



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
Dual Language Immersion Academy	49708620142554	04/28/26	5/12/2026

Purpose and Description

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

Schoolwide Program

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

The Dual Language Immersion Academy’s SPSA is designed to align directly with our Local Control and Accountability Plan (LCAP) goals, focusing on rigorous academic instruction, inclusive school culture, and targeted support for English Learners and socioeconomically disadvantaged students. Our schoolwide program integrates federal, state, and local funding to provide comprehensive services, including small-group literacy instruction, professional development for dual-language pedagogy, and robust family engagement initiatives. By leveraging data-driven decision-making, we ensure that resources are strategically allocated to meet ESSA’s requirements of closing achievement gaps, supporting academic proficiency, and fostering a positive, equitable learning environment for all students.

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).

The YouthTruth Student Survey, developed by a national nonprofit, is an assessment tool designed to gather and synthesize feedback from students regarding their educational experience. The survey organizes responses into key themes such as engagement, school culture, and academic challenge, providing average ratings and percent positive scores that are benchmarked against a national comparative dataset. This feedback offers school leadership data-driven insights, which serve as a helpful resource for evaluating current practices and identifying opportunities for ongoing growth.

During the 2026 school year, Dual Language Academy administered the survey to 47 students, achieving a 96 percent response rate. The resulting data highlights several areas to consider as the school continues to refine its programs. Student engagement recorded a 41 percent positive rating and currently ranks in the 12th percentile, suggesting an opportunity to enhance student involvement. Regarding school culture, which received a 28 percent positive rating, there is potential to strengthen the environment to further support students.

Academic challenge was rated 43 percent positive, placing it in the 16th percentile, while feedback on the quality of education also fell within the 16th percentile, indicating an opportunity to review academic and instructional alignment. Additionally, student perspectives on the fairness of school discipline resulted in a 23 percent positive rating and a 21st percentile ranking, which provides a prompt to evaluate and refine existing disciplinary procedures. While these metrics point to areas for development, the survey also reflects positive student relationships, notably with students treating adults with respect at the 80th percentile. Incorporating this student feedback into strategic planning will help the academy continue to align its practices with the experiences of its student body.

Classroom Observations

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

This school year, our faculty engaged in a comprehensive formal evaluation process designed to support professional growth and instructional excellence. All teachers participated in a cycle that included four formal classroom observations across diverse subject areas, as well as two formal performance evaluations each. Beyond these structured assessments, the principal conducted frequent informal classroom walkthroughs and partnered with both educators to host several campus tours for prospective families, providing a holistic view of our teaching practices.

Findings from these observations indicate that both teachers consistently demonstrate rigorous, standards-based instruction and effective classroom management. Lessons incorporate tiered supports to address the diverse learning needs of all students in both classrooms. Furthermore, both classroom environments actively elevate student voice, which is evidenced by student-generated work and visual displays that reflect learning and academic progress. Both teachers have proven to be invaluable additions to our team, playing foundational roles in the successful launch and continued implementation of our inaugural Dual Language Immersion Academy class, now in its second year.

Building upon these findings, the faculty is committed to using the insights gained from our evaluation cycle to further refine the program. We have identified several key opportunities for growth. We aim to further harmonize instructional practices between the two classrooms to ensure a seamless and consistent experience for our students. Additionally, we plan to deepen our collaborative planning process, allowing both teachers to share successful strategies and co-develop resources for tiered student support. Finally, we are focusing on expanding student-led inquiry opportunities to further elevate student voice, ensuring that the foundational work of the Dual Language Immersion Academy continues to thrive and effectively meet the evolving needs of our learners.

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)

We utilize state CAASPP (ELA & Math), ELPAC, iReady (ELA & Math) assessments alongside local STAR Reading data to identify student learning gaps. Quarterly data reviews allow us to modify instructional groupings and pivot to targeted language acquisition strategies for students falling below proficiency benchmarks.

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

Teacher regularly reviews curriculum-embedded unit assessments. These results are used to adjust the pacing of reading and writing fluency drills and to determine which students require immediate Tier 2 intervention.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teaching staff hold appropriate credentials and meet all state requirements for their assignments.

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

Staff have regular access to training on SBE-adopted materials. Professional development has been realigned to prioritize language acquisition strategies and writing interventions based on current ELPAC performance trends.

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

Recent PD sessions have focused on data analysis and specific literacy instructional techniques to address the decline in ELPAC progress and support overall ELA growth.

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

Instructional assistants are deployed to provide small-group support in classrooms, with a focus on literacy fluency and targeted language support for EL students.

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

While this teacher does not have grade level colleagues at the site, she has collaborated with the principal and the other Dual Language teachers at the school on a bi-monthly basis. The teacher has also participate in the district wide professional development opportunities and the grade level collaboration days.

Teaching and Learning

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

Our curriculum is fully aligned with state content standards. Instructional materials are reviewed annually to ensure they meet the needs of our diverse learners, including English Learners.

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

The master schedule is designed to protect and prioritize recommended instructional minutes for ELA and mathematics, ensuring adequate time for both core instruction and intervention.

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

The master schedule provides built-in flexibility for intervention courses, allowing staff to pull small groups based on real-time assessment data without disrupting core instruction.

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

All students have access to standards-aligned core materials, supplemented by targeted intervention resources for students reading below grade level.

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

We exclusively use SBE-adopted materials for core instruction, supplemented by evidence-based intervention programs to address literacy gaps identified in recent STAR assessments.

