09	29.51	23.21
Grade 4	2464.	2469.	2485.	20.00	22.22	24.59	25.00	24.07	24.59	30.00	22.22	32.79	25.00	31.48	18.03
Grade 5	2504.	2498.	2506.	21.43	13.79	20.00	37.50	36.21	30.00	10.71	22.41	24.00	30.36	27.59	26.00
Grade 6	2543.	2543.	2524.	14.75	18.87	8.51	45.90	35.85	31.91	29.51	26.42	38.30	9.84	18.87	21.28
All Grades	N/A	N/A	N/A	17.67	17.70	17.76	34.48	31.42	28.97	24.57	23.89	31.31	23.28	26.99	21.96

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	9.09	18.03	8.93	60.00	54.10	75.00	30.91	27.87	16.07
Grade 4	15.00	24.07	19.67	71.67	62.96	73.77	13.33	12.96	6.56
Grade 5	12.50	22.41	22.00	66.07	53.45	60.00	21.43	24.14	18.00
Grade 6	14.75	22.64	14.89	67.21	54.72	57.45	18.03	22.64	27.66
All Grades	12.93	21.68	16.36	66.38	56.19	67.29	20.69	22.12	16.36

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	16.36	13.11	10.71	52.73	57.38	76.79	30.91	29.51	12.50
Grade 4	10.00	12.96	11.48	68.33	64.81	75.41	21.67	22.22	13.11
Grade 5	19.64	12.07	14.00	57.14	62.07	72.00	23.21	25.86	14.00
Grade 6	22.95	20.75	10.64	68.85	64.15	78.72	8.20	15.09	10.64
All Grades	17.24	14.60	11.68	62.07	61.95	75.70	20.69	23.45	12.62

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	14.55	6.56	3.57	70.91	83.61	89.29	14.55	9.84	7.14
Grade 4	11.67	20.37	9.84	75.00	64.81	83.61	13.33	14.81	6.56
Grade 5	16.07	12.07	12.00	69.64	79.31	72.00	14.29	8.62	16.00
Grade 6	6.56	13.21	8.51	83.61	75.47	82.98	9.84	11.32	8.51
All Grades	12.07	12.83	8.41	75.00	76.11	82.24	12.93	11.06	9.35

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	7.27	14.75	7.14	81.82	63.93	71.43	10.91	21.31	21.43
Grade 4	10.00	11.11	9.84	75.00	81.48	78.69	15.00	7.41	11.48
Grade 5	17.86	13.79	6.00	62.50	65.52	82.00	19.64	20.69	12.00
Grade 6	16.39	16.98	10.64	70.49	62.26	72.34	13.11	20.75	17.02
All Grades	12.93	14.16	8.41	72.41	68.14	76.17	14.66	17.70	15.42

Conclusions based on this data:

1. Across grade levels, the percentage of students meeting standard has declined over time, while the percentage of students nearly meeting standard has increased, indicating that more students are approaching proficiency but not yet reaching it.
2. There is a noticeable decrease in the percentage of students exceeding standards, particularly in upper grades.

3. We observed the most notable changes in writing and listening, with shifts of 10 percentage points or more, indicating meaningful movement in these domains. Reading also showed notable change at a similar magnitude. In comparison, other areas reflected more moderate shifts, generally ranging from 4 to 8 percentage points.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	55	64	59	55	61	56	55	61	56	100.0	95.3	94.9
Grade 4	60	55	62	60	54	61	60	54	61	100.0	98.2	98.4
Grade 5	58	59	52	56	58	50	56	58	50	96.6	98.3	96.2
Grade 6	62	54	48	61	53	47	61	53	47	98.4	98.1	97.9
All Grades	235	232	221	232	226	214	232	226	214	98.7	97.4	96.8

* 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	2417.	2429.	2439.	12.73	16.39	21.43	25.45	31.15	33.93	38.18	32.79	17.86	23.64	19.67	26.79
Grade 4	2476.	2476.	2497.	11.67	11.11	19.67	35.00	29.63	44.26	40.00	46.30	26.23	13.33	12.96	9.84
Grade 5	2510.	2487.	2490.	19.64	8.62	16.00	17.86	27.59	14.00	41.07	29.31	44.00	21.43	34.48	26.00
Grade 6	2513.	2514.	2521.	11.48	11.32	12.77	21.31	22.64	31.91	40.98	41.51	25.53	26.23	24.53	29.79
All Grades	N/A	N/A	N/A	13.79	11.95	17.76	25.00	27.88	31.78	40.09	37.17	28.04	21.12	23.01	22.43

