



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Robert Down Elementary School	27661346026496	April 7, 2026	May 21, 2026

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Robert Down Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

#### Schoolwide Program

##### Additional Targeted Support and Improvement

The Mission: Pacific Grove Unified School District, in partnership with the community and with a focus on equity, will challenge every student by providing a quality instructional program in a positive, safe and stimulating environment. The District will meet the diverse needs of all students by ensuring exceptional learning opportunities to acquire and apply the knowledge and skills that develop the insight and character necessary for a productive and rewarding life.

Robert Down Elementary meets the criteria for Additional Targeted Support and Improvement in the area of Chronic Absenteeism, specifically for the Socioeconomically Disadvantaged subgroup. An additional ATSI goal and actions was developed in 2025-2026 to address Chronic Absenteeism and will continue in 2026-2027.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Robert Down Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

### Additional Targeted Support and Improvement

The Mission: Pacific Grove Unified School District, in partnership with the community and with a focus on equity, will challenge every student by providing a quality instructional program in a positive, safe and stimulating environment. The District will meet the diverse needs of all students by ensuring exceptional learning opportunities to acquire and apply the knowledge and skills that develop the insight and character necessary for a productive and rewarding life.

Robert Down Elementary meets the criteria for Additional Targeted Support and Improvement in the area of Chronic Absenteeism, specifically for the Socioeconomically Disadvantaged subgroup. An additional ATSI goal and actions was developed in 2025-2026 to address Chronic Absenteeism and will continue in 2026-2027.

In order to uphold our Mission, Robert H. Down Elementary will identify students academically under-performing in ELA and Math by progress monitoring their academic growth through various assessments and then providing appropriate intervention services. Additionally, we will seek to better understand and educate our school community in cultural proficiencies to eliminate barriers students of various cultures may experience at our school. We will strive to create a safe environment for all students in which they can learn to their full potential and grow emotionally and socially. We also recognize that in order to ensure our students are fully engaged, we are committed to improve our attendance, specifically reducing chronic absenteeism.

# Educational Partner Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

The Robert H. Down Site Council reviewed the 2026-2027 SPSA on April 7, 2026. Regular monthly meetings to review and revise the existing plan for 2025-2026 and propose revisions for 2026-2027 occurred on 08/19/2025, 09/16/2025, 10/21/2025, 11/18/2025, 01/13/2026, 02/10/2026, 03/10/2026, and 04/07/2026. All Site Council agendas are sent via a weekly Principal's Newsletter to all RHD families before each meeting and posted on the school website. School staff reviewed various elements related to the SPSA on 08/11/2025, 08/25/2025, 09/08/2025, 09/22/2025, 10/27/2025, 11/10/2025, 11/24/2025, 12/08/2025, 01/12/2026, 01/26/2026, 02/09/2026, 02/23/2026, 03/09/2026, 03/23/2026, 04/06/2026, 04/27/2026, and 05/11/2026. Our School Leadership Team also reviewed various elements related to the SPSA on 08/16/2025, 09/15/2025, 10/20/2025, 11/17/2025, 12/15/2025, 02/02/2026, 04/20/2026, 05/18/2026.

The Principal was able to share information at PTA Meetings which were held on 08/07/2025, 09/02/2025, 10/07/2025, 11/04/2025, 01/20/2026, 02/03/2026, 03/03/2026, 04/07/2026, and 05/05/2026.

In addition, the Principal shared information about current data on Chronic Absenteeism related to ATSI at Open House during the Principal's Address on 04/30/2026.

# Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Robert Down Elementary has been identified as eligible for ATSI support specifically in the area of Chronic Absenteeism, particularly with the Socioeconomically Disadvantaged, Hispanic, and Students with Disabilities subgroups. Specific outreach is being conducted and communication about the importance of attendance and what chronic absenteeism is has been communicated to families through Open House, the Principal's Newsletter and through meetings with families.

# Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Chronic Absenteeism

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

None

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Robert Down Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.25%	0.47%	0.24%	1	2	1
African American	0.99%	0.95%	1.20%	4	4	5
Asian	6.45%	9.00%	8.13%	26	38	34
Filipino	1.24%	1.42%	0.96%	5	6	4
Hispanic/Latino	15.38%	15.88%	14.59%	62	67	61
Pacific Islander	0.50%	0.24%	0.24%	2	1	1
White	60.30%	56.40%	59.09%	243	238	247
Two or More Races	10.42%	10.90%	10.53%	42	46	44
Not Reported	4.47%	4.74%	5.02%	18	20	21
<b>Total Enrollment</b>				403	422	418

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		41	33
Kindergarten	46	59	72
Grade 1	61	53	64
Grade 2	71	60	50
Grade 3	59	74	63
Grade 4	68	58	77
Grade 5	76	77	59
<b>Total Enrollment</b>	403	422	418

#### Conclusions based on this data:

- The overall population of RHD is declining from 431 in 2021-2022 to 403 in 2023-2024. In 2024-2025 school year, with the addition of TK, our student enrollment was 422. At the beginning of 2025-2026, our student enrollment was

2. Robert Down's population along with the entire Pacific Grove Unified School District continues to decline. However, with the addition of two TK classes in 2024-2025, student enrollment has been comparable to 2021-2022. Housing costs are a large factor making it difficult for young families to live here.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	13	17	11	3.2%	4.0%	2.6%
Fluent English Proficient (FEP)	31	33	36	7.7%	7.8%	8.6%

### Conclusions based on this data:

1. The EL population has declined when comparing 2023-2024 to 2021-2022. In 2024-2025, we served 32 English learners and tested 20 students on the Initial ELPAC, the most we have tested in recent years due to an influx of international students. In 2025-2026, we currently have 17 English learners.
2. According to the DIBELS data in 2025-2026, 61% of our linguistically diverse students not in our Extensive Needs Program were reading at or above grade level. This is remarkable data and an anomaly. Historically, language learners take 5-7 years to become proficient in English and reading at grade level follows a similar timeline.
3. In 2025-2026, we have 13 students who are Reclassified Fluency English Proficient.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	71	58	71	69	54	68	69	54	68	97.2	93.1	95.8
Grade 4	77	69	58	76	66	57	76	66	57	98.7	95.7	98.3
Grade 5	71	74	73	67	72	67	67	72	67	94.4	97.3	91.8
All Grades	219	201	202	212	192	192	212	192	192	96.8	95.5	95