Opportunity and Equal Educational Access

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

The regular program includes systematic small-group instruction, after-school tutoring options, and consistent progress monitoring for students identified as needing extra support.

Evidence-based educational practices to raise student achievement

We utilize data-driven instructional grouping, restorative practice training for behavior support, and consistent language acquisition strategies to close the achievement gap.

Parental Engagement

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

We leverage strong partnerships with families and community organizations to provide wrap-around support, student engagement initiatives, and family resource outreach.

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)

Parents, staff, and community partners are actively involved in the School Site Council and LCAP advisory committees, where they review performance data and provide input on strategy implementation and funding priorities.

Funding

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

Categorical funds are prioritized to staff instructional assistants, provide professional development for teachers, and purchase supplemental literacy materials specifically for students failing to meet grade-level standards.

Fiscal support (EPC)

Budget allocations are reviewed alongside student achievement data to ensure that funds are directed toward the most effective strategies, such as EL support and reducing chronic absenteeism.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

2025-2026 Involvement Process

August 8, 2025 – Staff Professional Learning and Vision Alignment

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

September 23, 2025 – School Site Council Meeting #1

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

October 1, 2025 -- ELAC Meeting #1

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

October 28, 2025 – Community Schools Meeting #1

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

November 18, 2025 – School Site Council Meeting #2

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

December 3, 2025 -- ELAC Meeting #2

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

January 20, 2026 – Community Schools Meeting #2

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

January 21, 2026 -- ELAC Meeting #3

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

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

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

March 11, 2026 -- ELAC Meeting #4

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

March 31, 2026 – Community Schools Meeting #3

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

April 28, 2026 – School Site Council Meeting #4

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

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

SPSA Final Draft and Parent Handbook Review

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

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

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

Resource Inequities

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

As a growing 50/50 Dual Language Immersion Academy, our current needs assessment reflects the specific requirements of maintaining a balanced bilingual program while scaling our school offerings. To ensure our growth supports the integrity of our dual language model and provides a comprehensive education for our students, we have identified the following resource inequities that require strategic investment.

As a result of the comprehensive needs assessment at the DLIA, several resource inequities were identified that impact student achievement, biliteracy development, and equitable access to the immersion model:

1. Recruitment of Bilingual Educators

A foundational resource inequity is the critical need to recruit high quality bilingual educators who are specifically trained in dual language pedagogy. As we grow, finding staff who possess the necessary bilingual credentials and pedagogical expertise to maintain the integrity of our 50/50 model is a significant challenge that directly impacts our instructional quality.

2. Special Education and English Learner Resource Support

While we currently provide services through the McDowell program, these resources are stretched thin. We have a significant need for additional Special Education resource support and a dedicated English Language Resource Teacher (ELRT) to assist our English Learners. Currently, our existing staff cannot provide the full, necessary support that our students require, particularly for our English Learners with IEPs who need specialized, linguistically integrated interventions.

3. Inadequate Instructional Space

As a growing school, our physical footprint is a significant barrier to equitable instruction. We currently have access to only two designated classrooms. This limited capacity creates constant friction, as we struggle to secure adequate space for Special Education services, English Learner support, and elective activities. The inability to consistently provide quiet, designated learning environments for academic testing and small group interventions hinders our ability to deliver the focused attention our students need.

4. Specialized Support for Newcomers and Rapid English Acquisition

Our 50/50 dual language model is inherently beneficial for newcomer students, as it allows them to access grade level content standards while engaging meaningfully in the classroom. However, to maximize this benefit, we need access to a rich, specialized curriculum designed for the rapid acquisition of English. Currently, we lack the targeted scaffolds and instructional materials necessary to facilitate this growth efficiently. Without these essential resources, our newcomers are often placed in settings that assume prior biliteracy or foundational skills, missing the specific linguistic support required to accelerate their English development within the immersion program.

7. Dedicated Collaborative Planning Time

To build a cohesive, high functioning dual language program, teachers require significant time to vertically and horizontally align their curriculum. Currently, our teachers receive less dedicated planning and preparation time than their colleagues at larger comprehensive junior high schools. This disparity is particularly impactful because our staff are responsible for instructing multiple subjects while simultaneously managing the complex linguistic and pedagogical demands of a 50/50 dual language immersion model. Without sufficient time to coordinate instruction, calibrate lessons, and engage in data analysis, the dual nature of our program becomes fragmented, which directly hinders student growth.

8. Targeted Professional Development

To deliver effective instruction, our staff require support in two distinct areas of professional development. First, we need training in High Operational Practices to refine our classroom management and instructional efficiency. Second, and equally critical, is the need for professional development centered on the core principles of dual immersion pedagogy. Currently, a funding gap prevents us from fully accessing these specialized supports. Our teachers need both evidence based bilingual training and operational support to effectively meet the complex needs of our diverse student population and close the achievement gap.

9. Access to Enrichment and Music Programming

While we have successfully implemented an art elective that enriches our students' learning experience, we have a significant unmet need for a music elective to provide a truly well rounded

education. We currently lack the necessary funding to staff and equip a high quality music program. Establishing this program is a resource priority as we continue to grow, ensuring all our students have equitable access to arts education.

