



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
San Pasqual Valley Elementary School	13632146008635	June 4, 2026	June 23, 2026

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Schoolwide Program

Additional Targeted Support and Improvement

This plan outlines goals, strategies, activities, and related expenditures to increase overall student achievement, improve school climate, and build parental and community involvement.

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 San Pasqual Valley Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

This plan outlines goals, strategies, activities, and related expenditures to increase overall student achievement, improve school climate, and build parental and community involvement.

Alignment with State Accountability Systems: ESSA requires states to develop and implement their own accountability systems, which may include multiple indicators of school quality and student success. The LCAP in California, for example, aligns with the state's accountability system and includes indicators such as student achievement, school climate, and parent engagement.

Integration of Federal Funding Streams: ESSA provides funding through various programs, such as Title I, Title II, and Title III, to support elementary schools in meeting the needs of their students. The LCAP process allows districts to integrate federal funding streams with state and local funds to support their priorities and goals for student success.

Parent and Community Engagement: Both ESSA and the LCAP emphasize the importance of parent and community engagement in the planning and decision-making process. Elementary schools are required to involve parents, families, and community stakeholders in the development of their school plans, ensuring that the needs and priorities of the school community are reflected in the planning process.

Equity and Access: ESSA and the LCAP prioritize equity and access to resources and opportunities for all students, particularly those from underserved communities. Elementary schools must address the needs of diverse student populations, including English learners, students with disabilities, and students from low-income families, and ensure that all students have access to high-quality instruction and support services.

Data and Accountability: ESSA requires schools to use data to inform their planning and decision-making processes, including data on student achievement, growth, and school climate. The LCAP process involves data analysis and continuous monitoring of progress towards goals, helping SPVE to identify areas of improvement and make data-driven decisions to support student success.

By aligning ESSA's planning requirements with the LCAP and other federal, state, and local programs through this school plan, SPVE can leverage resources, engage stakeholders, and develop comprehensive plans to support the needs of their students and improve educational outcomes. By addressing and monitoring these requirements in this comprehensive plan, SPVE can work towards improving student outcomes, narrowing achievement gaps, and fostering a positive learning environment for all students.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The process for developing the School Plan for Student Achievement (SPSA) and conducting the Annual Review and Update involved a collaborative effort among various stakeholders. Here's an overview of who and what was involved:

Data Analysis: The process began with a thorough analysis of various data points related to student achievement, school performance, demographics, and other relevant factors. This data analysis often occurred during the District Assistance process, where district and school leaders examined quantitative and qualitative data to identify areas of strength and areas for improvement.

Input from Teachers and Staff: Teachers and staff members played a crucial role in the development of the SPSA and the Annual Review and Update. They provided valuable insights based on their firsthand experience working with

students and their understanding of the school's strengths and challenges. Input from teachers and staff helped ensure that the plan reflected the needs of the entire school community.

Teacher's Association Representatives: In some cases, representatives from teacher's associations or unions were also involved in the planning process. These representatives advocated for the interests of teachers and provided input on strategies and initiatives that supported teacher effectiveness and student success.

School Site Council (SSC): The School Site Council, which typically included parents, teachers, staff members, and sometimes community members, played a central role in the development and review of the SPSA. The SSC was responsible for reviewing data, setting goals, and making recommendations for the allocation of resources to support student achievement.

Parent Engagement: Engaging parents in the planning process was essential for ensuring that the SPSA reflected the needs and priorities of the broader school community. Parents participated in meetings, surveys, or other activities to provide input and feedback on the plan.

District and School Leadership: District and school leaders provided guidance and support throughout the planning process. They helped facilitate collaboration among stakeholders, ensured alignment with district goals and priorities, and oversaw the implementation of the plan.

By involving a diverse range of stakeholders and utilizing data-driven decision-making, schools were able to develop comprehensive and effective SPSAs that addressed the unique needs of their students and supported continuous improvement in student achievement.

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.

The resource inequities identified as a result of the required needs assessment included:

Staff Meeting Attendance: Due to the After School Education and Safety (ASES) program requiring classroom teachers during its sessions, staff meetings rarely included all staff members. This lack of full participation in staff meetings may have impacted communication and collaboration among staff.

Use of Various Instructional Materials: There was a discrepancy in the instructional materials being used for reading and math intervention. The lack of uniformity in materials may have led to inconsistencies in instruction and hindered the effectiveness of interventions.

Training on Best Practices: Teachers and para-professionals had not received uniform training on best practices for reading and math interventions. This lack of consistent training may have affected the quality and effectiveness of interventions provided to students.

Addressing these resource inequities is crucial for ensuring that all students have equitable access to high-quality instruction and support services, and for promoting student success and achievement.

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.

The School Plan for Student Achievement (SPSA) serves as San Pasqual Valley Elementary School's strategic framework for improving student outcomes through the effective coordination of available resources, programs, and services. The purpose of the SPSA is to align school goals, actions, and expenditures to support increased academic

achievement, student engagement, and overall student success while minimizing duplication of efforts across programs and funding sources. The SPSA is developed in alignment with the Local Control and Accountability Plan (LCAP) and supports the district's overall mission, priorities, and continuous improvement efforts.

The 2025 California School Dashboard data indicates continued areas of need and growth opportunities in academic achievement, chronic absenteeism, and student engagement, while also highlighting strengths in school climate, student supports, and family partnerships. Dashboard indicators and local data continue to emphasize the importance of targeted academic intervention, consistent attendance, social-emotional supports, and culturally responsive instructional practices to ensure equitable outcomes for all student groups. As a result, San Pasqual Valley Elementary School remains focused on strengthening literacy and mathematics achievement, reducing chronic absenteeism, improving student connectedness, and expanding supports for English learners, socioeconomically disadvantaged students, foster youth, and students with disabilities.

This SPSA consolidates school-level planning requirements for programs funded through the Consolidated Application (ConApp), as well as federal Additional Targeted Support and Improvement (ATSI) requirements 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). The plan reflects a comprehensive approach to meeting the academic, social-emotional, behavioral, and cultural needs of all students, with particular attention to historically underserved student groups identified through Dashboard and local data analysis.

California's ESSA State Plan emphasizes improving outcomes for all student groups through the strategic use of federal, state, and local resources. San Pasqual Valley Elementary School utilizes the SPSA process to identify areas of need, analyze multiple measures of data, and implement evidence-based actions and supports that promote equitable access to high-quality instruction and meaningful learning opportunities for every student. Current planning priorities include improving attendance rates, increasing academic proficiency in English language arts and mathematics, strengthening intervention systems, supporting positive student behavior, and maintaining safe and supportive learning environments.

The Local Control Funding Formula (LCFF) provides schools and local educational agencies (LEAs) flexibility to design programs and services that address the unique needs of students and prepare them for college, career, and lifelong success. Through the SPSA planning process, San Pasqual Valley Elementary School engages in continuous cycles of reflection, collaboration, implementation, and improvement to ensure that all students are supported academically, behaviorally, socially, and emotionally.