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2488.	2482.	2496.	49.28	44.44	52.94	28.99	33.33	25.00	14.49	11.11	17.65	7.25	11.11	4.41
Grade 4	2531.	2514.	2509.	50.00	43.94	49.12	26.32	25.76	14.04	11.84	16.67	15.79	11.84	13.64	21.05
Grade 5	2555.	2554.	2572.	37.31	40.28	44.78	38.81	33.33	32.84	16.42	20.83	17.91	7.46	5.56	4.48
All Grades	N/A	N/A	N/A	45.75	42.71	48.96	31.13	30.73	24.48	14.15	16.67	17.19	8.96	9.90	9.38

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 3	36.23	33.33	39.71	57.97	57.41	55.88	5.80	9.26	4.41
Grade 4	36.84	34.85	35.09	55.26	56.06	57.89	7.89	9.09	7.02
Grade 5	26.87	34.72	35.82	65.67	59.72	56.72	7.46	5.56	7.46
All Grades	33.49	34.38	36.98	59.43	57.81	56.77	7.08	7.81	6.25

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	40.58	38.89	39.71	49.28	50.00	51.47	10.14	11.11	8.82
<b>Grade 4</b>	32.89	21.21	22.81	56.58	62.12	63.16	10.53	16.67	14.04
<b>Grade 5</b>	34.33	27.78	29.85	56.72	63.89	67.16	8.96	8.33	2.99
<b>All Grades</b>	35.85	28.65	31.25	54.25	59.38	60.42	9.91	11.98	8.33

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	23.19	25.93	25.00	68.12	62.96	70.59	8.70	11.11	4.41
<b>Grade 4</b>	26.32	15.15	19.30	65.79	81.82	70.18	7.89	3.03	10.53
<b>Grade 5</b>	17.91	22.22	14.93	71.64	72.22	80.60	10.45	5.56	4.48
<b>All Grades</b>	22.64	20.83	19.79	68.40	72.92	73.96	8.96	6.25	6.25

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	24.64	20.37	35.29	71.01	74.07	57.35	4.35	5.56	7.35
<b>Grade 4</b>	22.37	27.27	15.79	71.05	63.64	71.93	6.58	9.09	12.28
<b>Grade 5</b>	22.39	33.33	35.82	76.12	63.89	56.72	1.49	2.78	7.46
<b>All Grades</b>	23.11	27.60	29.69	72.64	66.67	61.46	4.25	5.73	8.85

**Conclusions based on this data:**

1. The 5th grade cohort in 2023-2024 declined in the percentage of students meeting or exceeding standards in ELA performance from their Grade 3 year in 2021-2022 (81.09%) to their Grade 4 year in 2022-2023 (76.32%) to their Grade 5 year in 2023-2024 (73.61%).
2. With the low number of students scoring Below Standard, intervention services are being focused to those who have scored below standard and then to all of those in need.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	71	58	71	70	56	70	70	56	70	98.6	96.6	98.6
Grade 4	77	69	58	76	66	58	76	66	58	98.7	95.7	100
Grade 5	71	75	73	67	73	72	67	73	72	94.4	97.3	98.6
All Grades	219	202	202	213	195	200	213	195	200	97.3	96.5	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2490.	2480.	2504.	40.00	35.71	42.86	45.71	39.29	41.43	11.43	19.64	12.86	2.86	5.36	2.86
Grade 4	2528.	2515.	2500.	36.84	30.30	29.31	35.53	37.88	27.59	25.00	25.76	34.48	2.63	6.06	8.62
Grade 5	2542.	2547.	2561.	29.85	39.73	41.67	25.37	23.29	30.56	28.36	26.03	19.44	16.42	10.96	8.33
Grade 11															
All Grades	N/A	N/A	N/A	35.68	35.38	38.50	35.68	32.82	33.50	21.60	24.10	21.50	7.04	7.69	6.50

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	57.14	50.00	57.14	40.00	42.86	35.71	2.86	7.14	7.14
<b>Grade 4</b>	43.42	42.42	32.76	46.05	46.97	58.62	10.53	10.61	8.62
<b>Grade 5</b>	23.88	36.99	37.50	61.19	43.84	50.00	14.93	19.18	12.50
<b>Grade 11</b>									
<b>All Grades</b>	41.78	42.56	43.00	48.83	44.62	47.50	9.39	12.82	9.50

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	40.00	28.57	42.86	54.29	64.29	52.86	5.71	7.14	4.29
<b>Grade 4</b>	42.11	31.82	27.59	56.58	54.55	58.62	1.32	13.64	13.79
<b>Grade 5</b>	38.81	36.99	30.56	49.25	56.16	59.72	11.94	6.85	9.72
<b>All Grades</b>	40.38	32.82	34.00	53.52	57.95	57.00	6.10	9.23	9.00

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	34.29	28.57	48.57	61.43	66.07	48.57	4.29	5.36	2.86
<b>Grade 4</b>	42.11	31.82	32.76	53.95	57.58	60.34	3.95	10.61	6.90
<b>Grade 5</b>	22.39	21.92	29.17	67.16	63.01	63.89	10.45	15.07	6.94
<b>All Grades</b>	33.33	27.18	37.00	60.56	62.05	57.50	6.10	10.77	5.50

**Conclusions based on this data:**

1. The 5th grade cohort in 2023-2024 declined in the percentage of students meeting or exceeding standards in Math performance from their Grade 3 year in 2021-2022 (81.09%) to their Grade 4 year in 2022-2023 (72.37%) to their Grade 5 year in 2023-2024 (63.02%).
2. Concepts and Procedures was the area of biggest challenge for Grade 5 in 2023-2024, while Problem Solving/Data Analysis was the area of biggest challenge for Grade 4 in 2023-2024. The Grade 3 cohort in 2022-2023 had the strongest performance in the three years shown.
3. Intervention services are being offered first to students scoring Standards Not Met and then to all of those in need.