Summary of Strategic Priority

Addressing these identified inequities is a foundational priority for the DLIA as we scale our 50/50 model. Our strategic plan focuses on recruiting specialized bilingual educators and expanding critical support services for Special Education and English Learners, particularly those with IEPs. To provide equitable, high-quality instruction, we must secure additional instructional space for pull-out services and implement a targeted curriculum to accelerate English acquisition for our newcomers. Furthermore, we are committed to achieving parity in teacher collaborative planning time and funding two distinct tracks of professional development—High Operational Practices and dual immersion pedagogy—to strengthen our instructional foundation. By also securing funding for a music elective, we ensure that every student has access to a rigorous and well-rounded education as our school continues to grow.

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
Hispanic/Latino	%	%	90.32%			28
White	%	%	6.45%			2
Two or More Races	%	%	3.23%			1
Total Enrollment						31

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 7			31
Total Enrollment			31

Conclusions based on this data:

1. As this data comes from the school's inaugural year, our enrollment is entirely comprised of 7th-grade students (31 total). This singular grade-level structure provides a unique opportunity to establish our school culture and instructional identity from the ground up, with a specific focus on meeting the developmental and academic needs of early adolescents.
2. With 90.32% of our founding student population identifying as Hispanic/Latino, the school is well-positioned to center its mission on dual-language immersion pedagogy. This first-year data underscores the critical importance of building culturally responsive teaching practices and Spanish-language family outreach as the foundational pillars of our community engagement strategy.
3. With a total enrollment of 31 students, the school functions as a small, intimate learning community. This structure provides a unique opportunity for high-touch, personalized intervention and stronger teacher-student relationships, while also requiring strategic resource management to maximize the impact of categorical and local funding given the small per-pupil count.

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			11			35.5%
Fluent English Proficient (FEP)			15			48.4%

Conclusions based on this data:

1. With 35.5% of our founding cohort classified as English Learners, a primary focus of our instructional design must be on high-leverage integrated and designated English Language Development (ELD) to ensure these students have full access to grade-level content.
2. The presence of a substantial FEP population (48.4%) creates a rich, diverse classroom environment. This offers a unique opportunity to leverage peer-to-peer language modeling and cooperative learning strategies, which are essential for supporting the linguistic growth of our EL students.
3. As this data comes from our inaugural year, these figures serve as a critical baseline. We are now positioned to track the specific progress of our English Learners and FEP students from year one, allowing us to build sustainable, data-driven systems for reclassification and academic acceleration as the school expands.

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 7			30			29			29			96.7
All Grades			30			29			29			96.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7			2500.			3.45			27.59			27.59			41.38
All Grades	N/A	N/A	N/A			3.45			27.59			27.59			41.38

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 7			*			*			*

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 7			*			*			*

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 7			*			*			*

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 7			*			*			*

Conclusions based on this data:

1. As this is the data from the inaugural year of the school, these results establish a critical baseline for student achievement. While 31.04% of students have met or exceeded standards, the data highlights that a significant portion of our founding cohort requires additional support to reach proficiency, providing a clear focus for our instructional improvement efforts moving forward.
2. With 41.38% of students scoring in the "Standard Not Met" category, our primary academic imperative is the implementation of robust, Tier 2 and Tier 3 literacy interventions. The data indicates that a substantial number of students are significantly below grade-level expectations, necessitating immediate and focused instruction in reading comprehension and writing mechanics.
3. Despite the academic challenges identified, the school successfully achieved a 96.7% participation rate on the CAASPP assessments. This high engagement level in our inaugural year suggests that our school culture and operational systems are effectively ensuring that students are present and prepared for testing, which provides a strong foundation for future academic growth and monitoring.

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 7			30			30			30			100
All Grades			30			30			30			100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7			2480.			6.67			16.67			26.67			50.00
All Grades	N/A	N/A	N/A			6.67			16.67			26.67			50.00

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 7			13.33			30.00			56.67
All Grades			13.33			30.00			56.67

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 7			0.00			70.00			30.00
All Grades			0.00			70.00			30.00

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 7			0.00			66.67			33.33
All Grades			0.00			66.67			33.33

Conclusions based on this data:

1. With 50% of students scoring "Standard Not Met" and only 23.34% meeting or exceeding standards, the data identifies a clear need for intensive mathematics intervention. We must prioritize Tier 2 and Tier 3 support structures in the coming year to address these foundational gaps and move a larger percentage of students toward grade-level proficiency.
2. Data indicates that "Concepts and Procedures" is our most significant area of struggle, with 56.67% of students scoring below standard. Future instructional planning must emphasize computational fluency and the mastery of core mathematical concepts to stabilize these scores.
3. While procedural performance is low, students showed relatively stronger performance in "Problem Solving & Modeling" and "Communicating Reasoning," where a combined 66–70% of students achieved "At or Near Standard." We will use these relative strengths as a scaffold, integrating higher-level reasoning tasks into daily lessons to support and bridge the gaps in conceptual and procedural knowledge.

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
All Grades												9

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades			*			*			*			*			*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades			*			*			*			*			*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades			*			*			*			*			*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades			*			*			*			*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades			*			*			*			*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades			*			*			*			*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades			*			*			*			*

Conclusions based on this data:

1. As this is the data from the school's inaugural year, these ELPAC results serve as our "Year 0" baseline. While the data is currently suppressed (indicated by the *) due to the small cohort size of 9 students, this initial testing provides a necessary starting point for tracking the language acquisition progress of our English Learner population as the school grows.
2. Because state-level summative data is limited by our current small sample size, we will pivot to robust, local classroom-based assessments and formative language progress monitoring. This allows us to track individual student growth in real-time, ensuring that instructional support is tailored to specific language development needs despite the lack of public aggregate data trends this year.
3. Given our school's mission as a Dual Language Immersion Academy, we remain committed to data-informed instruction for our English Learners. We will use the internal assessment data gathered throughout the year to refine our designated and integrated ELD instructional strategies, ensuring we build a high-quality program that supports all students in reaching proficiency.