Consistent with California Education Code 64001(g)(1), the Schoolsite Council (SSC) is responsible for the development, annual review, monitoring, and revision of the SPSA, including the alignment of expenditures to identified goals and student needs. Input from educational partners, including staff, families, students, tribal leadership, and community stakeholders, is incorporated throughout the planning process to ensure the plan reflects the priorities, values, and unique cultural identity of the San Pasqual Valley community.

This plan is being used by San Pasqual Valley Elementary School to meet applicable ESSA planning requirements in alignment with the district LCAP and other federal, state, and local programs and initiatives.

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.

Based on the 2025 California School Dashboard data, San Pasqual Valley Elementary School identified student groups whose performance levels were two or more levels below the "All Students" group in multiple state indicators, including academic achievement and chronic absenteeism. Student groups demonstrating the greatest areas of need included English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. These performance gaps were most evident in English Language Arts, Mathematics, and attendance-related indicators.

The Dashboard data indicates a continued need to strengthen targeted academic interventions, increase consistent attendance, and provide additional social-emotional and behavioral supports to ensure equitable outcomes for all student groups. In response, the school will continue implementing evidence-based instructional practices, expanded intervention opportunities, attendance improvement strategies, and culturally responsive supports aligned to identified student needs.

These identified areas of need directly informed the development of the 2026–2027 SPSA goals, actions, and expenditures to ensure resources are strategically aligned to improving outcomes for underserved student groups.

Other Needs

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

2025 - Year 1 Differentiated Assistance

- * Priority 4 - AI, SWD
- * Priority 5 - AI, SWD

25-26 Targeted Support and Improvement (HS):

- Suspension Rate
- English Language Learner Progress Indicator

2025 CIM (Comprehensive Intensive Monitoring)

- * State Performance Plan Indicator 5A - Least Restrictive Environment: In regular classroom more than 80% of the time. State Target 67%; District metric at 50.43%.
- * State Performance Plan Indicator 5B - Least Restrictive Environment: In regular classroom less than 40% of the time. State Target 13.5%; District metric at 15.38%.
- * State Performance Plan Indicator 11 - Child Find (Timely Eligibility Evaluation). State Target 100%; District metric at 80.77%
- * State Performance Plan Indicator 13 - Secondary Transition Goals and Services. Students with disabilities, ages 16 and older, have an IEP with appropriate, measurable post-secondary goals that are updated annually. State Target: 100%; District metric at 85.19%.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	40.56%	39.00%	39.17%	101	101	94
African American	%	0.39%	0.83%		1	2
Hispanic/Latino	53.01%	54.05%	52.50%	132	140	126
White	2.81%	3.47%	2.92%	7	9	7
Two or More Races	3.61%	3.09%	4.58%	9	8	11
Total Enrollment				249	259	240

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		13	13
Kindergarten	36	37	28
Grade 1	37	33	39
Grade 2	34	40	35
Grade3	49	41	39
Grade 4	46	49	36
Grade 5	40	46	50
Total Enrollment	249	259	240

Conclusions based on this data:

- San Pasqual Valley Elementary School continues to serve a predominantly American Indian and Hispanic/Latino student population, with these two student groups consistently representing more than 90% of total enrollment over the past three school years. This demographic data highlights the importance of maintaining culturally responsive instructional practices, strong tribal and family partnerships, and targeted academic and social-emotional supports that reflect the unique needs and strengths of the school community.
- Total student enrollment has remained relatively stable over the past three years, with enrollment fluctuating from 249 students in 2023–2024, to 259 students in 2024–2025, and 240 students in 2025–2026. While there was a slight decline in overall enrollment during the 2025–2026 school year, enrollment across grade levels remains balanced, allowing the school to continue providing comprehensive instructional programs, intervention supports, and student services across all elementary grade levels.

3. Grade-level enrollment trends indicate shifts in cohort sizes as students progress through the elementary grades. The upper elementary grades, particularly Grade 5, show increased enrollment in 2025–2026, while some lower grades experienced declines. These trends emphasize the need for ongoing monitoring of class sizes, staffing allocations, intervention supports, and resource distribution to ensure all students continue to receive equitable access to high-quality instruction and academic support services.

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	55	52	53	22.1%	20.1%	22.1%
Fluent English Proficient (FEP)	3	5	4	1.2%	1.9%	1.7%

Conclusions based on this data:

1. The percentage of English Learners at San Pasqual Valley Elementary School has remained consistent over the past three school years, averaging approximately 21–22% of the total student population. This consistent enrollment trend demonstrates the continued need for designated and integrated English Language Development (ELD), targeted language acquisition supports, and instructional strategies that promote both academic achievement and English proficiency for multilingual learners.
2. The number of Fluent English Proficient (FEP) students has remained low and relatively stable, while no Reclassified Fluent English Proficient (RFEP) students were reported during the three-year period. This data indicates a need to strengthen systems and supports that help English Learners progress toward English proficiency and successful reclassification, including ongoing monitoring of student progress, targeted interventions, and opportunities for language development across content areas.
3. .Given that more than one-fifth of the student population are identified as English Learners, continued professional development for staff in effective ELD instruction, culturally responsive teaching practices, and differentiated support strategies will remain essential. The school will continue to prioritize instructional practices and interventions designed to improve language acquisition, academic achievement, and long-term student success for English Learners.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	44	46	39	42	46	36	42	46	36	95.5	100	92.3
Grade 4	42	45	47	42	45	45	42	45	45	100.0	100	95.7
Grade 5	33	40	45	32	40	45	32	40	45	97.0	100	100
All Grades	119	131	131	116	131	126	116	131	126	97.5	100	96.2

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	2314.	2323.	2360.	2.38	6.52	5.56	4.76	8.70	8.33	21.43	8.70	27.78	71.43	76.09	58.33
Grade 4	2385.	2379.	2383.	7.14	6.67	8.89	14.29	8.89	6.67	14.29	11.11	20.00	64.29	73.33	64.44
Grade 5	2411.	2407.	2427.	6.25	7.50	0.00	15.63	17.50	28.89	15.63	17.50	8.89	62.50	57.50	62.22
All Grades	N/A	N/A	N/A	5.17	6.87	4.76	11.21	11.45	15.08	17.24	12.21	18.25	66.38	69.47	61.90

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	4.35	2.78	40.48	52.17	63.89	52.38	43.48	33.33
Grade 4	7.14	2.22	4.44	38.10	57.78	53.33	54.76	40.00	42.22
Grade 5	9.38	5.00	2.22	53.13	45.00	51.11	37.50	50.00	46.67
All Grades	7.76	3.82	3.17	43.10	51.91	55.56	49.14	44.27	41.27

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	0.00	6.52	2.78	26.19	39.13	52.78	73.81	54.35	44.44
Grade 4	2.38	0.00	4.44	45.24	44.44	44.44	52.38	55.56	51.11
Grade 5	6.25	7.50	6.67	50.00	40.00	40.00	43.75	52.50	53.33
All Grades	2.59	4.58	4.76	39.66	41.22	45.24	57.76	54.20	50.00

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	2.38	6.52	2.78	66.67	58.70	66.67	30.95	34.78	30.56
Grade 4	4.76	4.44	2.22	64.29	57.78	62.22	30.95	37.78	35.56
Grade 5	6.25	7.50	4.44	68.75	62.50	68.89	25.00	30.00	26.67
All Grades	4.31	6.11	3.17	66.38	59.54	65.87	29.31	34.35	30.95

