



Babcock Elementary

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

06/03/2026 2:30 PM

Location *(Ubicación)*


Babcock Elementary - Room 12

Zoom Link *(Enlace de Zoom)*

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes</i>		Present / Absent <i>Presente/ Ausente</i>
Parent	Erika Flores	
Parent	Alicia Vega	
Parent	Kaylynn Bilyeu	
Parent	Keisha Crummie	
Parent	Lydia Conwell	
Alternates <i>(Alternativos)</i>:		
<i>*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)</i> <i>*Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).</i>		
Staff: Principal or Designee/Teachers/Other Staff <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal</i>		Present / Absent <i>Presente/ Ausente</i>
Principal/Designee: <i>Directora(a)/ Designado(a):</i> Matthew Shintaku		
Teacher: <i>Maestro(a):</i> Mary Gow		
Teacher: <i>Maestro(a):</i> Elizabeth Graves		
Teacher: <i>Maestro(a):</i> Phillip Barrett		
Other Staff: <i>Otro Personal:</i> Morrisha Jiminez		
Alternates: <i>Alternativos:</i>		
<i>*Teachers must be the majority</i> <i>*Los maestros deben ser mayoría</i>		

AGENDA

ITEM <i>ARTÍCULO</i>	Facilitator <i>Facilitador(a)</i>	Minutes <i>Minutas</i>
<p>Call to Order / Sign in sheet <i>Orden del Día/ Hoja de Firmas</i></p> <p>Quorum <i>Quórum (50% +1)</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>This meeting is called to order at: <i>Se abre la sesión a las</i></p> <p>Total Members in Attendance: <i>Total de Miembros Presentes:</i></p> <p>Quorum: <i>Quórum:</i></p>
<p>Public Comment (2 minutes per speaker) <i>Comentarios del Público (2 minutos cada participante)</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Comments <i>(Resumen de Comentarios)</i></p>
<p>Review Agenda <i>Repasar Agenda</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Comments <i>(Resumen de Comentarios)</i></p>
<p>Review / approve minutes from last meeting <i>Revisar/aprobar el acta de la última reunión</i></p> <p>Review + Approve SSC Meeting Minutes 5202026.</p> <p>1  Previous Minutes</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i></p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>

Council Business *Asuntos del Consejo*

N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i>
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i>
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i>

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*

N/A	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
N/A	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
N/A	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
N/A	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>

Other Business: Otros Asuntos:

ELAC Reporting <i>Informes ELAC</i>	Chairperson <i>Presidente</i>	Summary of Reporting (Resumen de Informes)
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i>	Chairperson <i>Presidente</i>	Summary of Presentation (Resumen de Presentación)
Additional Information/New Business/Discussion <i>Información Adicional/Asuntos Nuevos/Conversación</i>	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i>
Adjournment: Aplazamiento:	Chairperson <i>Presidente</i>	Time: Hora:

Next meeting date:

10/07/2026

2:30 PM

Fecha de próxima reunión:



Babcock Elementary

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time (*Fecha & Hora*)

05/20/2026 2:30 PM

Location (*Ubicación*)


Babcock Elementary - Room 12

Zoom Link (*Enlace de Zoom*)

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes</i>		Present / Absent <i>Presente/ Ausente</i>
Parent	Erika Flores	Absent
Parent	Alicia Vega	Present
Parent	Kaylynn Bilyeu	Present
Parent	Keisha Crummie	Absent
Parent	Lydia Conwell	Present
Alternates (<i>Alternativos</i>):		
<p><i>*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)</i></p> <p><i>*Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).</i></p>		
Staff: Principal or Designee/Teachers/Other Staff <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal</i>		Present / Absent <i>Presente/ Ausente</i>
Principal/Designee: <i>Directora(a)/ Designado(a):</i> Matthew Shintaku		Present
Teacher: Maestro(a): Mary Gow		Present
Teacher: Maestro(a): Elizabeth Graves		Present
Teacher: Maestro(a): Phillip Barrett		Present
Other Staff: Otro Personal: Morrisha Jiminez		Present
Alternates: <i>Alternativos:</i>		
<p><i>*Teachers must be the majority</i> <i>*Los maestros deben ser mayoría</i></p>		

AGENDA

ITEM <i>ARTÍCULO</i>	Facilitator <i>Facilitador(a)</i>	Minutes <i>Minutas</i>
<p>Call to Order / Sign in sheet <i>Orden del Día/ Hoja de Firmas</i></p> <p>Quorum <i>Quórum (50% +1)</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>This meeting is called to order at: <i>Se abre la sesión a las</i> 2:40 PM</p> <p>Total Members in Attendance: 8 <i>Total de Miembros Presentes:</i></p> <p>Quorum: Yes (Si) <i>Quórum:</i></p>
<p>Public Comment (2 minutes per speaker) <i>Comentarios del Público (2 minutos cada participante)</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Comments <i>(Resumen de Comentarios)</i> Tara Jacobs - Documents Online. Agenda. Meeting. Minutes. No SPSA or SPSA A Provided.</p>
<p>Review Agenda <i>Repasar Agenda</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Comments <i>(Resumen de Comentarios)</i> Principal - Review SSC Agenda 5-20-2026.</p>
<p>Review / approve minutes from last meeting <i>Revisar/aprobar el acta de la última reunión</i></p> <p>Review + Approve SSC Meeting Minutes 3252026.</p> <p>1  Previous Minutes</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Minutes/Actas</p> <p>Person <i>Persona:</i> LC Second <i>Se secundó:</i> MIJ In favor <i>A favor :</i> 8 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i></p>

Council Business *Asuntos del Consejo*

N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> NA.
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> NA.
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> NA.

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*

<p>Other</p> <p>BCE SPSA 2025 - 2026 Addendum Allocate - Goal 1 Action 1 to Goal 1 Action 3. Allocate - \$10,848.07.</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> AV</p> <p>Person <i>Persona:</i> KB Second <i>Se secundó:</i> MIJ In favor <i>A favor :</i> 8 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0</p> <p>Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i></p> <p>SSC Discussion - Addendum.</p>
<p>N/A</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> NA.</p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>
<p>N/A</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> NA.</p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>
<p>N/A</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> NA.</p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>

Document Review: *Revisión y de Documentos*

N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> NA.
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> NA.

School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*

Approve 26-27 SPSA Approve - BCE SPSA 2026 - 2027	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> AV Person <i>Persona:</i> LC Second <i>Se secundó:</i> MIJ In favor <i>A favor :</i> 8 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i> No Vote to Approve SPSA 2026 -2027. SSC - Analyze SPSA 2026 - 2027 Draft. SSC Voted to Table the Vote to Approve. At Next SSC Meeting 5-27-2026. -Vote to Approve SPSA 2026 - 2027.
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Other Business: Otros Asuntos:

ELAC Reporting <i>Informes ELAC</i>	Chairperson <i>Presidente</i>	Summary of Reporting (Resumen de Informes) NA.
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i>	Chairperson <i>Presidente</i>	Summary of Presentation (Resumen de Presentación) NA.
Additional Information/New Business/Discussion <i>Información Adicional/Asuntos Nuevos/Conversación</i> Discuss Cell Phone Policy	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> Reviewed TR BP 5131.8 Cell Phone Policy. Discussion - Cell Phone Policy. Cell Phone Use - Elementary. Cell Phone Use at Emergencies. Cell Phone Search & Seizure Consequences with Cell Phone Use.
Adjournment: Aplazamiento:	Chairperson <i>Presidente</i>	Time: Hora: 4:30 PM

Next meeting date:

10/07/2026

2:30 PM

Fecha de próxima reunión:



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
D. W. Babcock Elementary	34 76505 6033351		

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 D. W. Babcock Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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 D. W. Babcock Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Aligned to Local Control & Accountability Plan [LCAP] and Other Federal State & Local Programs - Babcock Elementary SPSA's Effectively Meets ESSA's Planning Requirements - Schoolwide Program.