# 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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC)) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	6	*	*
1	*	*	*	*	*	*	*	*	*	*	5	*
2	*	*	*	*	*	*	*	*	*	4	4	*
3	*	*	*	*	*	*	*	*	*	4	4	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*	0	*
All Grades										18	16	14

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*	*		*
All Grades	50.00	25.00	92.86	38.89	37.50	0.00	5.56	6.25	7.14	5.56	31.25	0.00	18	16	14

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*	*		*
All Grades	55.56	31.25	92.86	33.33	31.25	7.14	5.56	12.50	0.00	5.56	25.00	0.00	18	16	14

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*	*		*
All Grades	27.78	18.75	85.71	33.33	37.50	7.14	33.33	12.50	7.14	5.56	31.25	0.00	18	16	14

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
All Grades	55.56	43.75	92.86	38.89	37.50	7.14	5.56	18.75	0.00	18	16	14

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
All Grades	61.11	18.75	78.57	33.33	50.00	21.43	5.56	31.25	0.00	18	16	14

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
All Grades	38.89	18.75	92.86	55.56	50.00	7.14	5.56	31.25	0.00	18	16	14

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
All Grades	38.89	31.25	64.29	55.56	43.75	28.57	5.56	25.00	7.14	18	16	14

**Conclusions based on this data:**

1. Due to the low number of English Learners and transiency of our ELs, the percentage performing at each level fluctuates greatly from year to year.

# School and Student Performance Data

## Student Population

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
422	19%	4%	0.0%
Total Number of Students enrolled in Robert Down Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	17	4%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	80	19%
Students with Disabilities	52	12.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.9%
American Indian	2	0.5%
Asian	38	9%
Filipino	6	1.4%
Hispanic	67	15.9%
Two or More Races	46	10.9%
Pacific Islander	1	0.2%
White	238	56.4%

### Conclusions based on this data:

1. Robert Down's largest population continues to be white at 56.4% with Hispanic the next largest group tallying at 15.9%.

2. As our Socioeconomically Disadvantaged and Special Education student population continues to grow, we need to be increasingly sensitive to ensuring we provide additional resources to support our most vulnerable students.

# School and Student Performance Data

## Overall Performance






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



### 2025 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. Our school needs to focus on improving attendance and decreasing chronic absenteeism. Efforts are being made to communicate the importance of attendance and providing options for independent study so absences can be reconciled.
2. Suspensions were at yellow as we are working on implementing Restorative Practices and continuing to use Toolbox.

3. ELA and math curriculum along with Intervention are preparing students for CAASPP assessments.

# School and Student Performance Data

## Academic Performance English Language Arts

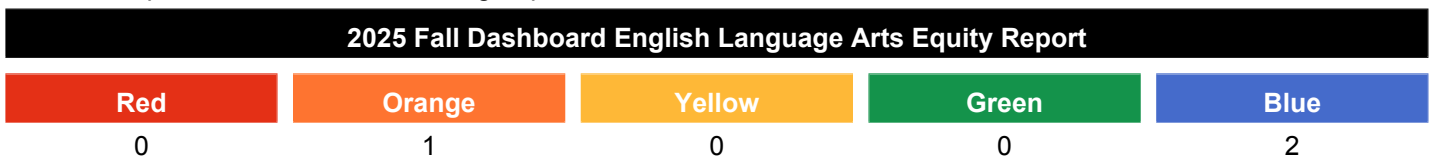
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>57.1 points above standard</p> <p>Increased 6.8 points</p> <p>190 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>95.3 points below standard</p> <p>12 Students</p>	<p><b>Long-Term English Learners</b></p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Blue</p> <p>39.5 points above standard</p> <p>Increased 23.9 points</p> <p>43 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>21.3 points below standard</p> <p>Declined 10.7 points</p> <p>31 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>3.1 points above standard</p> <p>Declined 65.8 points</p> <p>17 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>Hispanic</b></p>  <p>No Performance Color</p> <p>31.1 points above standard</p> <p>Increased 18.1 points</p> <p>28 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>59.9 points above standard</p> <p>Increased 18.3 points</p> <p>21 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Blue</p> <p>65 points above standard</p> <p>Increased 6.2 points</p> <p>115 Students</p>

**Conclusions based on this data:**

1. District identified, targeted subgroups, are performing well on CAASPP ELA assessments.
2. Continue to provide targeted intervention for students who are performing below grade level standard in interim assessments and monitor progress.

# School and Student Performance Data

## Academic Performance Mathematics

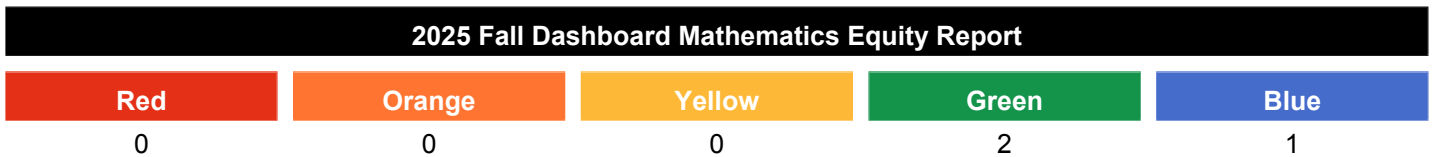
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>37.5 points above standard</p> <p>Increased 7.5 points</p> <p>194 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>46.1 points above standard</p> <p>Increased 36 points</p> <p>11 Students</p>	<p><b>Long-Term English Learners</b></p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>17.7 points above standard</p> <p>Increased 10.9 points</p> <p>43 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>14.1 points below standard</p> <p>Increased 4.7 points</p> <p>31 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>79.9 points above standard</p> <p>Increased 20.8 points</p> <p>16 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>Hispanic</b></p>  <p>No Performance Color</p> <p>2.1 points below standard</p> <p>Increased 6.9 points</p> <p>28 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>29.8 points above standard</p> <p>Maintained 1.2 points</p> <p>21 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Blue</p> <p>45.8 points above standard</p> <p>Increased 9.3 points</p> <p>117 Students</p>

**Conclusions based on this data:**

1. There has been a slight increase in Math performance across all student groups.
2. Focus on Math instructional strategies and progress, particularly for Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic students.