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	0.00	0.00	8.33	42.86	43.48	58.33	57.14	56.52	33.33
Grade 4	2.38	4.44	11.11	66.67	37.78	46.67	30.95	57.78	42.22
Grade 5	3.13	15.00	8.89	43.75	32.50	57.78	53.13	52.50	33.33
All Grades	1.72	6.11	9.52	51.72	38.17	53.97	46.55	55.73	36.51

Conclusions based on this data:

1. CAASPP English Language Arts/Literacy data indicates that while participation rates remained high across all grade levels, overall student performance continues to demonstrate significant academic need in ELA. Although the percentage of students meeting or exceeding standards increased slightly in some grade levels during 2024–2025, the majority of students across grades 3–5 continue to perform in the “Not Met” category. This data reflects the continued need for targeted literacy instruction, intervention support, and consistent implementation of evidence-based instructional strategies focused on reading comprehension, writing development, and foundational literacy skills.
2. Subclaim data in Reading, Writing, Listening, and Research/Inquiry shows areas of gradual improvement, particularly in Reading and Research/Inquiry where the percentage of students performing below standard decreased during the 2024–2025 school year. Students demonstrated stronger performance in Listening skills compared to other domains, indicating strengths in communication and oral language development. However, Writing continues to remain an area of concern across grade levels, emphasizing the importance of strengthening structured writing instruction, academic vocabulary development, and opportunities for students to engage in meaningful writing tasks across all content areas.
3. Grade-level trends reveal variability in performance across cohorts, with Grade 3 students showing notable gains in mean scale scores and reductions in the percentage of students scoring below standard in several subclaim areas during 2024–2025. Additionally, Research/Inquiry performance improved across all grades, suggesting positive impacts from increased emphasis on critical thinking, text analysis, and inquiry-based instructional practices. Continued collaboration among teachers, targeted intervention supports, professional development, and data-driven instructional planning will be essential to sustain growth and improve overall student achievement in ELA.

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	44	46	39	43	46	36	43	46	36	97.7	100	92.3
Grade 4	42	45	47	42	45	46	42	45	46	100.0	100	97.9
Grade 5	33	40	45	32	40	45	32	40	45	97.0	100	100
All Grades	119	131	131	117	131	127	117	131	127	98.3	100	96.9

* 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	2350.	2333.	2349.	2.33	2.17	5.56	4.65	10.87	8.33	27.91	13.04	11.11	65.12	73.91	75.00
Grade 4	2389.	2389.	2372.	0.00	0.00	4.35	9.52	8.89	6.52	30.95	31.11	26.09	59.52	60.00	63.04
Grade 5	2394.	2407.	2432.	0.00	0.00	2.22	3.13	12.50	8.89	12.50	15.00	31.11	84.38	72.50	57.78
Grade 11															
All Grades	N/A	N/A	N/A	0.85	0.76	3.94	5.98	10.69	7.87	24.79	19.85	23.62	68.38	68.70	64.57

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	2.33	2.17	2.78	37.21	32.61	33.33	60.47	65.22	63.89
Grade 4	2.38	2.22	4.35	35.71	37.78	30.43	61.90	60.00	65.22
Grade 5	0.00	2.50	2.22	18.75	25.00	46.67	81.25	72.50	51.11
Grade 11									
All Grades	1.71	2.29	3.15	31.62	32.06	37.01	66.67	65.65	59.84

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	0.00	4.35	5.56	34.88	23.91	22.22	65.12	71.74	72.22
Grade 4	0.00	0.00	2.17	28.57	31.11	30.43	71.43	68.89	67.39
Grade 5	3.13	0.00	0.00	18.75	40.00	48.89	78.13	60.00	51.11
All Grades	0.85	1.53	2.36	28.21	31.30	34.65	70.94	67.18	62.99

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	2.33	2.17	5.56	55.81	41.30	58.33	41.86	56.52	36.11
Grade 4	0.00	0.00	4.35	57.14	53.33	36.96	42.86	46.67	58.70
Grade 5	3.13	5.00	2.22	34.38	35.00	48.89	62.50	60.00	48.89
All Grades	1.71	2.29	3.94	50.43	43.51	47.24	47.86	54.20	48.82

Conclusions based on this data:

1. CAASPP Mathematics data reflects that although student participation rates remained consistently high across grades 3–5, the majority of students continue to perform in the “Not Met” category in mathematics achievement. While overall performance remains an area of significant need, there were positive signs of growth during the 2024–2025 school year, particularly in Grade 5, where mean scale scores increased and the percentage of students scoring below standard decreased. This data highlights the importance of maintaining focused mathematics intervention, standards-based instruction, and opportunities for students to engage in meaningful mathematical thinking and problem-solving.
2. Subclaim data indicates that students demonstrated the strongest growth in the area of Communicating Reasoning, particularly in Grade 3, where the percentage of students performing below standard decreased significantly in 2024–2025. In addition, Grade 5 students showed improvement across Concepts & Procedures and Problem Solving/Modeling and Data Analysis. These trends suggest that instructional strategies emphasizing student discourse, collaborative problem solving, and mathematical reasoning are positively impacting student learning and should continue to be prioritized across grade levels.
3. Despite areas of growth, mathematics achievement data continues to demonstrate ongoing challenges in conceptual understanding, procedural fluency, and application of mathematical problem-solving skills across all grade levels. A significant percentage of students remain below standard in all mathematics subclaims, indicating a continued need for differentiated instruction, targeted small-group intervention, consistent use of formative assessment practices, and professional development focused on effective mathematics instruction. Continued collaboration among teachers and intentional alignment of instructional practices will be essential to improving overall mathematics outcomes for students.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	7	10	4
1	*	*	*	*	*	*	*	*	*	7	6	10
2	1375.3	*	*	1400.4	*	*	1349.8	*	*	12	10	6
3	*	1431.6	1474.4	*	1409.9	1470.6	*	1452.6	1477.5	7	13	11
4	*	*	1473.8	*	*	1482.8	*	*	1464.5	8	7	13
5	*	*	*	*	*	*	*	*	*	6	7	6
All Grades										47	53	50

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	0.00	*	*	8.33	*	*	16.67	*	*	75.00	*	*	12	*	*
3	*	7.69	9.09	*	0.00	18.18	*	23.08	54.55	*	69.23	18.18	*	13	11
4	*	*	15.38	*	*	15.38	*	*	7.69	*	*	61.54	*	*	13
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	2.13	5.77	10.00	17.02	17.31	16.00	25.53	26.92	30.00	55.32	50.00	44.00	47	52	50

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	8.33	*	*	8.33	*	*	8.33	*	*	75.00	*	*	12	*	*
3	*	7.69	18.18	*	7.69	36.36	*	15.38	27.27	*	69.23	18.18	*	13	11
4	*	*	30.77	*	*	15.38	*	*	15.38	*	*	38.46	*	*	13
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.51	11.54	22.00	27.66	26.92	22.00	17.02	21.15	24.00	46.81	40.38	32.00	47	52	50