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.27	21.31	23.21	63.64	49.18	55.36	29.09	29.51	21.43
Grade 4	16.67	22.22	24.59	63.33	62.96	60.66	20.00	14.81	14.75
Grade 5	21.43	12.07	20.00	53.57	51.72	52.00	25.00	36.21	28.00
Grade 6	14.75	11.32	14.89	57.38	62.26	55.32	27.87	26.42	29.79
All Grades	15.09	16.81	21.03	59.48	56.19	56.07	25.43	26.99	22.90

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	18.18	18.03	25.00	63.64	65.57	50.00	18.18	16.39	25.00
Grade 4	13.33	14.81	19.67	63.33	70.37	65.57	23.33	14.81	14.75
Grade 5	14.29	6.90	14.00	62.50	65.52	56.00	23.21	27.59	30.00
Grade 6	9.84	13.21	6.38	65.57	56.60	61.70	24.59	30.19	31.91
All Grades	13.79	13.27	16.82	63.79	64.60	58.41	22.41	22.12	24.77

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	16.36	21.31	12.50	67.27	55.74	71.43	16.36	22.95	16.07
Grade 4	13.33	11.11	26.23	68.33	64.81	65.57	18.33	24.07	8.20
Grade 5	12.50	3.45	16.00	62.50	67.24	56.00	25.00	29.31	28.00
Grade 6	14.75	13.21	6.38	57.38	60.38	80.85	27.87	26.42	12.77
All Grades	14.22	12.39	15.89	63.79	61.95	68.22	21.98	25.66	15.89

Conclusions based on this data:

- Overall performance shows a shift from “Below Standard” to “At/Near Standard,” indicating movement toward proficiency, though gains have not yet translated into significant increases in students exceeding standards.
- Problem Solving and Modeling/Data Analysis remains an area of need, with less consistent growth and in some cases stagnation or decline, highlighting a gap between conceptual understanding and the ability to apply mathematics in real-world and multi-step contexts.
- Communicating Reasoning shows the strongest growth across subdomains, with an approximate 10% decrease in students below standard and corresponding increases in both “At/Near Standard” and “Above Standard.” This indicates improved student ability to explain thinking and justify solutions.

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	*	*	*	*	*	*	*	*	*	7	5	6
1	*	*	*	*	*	*	*	*	*	*	4	*
2		*	*		*	*		*	*		*	5
3	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	5	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										20	19	20

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	20.00	10.53	25.00	45.00	31.58	55.00	25.00	42.11	10.00	10.00	15.79	10.00	20	19	20

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	40.00	21.05	70.00	40.00	47.37	15.00	20.00	21.05	10.00	0.00	10.53	5.00	20	19	20

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	10.00	0.00	5.00	20.00	26.32	40.00	40.00	36.84	35.00	30.00	36.84	20.00	20	19	20

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	50.00	15.79	40.00	40.00	68.42	50.00	10.00	15.79	10.00	20	19	20

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	45.00	36.84	60.00	50.00	52.63	40.00	5.00	10.53	0.00	20	19	20

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	15.00	10.53	5.00	45.00	42.11	70.00	40.00	47.37	25.00	20	19	20

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	15.00	10.53	10.00	60.00	63.16	70.00	25.00	26.32	20.00	20	19	20

Conclusions based on this data:

1. There has been a notable shift in overall English language proficiency, with a significant increase in students performing at Levels 3 and 4, indicating that more students are progressing toward and reaching proficiency.

2. Across domains, the most substantial gains are evident in oral language and writing, where increases in higher performance levels are paired with a reduction in students at the Beginning level.
3. While growth is evident, a large proportion of students remain in the Somewhat/Moderately Developed range, particularly in reading and writing.

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
472	36%	4.4%	0.4%
Total Number of Students enrolled in Penngrove Elementary Charter 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	21	4.4%
Foster Youth	2	0.4%
Homeless	0	0.0%
Socioeconomically Disadvantaged	170	36%
Students with Disabilities	62	13.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4%
American Indian	1	0.2%
Asian	13	2.8%
Filipino	2	0.4%
Hispanic	93	19.7%
Two or More Races	43	9.1%
Pacific Islander	5	1.1%
White	308	65.3%

Conclusions based on this data:

- The student population is primarily White (65.3%), with Hispanic (19.7%) and students identifying as two or more races (9.1%) representing the next largest groups.