Babcock Elementary's 2026 - 2027 SPSA has 4 Goals.

Goal 1 - Increase Academic Achievement & Decrease Disproportionalities.

Goal 3 - Improve Culture and Climate with Increased Student Engagement.

Goal 4 - Increase Parent Family Engagement.

Goal 5 - Provide Facilities that are Clean Safe and Conducive to Learning.

Babcock Elementary's 2026 - 2027 SPSA Goals - Use Actions & Strategies.

Goal 1 - Increase Academic Achievement & Decrease Disproportionalities.

- Supplemental Materials - Math & ELA Intervention.
- Fund a Behavior Academic Intervention Assistant.
- Fund Additional PARA I - ECE [Kindergarten].
- Fund Additional PARA I - Math & ELA Intervention.
- Supplemental Materials [Software] - Math Intervention. Ex. IXL.

Goal 3 - Improve Culture and Climate with Increased Student Engagement.

- Provide Attendance & Chronic Absenteeism Information to Parents & Families.
- Implement Babcock Elementary Attendance Team.
- Provide WIN Academy 1x Per Month.
- Hold Blue Rallies - Monthly
- Hold Trimester Blue Rallies - Monthly

Goal 4 - Increase Parent Family Engagement.

- Hold 5+ Parent Family Engagement Events.
- Hold Monthly Coffee & Conversation with Principal.
- Increase Volunteer % - Parents & Guardians.

Goal 5 - Provide Facilities that are Clean Safe and Conducive to Learning.

- Implement PBIS Tier 1 Tier 2 Tier 3 to PBIS Platinum.
- Implement CHAMPS STOIC.
- Implement SEL Curriculum.
- Professional Development - Trauma Informed Practices & Restorative Practices.
- Analyze TRUSD Discipline Dashboard Data.

Educational Partner Involvement

How, when, and with whom did D. W. Babcock Elementary consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Educational Partner Involvement - SPSA Evaluation and Analysis.

Back to School Night: 8-28-25. Annual Title 1 Meeting.

SSC Meeting[s]: 10-8-2025 11-19-2025 1-28-2026 4-8-2026 5-20-2026

ELAC Meeting[s]: 10-22-2025 12-10-2025 2-18-2026 5-27-2026

Instructional Leadership Team Meeting[s]: Monthly - First Monday Each Month 2025 - 2026.

PBIS Team Meeting[s]: Bi - Weekly - Friday[s] 2025 - 2026.

COST Team Meeting[s]: Monthly - Last Wednesday Each Month 2025 - 2026.

Needs Assessment[s]: Conducted with Each Team. ALL Staff - Input at Staff Meeting[s] with Review of LCAP Goals and SPSA Goals. Educational Partners - Input at SSC and ELAC Meeting[s] with Review of LCAP Goals and SPSA Goals.

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.

DW Babcock Elementary School - Designated as ATSI. Due to the Suspension Rate with Students identified Two or More Races.

Inequities Identified - Two or More Races.

Suspension Rate: Red [California School Dashboard 2025]. 20 Students [Two or More Races] Suspended at Least One Day - Increase 6.7%. 45 Students.

Babcock Elementary Suspension Rate with Students identified Two or More Races.

2022 - 2023: 2.75%

2023 - 2024: 1.8%

2024 - 2025: 2.75%

2025 - 2026: 6%

SPSA 2026 - 2027 Goals + Actions to Improve Outcomes - Suspension Rate with Students identified Two or More Races.

Goal 1 Action 1.2.

Goal 5 Action 5.1 5.2 5.3 5.4 5.5.

Metric to Monitor SPSA 2026 - 2027 Goals + Actions Effectiveness.

-California Dashboard.

-TRUSD Discipline Dashboard.

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.

Suspension Rate - Red.

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.

Math - Hispanic [Orange].

ELA - English Learners [Red]. Students with Disabilities [Orange]. Homeless [Orange]. Hispanic [Orange].

Chronic Absenteeism - Students with Disabilities [Orange]. English Learners [Orange]. Homeless [Orange]. African American [Orange]. Asian [Orange]. Hispanic [Orange]. White [Orange]. Two or More Races [Orange].

Suspension Rate - Socioeconomically Disadvantaged [Red]. English Learners [Red]. Homeless [Red]. Students with Disabilities [Orange]. Two or More Races [Red]. African American [Red]. Asian [Orange]. Hispanic [Red]. White [Red].

Two or More Races [Red].

Other Needs

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

Metric + Indicator - In Addition to Dashboard Data.

-TRUSD Assessment Dashboard.

-TRUSD Discipline Dashboard.

-TRUSD PBIS Dashboard.

-Renaissance DNA.

-iReady.

-IXL.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for D. W. Babcock Elementary. 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	0.54%	0.81%	0.81%	2	3	3
African American	13.90%	13.01%	12.67%	51	48	47
Asian	7.90%	12.47%	16.17%	29	46	60
Filipino	1.36%	1.36%	0.54%	5	5	2
Hispanic/Latino	47.14%	45.80%	43.40%	173	169	161
Pacific Islander	2.18%	3.25%	3.77%	8	12	14
White	16.35%	11.65%	12.40%	60	43	46
Multiple/No Response	6.54%	8.13%	7.55%	24	30	28
Total Enrollment				367	369	371

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		17	19
Kindergarten	46	46	46
Grade 1	50	47	51
Grade 2	57	51	47
Grade 3	54	59	59
Grade 4	42	54	62
Grade 5	68	37	49
Grade 6	50	58	38
Total Enrollment	367	369	371

Conclusions based on this data:

1. Enrollment with Early Childhood Education [ECE] Grade Levels. Ex. TK K. has Increased.
2. Enrollment with Intermediate Grade[s] Ex. Grade 5 [49 Students to 68 Students to 37 Students] has Decreased.

3. Hispanic Students are the Largest Student Population Subgroup at 169 Students [46% Babcock Elementary Student Population].

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	116	117	134	31.2%	31.6%	36.1%
Fluent English Proficient (FEP)	20	15	11	5.5%	5.4%	3.0%
Reclassified Fluent English Proficient (RFEP)	14	8		5.00%	3.80%	

Conclusions based on this data:

1. 31.7% Students = 116 Students at Babcock Elementary.
2. Students Fluent English Proficient [FEP] has Decreased. 5.5% to 5.4% to 4.1%.
3. Students Reclassifying as Fluent English Proficient [RFEP] has Decreased. Ex. 18 Students to 14 Students to 8 Students.