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
31	64.5%	35.5%	0.0%
Total Number of Students enrolled in Dual Language Immersion Academy.	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	11	35.5%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	20	64.5%
Students with Disabilities	5	16.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	0	0.0%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	28	90.3%
Two or More Races	1	3.2%
Pacific Islander	0	0.0%
White	2	6.5%

Conclusions based on this data:

1. With 64.5% of our students qualifying as socioeconomically disadvantaged and 35.5% as English Learners, our instructional and operational planning must prioritize comprehensive support systems. These figures justify the

allocation of categorical funding and resources toward tiered intervention programs, bilingual instructional support, and proactive family outreach to ensure equitable access to the curriculum for all students.

2. The demographic data, showing 90.3% of the student population identifying as Hispanic/Latino, strongly aligns with our identity as a Dual Language Immersion Academy. This highlights the importance of maintaining a high-quality dual-language curriculum that respects and leverages the linguistic and cultural assets of our founding community.
3. Serving a population where 16.1% of students are identified with disabilities requires us to fully integrate special education services into our dual-language pedagogical model. We are committed to ensuring these students receive differentiated instruction alongside their peers, reinforcing our goal of providing an inclusive, rigorous learning environment from our very first year.

School and Student Performance Data

Overall Performance

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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The "No Performance Color" status across all state indicators (ELA, Mathematics, EL Progress, etc.) is a direct result of our school's inaugural status. Because our current enrollment and testing cohorts are below the 30-student minimum threshold required by the state, the California School Dashboard cannot generate performance colors at this time.

2. Given the absence of state-level Dashboard performance data, we are prioritizing local, internal metrics to drive our school improvement efforts. We are utilizing classroom-based assessments, local attendance tracking, and school-wide behavior records to monitor student progress, identify learning gaps, and adjust instructional strategies in real-time.
3. These results establish our "Year 0" foundational data. As we grow our enrollment and student groups beyond the 30-student threshold in future years, we are building robust data-collection habits now to ensure we have the longitudinal information necessary to track academic growth, measure the efficacy of our dual-language pedagogy, and meet future state accountability requirements.

School and Student Performance Data

Academic Performance English Language Arts

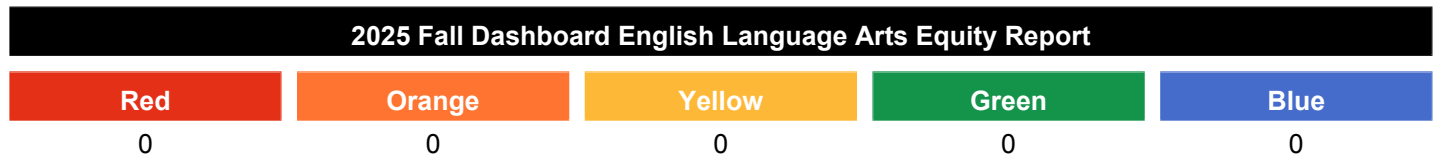
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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  No Performance Color 44.4 points below standard 28 Students	English Learners  No Performance Color 67.6 points below standard 22 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 60.2 points below standard 19 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 50.2 points below standard 26 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. As this is the data from our inaugural year of operation, the "No Performance Color" designation across all student groups is expected, as state metrics require a minimum number of students to generate performance colors. This data serves as our "Year 0" baseline, providing the first measurable snapshot of our students' current proficiency levels relative to state standards.
2. The "All Students" cohort is currently 44.4 points below standard, with our English Learner (67.6 points below) and Socioeconomically Disadvantaged (60.2 points below) subgroups showing the largest distance from standard. This data confirms that while all students require support, our instructional resources must be aggressively prioritized to provide differentiated literacy intervention for our EL and socioeconomically disadvantaged students to close these specific achievement gaps.
3. Given the baseline of 44.4 points below standard, our school-wide focus for the coming year is to implement systemic, evidence-based literacy interventions. By using this current "Distance from Standard" metric, we have a clear, data-driven starting point to monitor the efficacy of our dual-language reading strategies and measure student progress toward closing that gap in future cycles.