2. A total of 36% of students are identified as socioeconomically disadvantaged, representing over one-third of the school population.
3. The school serves 13.1% students with disabilities and 4.4% English learners, indicating the presence of multiple student groups within the overall population.

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

Conclusions based on this data:

- Suspension rate is reported in the green performance level, while chronic absenteeism is reported in the yellow performance level.
- English Language Arts is reported in the yellow performance level, and Mathematics is reported in the green performance level.

3. English Learner Progress and College/Career indicators do not display a performance color due to insufficient student counts.

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  Yellow 0.8 points below standard Maintained 2.6 points 212 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Yellow 18.4 points below standard Increased 3.6 points 85 Students

Students with Disabilities  Orange 70.1 points below standard Increased 3.3 points 46 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Orange 10.6 points below standard Declined 28.7 points 37 Students
Two or More Races  No Performance Color 11 points above standard Increased 24 points 24 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Green 0.3 points above standard Increased 5.4 points 139 Students

Conclusions based on this data:

1. Students with disabilities are identified in the Orange performance level (70.1 points below standard), and socioeconomically disadvantaged students are identified in the Yellow performance level (18.4 points below standard).
2. Hispanic students are identified in the Orange performance level (10.6 points below standard) and show a decline of 28.7 points from the previous year.
3. White students are identified in the Green performance level (0.3 points above standard), while students identified as Two or More Races are reported at 11 points above standard with an increase of 24 points.

School and Student Performance Data

Academic Performance Mathematics

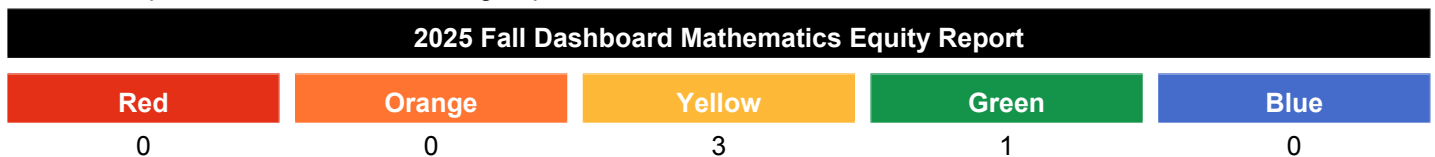
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 Green 11.6 points below standard Increased 11.2 points 214 Students	English Learners No Performance Color 59.5 points below standard Declined 33 points 11 Students	Long-Term English Learners
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Yellow 27 points below standard Increased 9.6 points 86 Students

Students with Disabilities  Yellow 86.7 points below standard Increased 14 points 46 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Yellow 16.4 points below standard Declined 10.9 points 37 Students
Two or More Races  No Performance Color 5.4 points above standard Increased 32.5 points 24 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Green 8.9 points below standard Increased 15.4 points 140 Students

Conclusions based on this data:

1. Students with disabilities (Yellow, 86.7 points below standard) and socioeconomically disadvantaged students (Yellow, 27 points below standard) are performing below the overall student group (Green, 11.6 points below standard).
2. The Hispanic student group (Yellow, 16.4 points below standard) declined by 10.9 points, while the English Learner group also declined by 33 points.
3. Some student groups demonstrated improvement, including White students (+15.4 points) and students identifying as Two or More Races (+32.5 points), despite differences in overall performance levels.

School and Student Performance Data

Academic Performance Science

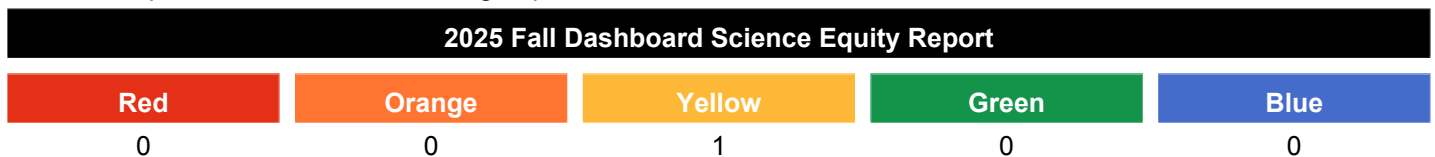
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students Green 50.9 science points Increased 3.7 points 51 Students	English Learners No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged No Performance Color 48 science points Maintained 1.1 points 19 Students