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	46	48	50	42	47	48	42	47	48	91.3	97.9	96
Grade 4	59	42	48	52	38	46	52	38	46	88.1	90.5	95.8
Grade 5	45	55	38	43	53	35	43	53	35	95.6	96.4	92.1
Grade 6	40	48	52	31	44	50	31	44	50	77.5	91.7	96.2
All Grades	190	193	188	168	182	179	168	182	179	88.4	94.3	95.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2359.	2346.	2389.	9.52	0.00	14.58	11.90	19.15	18.75	26.19	23.40	33.33	52.38	57.45	33.33
Grade 4	2419.	2413.	2404.	15.38	10.53	15.22	15.38	21.05	8.70	13.46	18.42	17.39	55.77	50.00	58.70
Grade 5	2418.	2444.	2442.	6.98	13.21	2.86	16.28	24.53	31.43	16.28	13.21	11.43	60.47	49.06	54.29
Grade 6	2445.	2472.	2480.	6.45	9.09	14.00	9.68	22.73	22.00	25.81	22.73	22.00	58.06	45.45	42.00
All Grades	N/A	N/A	N/A	10.12	8.24	12.29	13.69	21.98	19.55	19.64	19.23	21.79	56.55	50.55	46.37

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	7.14	0.00	6.25	59.52	59.57	60.42	33.33	40.43	33.33
Grade 4	7.69	10.53	13.04	69.23	52.63	56.52	23.08	36.84	30.43
Grade 5	4.65	9.43	5.71	65.12	66.04	51.43	30.23	24.53	42.86
Grade 6	6.45	9.09	16.00	35.48	54.55	42.00	58.06	36.36	42.00
All Grades	6.55	7.14	10.61	59.52	58.79	52.51	33.93	34.07	36.87

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.50	2.13	16.67	37.50	40.43	58.33	55.00	57.45	25.00
Grade 4	13.46	10.53	2.17	42.31	47.37	47.83	44.23	42.11	50.00
Grade 5	4.65	11.32	5.71	30.23	45.28	45.71	65.12	43.40	48.57
Grade 6	0.00	2.27	10.00	41.94	54.55	46.00	58.06	43.18	44.00
All Grades	7.23	6.59	8.94	37.95	46.70	49.72	54.82	46.70	41.34

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.76	2.13	8.33	71.43	70.21	77.08	23.81	27.66	14.58
Grade 4	3.85	10.53	8.70	75.00	71.05	71.74	21.15	18.42	19.57
Grade 5	6.98	7.55	2.86	69.77	64.15	82.86	23.26	28.30	14.29
Grade 6	6.45	9.09	10.00	74.19	65.91	74.00	19.35	25.00	16.00
All Grades	5.36	7.14	7.82	72.62	67.58	75.98	22.02	25.27	16.20

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.76	2.13	10.42	61.90	63.83	66.67	33.33	34.04	22.92
Grade 4	13.46	15.79	10.87	57.69	60.53	45.65	28.85	23.68	43.48
Grade 5	6.98	9.43	5.71	58.14	52.83	65.71	34.88	37.74	28.57
Grade 6	19.35	11.36	14.00	61.29	59.09	54.00	19.35	29.55	32.00
All Grades	10.71	9.34	10.61	59.52	58.79	57.54	29.76	31.87	31.84

Conclusions based on this data:

1. Overall - Increase in Student % Standard Exceed and % Standard Met with a 95%+ Participation Rate.
2. Positive - Increase in % Above Standard and % At or Near Standard. [Writing + Listening].

3. Need - Decrease in % At or Near Standard and Increase % Below Standard. [Reading]

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	46	48	50	45	48	49	45	48	49	97.8	100	98
Grade 4	59	42	48	57	40	47	57	40	47	96.6	95.2	97.9
Grade 5	45	55	38	45	54	37	45	54	37	100.0	98.2	97.4
Grade 6	40	47	52	34	47	51	34	47	51	85.0	100	98.1
All Grades	190	192	188	181	189	184	181	189	184	95.3	98.4	97.9

* 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	2357.	2363.	2390.	6.67	12.50	12.24	13.33	14.58	20.41	22.22	16.67	26.53	57.78	56.25	40.82
Grade 4	2419.	2424.	2411.	10.53	5.00	4.26	15.79	25.00	17.02	26.32	27.50	29.79	47.37	42.50	48.94
Grade 5	2407.	2427.	2406.	2.22	5.56	0.00	4.44	5.56	5.41	28.89	25.93	27.03	64.44	62.96	67.57
Grade 6	2437.	2434.	2443.	8.82	2.13	5.88	5.88	6.38	11.76	26.47	36.17	17.65	58.82	55.32	64.71
Grade 11															
All Grades	N/A	N/A	N/A	7.18	6.35	5.98	10.50	12.17	14.13	25.97	26.46	25.00	56.35	55.03	54.89

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.90	10.42	10.20	42.86	33.33	48.98	45.24	56.25	40.82
Grade 4	12.28	10.00	6.38	36.84	40.00	46.81	50.88	50.00	46.81
Grade 5	0.00	5.56	2.70	48.89	37.04	32.43	51.11	57.41	64.86
Grade 6	8.82	2.13	7.84	32.35	38.30	25.49	58.82	59.57	66.67
Grade 11									
All Grades	8.43	6.88	7.07	40.45	37.04	38.59	51.12	56.08	54.35

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.89	10.42	10.20	26.67	39.58	44.90	64.44	50.00	44.90
Grade 4	7.02	7.50	6.38	47.37	55.00	42.55	45.61	37.50	51.06
Grade 5	2.22	5.56	2.70	46.67	44.44	35.14	51.11	50.00	62.16
Grade 6	8.82	0.00	3.92	26.47	46.81	35.29	64.71	53.19	60.78
All Grades	6.63	5.82	5.98	38.12	46.03	39.67	55.25	48.15	54.35

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.89	4.17	12.24	46.67	60.42	59.18	44.44	35.42	28.57
Grade 4	14.04	7.50	8.51	49.12	60.00	48.94	36.84	32.50	42.55
Grade 5	0.00	3.70	0.00	37.78	51.85	54.05	62.22	44.44	45.95
Grade 6	2.94	2.13	3.92	44.12	53.19	62.75	52.94	44.68	33.33
All Grades	7.18	4.23	6.52	44.75	56.08	56.52	48.07	39.68	36.96

Conclusions based on this data:

1. Overall - Increase in Student % Standard Met with a 95%+ Participation Rate.
2. Positive - Increase in % Above Standard and % At or Near Standard. [Communicating Reasoning]
3. Need - Decrease in % At or Near Standard and Increase % Below Standard. [Concepts & Procedures + Problem Solving & Modeling Data Analysis].