School and Student Performance Data

Academic Performance Mathematics

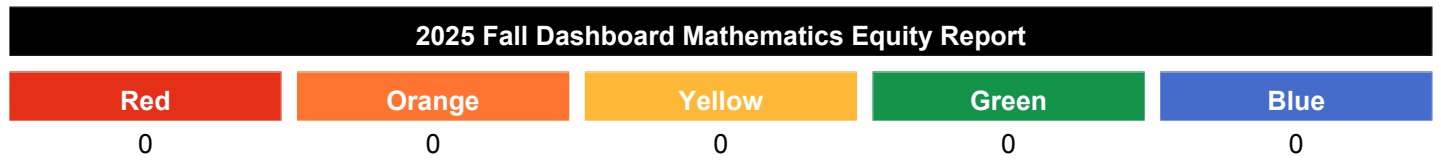
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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 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 No Performance Color 87 points below standard 29 Students	English Learners No Performance Color 107.7 points below standard 23 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged No Performance Color 105.5 points below standard 20 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 90.1 points below standard 27 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. As this is the data from our inaugural year, the "No Performance Color" designation confirms that we are currently establishing our "Year 0" data profile. With a "All Students" average of 87 points below standard, we now have a concrete, data-driven baseline that will allow us to measure the efficacy of our mathematics curriculum and intervention strategies in future cycles as we grow our enrollment.
2. The data indicates that our students are significantly below grade-level proficiency in mathematics. Because our English Learner (107.7 points below standard) and Socioeconomically Disadvantaged (105.5 points below standard) subgroups are further from the standard than the school-wide average, our instructional priority must be the implementation of intensive, tiered mathematics interventions that provide targeted scaffolding for these specific populations.
3. Our Hispanic student cohort, which makes up the majority of our founding student body, is performing at 90.1 points below standard. This result highlights a critical need to better integrate mathematical language support and conceptual fluency practice into our dual-language immersion model. Moving forward, we will prioritize professional development for staff on best practices for mathematics instruction in a dual-language setting to ensure that students can access and master rigorous mathematical content.

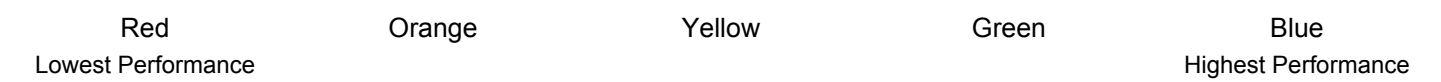
School and Student Performance Data

Academic Performance Science

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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
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. As this is the data from our inaugural year of operation, the "No Performance Color" designation across all student groups is consistent with our enrollment status. This serves as our "Year 0" baseline, indicating that we are currently in the process of implementing our core science curriculum rather than reacting to established state-level performance trends.
2. Given the absence of state-level Dashboard data for our science program, we are shifting our focus to internal, curriculum-embedded assessments. By utilizing formative assessments aligned with the Next Generation Science Standards (NGSS), we can gain real-time insights into student mastery of scientific practices and cross-cutting concepts, providing us with the granular data needed to refine instruction in the absence of state-level metrics.
3. This inaugural year allows us to embed a high-quality, NGSS-aligned science program into our dual-language immersion model from the ground up. As our student population grows and crosses the 30-student reporting threshold in future years, these early efforts will ensure that our students are well-prepared for state assessments and that we have a robust longitudinal data set to measure the effectiveness of our science curriculum.

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 making progress. Number Students: 7 Students	 No Performance Color making progress. Number Students: 2 Students

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

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

Conclusions based on this data:

- As this is the school's inaugural year, the "No Performance Color" designation is expected. With a cohort of only 7 students included in the EL Progress indicator and 2 students in the Long-Term EL indicator, the sample size falls below the state's reporting threshold. These figures serve as a "Year 0" baseline, providing a starting point for tracking language acquisition as our enrollment grows in future years.
- Given that state-level dashboard performance indicators are suppressed due to our small sample size, we are prioritizing local, internal metrics to assess English Learner growth. We will utilize formative ELPAC practice assessments, curriculum-embedded language proficiency checks, and regular teacher observations to monitor progress in real-time and provide the necessary instructional support.
- Despite the lack of state-level dashboard data, we remain dedicated to our core mission of providing high-quality dual-language instruction. We will use this foundational year to refine our integrated and designated ELD strategies, ensuring that our instructional delivery is responsive to the specific language needs of our English Learners as we build our long-term program capacity.

School and Student Performance Data

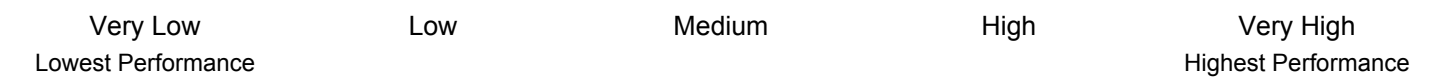
Academic Performance College/Career Report

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.

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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

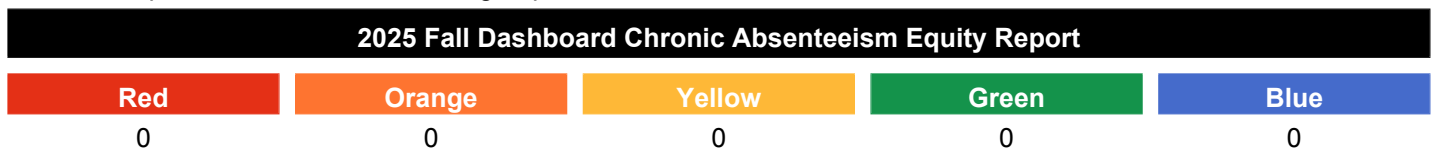
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students No Performance Color 28.1% Chronically Absent 0 32 Students	English Learners No Performance Color 15.4% Chronically Absent 0 13 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged No Performance Color 30% Chronically Absent 0 20 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 27.6% Chronically Absent 0 29 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Conclusions based on this data:

1. As this is from our inaugural year, the 28.1% chronic absenteeism rate serves as our "Year 0" baseline. While the lack of a "Performance Color" is expected given our new operation, this metric provides a clear, quantitative starting point that we will use to monitor and improve student attendance patterns as we grow our enrollment in future cycles.
2. The data reveals that our Socioeconomically Disadvantaged subgroup which comprises the majority of our student body has a chronic absenteeism rate of 30%, which is higher than the school-wide average of 28.1%. This discrepancy highlights a critical area for intervention; our attendance outreach and family engagement efforts must be specifically tailored to support this group, ensuring that the barriers to consistent school attendance are identified and mitigated.
3. The overall chronic absenteeism rate of 28.1% indicates a significant opportunity for growth. Moving forward, we are prioritizing attendance as a core component of our school culture. We will leverage our existing PBIS (Positive Behavioral Interventions and Supports) framework and strengthened parent communication strategies to foster a school environment where regular attendance is valued, monitored, and supported for every student.