Students with Disabilities  No Performance Color 31 science points 15 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 49.8 science points Maintained 0.1 points 35 Students

Conclusions based on this data:

1. All students are performing in the Green performance level, with an increase of 3.7 points, indicating overall improvement in science outcomes.
2. Students identified as socioeconomically disadvantaged maintained performance at 48 science points with minimal change (+1.1 points), indicating relatively stable outcomes over time.
3. Due to small subgroup sizes, multiple student groups (including English Learners, Students with Disabilities, and several racial/ethnic groups) display "No Performance Color," limiting the ability to draw subgroup-specific conclusions from the available data.

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 72.7 making progress. Number Students: 11 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
9.1%	18.2%	0%	72.7%

Conclusions based on this data:

- 72.7% of English Learners progressed at least one ELPI level, while 18.2% maintained levels 1–3 and 9.1% decreased one level.
- No students maintained ELPI Level 4, and there are no Long-Term English Learners represented in this data set
- A majority of English Learners are demonstrating forward movement in language acquisition, with a smaller percentage maintaining or decreasing levels.

School and Student Performance Data

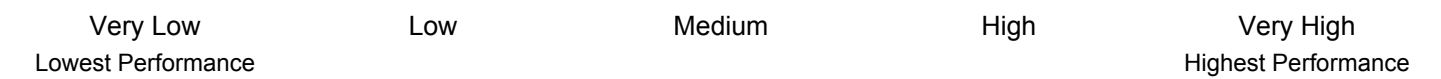
Academic Performance College/Career Report

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

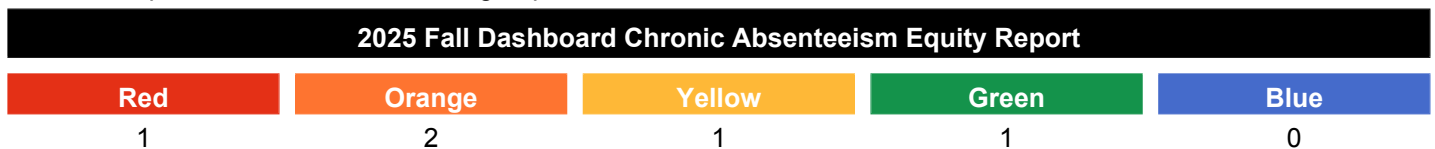
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Yellow 13% Chronically Absent Declined 0.5 483 Students	English Learners No Performance Color 22.7% Chronically Absent Increased 1 22 Students	Long-Term English Learners
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Red 20.7% Chronically Absent Increased 3.5 184 Students

Students with Disabilities  Orange 18.8% Chronically Absent Increased 0.8 80 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 15.4% Chronically Absent 0 13 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Yellow 17% Chronically Absent Declined 5.8 94 Students
Two or More Races  Green 8.2% Chronically Absent Declined 3.2 49 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  Orange 12.6% Chronically Absent Increased 1.5 317 Students

Conclusions based on this data:

1. Students with disabilities show a chronic absenteeism rate of 18.8%, which is higher than the overall rate of 13%.
2. Socioeconomically disadvantaged students show a chronic absenteeism rate of 20.7%, compared to 12.6% for White students and 8.2% for students identified as two or more races.
3. Across student groups with available data, chronic absenteeism rates range from 8.2% to 20.7%, with the highest reported rates among socioeconomically disadvantaged students and students with disabilities.

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. N/A

2. N/A

3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

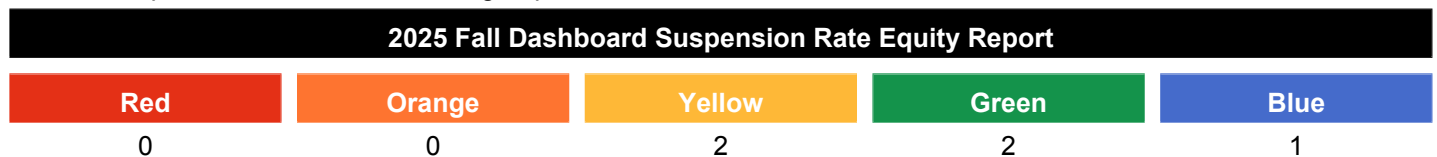
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Green 1.6% suspended at least one day Declined 1.4% 486 Students	 No Performance Color 0% suspended at least one day Maintained 0% 22 Students	
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color 0 Students	 Yellow 4.3% suspended at least one day Declined 1.6% 186 Students