# School and Student Performance Data

## Academic Performance Science

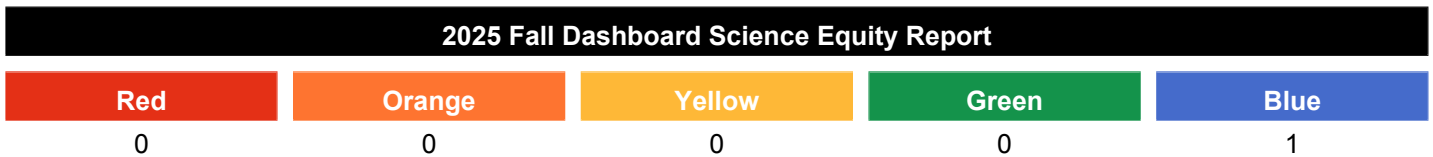
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>73.3 science points</p> <p>Increased 4.6 points</p> <p>70 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>67.7 science points</p> <p>14 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 7 Students</p>	<p><b>African American</b></p>  <p>No Performance Color 0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 6 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 2 Students</p>	<p><b>Hispanic</b></p>  <p>No Performance Color 67.8 science points 14 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 5 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color 0 Students</p>	<p><b>White</b></p>  <p>Blue 76.4 science points Increased 4.9 points 41 Students</p>

**Conclusions based on this data:**

1. Students showed an increase in Science in comparison to the prior year.

# School and Student Performance Data

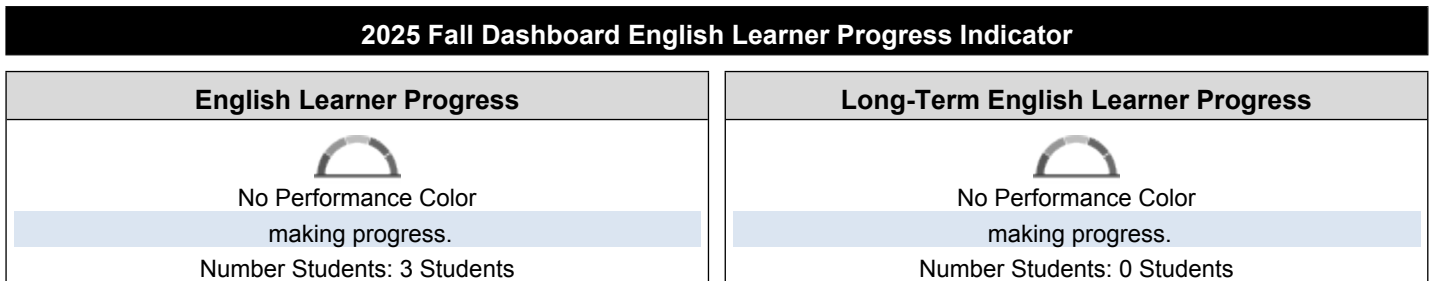
## Academic Performance English Learner Progress

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

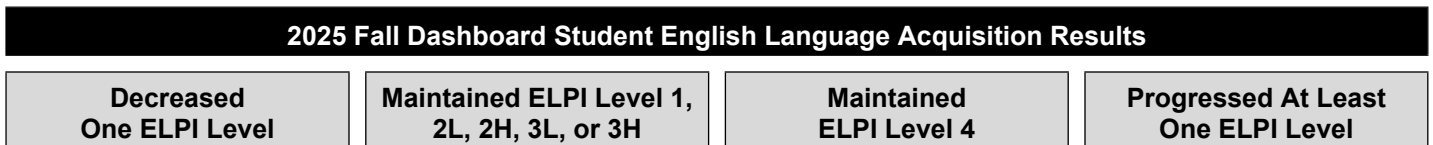
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



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.



### Conclusions based on this data:

1. Due to the small number of students in this area, there is no data.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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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														
<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> <tr> <td> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">14.8% Chronically Absent</td> </tr> <tr> <td>Increased 1.1</td> </tr> <tr> <td>438 Students</td> </tr> </table>	All Students	 Orange	14.8% Chronically Absent	Increased 1.1	438 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> <tr> <td> No Performance Color</td> </tr> <tr> <td style="background-color: #e6f2ff;">8% Chronically Absent</td> </tr> <tr> <td>Declined 5.8</td> </tr> <tr> <td>25 Students</td> </tr> </table>	English Learners	 No Performance Color	8% Chronically Absent	Declined 5.8	25 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">Long-Term English Learners</th> </tr> <tr> <td style="height: 100px;"> </td> </tr> </table>	Long-Term English Learners	
All Students														
 Orange														
14.8% Chronically Absent														
Increased 1.1														
438 Students														
English Learners														
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8% Chronically Absent														
Declined 5.8														
25 Students														
Long-Term English Learners														
<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> <tr> <td> No Performance Color</td> </tr> <tr> <td>0 Students</td> </tr> </table>	Foster Youth	 No Performance Color	0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> <tr> <td> No Performance Color</td> </tr> <tr> <td>0 Students</td> </tr> </table>	Homeless	 No Performance Color	0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> <tr> <td> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">28.4% Chronically Absent</td> </tr> <tr> <td>Increased 0.9</td> </tr> <tr> <td>88 Students</td> </tr> </table>	Socioeconomically Disadvantaged	 Red	28.4% Chronically Absent	Increased 0.9	88 Students	
Foster Youth														
 No Performance Color														
0 Students														
Homeless														
 No Performance Color														
0 Students														
Socioeconomically Disadvantaged														
 Red														
28.4% Chronically Absent														
Increased 0.9														
88 Students														

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>24.2% Chronically Absent</p> <p>Increased 1.7</p> <p>66 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p><b>Asian</b></p>  <p>Orange</p> <p>11.1% Chronically Absent</p> <p>Increased 3</p> <p>45 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>26.9% Chronically Absent</p> <p>Increased 9.4</p> <p>67 Students</p>
<p><b>Two or More Races</b></p>  <p>Yellow</p> <p>13.4% Chronically Absent</p> <p>Declined 5.9</p> <p>67 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Orange</p> <p>13.1% Chronically Absent</p> <p>Increased 0.9</p> <p>245 Students</p>

**Conclusions based on this data:**

1. Chronic Absenteeism needs to be a schoolwide focus.
2. Robert Down follows the Monterey County Truancy Abatement Program protocol. Calls are made when students show signs of chronic absenteeism, then an in-person meeting, then referral to the County DA.
3. Increased communication on the importance of attendance and providing opportunities for Independent Study when students have planned absences has been implemented in the Spring 2025 and will continue in 2026-2027.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