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) web page or the 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	*	1402.3	1403.1	*	1413.1	1412.3	*	1377.0	1381.6	9	16	16
1	1421.5	1397.6	1441.7	1432.2	1402.0	1451.2	1410.4	1392.7	1431.5	17	17	13
2	1416.1	1452.7	1442.0	1440.6	1460.3	1437.8	1391.1	1444.4	1445.4	17	16	21
3	1452.1	1457.7	1489.8	1453.2	1447.9	1486.3	1450.4	1467.1	1492.7	14	20	16
4	1471.9	1482.2	1484.5	1459.6	1476.4	1476.7	1483.8	1487.3	1491.9	18	13	21
5	1510.5	1477.7	1489.1	1495.0	1463.5	1481.2	1525.5	1491.4	1496.6	13	15	14
6	1499.7	1469.3	1486.1	1494.5	1450.9	1466.7	1504.3	1487.1	1505.2	15	16	19
All Grades										103	113	120

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	*	0.00	6.25	*	31.25	6.25	*	43.75	75.00	*	25.00	12.50	*	16	16
1	0.00	0.00	7.69	29.41	29.41	38.46	35.29	17.65	30.77	35.29	52.94	23.08	17	17	13
2	0.00	0.00	0.00	23.53	37.50	38.10	35.29	43.75	33.33	41.18	18.75	28.57	17	16	21
3	0.00	0.00	25.00	35.71	30.00	12.50	21.43	40.00	43.75	42.86	30.00	18.75	14	20	16
4	11.11	7.69	4.76	27.78	46.15	38.10	16.67	30.77	23.81	44.44	15.38	33.33	18	13	21
5	15.38	6.67	21.43	30.77	26.67	21.43	38.46	26.67	21.43	15.38	40.00	35.71	13	15	14
6	6.67	6.25	5.26	40.00	18.75	42.11	33.33	18.75	15.79	20.00	56.25	36.84	15	16	19
All Grades	4.85	2.65	9.17	31.07	30.97	29.17	31.07	31.86	34.17	33.01	34.51	27.50	103	113	120

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	*	0.00	6.25	*	43.75	12.50	*	37.50	62.50	*	18.75	18.75	*	16	16
1	17.65	5.88	23.08	29.41	23.53	30.77	17.65	23.53	23.08	35.29	47.06	23.08	17	17	13
2	5.88	6.25	9.52	41.18	43.75	42.86	23.53	37.50	28.57	29.41	12.50	19.05	17	16	21
3	14.29	0.00	31.25	35.71	50.00	25.00	21.43	15.00	25.00	28.57	35.00	18.75	14	20	16
4	27.78	30.77	33.33	27.78	30.77	28.57	5.56	23.08	14.29	38.89	15.38	23.81	18	13	21
5	7.69	6.67	35.71	53.85	46.67	21.43	30.77	6.67	7.14	7.69	40.00	35.71	13	15	14
6	26.67	12.50	26.32	40.00	25.00	21.05	20.00	18.75	15.79	13.33	43.75	36.84	15	16	19
All Grades	15.53	7.96	23.33	37.86	38.05	26.67	20.39	23.01	25.00	26.21	30.97	25.00	103	113	120

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		0.00	6.25		25.00	0.00		62.50	87.50		12.50	6.25		16	16
1		5.88	7.69		11.76	30.77		29.41	38.46		52.94	23.08		17	13
2		0.00	0.00		18.75	33.33		37.50	23.81		43.75	42.86		16	21
3		0.00	6.25		15.00	25.00		40.00	50.00		45.00	18.75		20	16
4		0.00	0.00		38.46	33.33		30.77	19.05		30.77	47.62		13	21
5		6.67	7.14		6.67	21.43		46.67	21.43		40.00	50.00		15	14
6	0.00	0.00	5.26	26.67	12.50	21.05	33.33	31.25	26.32	40.00	56.25	47.37	15	16	19
All Grades	3.88	1.77	4.17	19.42	17.70	24.17	26.21	39.82	36.67	50.49	40.71	35.00	103	113	120

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	*	12.50	0.00	*	68.75	87.50	*	18.75	12.50	*	16	16
1	35.29	11.76	38.46	41.18	58.82	38.46	23.53	29.41	23.08	17	17	13
2	17.65	25.00	9.52	64.71	62.50	66.67	17.65	12.50	23.81	17	16	21
3	7.14	10.00	12.50	57.14	55.00	62.50	35.71	35.00	25.00	14	20	16
4	27.78	46.15	23.81	38.89	30.77	57.14	33.33	23.08	19.05	18	13	21
5	15.38	13.33	14.29	69.23	66.67	57.14	15.38	20.00	28.57	13	15	14
6	20.00	18.75	5.26	60.00	31.25	57.89	20.00	50.00	36.84	15	16	19
All Grades	22.33	18.58	14.17	52.43	53.98	61.67	25.24	27.43	24.17	103	113	120

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	*	6.25	6.25	*	68.75	75.00	*	25.00	18.75	*	16	16
1	17.65	0.00	23.08	47.06	58.82	53.85	35.29	41.18	23.08	17	17	13
2	5.88	6.25	14.29	64.71	81.25	71.43	29.41	12.50	14.29	17	16	21
3	35.71	0.00	37.50	35.71	70.00	50.00	28.57	30.00	12.50	14	20	16
4	11.11	15.38	28.57	55.56	61.54	42.86	33.33	23.08	28.57	18	13	21
5	46.15	20.00	57.14	38.46	40.00	7.14	15.38	40.00	35.71	13	15	14
6	40.00	12.50	31.58	46.67	43.75	31.58	13.33	43.75	36.84	15	16	19
All Grades	22.33	7.96	27.50	51.46	61.06	48.33	26.21	30.97	24.17	103	113	120

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	0.00	6.25	*	87.50	62.50	*	12.50	31.25	*	16	16
1	0.00	11.76	7.69	41.18	35.29	53.85	58.82	52.94	38.46	17	17	13
2	0.00	0.00	0.00	35.29	50.00	57.14	64.71	50.00	42.86	17	16	21
3	0.00	5.00	0.00	28.57	35.00	56.25	71.43	60.00	43.75	14	20	16
4	5.56	0.00	4.76	27.78	61.54	47.62	66.67	38.46	47.62	18	13	21
5	15.38	6.67	7.14	46.15	53.33	35.71	38.46	40.00	57.14	13	15	14
6	6.67	0.00	5.26	20.00	25.00	31.58	73.33	75.00	63.16	15	16	19
All Grades	3.88	3.54	4.17	36.89	48.67	49.17	59.22	47.79	46.67	103	113	120

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	*	6.25	18.75	*	68.75	62.50	*	25.00	18.75	*	16	16
1	0.00	5.88	7.69	64.71	47.06	61.54	35.29	47.06	30.77	17	17	13
2	0.00	6.25	14.29	29.41	56.25	47.62	70.59	37.50	38.10	17	16	21
3	0.00	0.00	12.50	64.29	60.00	81.25	35.71	40.00	6.25	14	20	16
4	27.78	23.08	4.76	22.22	61.54	52.38	50.00	15.38	42.86	18	13	21
5	23.08	13.33	14.29	61.54	53.33	42.86	15.38	33.33	42.86	13	15	14
6	13.33	12.50	5.26	66.67	43.75	63.16	20.00	43.75	31.58	15	16	19
All Grades	11.65	8.85	10.83	49.51	55.75	58.33	38.83	35.40	30.83	103	113	120

Conclusions based on this data:

- 60% Students - Level 1 & Level 2.