Students with Disabilities  Green 2.5% suspended at least one day Declined 3.9% 81 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 0% suspended at least one day 13 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Yellow 1.1% suspended at least one day Maintained -0.2% 94 Students
Two or More Races  Blue 0% suspended at least one day Maintained 0% 49 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  Green 2.2% suspended at least one day Declined 2% 319 Students

Conclusions based on this data:

1. Suspension rates for all students are low overall at 1.6%, with a decrease of 1.4 percentage points from the previous year.
2. Students with disabilities have a higher suspension rate (2.5%) compared to the overall student population, although their rate has decreased by 3.9 percentage points.
3. Suspension rates vary across student groups, with some groups at 0% and others ranging up to 4.3%, indicating differences in outcomes across subgroups.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1: Broad Goal - College and Career.
All students will graduate PCS college and career ready as measured by the CCI.

Goal 1

By June 2027, all students will improve in English Language Arts (ELA) by at least 9 points, moving from 3.7 points below standard to 6.7 points above standard in ELA, with an average of a 3 point annual gain.

Identified Need

Our dashboard results shows we are not meeting standards in language arts. When staff and site council analyzed our data, this was an area that demonstrated a need for improvement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA score	2023: 3.7 points below ELA standard/2025: 0.8 points below standard	2027: 6.7 points above ELA standard

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Identify/monitor reading levels using STAR, mCLASS, BPST, and CAASPP. Data cycles for teams to analyze and adjust instruction every 6-8 weeks

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

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

Use CAASPP practice (Gr 3–6) to build tool familiarity.

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)

0

Source(s)

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

All students.

Strategy/Activity

Teachers of grades K-6 will use Star, mCalss, BPST, and CAASPP interim data to guide data talks and plan for differentiation.

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)

0

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

All staff will engage in vertical & grade-level collaboration for alignment with adopted ELA 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)

0

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teacher will use a research-based programs (Lexia, Wonders, mCLASS) with fidelity, to support reading and differentiation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Maintain Walk to Read (Gr 1-3) & targeted reading intervention blocks (Gr 4-6).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

General Fund

Strategy/Activity 7

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)

Site Formula Funds

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.

Walk to Read has been successful for grades 1st-3rd this school year. Our team has been monitoring and tracking student progress. We have observed significant growth in reading (11%), as recorded on 25/26 CAASPP Teams have engaged in data talks after each session and placed students based on the data and observational needs.

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 did not expand the Walk to Read program to grades four through six. Instead, we have utilized targeted reading intervention blocks to support that small number of students. The barrier to expanding our Walk to Read Program was tied to the reduction in our reading specialists from full-time to 60% at our site, as well as the elimination of the TOSA position.

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.

At this time, we have removed typing as a strategy for improving reading outcomes.

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 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 -91.5 to -61.5 in ELA and -132.3 to -102.3 in mathematics.

Goal 2

By June 2027, Students with disabilities will improve in English Language Arts (ELA) by at least 9 points, moving from 62.5 points below standard to 53.5 points below standard in ELA, with an average of a 3 point annual gain.

Identified Need

Our dashboard results shows our students with disabilities have declined in their progress toward standards in language arts. Students with disabilities declined 25.9 points on ELA between 2022 and 2023. When staff and site council analyzed our data, this was an area that demonstrated a need for improvement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Reading		
Star Early Literacy		
CAASPP ELA scores	2023: 62.5 points below ELA standard 2025: 70.1 points below standards	2027: 53.5 points below ELAstandard

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students with disabilities

Strategy/Activity

We operate a Learning Center in which students with disabilities and students with intervention needs can access additional, small group, targeted 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)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with disabilities.

Strategy/Activity

Through the Learning Center, Reading Specialist, and Walk to Read program, the site will implement evidence-based interventions: structured literacy (OG), Haggerty, literature circles, and comprehension 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

Professional Development including vertical articulation of English Language Art Standards and adopted curriculum, with additional focus on using suggested strategies for students with additional needs in the Teacher's Edition. Wonder's Works curriculum and training. Teachers requested time to dig into the Wonders curriculum to familiarize themselves with the supports provided in the materials.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Professional Development on differentiation, inclusive practices, and diverse learner 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)

2500

Source(s)

Parent-Teacher Association (PTA)

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

Ensure all students have daily access to high-quality Tier 1 core instruction with appropriate scaffolds, while using the MTSS framework to deliver targeted Tier 2 and Tier 3 interventions aligned to student needs and strengthening collaboration among general education, special education, and intervention teams.