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	9.09	*	*	0.00	*	*	36.36	*	*	54.55	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	7.69	0.00	*	0.00	27.27	*	23.08	45.45	*	69.23	27.27	*	13	11
4	*	*	0.00	*	*	7.69	*	*	30.77	*	*	61.54	*	*	13
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	2.13	3.85	0.00	8.51	11.54	14.00	27.66	25.00	34.00	61.70	59.62	52.00	47	52	50

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	8.33	*	*	58.33	*	*	33.33	*	*	12	*	*
3	*	7.69	9.09	*	53.85	63.64	*	38.46	27.27	*	13	11
4	*	*	23.08	*	*	61.54	*	*	15.38	*	*	13
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.89	13.46	16.00	51.06	59.62	58.00	34.04	26.92	26.00	47	52	50

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	8.33	*	*	25.00	*	*	66.67	*	*	12	*	*
3	*	7.69	18.18	*	23.08	54.55	*	69.23	27.27	*	13	11
4	*	*	30.77	*	*	15.38	*	*	53.85	*	*	13
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.89	11.54	22.00	40.43	46.15	36.00	44.68	42.31	42.00	47	52	50

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	8.33	*	*	16.67	*	*	75.00	*	*	12	*	*
3	*	7.69	0.00	*	15.38	36.36	*	76.92	63.64	*	13	11
4	*	*	0.00	*	*	23.08	*	*	76.92	*	*	13
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.38	3.85	0.00	31.91	28.85	36.00	61.70	67.31	64.00	47	52	50

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	0.00	*	*	25.00	*	*	75.00	*	*	12	*	*
3	*	0.00	9.09	*	30.77	72.73	*	69.23	18.18	*	13	11
4	*	*	0.00	*	*	53.85	*	*	46.15	*	*	13
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	2.13	1.92	4.00	42.55	51.92	54.00	55.32	46.15	42.00	47	52	50

Conclusions based on this data:

1. ELPAC data indicates gradual improvement in overall English language proficiency among English Learners at San Pasqual Valley Elementary School. The percentage of students performing at Overall Performance Level 4 increased from 2.13% in 2022–2023 to 10% in 2024–2025, while the percentage of students performing at Level 1 decreased from 55.32% to 44%. These trends suggest that targeted English Language Development (ELD) instruction and language support strategies are helping students make progress toward English proficiency.

However, a significant percentage of students continue to perform at Levels 1 and 2, demonstrating the ongoing need for intensive language acquisition supports and differentiated instruction.

2. Analysis of domain-level performance shows that students demonstrated stronger growth in Oral Language skills, particularly in Speaking and Listening. The percentage of students performing at the “Well Developed” level in Speaking increased from 14.89% to 22% over the three-year period, and Listening performance also showed steady improvement. These results indicate that instructional strategies emphasizing collaborative conversations, oral language development, and student discourse are positively impacting student learning. Continued opportunities for structured academic talk and language-rich classroom environments will remain important components of English Learner instruction.
3. Written Language, Reading, and Writing domains continue to represent areas of greatest need for English Learners. A large percentage of students remain in the “Beginning” performance category in Reading and Writing, with limited numbers of students achieving “Well Developed” levels. Although there was some improvement in Writing during the 2024–2025 school year, the data highlights the need for continued focus on academic vocabulary, reading comprehension, structured writing instruction, and explicit language development across all content areas. Strengthening designated and integrated ELD instruction will remain a priority to support long-term academic success and increased reclassification opportunities for English Learners.

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
259	95.8%	20.1%	0.4%
Total Number of Students enrolled in San Pasqual Valley Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	52	20.1%
Foster Youth	1	0.4%
Homeless	6	2.3%
Socioeconomically Disadvantaged	248	95.8%
Students with Disabilities	44	17%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.4%
American Indian	101	39%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	140	54.1%
Two or More Races	8	3.1%
Pacific Islander	0	0.0%
White	9	3.5%

Conclusions based on this data:

1. The student population at San Pasqual Valley Elementary School reflects a high level of socioeconomic need, with 95.8% of students identified as socioeconomically disadvantaged. This data highlights the importance of

maintaining comprehensive academic, behavioral, and social-emotional supports to ensure all students have equitable access to educational opportunities and resources. Continued emphasis on intervention programs, attendance supports, family engagement, and wraparound services will remain essential in addressing barriers to student success.

2. San Pasqual Valley Elementary School serves a culturally diverse student population, with Hispanic students representing 54.1% of enrollment and American Indian students representing 39% of enrollment. Together, these student groups make up more than 93% of the school population, emphasizing the importance of culturally responsive instruction, strong tribal and community partnerships, and inclusive practices that honor students' backgrounds, identities, and experiences. Maintaining meaningful family and community engagement will continue to be a priority in supporting positive student outcomes.
3. The data indicates that several student groups require targeted instructional and support services, including English Learners (20.1%) and Students with Disabilities (17%). These percentages demonstrate the ongoing need for differentiated instruction, specialized academic supports, English Language Development (ELD), inclusive practices, and collaborative intervention systems to meet diverse student learning needs. Additionally, support systems for vulnerable student populations, including homeless students and foster youth, remain important to ensuring students feel safe, connected, and supported at school.

School and Student Performance Data

Overall Performance

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

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The 2025 California School Dashboard data indicates that academic achievement remains an area of need for San Pasqual Valley Elementary School, with both English Language Arts and Mathematics identified in the Orange performance level. These results demonstrate that while some progress has been made, additional focus is needed on strengthening Tier I instruction, targeted intervention supports, and data-driven instructional practices to improve overall student achievement and close learning gaps for student groups performing below standard.

2. English Learner Progress and Chronic Absenteeism were identified in the Red performance level, indicating these are critical areas requiring immediate and sustained attention. The English Learner Progress indicator highlights the need for continued emphasis on effective designated and integrated English Language Development (ELD), academic language instruction, and reclassification supports. Similarly, the Chronic Absenteeism indicator demonstrates the importance of strengthening attendance systems, family outreach, student engagement efforts, and wraparound supports to ensure students are consistently present and connected to school.
3. Suspension Rate was identified in the Green performance level, reflecting a positive school climate and effective behavior support systems at San Pasqual Valley Elementary School. This data suggests that efforts focused on relationship-building, restorative practices, social-emotional learning, and proactive student supports are contributing to a safe and supportive learning environment. Maintaining positive school culture and strong behavioral supports will remain important as the school continues to address academic achievement and attendance challenges.