2. Positive - Increase in Well Developed [Speaking & Reading]. Increase in Somewhat Moderately [Listening & Writing].
3. Need - Early Intervention. Ex. K - 2 Lowest % Level 4 & Level 3.

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
369	91.3%	31.7%	0.8%
Total Number of Students enrolled in D. W. Babcock Elementary.	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	117	31.7%
Foster Youth	3	0.8%
Homeless	28	7.6%
Socioeconomically Disadvantaged	337	91.3%
Students with Disabilities	82	22.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	48	13%
American Indian	3	0.8%
Asian	46	12.5%
Filipino	5	1.4%
Hispanic	169	45.8%
Two or More Races	30	8.1%
Pacific Islander	12	3.3%
White	43	11.7%

Conclusions based on this data:

1. Need - Support to English Learners [31.7%] & Students with Disabilities [22.2%].

2. Need - Support to Socioeconomically Disadvantaged [91.3%].
3. English Learners & Students with Disabilities - Increasing Population[s].

School and Student Performance Data

Overall Performance

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

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2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	Chronic Absenteeism Yellow	Suspension Rate Red
Mathematics Yellow		
English Learner Progress Green		

Conclusions based on this data:

1. Academic Performance - Increase in ELA [1.5%+] & Math [1.5%+] Performance.
2. Academic Engagement - Increase in Chronic Absenteeism.
3. Culture & Climate - Suspension Rate Increased [Yellow to Red].

School and Student Performance Data

Academic Performance English Language Arts

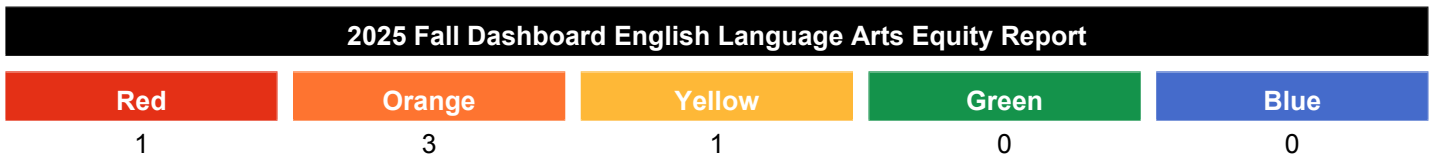
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This section provides number of student groups in each level.



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>All Students</p> <p>Yellow</p> <p>52.9 points below standard</p> <p>Increased 4.8 points</p> <p>190 Students</p>	<p>English Learners</p> <p>Red</p> <p>70.8 points below standard</p> <p>Declined 9.4 points</p> <p>68 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>Orange</p> <p>46.1 points below standard</p> <p>Maintained -2.3 points</p> <p>36 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>53.8 points below standard</p> <p>Increased 5.9 points</p> <p>180 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>70.2 points below standard</p> <p>Increased 20.1 points</p> <p>55 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>37.4 points below standard</p> <p>Increased 38.9 points</p> <p>28 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>31.5 points below standard</p> <p>Increased 9.7 points</p> <p>17 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>63.9 points below standard</p> <p>Declined 11.3 points</p> <p>92 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>62.1 points below standard</p> <p>Maintained -1.4 points</p> <p>24 Students</p>

Conclusions based on this data:

1. Overall Ranking - Increased 4.8 Points to 52.9 Points Below Standard.
2. Positive - Students with Disabilities [Increased 20.1 Points] & African American Students [Increased 38.9 Points].
3. Need - English Language Learners [Decreased 9.4 Points] & Hispanic Students [Decreased 11.3 Points].

School and Student Performance Data

Academic Performance Mathematics

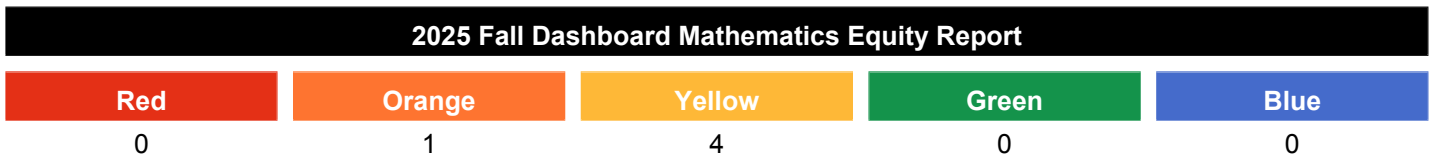
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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>All Students</p> <p>Yellow</p> <p>77.5 points below standard</p> <p>Increased 4.6 points</p> <p>191 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>88.4 points below standard</p> <p>Increased 3.2 points</p> <p>70 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>Yellow</p> <p>63.4 points below standard</p> <p>Increased 22.7 points</p> <p>36 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>79.1 points below standard</p> <p>Increased 7.1 points</p> <p>181 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>86.3 points below standard</p> <p>Increased 36.1 points</p> <p>54 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>80.3 points below standard</p> <p>Increased 32.1 points</p> <p>27 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>61.6 points below standard</p> <p>Increased 17.7 points</p> <p>19 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>81.7 points below standard</p> <p>Declined 9.8 points</p> <p>92 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>83.3 points below standard</p> <p>Increased 14.9 points</p> <p>24 Students</p>

Conclusions based on this data:

1. Overall Ranking - Increased 4.6 Points to 77.5 Points Below Standard.
2. Positive - Students with Disabilities [Increased 36.1 Points] & African American Students [Increased 32.1 Points] & Homeless [Increased 22.7 Points].
3. Need - Hispanic Students [Decreased 9.8 Points].

School and Student Performance Data

Academic Performance Science

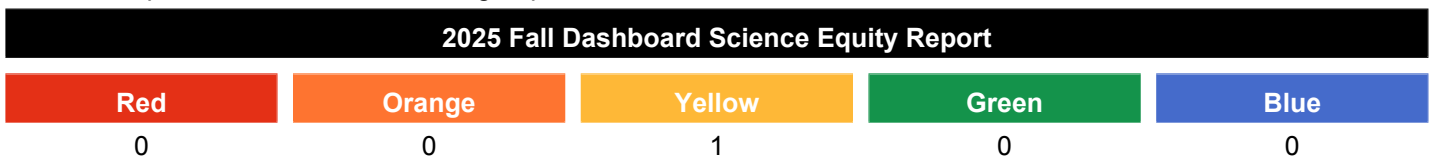
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This section provides number of student groups in each level.