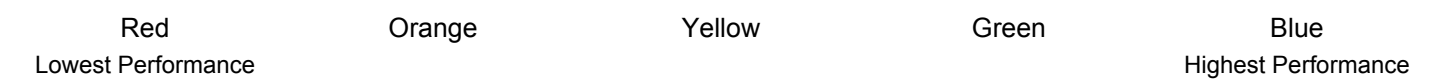
School and Student Performance Data

Academic Engagement Graduation Rate

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

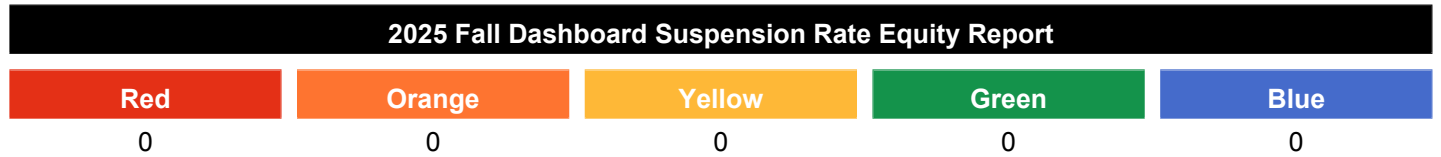
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This section provides number of student groups in each level.



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  No Performance Color 9.4% suspended at least one day 32 Students	English Learners  No Performance Color 23.1% suspended at least one day 13 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 10% suspended at least one day 20 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 10.3% suspended at least one day 29 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Conclusions based on this data:

1. The 2025 Fall Dashboard indicates a 23.1% suspension rate for English Learners compared to the 9.4% school-wide average. This data provides a clear roadmap for us to refine our instructional and language-support strategies. We are committed to enhancing the specialized resources and classroom interventions available to our English Learner population, ensuring they have the targeted support needed to remain engaged and successful in their learning.
2. According to the 2025 Fall Dashboard, our suspension incidents are most frequent among our Hispanic (29 students) and socioeconomically disadvantaged (20 students) populations, which reflects the composition of our student body. This trend serves as a valuable indicator for our team to further integrate restorative practices and culturally responsive behavioral supports. By aligning our school-wide systems more closely with the lived experiences and needs of our primary student community, we aim to proactively foster a more inclusive and supportive environment.
3. While the 2025 Fall Dashboard offers essential insights, the limited sample sizes for several subgroups including Students with Disabilities, Foster Youth, and others encourage us to broaden our approach to monitoring student success. We are dedicated to supplementing these state metrics with internal, qualitative measures, such as student engagement check-ins and attendance trends. This 'whole-child' data strategy will help us ensure that every student, regardless of their demographic category, is known, valued, and receiving the personalized support necessary to thrive.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

Focus Goal:By June 2027, Students with Disabilities will improve in English Language Arts (ELA) and mathematics moving from an average of a 1 overall to an average of a 2 overall as measured by the California School Dashboard.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improvement in ELA Performance as measured by the California School Dashboard for Students with Disabilities	Baseline Outcome (2025): Average score of 1 overall	Expected Outcome (2027): Average score of 2 overall
Improvement in Mathematics Performance as measured by the California School Dashboard for Students with Disabilities	Baseline Outcome (2025): Average score of 1 overall	Expected Outcome (2027): Average score of 2 overall

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 and all students

Strategy/Activity

Create an intensive support model by expanding RSP and English Learner Resource staffing to ensure students with disabilities receive high-frequency, linguistically integrated interventions that directly target their IEP goals within our 50/50 dual language framework.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with disabilities and all students

Strategy/Activity

Provide more integrated enrichment by funding and prioritizing access to a music elective, which offers an inclusive, expressive environment for these students to build cognitive confidence and social-emotional growth alongside their peers, ensuring they have both the specialized remediation and the well-rounded enrichment necessary to thrive.

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.

Year 1 of implementation. Analysis not needed.

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

Focus goal: By 2027, in Mathematics, the percentage of English Learners Meeting or Exceeding Standards in Mathematics and in English Arts will increase by at least 10% (5% a year) as measured by the California School Dashboard.