School and Student Performance Data

Academic Performance English Language Arts

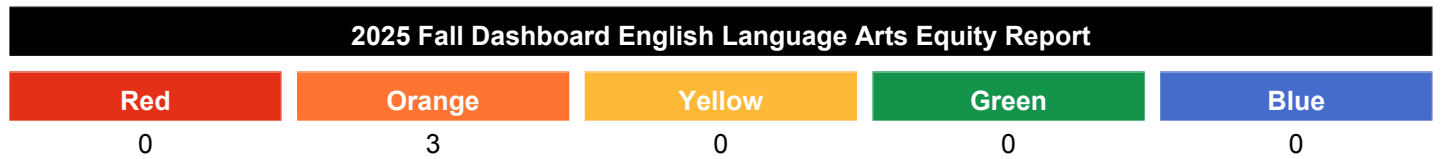
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 77.9 points below standard Increased 17.7 points 129 Students	English Learners  No Performance Color 98.8 points below standard Increased 17.8 points 34 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Orange 77.9 points below standard Increased 23.1 points 129 Students

Students with Disabilities  No Performance Color 120.8 points below standard Declined 14.1 points 28 Students	African American  No Performance Color 0 Students	American Indian  Orange 86.2 points below standard Increased 11 points 59 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 77.5 points below standard Increased 23.4 points 62 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Conclusions based on this data:

1. The 2025 California School Dashboard English Language Arts data indicates that San Pasqual Valley Elementary School remains in the Orange performance level overall, with students performing 77.9 points below standard. However, the data also reflects encouraging academic growth, as All Students increased by 17.7 points from the previous year. This improvement suggests that current instructional practices, intervention supports, and literacy-focused strategies are beginning to positively impact student achievement and should continue to be strengthened and refined.
2. Student subgroup data demonstrates similar patterns of growth among several significant student groups. Socioeconomically Disadvantaged students increased by 23.1 points, Hispanic students increased by 23.4 points, English Learners increased by 17.8 points, and American Indian students increased by 11 points. These gains indicate that targeted supports and instructional interventions are helping improve outcomes for historically underserved student groups. Continued emphasis on culturally responsive instruction, literacy intervention, academic vocabulary development, and differentiated support will remain important to sustaining growth and closing achievement gaps.
3. While overall improvement trends are evident, Students with Disabilities remain an area of significant concern, performing 120.8 points below standard and declining by 14.1 points. This data highlights the need for additional targeted interventions, specialized instructional support, inclusive practices, and collaboration between general education and special education staff to better meet the academic needs of students with disabilities. Continued monitoring of subgroup performance and strategic allocation of resources will be essential to ensuring equitable academic progress for all students.

School and Student Performance Data

Academic Performance Mathematics

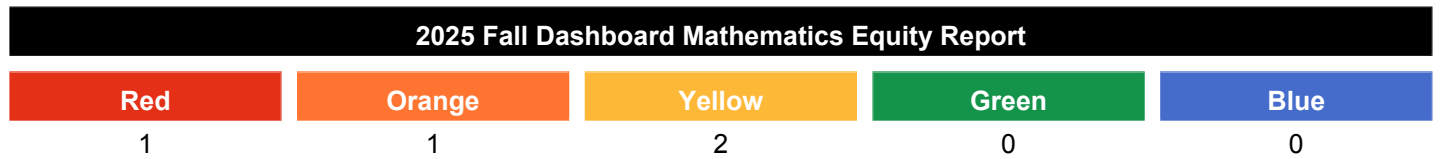
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 98.2 points below standard Increased 5 points 130 Students	English Learners  Yellow 87.1 points below standard Increased 21.2 points 34 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Orange 98.2 points below standard Increased 10.4 points 130 Students

Students with Disabilities  No Performance Color 151.4 points below standard Declined 23.4 points 29 Students	African American  No Performance Color 0 Students	American Indian  Red 121.1 points below standard Declined 9.1 points 59 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 83.7 points below standard Increased 14.8 points 63 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Conclusions based on this data:

1. The 2025 California School Dashboard Mathematics data indicates that San Pasqual Valley Elementary School continues to perform in the Orange performance level overall, with All Students performing 98.2 points below standard. However, the school demonstrated growth, increasing 5 points from the previous year. While mathematics achievement remains an area of need, the increase suggests that instructional efforts, intervention supports, and increased focus on mathematics practices are beginning to positively impact student performance.
2. Several student groups demonstrated notable improvement in mathematics achievement. English Learners increased by 21.2 points and performed in the Yellow performance level, while Hispanic students increased by 14.8 points and also achieved Yellow status. Socioeconomically Disadvantaged students increased by 10.4 points. These gains indicate that targeted instructional supports, intervention programs, and differentiated mathematics instruction are contributing to improved student outcomes for several historically underserved student groups.
3. Despite areas of growth, significant achievement gaps remain for certain student groups. American Indian students performed in the Red performance level and declined by 9.1 points, while Students with Disabilities declined by 23.4 points and performed 151.4 points below standard. These results highlight the need for continued focus on targeted mathematics intervention, small-group instruction, inclusive practices, and additional academic supports to address persistent learning gaps. Ongoing professional development, data analysis, and collaboration between general education and specialized support staff will remain essential to improving mathematics achievement for all students.

School and Student Performance Data

Academic Performance Science

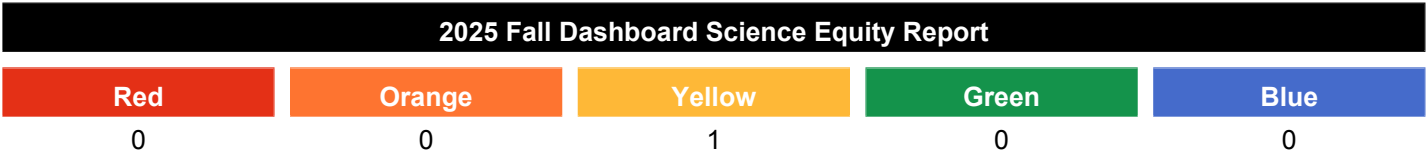
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Yellow 40.9 science points Increased 7.2 points 45 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Yellow 40.9 science points Increased 10 points 45 Students

Students with Disabilities  No Performance Color 25.1 science points 11 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 41.2 science points Increased 6.6 points 21 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 40.9 science points Increased 12.1 points 22 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. The 2025 California School Dashboard Science data indicates that San Pasqual Valley Elementary School performed in the Yellow performance level overall, with All Students earning 40.9 science points and increasing by 7.2 points from the previous year. This growth reflects positive progress in science achievement and suggests that current instructional practices and increased emphasis on science instruction are supporting improved student understanding of grade-level science standards.
2. Several student groups demonstrated measurable improvement in science performance. Socioeconomically Disadvantaged students increased by 10 points, Hispanic students increased by 12.1 points, and American Indian students increased by 6.6 points. These gains indicate that instructional supports, hands-on learning opportunities, and increased access to standards-aligned science instruction are helping improve student outcomes across significant student groups.
3. While overall science performance showed improvement, some student groups continue to require additional support. Students with Disabilities scored 25.1 science points and remain an area for continued focus. Additionally, several student groups did not receive a performance color due to small student population sizes, limiting the ability to fully analyze subgroup trends. The school will continue strengthening science instruction through inquiry-based learning, academic vocabulary development, cross-curricular integration, and targeted support strategies to ensure all students have equitable access to rigorous science learning opportunities.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
32.6 making progress.	making progress.
Number Students: 43 Students	Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.7%	52.4%	2.4%	28.6%

Conclusions based on this data:

1. The 2025 California School Dashboard English Learner Progress Indicator placed San Pasqual Valley Elementary School in the Red performance level, with 32.6% of English Learners making progress toward English language proficiency. This data indicates that while some students are progressing, a significant number of English Learners are not yet demonstrating sufficient annual growth in language acquisition. The results highlight the need for continued focus on strengthening designated and integrated English Language Development (ELD), academic language instruction, and targeted support systems for multilingual learners.
2. More than half of English Learners (52.4%) maintained the same ELPI level at Levels 1 through 3H, indicating that many students are experiencing limited growth in English proficiency from year to year. Additionally, 16.7% of students decreased by at least one ELPI level. These trends suggest a need for more intensive language intervention, increased opportunities for structured academic discourse, and consistent use of instructional strategies that support listening, speaking, reading, and writing development across all content areas.
3. Although overall progress remains an area of concern, 28.6% of students progressed at least one ELPI level and 2.4% maintained ELPI Level 4, demonstrating that growth is occurring for some English Learners. These results indicate that targeted supports and effective instructional practices can positively impact student language development when implemented consistently. The school will continue prioritizing professional development, data

monitoring, collaborative planning, and culturally responsive instructional practices to improve English Learner outcomes and increase progress toward reclassification and academic success.