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>All Students</p> <p>Yellow</p> <p>40 science points</p> <p>Increased 2 points</p> <p>32 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>39.4 science points</p> <p>Increased 5.3 points</p> <p>12 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>40 science points</p> <p>Increased 3.2 points</p> <p>32 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 5 Students</p>	<p>African American</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 5 Students</p>	<p>American Indian</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>
<p>Asian</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>Filipino</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>Hispanic</p>  <p>No Performance Color 40.9 science points Increased 3.9 points 18 Students</p>
<p>Two or More Races</p>  <p>No Performance Color 0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>White</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 2 Students</p>

Conclusions based on this data:

1. Overall Ranking - Increased 2 Points to 40 Science Points.

School and Student Performance Data



Academic Performance English Learner Progress

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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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Green 53.5 making progress. Number Students: 99 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 4.3%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 41.3%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 54.3%

Conclusions based on this data:

1. English Learner Progress - Green with 53.5% Students Making Progress.
2. Progressed At Least One ELPI Level - 53 Students.
3. Maintained ELPI Level 1 2L 2H 3L 3H - 40 Students.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

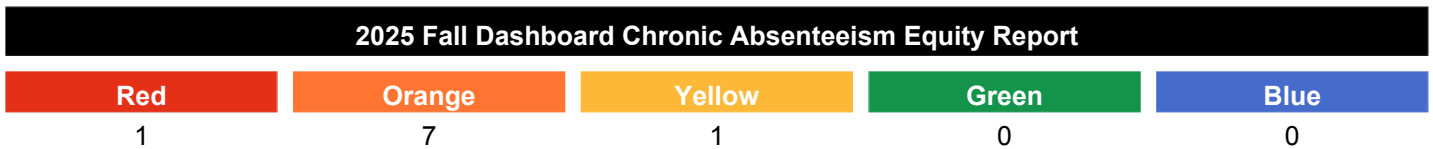
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 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		
<p>All Students</p> <p> Yellow</p> <p>32.4% Chronically Absent</p> <p>Declined 4</p> <p>408 Students</p>	<p>English Learners</p> <p> Orange</p> <p>25.6% Chronically Absent</p> <p>Declined 1.4</p> <p>133 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Homeless</p> <p> Orange</p> <p>35% Chronically Absent</p> <p>Declined 10.3</p> <p>80 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>32.2% Chronically Absent</p> <p>Declined 3.2</p> <p>373 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>30% Chronically Absent</p> <p>Declined 11.1</p> <p>100 Students</p>	<p>African American</p>  <p>Orange</p> <p>38.3% Chronically Absent</p> <p>Declined 5.5</p> <p>60 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>
<p>Asian</p>  <p>Orange</p> <p>17.3% Chronically Absent</p> <p>Increased 7.9</p> <p>52 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>38.5% Chronically Absent</p> <p>Increased 0.5</p> <p>182 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>31.8% Chronically Absent</p> <p>Declined 14.8</p> <p>44 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>16.7% Chronically Absent</p> <p>0</p> <p>12 Students</p>	<p>White</p>  <p>Orange</p> <p>22.9% Chronically Absent</p> <p>Declined 15.5</p> <p>48 Students</p>

Conclusions based on this data:

1. Overall Ranking - Decreased 4 Points to 32.4% Chronically Absent.
2. Students with Disabilities [Decline 11.1% to 30% Chronically Absent] & Homeless [Decline 10.3% to 35% Chronically Absent].
3. English Language Learners [Highest % Population] Declined 1.4% to 25.6% Chronically Absent.

School and Student Performance Data

Conditions & Climate Suspension Rate

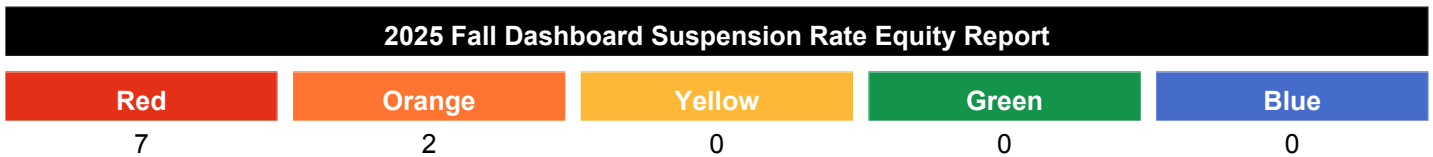
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>10.7% suspended at least one day</p> <p>Increased 4.3%</p> <p>431 Students</p>	<p>English Learners</p> <p>Red</p> <p>7.6% suspended at least one day</p> <p>Increased 6.2%</p> <p>144 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Homeless</p> <p>Red</p> <p>14.8% suspended at least one day</p> <p>Increased 5.7%</p> <p>88 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>11.1% suspended at least one day</p> <p>Increased 4.7%</p> <p>396 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>6.9% suspended at least one day</p> <p>Declined 1%</p> <p>102 Students</p>	<p>African American</p>  <p>Red</p> <p>19.4% suspended at least one day</p> <p>Increased 4.1%</p> <p>62 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>
<p>Asian</p>  <p>Orange</p> <p>5.4% suspended at least one day</p> <p>Increased 5.4%</p> <p>56 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>8.7% suspended at least one day</p> <p>Increased 4.2%</p> <p>195 Students</p>
<p>Two or More Races</p>  <p>Red</p> <p>20% suspended at least one day</p> <p>Increased 6.7%</p> <p>45 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>12 Students</p>	<p>White</p>  <p>Red</p> <p>9.8% suspended at least one day</p> <p>Increased 5.6%</p> <p>51 Students</p>

Conclusions based on this data:

1. Overall Ranking - Increased 4.3% to 10.7% Suspension Rate.
2. Most Student Subgroups - Increased % Students Suspended at Least One Day. Ex. Suspension Rate.
3. Need - Culture & Climate. SEL. Restorative Practices. Alternatives to Assertive Discipline.

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.

Increase Academic Achievement & Decrease Disproportionalities

Come June 2027 - The number of Students Exceeding or Meeting Grade Level Proficiency in Math & ELA will Increase by 5% Points as Measured by CASSPP Data in Grades 3-6 and TRUSD Assessments in Grades K-6. English Learner Progress Toward Proficiency will Increase 5% as Measured with the ELPAC.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Increase Academic Achievement & Decrease Disproportionalities.

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.

Per California State Dashboard - Babcock Elementary Academic Levels [Math & ELA] were in the Yellow Performance Level.

CAASPP

- Low Performance -

Math - Subgroups with Low Performance [Orange] were Hispanic Students and with Low Performance [Yellow] were English Language Learners and Homeless.

ELA - Subgroups with Low Performance [Red] were English Language Learners and with Low Performance [Orange] were Students with Disabilities and Homeless.

- Performance Gaps -

Math - Performance Gap with Socioeconomically Disadvantaged Students [Yellow] Students with Disabilities [Yellow]. These Subgroups - Equal 90%+ Babcock Elementary Student Population.

ELA - Performance Gap with English Learners [Red] Students with Disabilities [Orange]. These Subgroups - Equal 30%+ Babcock Elementary Student Population.