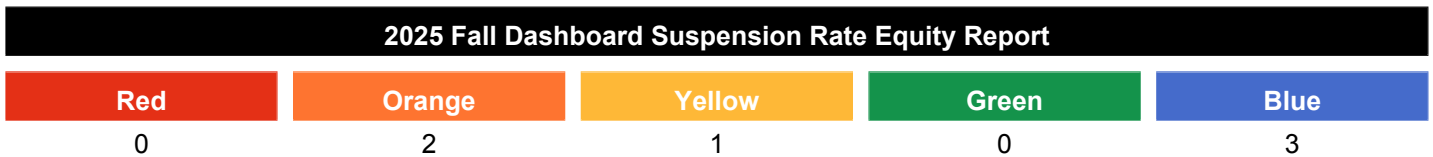
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>0.7% suspended at least one day</p> <p>Increased 0.4%</p> <p>444 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 3.2%</p> <p>25 Students</p>	<p><b>Long-Term English Learners</b></p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>88 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>1.5% suspended at least one day</p> <p>Increased 1.5%</p> <p>67 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p><b>Asian</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>47 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>1.4% suspended at least one day</p> <p>Increased 1.4%</p> <p>69 Students</p>
<p><b>Two or More Races</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>68 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Yellow</p> <p>0.8% suspended at least one day</p> <p>Increased 0.4%</p> <p>246 Students</p>

**Conclusions based on this data:**

1. Alternatives to suspensions continue as practice at Robert H. Down Elementary.
2. Toolbox Social and Emotional lessons once per week in PE and discussing tools with students while debriefing conflicts helping with low suspension rate.
3. Suspension is used only when a student presents a clear and present danger to themselves or others.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### School Connectedness and Belonging

All students at Robert H. Down Elementary School will feel connected to the school.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #1. PGUSD will strive to create a "culture of we" at every school site where educators and families work together as partners, sharing responsibility, leadership, and advocacy for the success of students. All PGUSD families will feel welcome and fully invested in their student's education through authentic partnerships with teachers and site leaders in a safe, nurturing, and culturally responsive school environment. All district and school policies and practices will be equitable and inclusive for all students and families creating a culture of belonging where students of every economic circumstance, culture, religion, race, ethnicity, gender, sexual orientation, learning ability, and spoken language feel welcome and a sense of connection.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

2025-2026 CA Healthy Kids Survey Results indicates only 58% perceive meaningful participation in school. Although this is significantly higher compared to prior years, it is significantly lower than other school climate indicators.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2025-2026 CA Healthy Kids Survey (CAHKS)	2023-2024 CA Healthy Kids Survey indicated a 4% drop in connectedness to 74%.  2024-2025 School Connectedness 83%  2025-2026 School Connectedness 81%	2024-2025 CA Healthy Kids Survey Results and Site Council Survey Results will result in a 5% rise in connectedness.  2025-2026 CA Healthy Kids Survey Results will result in over 80% of students feeling connected.
Participation rates in leadership and service learning opportunities for 4th/5th grades: Service Leaders, Blue Jackets, and Garden Rangers.	Blue Jacket playground helpers, Garden Ranger, Cafeteria Helpers, and Kindness Week helpers programs included 148 participants from the 4th and 5th grades.  2024-2025 Blue Jackets 40 students Lunch Helpers 42 students (included younger students also) We did not have Service Leaders or Garden Rangers in 2024-2025  2025-2026 Blue Jackets 64 students	5% increase in participation for RHD service learning opportunities.

	Lunch Helpers 40 students	
Participation rates and numbers of clubs running	<p>Run Club hosted 50 students. Blue Jackets had 30 students. Drama Club had 30 students. Choir had 40 students. 25 4th and 5th grade students participated in the STEM Club. Yoga Club had 15 1st-5th grade students participate from January 2023 to April 2023.</p> <p>2024-2025 Data Run Club 63 students Blue Jackets 40 students Drama Club 21 students Choir 20 students STEM Club 23 students Yoga Club 30 students Orchestra/Band 64 students Heritage Club 122 students Dog Club 45 students Robotics Club 30 students Otter Times 30 students Additional Clubs and Days were held, but numbers were not captured.</p> <p>2025-2026 Data Run Club 24 students in Fall, 24 students in Spring Blue Jackets 64 students Drama Club 25 students Choir STEM Club 25 students Orchestra/Band 86 students Heritage Club 43 students Art Club 15 students Dog Club 20 students Otter Times 40 students Crochet Club 24 students Fish Club 15 students Additional Clubs were held, but numbers were not captured.</p>	Participation rates in lunchtime and after- school activities/clubs: yoga, Choir, STEM Club, Robotics, GATE, Blue Jackets, Drama Club, The Otter Times, etc. will show increased participation as well as new formation of clubs.
Establishment of cultural inclusion events and activities that mirrors the cultures of RHD students and families.	<p>2025-2026 Diwali display Nowruz Presentation Rock Your Socks Down Syndrome Presentation Mardi Gras bulletin board Ramadan Presentation Santa Lucia Day presentation Neurodiversity/Autism Awareness Presentation Navajo Heritage Presentation Multiple presentations in Library of books celebrating various holidays and cultural events</p>	The establishment of some school-wide cultural recognition events and activities that will help students of that culture feel more connected to the school.

Students and families will feel no economic barriers to participating in any school program.	Most school programs and activities have no cost associated with them, but some parents still feel that they can't afford programs associated with school.  Monarch Club has a policy of not charging families who qualify for free or reduced lunch.	Parents will not feel economic pressure to have their student participate in school programs.
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## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	A variety of Clubs and Activities will be run by teachers, staff members, and/or community members.	All students	
1.2	4th/5th Grade Student Leadership Training will be provided for Blue Jackets, Cafeteria Helpers, Student Leaders to support with understanding the role of each.	All Students	500 Site Formula Funds 4000-4999: Books And Supplies Materials and supplies for training and awards.  None Specified None Specified
1.3	Library, parents, and classrooms provide focus on different cultures. Recommend being able to record and share presentations internally for all students to benefit.	All students	
1.4	Communication will be sent reiterating that school supplies will be provided by the school and any contributions will be considered a donation.	All students with an emphasis on low socioeconomic students	2000 Site Formula Funds 4000-4999: Books And Supplies For purchase for any school supplies needed
1.5	Our School Garden program will continue to be a place for students to learn, connect with one another, and grow in their understanding of themselves and each other as they work together to cultivate our garden	All students	1500 Site Formula Funds 4000-4999: Books And Supplies Garden Program funds.

## Annual Review

**SPSA Year Reviewed: 2025-26**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Students' feelings of belonging is heightened by "shrinking" the school into smaller communities. This can be accomplished by creating clubs and smaller groups of students working for the same goal. Additionally, cultural groups and recognition also allow for the feeling of belonging and school connectedness. The number of clubs this year has increased and students are initiating clubs they would like to start. Some very basic guidance and training was provided

to Blue Jackets this year. Otter Awards this year are being awarded for a variety of recognitions. Our Spanish teacher also presented Spanish awards to students.