School and Student Performance Data

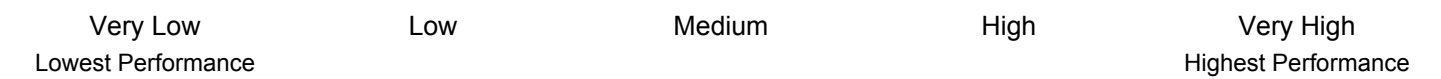
Academic Performance College/Career Report

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

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

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

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Red

37.3% Chronically Absent

Increased 1.4

271 Students

English Learners



Orange

23.6% Chronically Absent

Declined 4.2

55 Students

Long-Term English Learners

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

8 Students

Socioeconomically Disadvantaged



Red

37.3% Chronically Absent

Maintained -0.1

271 Students

Students with Disabilities  Red 49.1% Chronically Absent Increased 8.3 57 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  Red 43.5% Chronically Absent Increased 4.1 108 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 33.1% Chronically Absent Declined 1.2 139 Students
Two or More Races  No Performance Color 38.5% Chronically Absent Declined 7 13 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Conclusions based on this data:

1. The 2025 California School Dashboard Chronic Absenteeism data identifies attendance as a significant area of concern for San Pasqual Valley Elementary School, with All Students performing in the Red performance level at 37.3% chronically absent. The chronic absenteeism rate increased by 1.4 percentage points from the previous year, indicating that a substantial number of students are missing instructional time at levels that may negatively impact academic achievement, student engagement, and overall school success.
2. Several student groups demonstrated particularly high rates of chronic absenteeism. Students with Disabilities had the highest rate at 49.1%, increasing by 8.3 percentage points, while American Indian students were chronically absent at a rate of 43.5%, increasing by 4.1 percentage points. These trends highlight the need for targeted attendance interventions, individualized support systems, stronger family outreach, and collaboration with community and tribal partners to address barriers preventing consistent school attendance.
3. Although chronic absenteeism remains a critical need overall, some student groups demonstrated improvement. English Learners decreased chronic absenteeism by 4.2 percentage points, and Hispanic students decreased by 1.2 percentage points. These improvements suggest that attendance support efforts, relationship-building strategies, and family engagement initiatives are having a positive impact for some groups of students. The school will continue strengthening attendance monitoring systems, incentives, intervention processes, and student engagement efforts to improve attendance outcomes and ensure students are consistently connected to learning opportunities.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

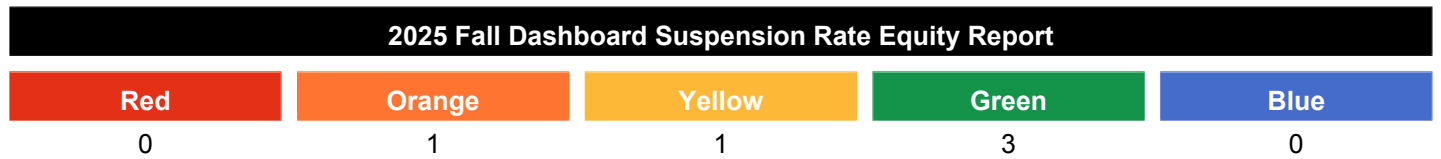
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 2.9% suspended at least one day Declined 0.7% 276 Students	English Learners  Green 1.8% suspended at least one day Declined 1.5% 57 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Socioeconomically Disadvantaged  Green 2.9% suspended at least one day Declined 1.1% 276 Students

Students with Disabilities  Orange 3.5% suspended at least one day Increased 1.5% 57 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  Yellow 4.6% suspended at least one day Declined 1.7% 109 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Green 0.7% suspended at least one day Declined 1.4% 143 Students
Two or More Races  No Performance Color 7.7% suspended at least one day Increased 7.7% 13 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Conclusions based on this data:

1. The 2025 California School Dashboard Suspension Rate data indicates that San Pasqual Valley Elementary School continues to maintain a positive school climate overall, with All Students performing in the Green performance level. The overall suspension rate declined to 2.9%, representing a decrease of 0.7 percentage points from the previous year. This data suggests that schoolwide behavior supports, restorative practices, relationship-building efforts, and social-emotional learning initiatives are contributing to improved student behavior and a safer, more supportive learning environment.
2. Several student groups demonstrated positive improvement in suspension rates. English Learners declined by 1.5 percentage points and remained in the Green performance level, while Hispanic students declined by 1.4 percentage points and also performed in Green. American Indian students showed improvement as well, declining by 1.7 percentage points. These trends indicate that proactive behavior supports, positive school culture efforts, and targeted interventions are helping reduce exclusionary discipline practices for many student groups.
3. Despite overall positive outcomes, some student groups continue to require additional behavioral and social-emotional supports. Students with Disabilities experienced an increase in suspension rates and performed in the Orange performance level, while students identified as Two or More Races also showed an increase in suspension rates. These results highlight the need for continued focus on inclusive practices, behavioral interventions, trauma-informed approaches, and collaboration between general education, special education, and support staff to ensure equitable discipline practices and continued improvement in school climate for all students.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

School Culture and Pupil Engagement

Discipline referrals will decrease by 10% when compared to the previous school year.

The elementary school will increase the average daily attendance rate by 4% to reach 95% for the 2025-2026 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 – School Culture and Pupil Engagement: Attendance, Discipline, Social Emotional Learning (SEL)

By June 2027, San Pasqual Valley Unified School District will reduce chronic absenteeism by at least 5 percentage points overall and by at least 15 percentage points for American Indian, Homeless, and Students with Disabilities, while increasing the percentage of students who report feeling safe at school to 90% or higher across all grade spans.

In addition, the district will reduce suspension rates by 30% districtwide and eliminate Red Dashboard designations in Priority 6 subgroups through site-based SEL programming, consistent restorative practices, student wellness supports, and culturally responsive engagement strategies.

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.

San Pasqual Valley Elementary School identified significant needs in the areas of student attendance, chronic absenteeism, pupil engagement, and school climate based on analysis of the 2026 California School Dashboard and local data sources. Chronic absenteeism remains a critical area of concern, with the school performing in the Red performance level and 37.3% of students identified as chronically absent. Student groups demonstrating the greatest need include Students with Disabilities (49.1% chronically absent) and American Indian students (43.5% chronically absent), both of which increased from the previous year. Although some student groups, including English Learners and Hispanic students, demonstrated slight improvement, overall attendance rates continue to negatively impact academic achievement, student engagement, and continuity of learning.