TRUSD Assessments

Math - Trimester 1 2025 - 2026 Passage Rate 51% [Increase 8%]

Math - Trimester 2 2025 - 2026 Passage Rate 44% [Increase 5.5%]

ELA - Trimester 1 2025 - 2026 Passage Rate 34% [Increase 7%]

ELA - Trimester 2 2025 - 2026 Passage Rate 44% [Increase 12%]

iReady

iReady Diagnostic 1 - 10.1% Passage Rate [95%+ Completion Rate]

iReady Diagnostic 2 - 23.3% Passage Rate [95%+ Completion Rate]

iReady Diagnostic 3 - 39.4% Passage Rate [95%+ Completion Rate]

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
CAASPP Math & ELA [Grade 3 - Grade 6] 2026 - 2027.	Spring 2026 Math - TBD ELA - TBD Spring 2025 Math - 20.11% Exceeding or Meeting Grade Level Proficiency. ELA - 31.84% Exceeding or Meeting Grade Level Proficiency.	CAASPP Math & ELA [Grade 3 - Grade 6] to Increase 5% Points in 2026 - 2027. Math - 25%+ Exceeding or Meeting Grade Level Proficiency. ELA - 37%+ Exceeding or Meeting Grade Level Proficiency.
ELPAC 2026 - 2027.	ELPAC 2026 - TBD Passage Rate ELPAC 2025 - 9.17% Passage Rate ELPAC 2024 - 2.65% Passage Rate	ELPAC - 15% Passage Rate.
Math TRUSD Benchmark - Trimester 1 & Trimester 2.	Trimester 1 2025 - 2026 - 51% Passage Rate Trimester 2 2025 - 2026 - 44% Passage Rate	Math TRUSD Benchmark - Increase 5% YTD Trimester 1 & Increase 5% YTD Trimester 2. Trimester 1 2026 - 2027 - 56% Passage Rate Trimester 2 2026 - 2027 - 49% Passage Rate
ELA TRUSD Benchmark - Trimester 1 & Trimester 2.	Trimester 1 2025 - 2026 - 34% Passage Rate Trimester 2 2025 - 2026 - 44% Passage Rate	ELA TRUSD Benchmark - Increase 5% YTD Trimester 1 & Increase 5% YTD Trimester 2. Trimester 1 2026 - 2027 - 39% Passage Rate Trimester 2 2026 - 2027 - 49% Passage Rate
iReady Diagnostic.	iReady Diagnostic 1 2025 - 2026 Tier 1 = 10% Tier 3 = 56% iReady Diagnostic 2 2025 - 2026 Tier 1 = 40% Tier 3 = 25%	iReady Tier 1 % Student > 40% [iReady Diagnostic 1 - iReady Diagnostic 3]. iReady Tier 3 % Students < 25% [iReady Diagnostic 1 - iReady Diagnostic 3].

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	Use TRUSD Adopted Math + ELA Instructional Materials at Tier 1 Instruction. Provide Supplemental Intervention Math + ELA Materials at Tier 2 - Tier 3 Instruction. Grade TK - 6. Ex. iReady. SIPPS. UFLI. Heggerty.	All Students	8,290 Title I Basic 4000-4999: Materials and Supplies 1.1 Supplemental - Intervention Materials
1.2	Fund 0.8125 FTE [6.5 Hour Per Day] Behavior Academic Intervention Assistant [BAIA]. BAIA to Support PBIS with Tier 2 Tier 3 Students and Academic Intervention with Tier 2 Tier 3 Students.	All Students	38,683 Title I Basic 2000-2999: Classified Personnel Salaries Behavior Academic Intervention Assistant 25,527 Title I Basic 3000-3999: Employee Benefits Behavior Academic Intervention Assistant

1.3	Fund 0.1238 FTE [Additional 1 Hour Per Day] PARA I to Support Kindergarten Academic Intervention.	All Students	4,983 Title I Basic 2000-2999: Classified Personnel Salaries PARA I 1,952 Title I Basic 3000-3999: Employee Benefits PARA I
1.4	Fund Additional PARA I 1.5 Hours Per Day for 124 Days to Provide Math Intervention.	All Students	4,425 Title I Basic 2000-2999: Classified Personnel Salaries PARA I 1,627 Title I Basic 3000-3999: Employee Benefits PARA I
1.5	Provide IXL Math Program [Site Online License] to Individualize Tier 2 - Tier 3 Math Intervention.	All Students	3,500 Title I Basic 5000-5999: Operating Expenditures Site IXL License
1.6	Fund 916 INK Read On! Program to Provide Tier 2 - Tier 3 Reading Intervention. 1:1 or 2:1 Literacy Tutoring Sessions to Students - Performing Deficient to Grade Level Proficiency.	All Students	15,000 Title I Basic 5000-5999: Operating Expenditures INK 916 Read On!

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.

Overall Math & ELA Growth at Babcock Elementary.
Supplemental Intervention Materials - SIPPS iReady UFLI Materials at WIN Reading Intervention. IXL at Math Intervention.
Implemented WIN Reading Intervention with Fidelity. Ex. 15 - 20 Students 4x Per Week at 45 Minutes.
AISS - Provided Academic Intervention & PBIS SEL Services.

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

Eliminated 2025 - 2026 Action 1.5 [Fund Retired Teacher to Provide Math Intervention] - No Retired Teacher Available.
Addendum to Fund Additional PARA I to Support Teachers and Students with Math Intervention.
Professional Development [PD] 2025 - 2026 Action 1.2 Not Utilized. ALL PD - At Wednesday PLC + PD.

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.

Eliminated AISS Position [2025 - 2026] to Implement BAIA Position [2026 - 2027] Maximize Title 1 Basic Funding. Action 1.2.
Use INK 916 Read On! Program to Provide Reading Intervention. Action 1.6.
Use Additional PARA I to Provide Math Intervention. [Positive Implementation in 2025 - 2026]. Action 1.4.

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.

Ensure all Students Graduate College & Career Ready

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.

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
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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
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Annual Review

SPSA Year Reviewed: 2025-26

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Improve Culture and Climate with Increased Student Engagement.
 Increase Attendance Rate 1%+ in 2026 - 2027 to 2025 - 2026 Attendance Rate.
 Decrease Chronic Absenteeism Rate 2.5%+ in 2026 - 2027 to 2025 - 2026 Chronic Absenteeism Rate.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3 – Improve Culture and Climate through Increased Student Engagement.

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.

California Dashboard - Chronic Absenteeism [Yellow] = 32.4% Chronically Absent.
 Red Subgroups - Hispanic.
 Orange Subgroups - Students with Disabilities. English Learners. Homeless. African American. Asian. White. Two or More Races.
 Yellow Subgroups - Socioeconomically Disadvantaged.

TRUSD Attendance & Chronic Absenteeism Dashboard
 2022 - 2023: Attendance Rate 88.2%. Chronic Absenteeism Rate 41.2%.
 2023 - 2024: Attendance Rate 90.7%. Chronic Absenteeism Rate 30.4%.
 2024 - 2025: Attendance Rate 91.7%. Chronic Absenteeism Rate 26.1%.
 2025 - 2026: Attendance Rate 89.2%. Chronic Absenteeism Rate 39.2%.

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
TRUSD Data Dashboard. Ex. AERIES.	2025 - 2026 Attendance Rate - 89.22%.	Increase Attendance Rate 1%+ to 90%+.
TRUSD Data Dashboard. Ex. AERIES.	2025 - 2026 Chronic Absenteeism Rate - 39.2%.	Decrease Chronic Absenteeism Rate 2.5% OR <35%

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	Provide - Attendance & Chronic Absenteeism Intervention Information to Parents & Families.	All Students.	
3.2	Implement - Babcock Elementary Attendance Team. Hold SARTs + Provide Attendance & Chronic Absenteeism Intervention to Parents & Families.	All Students.	

3.3	Hold WIN Academy - 1x Per Month.	All Students.	
3.4	Hold Blue Rallies - 1x Per Month. Award Students with Monthly Perfect Attendance.	All Students.	
3.5	Hold Trimester Blue Rallies - 1x Per Trimester. Award Students with Trimester Perfect Attendance.	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.