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

There were no major differences between intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the goal this year.

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.

Our School Site Council would like to see us develop student leadership a bit more. We worked on developing a Student Council to promote more leadership and training opportunities for students, but were not able to launch it this year. A recommendation has also been made to be able to record and share presentations from classrooms so that the whole school can benefit from learning about various cultures and events. An additional action focused on the School Garden program was developed to outline the connection between our School Garden program and school connectedness.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Safe and Positive Learning Environment

Provide an environment that is intellectually, physically, and emotionally safe for all students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #2. All schools will nurture learning environments that are intellectually, physically, and emotionally safe. Our educators will create an environment that promotes positive relationships among students and staff to increase school connectedness and a sense of belonging. Every student will feel connected to a minimum of one adult on campus who cares for them, watches out for them, checks in with them regularly, and to whom they can turn during times of need.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The score of Perceived School Safety in the California Healthy Kids Survey has fluctuated between 80-89% reporting that they felt safe or fairly safe at school over the past four years.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2025-26 CHKS score on Perceived School Safety	2023-2024 73% reported positively in this area  2024-2025 89% perceived school safety.  2025-2026 81% perceived school safety.	From 23-24 A 5% increase to 78% or higher reporting positively in this area  From 24-25 Continued increase.  25-26 Increase to 85% for 26-27.
2025-26 CHKS score on Anti-bullying Climate	2023-2024 71% reported that they hadn't been bullied.  2024-2025 78% reported that they had not been bullied.  2025-2026 72% reported that they had not been bullied.	From 23-24 A 5% increase to 76% or higher reporting positively in this area.  From 24-25 Continued increase.  25-26 Increase to 75% for 26-27
Collection of Toolbox Skills through Caught Being Good Cards. 12 students will be selected for Lunch with the Principal each month.	12 Caught Being Good Cards are selected for each month from September through May for Lunch with the Principal.	Caught being Good Cards will be selected during monthly Toolbox Assemblies with continued Lunch with the Principal in the garden.

2025-26 CHKS parent score on "School is a safe place for my child"	<p>2023-2024 55% of parents marked strongly agree on "School is a safe place for my child"</p> <p>2024-2025 60% of parent marked strongly agree and 36% marked agree on the statement "School is a safe place for my child."</p> <p>2025-2026 58% of parents marked strongly agree on the statement "School is a safe place for my child."</p>	10% increase to 65% reporting that they strongly agree with "School is a safe place for my child"
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## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Increase use of Toolbox-embedded social-emotional lessons in all grade levels with additional professional development for all staff in using Toolbox/SEL strategies, identifying/recognizing grade level classes at Toolbox Assemblies. A specific effort will be placed in training classified and Monarch Club staff.	All students	1000 General Fund 2000-2999: Classified Personnel Salaries Additional hourly pay for classified staff to attend training.
2.2	Anti-Bullying Lessons will be provided to all grades and Montage Health drug awareness to 5th grades. Add anti-bullying themes to monthly Toolbox assemblies, SEL lessons in classrooms, and possible development of focused groups.	All Students	500 Site Formula Funds 4000-4999: Books And Supplies Lunch Activity Materials
2.3	Parent Professional Development Workshops in Fall and Spring led by Counselor, Mental Health Therapist , and students to provide awareness for SEL, stress and anxiety, executive functioning, transitions and Restorative Practices.	Parents	500 Site Formula Funds 4000-4999: Books And Supplies Materials and resources, as needed.
2.4	Empower students to address others directly. (Caring Circle lesson, 3 step plan cards.)	All students	
2.5	Address safety practices and drills as well as debriefs by observation teams such as M.C. Kimball in Principal's Newsletter on a regular basis to bring a sense of being informed to all parents. Continue to include/invite parents to join the School Safety Committee.	Parents	
2.6	Teach Digital Citizenship and Technology Use responsibility/accountability to students with staff oversight with the development of a comprehensive Technology Use Plan. Continue Site Technology Committee. Provide communication regarding how technology is used in the classroom.	All students	
2.7	Encourage safe behaviors and use of Toolbox tools by issuing green tickets with a raffle for 12 students at each Toolbox Assembly to have Lunch with the Principal.	All students	

# 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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Additional training was offered in the Toolbox tools for parents and staff. This was the second year we implemented the Montage Health curriculum and had a guest speaker come to address drug awareness that received excellent feedback. A parent series on SEL, stress and anxiety and a variety of topics was offered Districtwide. 3 Step Plan slides were developed to help students to address conflicts. Two new parents joined our School Safety Committee this year. We created a new Technology Subcommittee from our SSC and edited Action 2.6 to include "Provide communication regarding how technology is used in the classroom" per the recommendation of the committee. Safety updates were provided in the Principal's Newsletter weekly. Green "Caught being good" tickets continue to be issued with a raffle held at each Toolbox Assembly. Students are excited for the opportunity.

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

No major differences.

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

We continue to provide training to our classified staff on the use of Toolbox and restorative practices and have set aside some funds to be able to do so next year. Our SSC would like to see a continued focus on safety as it related to digital citizenship and technology and see a comprehensive Tech Use Plan developed to further expand and ensure an environment that is emotionally and intellectually safe for students. Our District developed a new Ed Tech Plan and our newly formed Technology Committee was able to review drafts. In addition the Technology Committee recommended that SSC add to Action 2.6 to include provide communication regarding how technology is used in the classroom.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Academic Support