Identified Need

- 1. Low Academic Performance: English Learners are performing below the standard in ELA and below the standard in mathematics.
- 2. High Proportion of English Learners: 80% of the student population are English Learners.
- 4. Achievement Gap: Significant disparity in academic performance compared to non-English Learners.
- 5. Need for Targeted Support: Insufficient bilingual resources and instructional support for English Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of English Learners Meeting or Exceeding Standards in Mathematics as measured by the California School Dashboard.	Baseline Outcome (2025): 23% of English Learners meeting or exceeding standards in Mathematics	Expected Outcome (2027): 33% of English Learners meeting or exceeding standards in Mathematics
Percentage of English Learners Meeting or Exceeding Standards in English Language Arts (ELA) as measured by the California School Dashboard.	Baseline Outcome (2025): 28% of English Learners meeting or exceeding standards in ELA	Expected Outcome (2027): 38% of English Learners meeting or exceeding standards in ELA

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Employ a Bilingual Reading Specialist to provide targeted literacy support for the English Learners in grades 7th and 8th with a specific focus on closing the achievement gap for English Learners and improving foundational literacy 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 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Update and maintain classroom technology and hardware to create a more accessible and inclusive curriculum. This ensures equitable access to digital learning tools and supplemental instructional resources for all students.

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 (Focus on English Learners)

Strategy/Activity

Provide professional development for teachers in core content areas (Language Arts, Mathematics, Social Studies, and Science) with an emphasis on scaffolding and research-based instructional strategies to support English Learners in accessing grade-level curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students (Focus on English Learners)

Strategy/Activity

Provide release time for classroom teachers to engage in collaborative data analysis and the planning of intervention groups. This ensures that instructional time is data-driven, targeted to student needs, and effectively utilizes evidence-based practices to improve academic outcomes.

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 (with a focus on English Learners)

Strategy/Activity

Provide more integrated enrichment by funding and prioritizing access to a music elective, which offers an inclusive, expressive environment for these students to build cognitive confidence and social-emotional growth alongside their peers, ensuring they have both the specialized remediation and the well-rounded enrichment necessary to thrive.

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.

Year 1 of implementation. Analysis not needed.

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

By 2027, all students will increase by at least 5 points per year in English Language Arts and in Mathematics as measured by the California School Dashboard.

Identified Need

1. Academic Performance Gap: Current student performance in English Language Arts (44.4 points below standard) and Mathematics (87 points below standard) indicates a significant need to close the achievement gap to meet state expectations.
2. Foundational Skill Deficiencies: A clear need exists to increase student proficiency in foundational literacy and numeracy skills, which serve as the building blocks for grade-level content mastery.
3. Targeted English Learner Support: As a Dual Language Immersion Academy, there is an explicit need for specialized, scaffolded instruction to ensure English Learners can access core curriculum across all content areas.
4. Instructional Data Systems: A need to establish regular, protected collaborative time for teachers to analyze assessment data and proactively plan targeted, small-group interventions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Distance from Standard in Mathematics on the CAASPP.	Baseline/Actual Outcome (2025): -87 points below the standard	Expected Outcome (2027): -77 points below the standard Average Scale Score in English Language Arts (ELA) on the CAASPP
Average Distance from Standard in English Language Arts on the CAASPP.	Baseline/Actual Outcome (2025): -44.4 points below the standard	Expected Outcome (2027): -34.4 points below the standard
Percentage of Students Meeting or Exceeding Standards in Mathematics on the CAASPP	Baseline/Actual Outcome (2025): 23.34% of students meeting or exceeding standards	Expected Outcome (2027): 33.34% of students meeting or exceeding standards
Percentage of Students Meeting or Exceeding Standards in English Language Arts (ELA) on the CAASPP	Baseline/Actual Outcome (2025): 31.04% of students meeting or exceeding standards.	Expected Outcome (2027): 41.04% of students meeting or exceeding standards.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students in grades 7-8

Strategy/Activity

Implement a structured, evidence-based reading intervention curriculum to target literacy skill deficits, with initial implementation focused on the 7th - 8th grade cohorts.

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

Procure high-interest novel study class to provide differentiated, extension-based learning opportunities for rapid learners and students ready for academic enrichment.

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 identified learning needs (SST)

Strategy/Activity

Allocate additional hours for Intervention Coordinators to lead progress monitoring for students on Student Success Teams (SST), collaborate with classroom teachers to develop intervention plans, and provide ongoing professional development for Instructional Assistants.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Establish a teacher-led, high-intensity after-school enrichment program focused on Math and Literacy. The program will operate in 6-week cycles from September through April to provide targeted, short-term support and skill reinforcement.ups based on performance metrics.

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 (Focus on Students with Disabilities and English Learners)

Strategy/Activity

Employ a dedicated RSP teacher and a English Learner Resource Teacher (ELRT) to provide targeted support for students with IEPs and English Learners. By providing specialized intervention and reducing the student-to-adult ratio, we decrease learning barriers for our most vulnerable students, which allows for more effective instructional pacing and increased academic progress for the entire class.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Expand Visual and Performing Arts (VAPA) opportunities by introducing a music elective for all students. This instructional block provides dedicated, protected time for classroom teachers to engage in collaborative professional practices, including regular progress monitoring, student data analysis, and the strategic assignment of intervention groups to drive academic achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

Year 1 of implementation. Analysis not needed.

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 4

Goal 4 By June 2027, we will increase our reclassification rate by 10% (5% each year).