Expenditures and Strategies were Implemented to Articulated Goal.
 Attendance Rate - Decreased -2.5% to 89.2%.*
 Chronic Absenteeism Rate - Increased +7.75% to 38.5%.*
 TRUSD Work Stoppage March 5 2026 - March 20 2026 = Significant Absenteeism. Ex. Daily Attendance Rate = 67% Over 12 Days.
 AISS - Facilitated SARBs with Families - Increased Attendance Rate & Decreased Chronic Absenteeism Rate. Provided Supports to Families with Low Attendance Rate & High Chronic Absenteeism Rate.
 PBIS - Trimester Awards & Blue Rallies [Monthly] to Award Perfect Attendance - Increased Attendance Rate & Decreased Chronic Absenteeism Rate.

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

No Differences Expenditures and Strategies were Implemented to Articulated Goal.

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

Needs Assessment - Allocate Funding to Strategies to Increase Attendance Rate and Decrease Chronic Absenteeism Rate.

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.

Increase Parent Family Engagement.
 Increase Parent Family Engagement 5%+ in 2026 - 2027 and Hold 5+ Parent Family Engagement Events.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4 - Increase Parent Engagement

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.

Common Indicator per Needs Assessment - Increase Parents & Guardians to Volunteer at Babcock Elementary.

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
Parent Family Engagement Event QR Code - Google Form.	October 2025 - Fall Festival. December 2025 - Winter Festival. March 2026 - Community Town Hall.	Hold 5+ Parent Family Engagement Events.
SSC & ELAC Meeting QR Code - Google Form.	SSC - 80% Participation. ELAC - 10+ Families.	SSC - 90%+ Participation. ELAC - 15+ Families.
Coffee & Conversation QR Code - Google Form.	September 2025 - Coffee & Conversation. [Trimester 1] March 2026 - Coffee & Conversation. [Trimester 2] June 2026 - Coffee & Conversation. [Trimester 3]	Monthly - Coffee & Conversation.
Volunteer List.	At Least 5% Parents & Guardians - Volunteer. Volunteers - Volunteer at Family & Community Event + Field Trip.	At Least 10% Parents & Guardians - Volunteer. Volunteers - Increase Volunteers at Site. Ex. Classroom.

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	Provide - 5 Parent Family Engagement Events.. Ex. Math. ELA. STEM. EL. ECE. Materials - Parent Family Engagement Events.	All Students	2,000 Title I Parent and Family Engagement 4000-4999: Materials and Supplies Materials - Parent Family Engagement Events.

4.2	Host "Coffee & Conversation" with Principal - Monthly. Focus - Parent & Family Needs.	All Students	899 Title I Parent and Family Engagement 4000-4999: Materials and Supplies Materials - Coffee & Conversation.
4.3	Provide - TRUSD Volunteer Information to Parents & Guardians. Implement - Volunteering at Site. Ex. Classroom. Metric - Volunteer List.	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.

Expenditures and Strategies were Implemented to Articulated Goal.

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

No Differences Expenditures and Strategies were Implemented to Articulated Goal.

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

Allocate Title 1 Parent & Family Engagement Funding to Parent Family Engagement Events.. Ex. Math. ELA. STEM. EL. ECE. Action 4.1.
Monthly - Coffee & Conversation with Principal. Action 4.2.
Increase Parents & Guardians to Volunteer. Action 4.3

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.

Provide Facilities that are Clean Safe and Conducive to Learning.
In 2026 - 2027 the Suspension Rate at Babcock Elementary will Decrease 2.5%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 5 - Provide Facilities that are Clean Safe and Conducive to Learning.

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.

California Dashboard - Suspension Rate [Red] = 1-.7% Students Suspended At Least 1 Day.
Red Subgroups - Socioeconomically Disadvantaged. English Learners. Homeless. African American. Hispanic. White. Two or More Races.
Orange Subgroups - Students with Disabilities.

TRUSD Discipline Dashboard.
2022 - 2023: Suspension Rate: 9.2%. 93 Suspension Incidents Involving 41 Students.
2023 - 2024: Suspension Rate: 6.4%. 41 Suspension Incidents Involving 27 Students.
2024 - 2025: Suspension Rate: 10.7%. 82 Suspension Incidents Involving 46 Students.
2025 - 2026: TBD.

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
California Dashboard - Suspension Rate. TRUSD Discipline Dashboard.	2025 - 2026 Suspension Rate 7.76%.	2026-2027 Suspension Rate - 5% Suspension Rate or <7.5%

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	Implement - Babcock Elementary PBIS Tier 1 Tier 2 Tier 3 to PBIS Platinum Level.	All Students	
5.2	Implement - CHAMPS STOIC. Aligned to Babcock Elementary PBIS.	All Students	
5.3	Implement - SEL Materials with Counselor at Babcock Elementary.	All Students	2,000 Title I Basic 4000-4999: Materials and Supplies Materials - SEL.
5.4	Provide - Professional Development to Trauma Informed Practices and Restorative Practices.	All Staff	

5.5	Analyze - TRUSD Discipline Dashboard. Ex. Suspension Rate. PBIS Major vs. Minor Referrals.	All Staff	
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Annual Review

SPSA Year Reviewed: 2025-26

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

Expenditures and Strategies were Implemented to Articulated Goal.

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

No Differences Expenditures and Strategies were Implemented to Articulated Goal.

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

Implement - Full PBIS Platinum Level Practices. Tier 1 Tier 2 Tier 3. Action 5.1.
 Focus - PBIS and Alternatives to Assertive Discipline [Restorative Practices]. Action 5.2. 5.3. 5.4.
 Data Driven Approach. Action 5.5.

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	\$108,886
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$108,886.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

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 (\$)
Title I Basic	\$105,987.00
Title I Parent and Family Engagement	\$2,899.00

Subtotal of additional federal funds included for this school: \$108,886.00

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

Total of federal, state, and/or local funds for this school: \$108,886.00

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
Title I Basic	105,987.00
Title I Parent and Family Engagement	2,899.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	48,091.00
3000-3999: Employee Benefits	29,106.00
4000-4999: Materials and Supplies	13,189.00
5000-5999: Operating Expenditures	18,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Title I Basic	48,091.00
3000-3999: Employee Benefits	Title I Basic	29,106.00
4000-4999: Materials and Supplies	Title I Basic	10,290.00
5000-5999: Operating Expenditures	Title I Basic	18,500.00
4000-4999: Materials and Supplies	Title I Parent and Family Engagement	2,899.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	103,987.00
Goal 4	2,899.00
Goal 5	2,000.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- N/A Secondary Students

Name of Members	Role
Matthew Shintaku	Principal
Phillip Barrett	Classroom Teacher
Elizabeth Graves	Classroom Teacher
Mary Gow	Classroom Teacher
Morrisha Interian Jimenez	Other School Staff
Alicia Vega	Parent or Community Member
Erika Flores	Parent or Community Member
Keisha Crummie	Parent or Community Member
Kaylynn Bilyeu	Parent or Community Member
Lydia Conwell	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

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

Attested:

Principal, Matthew Shintaku on

SSC Chairperson, Erika Flores on

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.

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.

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.

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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