Robert H. Down Elementary students, including targeted student groups, performing at not met or nearly met standards levels in ELA and math as determined by progress monitoring of their academic growth through performance on district interim Measurements of Academic Growth (MAP), Scholastic Reading Inventory (SRI) for 4th and 5th graders enrolled in Read 180, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), curriculum embedded tests (Superkids, Benchmark, and SWUN Math), as well as state CAASPP assessments will be provided appropriate intervention services and improve at least one level (eg. nearly met to met) on the 2023-2024 and 2024-2025 ELA and math CAASPP assessments.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #3: Unduplicated students (low socio-economic, foster youth, and English Learners) as well as homeless students and students with disabilities will receive the necessary differentiation and support to make accelerated growth to close the achievement gap. When necessary, targeted intervention using a variety of strategies, programs, and small group instruction will be implemented for students requiring additional tiered support. These programs will be designed to show an increase in our state testing scores for all groups and an improvement in our English learner reclassification rate.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CAASPP scores for 2023-2024 show that 73.44% of all students met or exceeded standards in E/LA, a drop of more than 3% from 2022-23 and 68.2% of all students met or exceeded standards in Math, a drop of about 3% as well. Socioeconomically disadvantaged student performance increased by about 5% in ELA and 2% in Math compared to the previous year resulting in 69.81% meeting or exceeding in ELA and 66.04% meeting or exceeding in Math. Hispanic student scored dropped about 13% in ELA and more than 18% in Math resulting in 60% met or exceeded in ELA and 48% met or exceeded in Math.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2025-26 CAASPP scores for all students in ELA	<p>2022-2023 CAASPP results: 76.88% of 3rd, 4th, and 5th grade students met or exceeded ELA standards . 23.12% nearly met or did not meet standards.</p> <p>2023-2024 CAASPP results in ELA 73.44% met or exceeded standards 26.56% nearly met or did not meet standards.</p> <p>2024-2025 CAASPP results in ELA 73.44% met or exceeded standards 26.57% nearly met or did not meet standards.</p>	E/LA: A reduction of at least 3% of students in the lowest 2 quartiles (nearly met or did not meet standards) to no more than 20% of all students.
2025-26 CAASPP scores for all students in Math	<p>2022-2023 71.36% of 3rd,4th, and 5th grade students met or exceeded Math standards. 28.64% nearly met or did not meet standards for all students</p> <p>2023-2024 CAASPP results in Math 68.2% met or exceeded standards 31.8% nearly met or did not meet standards</p> <p>2024-2025 CAASPP results in Math 72% met or exceeded standards 28% nearly met or did not meet standards</p>	Math: A reduction of at least 3% of students in the lowest 2 quartiles (nearly met or did not meet standards) to no more than 25% of all students.
California Dashboard Chronic Absenteeism Rate (Chronic Absenteeism means student was 10% or more school days absent., which is 18 days in a 180 day school year)	<p>2022-2023 16.6% (71 students) of all students are chronically absent 27.8% (20 students) of socio/economically disadvantaged students are chronically absent 25.5% (14 students) of students with disabilities are chronically absent.</p> <p>2023-2024 13.8% (59/428) of all students were chronically absent 27.5% (19/69) of socioeconomically disadvantaged students were chronically absent 17.5% (11/63 students) of Hispanic students were chronically absent 19.4% (12/62 students) of Two or More Race students were chronically absent 22.6% (14/62) of Students with Disabilities were chronically absent</p> <p>2024-2025 14.8% (64/438) of all students were chronically absent</p>	At least a 5% reduction in both social/economically disadvantaged students and students with disabilities. This will also result in a 5% (approximate) reduction for all students.

	<p>28.4% (25/88) of socioeconomically disadvantaged students were chronically absent</p> <p>26.9% (18/67) of Hispanic students were chronically absent</p> <p>13.4% (9/67) of Two or More Race students were chronically absent</p> <p>24.2% (16/66) of Students with Disabilities were chronically absent</p>	
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**Strategies/Activities**

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Training in Professional Learning Communities (PLC) work and the implementation of Tier 1 strategies (in the classroom) for all teachers and instructional assistants. This Process will be in parallel with Forest Grove work in this area.	All Students but with a focus on students in the lowest two quartiles in both E/LA and Math	None Specified None Specified
3.2	Measure of Academic Progress (MAP) test will be given to all students to identify growth and to identify those students scoring in the lowest quintiles.	All Students with an emphasis on the lowest performing students.	
3.3	Students scoring the lowest on the Measure of Academic Progress (MAP) test will be given priority in intervention services in the area(s) of need.	General Education students scoring at the lowest academic performance on the MAP and CAASPP assessments.	
3.4	PLC training, Tier 1 training, and RTI training will be given during staff meetings in order to support best practices and to develop stronger tiered support both within and outside of the classroom.	All students with an emphasis on struggling students	
3.10			

**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 left blank and completed at the end of the year after the plan has been executed.

**Analysis**

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

Initial training on Professional Learning Communities was provided by our District in the Spring 2024 followed up by some initial work in grade level collaboration. Training on implementation of Tier 1 strategies was provided this year for ELA based on the new EL Education curriculum adoption. Intervention was provided to all students who demonstrated need according to data in MAP and DIBELS. Several students were able to exit from intervention as a result.

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

No expenditures were made on PLC training due to the District providing the initial training districtwide.

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

We will continue to look at our data and implement the actions as planned. No additional expenditures anticipated at this time to implement this goal. A separate goal to address Chronic Absenteeism was created at the end of 2024-25 due to the school being designated in ATSI status.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Culture of "We"

Robert Down Elementary will increase cultural proficiency with staff, students, and parents in order to better serve students' needs.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PGUSD will strive to create a "Culture of We" at every school site where educators and families work together as partners, sharing responsibility, leadership, and advocacy for the success of ALL students. All PGUSD families will feel welcome and fully invested in their student's education through authentic partnerships with teachers and site leaders in a safe, nurturing, and culturally responsive school environment. All district and school policies and practices will be equitable and inclusive for all students and families creating a culture of belonging where students of every economic circumstance, culture, race, ethnicity, gender, sexual orientation, learning ability, or language feel a strong sense of connection.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There have been concerns that some student groups have been overlooked or have been mistreated due to their culture.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids Survey	<p>2023-24 CA Healthy Kids survey showed that "Fairness" was at 72%, which is below the State average of 73%. 47% of students reported that they felt that they had "Meaningful Participation", which is above the State average of 41%.</p> <p>2024-2025 Fairness 85% Meaningful Participation 51% Expected Outcome established from 2023-2024 was met in 2024-2025.</p> <p>2025-2026 Fairness 81% Meaningful Participation 58% Expected Outcome from 2024-2025 was met in 2025-2026 for meaningful participation, but decreased for Fairness.</p>	CA Healthy Kids results will reflect a 5% increase in both "Fairness" and in "Meaningful Participation"
RHD Site Council Feedback Survey	<p>Site Council survey was not conducted for 2023-2024.</p> <p>2024-2025 Our School Site Council decided that a general survey would suffice to provide feedback. Results are still being collected. As of May 4, 2025, 67% indicated their experience has been very positive and 33% positive. Individuals also provided feedback on elements that contributed to their rating as well as recommendation to improve their experience.</p> <p>2025-2026 With limited responses received as of May 12, 66.7% indicated their experience has been very positive and 33.3% positive. Positive experiences and community along with staff excellence were cited as contributions to ratings given. Recommendation to improve include consistent grading software use and a desire to see more extracurricular activities.</p>	A baseline of student, staff, and parents' sense of areas of strength and areas needing improvement is established which will be given to the Cultural Proficiency Team to help design a response for the school.
CORE SEL Survey	<p>2024-2025 Fall 2024 (3rd-5th grade) 15% (25/172) Very Healthy/Favorable View 41% (70/172) Healthy/Favorable View 20% (35/172) Somewhat Healthy/Favorable View 24% (41/172) Slightly Unhealthy/Unfavorable View</p>	Increase of 3-5% in the Somewhat Healthy, Healthy, and/or Very Healthy bands resulting in a decrease in Unfavorable Views.