Local discipline and climate data indicate continued need for proactive behavioral supports, social-emotional learning opportunities, and student engagement systems. While the school performed in the Green performance level for Suspension Rate overall, disproportionality remains evident among certain student groups, including Students with Disabilities and American Indian students. The school recognizes the need to continue strengthening restorative practices, relationship-building strategies, culturally responsive supports, and social-emotional interventions to reduce exclusionary discipline practices and improve overall school climate.

In response to these identified needs, San Pasqual Valley Elementary School has implemented and will continue to strengthen attendance intervention systems, family outreach and communication, attendance incentives, Multi-Tiered Systems of Support (MTSS), restorative practices, social-emotional learning (SEL), counseling supports, and culturally responsive engagement strategies aligned with SPVUSD LCAP Goal 1: School Culture and Pupil Engagement: Attendance, Discipline, Social Emotional Learning (SEL). Additional supports include targeted interventions for students with chronic absenteeism, collaboration with families and tribal/community partners, student wellness supports, and continued monitoring of attendance and behavior data to ensure timely intervention and improved student outcomes.

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
Office Discipline Referrals (ODRs)	Discipline Data: Baseline Data: 23-24: 214 referrals Actual: August 24-April 25 - 166 of 269 (62%) ODR's were related to: Fight - Caused/Threaten Physical Injury (111 instances) Aggressive Behavior (40 instances) Bully-type Behavior (15 instances). Actual: August '25- April '26 113 ODR's Fight- Caused/threatened Physical Injury- 7/113=6% Aggressive Behavior-22/113=19% Bully-type behavior- 13/113=12% Referrals by subgroup Hispanic: 31% 2+:3% American Indian: 62% White: 5%	The expected outcome is that are referrals related to aggression, fighting, and bullying behaviors will decrease by 10% in 2026-2027 school year.
Synergy Attendance Report	Attendance Data: Baseline Data 25-26 Baseline Data: 24-25 All Student average daily attendance: 91% AI: 77% SED: Homeless: Hispanic: 82% ELs: SWD: Baseline Data: 23-24: All Student 20% American Indian: 25% SED: 20% Homeless: 10% Hispanic: 13% ELs: 19% SWD: 21%	The expected outcome is that San Pasqual Valley Elementary School will reach an average 95% attendance rate for the 2026-2027 school year.

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
1.2	1.2 Implement positive behavior support programs and weekly, monthly, and quarterly incentives to promote a positive school climate: a) Student awards will be given for all high honor roll and honor roll , attendance, and citizenship. b) Attendance certificates will be given at awards assemblies. c) Attendance incentives and awards will be given to students monthly. d) SARB letters will be sent by the attendance clerk to students with excessive absences e) classroom parties for perfect attendance f) Will analyze data regarding attendance. h) end of year drawing for a prize for perfect attendance all school year i) Staff will utilize Panorama to help track student attendance and build intervention groups for intervention	All students	7,500 Unrestricted 4000-4999: Books And Supplies Incentives & Field Trips - :Lottery
1.3	Google Classroom will be utilized to recover up to 15 days of absences per student.	All Student, Chronically Absent Students	
1.4			
1.5	1.5 Teacher will participate in professional learning and regular updates about students who are chronically absent. a) Teachers will receive SART/SARB timeline training during staff meetings. SST process will continue. b) Hold monthly meetings with Attendance clerk, Outreach Consultant and Administrator to identify students who are chronically absent and monitor their progress through the SART process. c) Teachers will consult with the Outreach Consultant, counselor, parents, attendance clerk, and administration when absences have increased to voice concerns. d) Attendance clerk, Outreach Consultant and Administrator and counselors will review research regarding effective strategies for improving attendance and informing families of the importance/benefits of regular attendance.	All students	45,665 LCFF - Supplemental 2000-2999: Classified Personnel Salaries ORC Classified Salaries 28,876 LCFF - Supplemental 3000-3999: Employee Benefits ORC Classified Benefits
1.6			
1.7	1.7 SPVE will promote student success and support behavior and absenteeism by increasing community outreach: a) SART Team meeting will be held monthly	All and SED	\$14,202 Other 5000-5999: Services And Other Operating Expenditures Panorama

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	b) Students with high absenteeism will be referred to SART. c) During the SART meetings, we will work with the family to generate possible solutions and services to support regular attendance. (sign contract) d) Case management will occur for students with high absences by Community Outreach Consultant. e) Letters explaining the SARB process will be sent home by the Attendance Clerk on the 3rd, 6th, and 9th absences before sending a summons for families to attend SARB hearing. f) Students will have the opportunity to participate in after-school programs and summer school. g) Teachers and Attendance Clerk will work together to keep accurate daily attendance records as well as up-to-date list of students with frequent absences. h) Outreach Consultant (ORC) will conduct phone calls and home visits to maintain communication between families and school. i) Referrals to Imperial County Behavioral Health or Indian Health Services will be made, as needed. j) Staff will utilize Panorama to help track student attendance and build intervention groups for intervention		
1.8	1.8 SPVE will monitor program implementation and results by analyzing a) Monthly attendance meetings will be held with the Attendance Clerk, Outreach Consultant, and administration. b) Attendance averages will be calculated by the Attendance Clerk to monitor daily and monthly school averages and daily and monthly classroom averages. c) Student attendance will be closely monitored by the attendance clerk and the SART and SARB process will be implemented to reenforce the attendance mandate.	All students	56,254 LCFF 2000-2999: Classified Personnel Salaries Attendance Clerk Classified Salaries 32,622 LCFF 3000-3999: Employee Benefits Attendance Clerk Classified Benefits
1.9	1.9 Staff Development and Professional collaboration: a) Staff will receive professional development on the discipline matrix to include anti-bullying strategies b) Refine the PeaceBuilders program by articulating the behaviors that represent the principles of the Peace Pledge c) Identify 4th and 5th grade students and staff to participate in the Safe School Ambassadors programs. d) Staff will receive ongoing professional learning and guidance for implementing Restorative Practices and SEL to deepen implementation e) Using restorative practices, counselors will provide support and consultation to staff on teaching rules and addressing student behavior.	All Students	62,768 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Counselor Certificated Salary 50% 22,245 LCFF - Supplemental 3000-3999: Employee Benefits Counselor Certificated Benefits 50% 62,768 Title I 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	f) Paraprofessionals are trained and monitored to enforce school rules. g) All staff will be trained in CPI de-escalation strategies		Counselor Certificated Salary 50% 22,245 Title I 3000-3999: Employee Benefits Counselor Certificated Benefits 50%
1.10	1.10 SPVE will improve and enhance a positive school climate: a) Implement a student leadership team to promote positive school culture and ownership b) Adequate supervision by trained staff will be provided at the playground/cafeteria dismissal and arrival time. d) Rules and schoolwide expectations will be taught frequently throughout the year. e) Behavior support plans and individual social skills sessions will be conducted for students who need additional Tier III behavioral interventions and support. f) Incentives for parents to attend Parent/Teacher conference.	All Students	2,500 Unrestricted 4000-4999: Books And Supplies Peace Builders, Incentives, Assemblies - Lottery
1.11			

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.