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of English Learners Meeting or Exceeding Standards in English Language Arts (ELA) as measured by the California School Dashboard.	Baseline/Actual Outcome (2025): 28% of English Learners meeting or exceeding standards in ELA	Expected Outcome (2027): 38% of English Learners meeting or exceeding standards in ELA
ELPAC (English Language Proficiency Assessments for California) Scores	Baseline/Actual Outcome (2025): NA - not enough students to generate a data set.	Expected Outcome (2027): 65% of English Learners advancing at least one level or maintaining level 4
Reclassification Rate	Baseline/Actual Outcome (2025): 23% of students at the DLIA have been reclassified from English Learners to Fluent English Proficient.	Expected Outcome (2027): 33% of students at the DLIA will have been reclassified from English Learners to Fluent English Proficient.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Employ a dedicated English Learner Resource Teacher (ELRT) and additional instructional staff to support the Junior High program. This staffing increase is critical to lowering student-to-teacher ratios, allowing for high-intensity, targeted small-group instruction. By providing specialized expertise, this staff will support classroom teachers in integrating language-development scaffolds into core content including ELA, Math, Science, and Social Studies, ensuring English Learners receive the necessary support to accelerate their path to reclassification.

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)

English Learners

Strategy/Activity

Establish and equip designated, distraction-free instructional spaces within the school to serve as dedicated pull-out zones. These spaces are essential for the effective implementation of our EL program, providing the required environment for conducting individual and small-group ELPAC assessments and facilitating quiet, focused literacy interventions. This environment allows for the high-level concentration required for students to close the proficiency gap and meet the criteria for reclassification.

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)

English Learners

Strategy/Activity

Provide regular release time for the ELRT and core subject teachers to collaboratively analyze student progress data, evaluate ELPAC progress, and refine instruction. This time will be used to

create cohesive, scaffolded lesson plans that ensure English Learners are actively engaged in rigorous, grade-level Junior High coursework, directly facilitating the growth required for RFEP status.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

Year 1 of implementation. Analysis not needed.

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 5

By June 2027, we will decrease Chronic Absenteeism by 10% (5% per year).

Identified Need

- 1. High Chronic Absenteeism Rate: 28.1% of students are chronically absent.
- 2. Impact on Academic Performance: Chronic absenteeism significantly affects students' ability to perform well academically.
- 3. Socioeconomic Challenges: A high proportion of socioeconomically disadvantaged students face barriers to regular attendance.
- 4. Need for Engagement Strategies: Insufficient strategies to engage students and families in improving attendance.
- 5. Behavioral and Emotional Support: Need for comprehensive behavioral and emotional support to address underlying issues contributing to absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey Data on Student Engagement	Baseline Outcome (2025): 48% of students report feeling engaged in school. Actual Outcome (2026): 41% of students report feeling engaged in school.	Expected Outcome (2027): 50% of students report feeling engaged in school.
Suspension Rate	Baseline/Actual Outcome (2025): 9.4% of students suspended at least once.	Expected Outcome (2027): 17.4%% of students suspended at least once.
Chronic Absenteeism Rate	Baseline Outcome (2025): 28.1% of students chronically absent.	Expected Outcome (2027): 38.1% of students chronically absent.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students who are experiencing chronic absenteeism and all students

Strategy/Activity

Partner with the Family Resource Center, our Wellness Coordinator and Keeping Kids in School to provide parent education workshops that focus on the importance of school attendance and student success. This program will include the provision of childcare and meals to remove barriers to participation for our families, ensuring parents feel supported in getting their children to school daily.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students who are experiencing chronic absenteeism and all students

Strategy/Activity

Partner with the Family Resource Center and our Wellness Coordinator to support family outreach and consistent use of the Parent Portal, specifically during enrollment, conferences, and school events. Staff will serve as a parent teacher liaison to provide resources and remove obstacles that contribute to chronic absenteeism.

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)

English Learners

Strategy/Activity

Provide simultaneous translation for all school communications, meetings, and events to ensure that every family has equitable access to information. By removing language barriers, we create a more inclusive school environment that encourages family engagement and fosters consistent student attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Create a positive school culture by continuing to develop our Positive Behavioral Interventions and Supports (PBIS) implementation. This includes installing school-wide signage, hosting regular assemblies, and providing recognition awards and tickets to increase student belonging and incentivize daily attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Increase community engagement and communication regarding attendance initiatives through full-color flyers and bilingual signage. This includes the purchase of color paper, bilingual signage, sandwich boards, posters and necessary supplies to produce high-quality, accessible materials that keep families informed and engaged.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Employ a physical education instructor to promote a healthy lifestyle, wellness, nutrition, and positive life choices. By ensuring students are physically well and active, we increase their overall health and motivation to attend school every day.

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 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Contract a Garden Coordinator to organize bi-weekly class visits that focus on nutrition education, healthy eating, and environmental literacy. These engaging, hands-on experiences provide students with a meaningful connection to the school, which serves as a powerful motivator for daily attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide culturally responsive enrichment activities and clubs after school to increase engagement and build student confidence. Offerings include robotics, student leadership, theater, performing arts, and e-sports. Providing these opportunities creates a compelling reason for students to be excited about school and improves their overall attendance rates.

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.

Year 1 of implementation. Analysis not needed.

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

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.

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	\$

Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

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

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 4 Parent or Community Members
- NA Secondary Students

Name of Members	Role
McKenzie Anderson	Classroom Teacher
Holly Aviles	Classroom Teacher
Aimee Bunting	Parent or Community Member
Elva Ibarra	Parent or Community Member
Elisabeth DeGoff	Parent or Community Member
Deafone Jackson	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 04/28/2026.

Attested:




Principal, Ruth Miller on 04/28/2026
SSC Chairperson, Aimee Bunting on 04/28/2026

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

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

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

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

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019