	1% (1/172) Unhealthy/Unfavorable View  2025-2026 Fall 2025 (3rd-5th grade) 13% (19/145) Very Healthy/Favorable View 49% (71/145) Healthy/Favorable View 17% (24/145) Somewhat Healthy/Favorable View 18% (26/145) Slightly Unhealthy/Unfavorable View 3% (5/172) Unhealthy/Unfavorable View	
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## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Establish Restorative Justice practices throughout the school and design a conflict resolution practice with the goal of students developing skills to address conflicts before bringing them to adults.	All students	
4.2	Invite parents to help educate their child's class about particular aspects of their culture.	All students	150 General Fund 5000-5999: Services And Other Operating Expenditures Cover parent fingerprinting costs, as needed
4.3	Library and parent/community representatives will be invited to give focus to different cultures and cultural proficiencies combined with Toolbox themes and celebration of students "caught being good."	All Students and Staff	
4.4	Site Council will work with the Cultural Proficiency Team to develop a survey or conduct focus groups for students and for parents that will give insight as to cultural safety, cultural awareness, and cultural acceptance. (CORE SEL, CHKS)	All students with an emphasis on minority cultural groups	
4.5	Communicate to parents the various activities around culture that are happening and to encourage dialog at home with students.	All students	

## 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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Our school has continued to implement restorative justice practices emphasizing relationship and connection first and foremost. In addition, we have been working on utilizing the three step plan to help students address conflicts directly with others. We have consistently invited parents to share about their culture through displays, assemblies, or presentations and have received a positive response. Our Heritage Club has also supported this endeavor and has a lot of student involvement with many student participating this year.

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

No major differences are noted. However, our Site Council has not connected directly with our cultural proficiency team. We plan to convert the survey into focus groups to gain more in depth data and feedback next year.

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

We plan to convert the collaboratively developed survey by SSC and the Cultural Proficiency team into focus groups to gain more in depth data and feedback next year. Also, added another metric around CORE SEL to measure student social emotional well being.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**ATSI Goal**  
Reduce Chronic Absenteeism.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Robert Down is in orange on the Dashboard for all students for Chronic Absenteeism with 14.8% of all students chronically absent, red on the Dashboard for socioeconomically disadvantaged students with 28.4% chronically absent, red on the Dashboard for Socioeconomically Disadvantaged with 28.4% chronically absent, red on the Dashboard for Students with Disabilities with 24.2% chronically absent, orange on the Dashboard for Asian (11.1% chronically absent), White (13.1% chronically absent and yellow for Two or More Races (13.4% chronically absent).

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of all students chronically absent	2024 Dashboard 13.8% chronically absent  2025 Dashboard 14.8%	2026 Dashboard 10%
% of Socioeconomically Disadvantaged students chronically absent	2024 Dashboard 27.5% chronically absent  2025 Dashboard 28.4%	2026 Dashboard 20%
% of Hispanic students chronically absent	2024 Dashboard 17.5% chronically absent  2025 Dashboard 26.9%	2026 Dashboard 15%
% of Students with Disabilities chronically absent	2024 Dashboard 22.6% chronically absent  2025 Dashboard 24.2%	2026 Dashboard 20%
% of Two or More Races chronically absent	2024 Dashboard 19.4% chronically absent  2025 Dashboard 13.4%	2026 Dashboard 15%

% of White students chronically absent	2024 Dashboard 12.2% chronically absent	2026 Dashboard 10%
	2025 Dashboard 13.1%	

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Communicate the importance of attendance in weekly newsletters.	All	
5.2	Provide independent study option to students who have planned absences.	All	
5.3	Communicate with families when they have reached 5 absences, 10 absences, and 15 absences to request a phone meeting and/or parent conference to discuss the importance of attendance and identify supports needed.	Students who have excessive absences across all subgroups.	

## 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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

The data from the 2025 Dashboard is a year behind. Based on preliminary data for 2025-2026, the strategies have been working. Results will be released in December 2026.

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

No major differences.

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.

No changes will be made.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$6,150.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
General Fund	\$1,150.00
Site Formula Funds	\$5,000.00

Subtotal of state or local funds included for this school: \$6,150.00

Total of federal, state, and/or local funds for this school: \$6,150.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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### Expenditures by Funding Source

Funding Source	Amount
General Fund	1,150.00
Site Formula Funds	5,000.00

### Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	1,000.00
4000-4999: Books And Supplies	5,000.00
5000-5999: Services And Other Operating Expenditures	150.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	General Fund	1,000.00
5000-5999: Services And Other Operating Expenditures	General Fund	150.00
4000-4999: Books And Supplies	Site Formula Funds	5,000.00

### Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,000.00
Goal 2	2,000.00
Goal 4	150.00

# School Site Council Membership

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

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

Name of Members	Role
Lauren Heflin	Parent or Community Member
Erica Chavez	Classroom Teacher
Tanya Fadem	Classroom Teacher
Jessica Thompson	Parent or Community Member
Susannah Ashton	Parent or Community Member
Emily Tsai Brownfield	Principal
Darla Vining	Parent or Community Member
Caitlin Van Zanten	Parent or Community Member
Lauren Banazsek	Other School Staff Parent or Community Member
Alexis Shammass	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 April 7, 2026.

Attested:



Principal, Emily Tsai Brownfield on April 7, 2026



SSC Chairperson, Jessica Thompson on April 7, 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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI 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.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the 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.

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

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal 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.

## Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## **Budget Summary Table**

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# 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 Schoolsite Council (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).
      - 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.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI 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](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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