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.

Our students with disabilities improved by 3.3 points on the 2025 CAASPP. This year, we saw strong implementation of evidence-based interventions through our learning center reading specialist as part of Walk to Read. We are also looking forward to upcoming professional development focused on differentiation for neurodivergent learners and targeted support strategies, which we expect will continue to drive growth in English language arts.

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

Not Applicable.

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.

This site will be funding professional development on differentiation, inclusive practices, and diverse learner strategies to better meet this goal of improving students with disabilities' performance on the English Language Arts assessment.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2: Campus Culture

By January of 2027, the percentile rank of students who respond positively will increase by 15 percentile points by 2027.

Goal 3

School Culture: On the Youth Truth survey to the question: Do students behave in school? increase student positive responses by 10% to 25% positive responses, by January 2027. Our new goal is 30% positive responses by 2027.

Identified Need

On our 2023 Youth Truth survey, 15% of student responded positively to the question: Do students behave in school?

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism California School Dashboard	2023= All- 22.7%, two or more races- 26.1%, students with disabilities- 29.3% 2025= 13.5%, Hispanic -22.8%, two or more races- 11.3%, students with disabilities- 17.9%	All- 3% decrease to 19.7%, two or more races- 3% decrease to 23.1%, students with disabilities- 3% decrease to 26.3%
Suspension Data California School Dashboard	2023= All- 1.6%, two or more races- 2.2%, students with disabilities- 6.1% 2025= All - 1.6%, two or more races- 0%, students with disabilities- 2.5%, Hispanic- 1.1% and Socioeconomically disadvantaged- 4.3%.	All- 1% decrease to 0.6%, two or more races- 1% decrease to 1.2%, students with disabilities- 1% decrease to 5.1%
Youth Truth Survey Question: Do you like going to school?	2023= 27% responded positively. 2025= 28% responded positively.	30% positive response rate

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

Build strong classroom culture by utilizing Social Emotional Learning lessons (ToolBox, Zones of Regulations, Conscious Discipline, Kimochi's), classroom circles, asset-based Language and Restorative practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Strengthen home-school collaboration through consistent communication.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Strengthen Tier 1 PBIS practices by reinforcing school-wide expectations and consistently using the common language "Be Safe, Be Respectful, Be Responsible" across all learning environments.

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

Develop Tier 2 and Tier 3 interventions for students needing additional support while integrating restorative practices to build internal responsibility and problem-solving skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers and staff are being trained in "Welcoming Schools" to support positive school culture.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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.

Staff continued training in Welcoming Schools and are will complete the program in the 26/27 school year. Students continue to benefit from restorative practices allowing them to repair harm, take accountability and sustain meaningful relationship.

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

N/A.

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

Moving forward, we will develop a tier 2 and tier 3 system of support to further strengthen our response to student behaviors.

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 4

Identified Need

Annual Measurable Outcomes

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)

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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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
------------------	-------------------------	------------------

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)
-----------	-----------

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$3,000.00

Other Federal, State, and Local Funds

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

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

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 (\$)
	\$0.00
General Fund	\$500.00
Parent-Teacher Association (PTA)	\$2,500.00

Subtotal of state or local funds included for this school: \$3,000.00

Total of federal, state, and/or local funds for this school: \$3,000.00

School Site Council Membership

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

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

Name of Members	Role
Michael Mori	Principal
Anna Hurtado	Classroom Teacher Parent or Community Member
Renna Salazar	Classroom Teacher
Matt Vuolo	Parent or Community Member
Tina Munger	Other School Staff
Jamie Bushman	Parent or Community Member
Haley Codoni	Classroom Teacher
Shannon Sundburg	Other School Staff Parent or Community Member
Maureen Tracy	Classroom Teacher
Merly-Mae Blomseth	Parent or Community Member
Tina Suhrke	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 4/21/2026.

Attested:



Principal, Michael Mori on 4/21/2026



SSC Chairperson, Matt Vuolo on 4/21/26

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/>

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