Some classrooms are providing attendance incentives, however, we also implemented a school-wide lucky duck incentive program that the students really enjoyed. We started this after Winter Break. It appeared to be working during the program, however, the numbers do not seem to be as high as we were hoping. This year, we will do another school-wide incentive program like this. The kids were always asking for their ducks and enjoyed picking their ducks!

We gave monthly awards to students with perfect attendance and students of the month.

Need to train the staff on SART/SARB.

We need to revamp the PeaceBuilder program and train teachers.

There are inconsistencies in how staff responds to behaviors.

We need to provide the incentive to attend parent teacher conferences.

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

We need funds for an incentive for the family to bring students to school. We do many student recognitions where we recognize perfect attendance each month, student of the months, daily Brave drawings. We allow students to pick prizes from the treasure chest for a variety of reasons. We are putting more of an emphasis on student leadership this year. We will also be improving the student activities in the after-school program.

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 2

Title and Description of School Goal

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

Educational Partner Involvement and Learning

Goal 2: Increase and leverage parent and community involvement to directly support student learning as measured by event attendance counts, parent surveys, and counts of community partnerships.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: San Pasqual Valley Unified School District will increase parent involvement where parent input is needed in the decision-making process as measured by a locally created parent survey. In order to achieve maximum responses to the survey, they will be distributed at parent conferences, IEPs, DELAC/MPAC (District English Language Advisory Committee/Migrant Parent Advisory Committee), DIPAC (District Indian Parent Advisory Committee) and in all registration packets. We also extensively focus on student support services to enhance social emotional, mental health, and college and career access.

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.

Differentiated Assistance Eligibility (Year 1):

*Priority 4 - Pupil Achievement

- American Indian or Alaskan Native American
- Students with Disabilities

*Priority 5 - Pupil Engagement

- American Indian or Alaskan Native American
- Students with Disabilities

2025 CIM (Comprehensive Intensive Monitoring) State Performance Plan Indicators:

- 5A: In regular classroom more than 80%
- 5B: In regular classroom less than 40%
- 11: On time evaluations

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
Office Discipline Referrals (ODRs)	Office Discipline Referrals Total in 2022 Total in 2023/2024 122 of 214 (57%) ODR's were related to: Fight - Caused/Threaten Physical Injury (57 instances) Aggressive Behavior (48 instances) Bully-type Behavior (17 instances). 65/250 unique students (26%) generated 214 ODRs in 23/24 35 of 65 unique students have more than 1 ODR in 23/24 Office Discipline Referrals 2024-2025 166 of 269 (62%) ODR's were related to: Fight - Caused/Threaten Physical Injury (111 instances) Aggressive Behavior (40 instances) Bully-type Behavior (15 instances). Referrals by subgroup Hispanic: 31% 2+:3% American Indian: 62% White: 5% Office Discipline Referrals 2025-2026 11% of 99 (62%) ODR's were related to: Fight - Caused/Threaten Physical Injury Aggressive Behavior Bully-type Behavior Referrals by subgroup Hispanic: 32% 2+:3% American Indian: 54% White: 3%	Decrease Referrals by 10%
CA Dashboard Chronic Absenteeism	2022 --> 2023 -->2024-->2025 All Student 43.1 --> 51.6 --> 35.8--> 37.3 American Indian: 44.4 --> 56.7 -- > 39.4->43.5 SED: 44.9 --> 52.8 --> 37.3 -> 37.3 Homeless: 71.4 --> 68.4 --> 55 - > N/A	All Student decrease by -5% American Indian: -8% SED: -5% Homeless: N/A Hispanic: -2% ELs: 1% SWD: -10%

	Hispanic: 42.6 --> 47.5 --> 34.3 -> 33.1 ELs: 41.2 --> 40.0 --> 27.9 -> 23.6 SWD: 47.5 --> 68.6 --> 40.8 -> 49.1	
CA Dashboard Suspension Rates	2022 --> 2023 --> 2024 --> 2025 All Student 6.9% --> 6.3 --> 3.6 -> 2.9 American Indian: 7.7% --> 9.2 --> 6.3 -> 4.6 SED: 7% --> 6.8 --> 4 --> 2.9 Homeless: 2.9% --> 15 --> 14.3 --> N/A Hispanic: 5.7% --> 3.3 --> 2.1 --> 0.7 ELs: 6.8% --> 3.8 --> 3.3 --> 1.8 SWD: 10.3% --> 3.8 --> 2 --> 3.5	All Student decrease by -1% American Indian: -2% SED: -1% Homeless: NA Hispanic: -.5% ELs: -1% SWD: -2%
Parent-Teacher Conferences	Parent participation in parent-teacher conferences shows 91% participation face-to-face, by phone, or by Zoom.	Parent participation in parent-teacher conferences will increase to 95% participation face-to-face, by phone, or by Zoom.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.1 SPVE will Increase parent and community involvement and two-way communication with staff and school by: a) Ice Cream Social to meet the teachers, staff and principal. b) Parent-Teacher Conferences will be held two times per year. c) Mid-quarter Progress Reports and end of quarter report cards will be provided (English and Spanish) d) Parent education workshops will be offered. e) Automated calling/texting system, "Parent Link" will be used to communicate important school even (English and Spanish) f) School news posted to schools' social media sites and posted on the marquee. (Add Dojo or Remind) g) School Plan revision meetings with SSC members will be held h) An Annual Title 1 meeting will be held (check requirements here) i) Parents and community members will be advised of and encouraged to participate in school committees, (SSC, DELAC, ELAC) j) Cafecito chats with student incentive. k) Class Dojo app used by teachers to inform parents	All Students	4,170 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Catapult Connect & Website 44% 4,118 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Document Tracking 44% 500 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Cafecito Chats
2.3	2.3 Auxiliary services for students and parents:	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	a) All students will receive a copy of the SPVE Student Handbook/Planner, detailing expectations and code of conduct. b) Partner with local agencies to explore and install school gardening program. (develop school plan to include chickens and composting) c) Outreach Coordinator will make home visits, as needed. d) Check-in/Check-out system and group social skills sessions will be conducted for students who qualify for intensified behavioral intervention and supports. e) Students who participate in the Check-in/Check-out system will have daily or weekly motivational meetings with the counselors f) Counselors will collaborate with behavioral health agencies to maintain congruent goals and interventions for students enrolled in wrap-around services. g) Provided backpacks and school supplies to students in need (by United way if available) h) Students in need of clothing will be referred to the student health specialist or Operation School Bell. (coordinated by outreach) i) Referrals will be made to appropriate agencies.		
2.4	3.4 Monitoring Program Implementation and Results: a) District will conduct surveys to gather information about school climate and culture. b) The number of referrals and suspensions will be monitored monthly and compared to the previous year. c) Data on PBIS, PeaceBuilder, and SEL implementation will be collected and analyzed to provide guidance for the next steps regarding implementation. d) Data on office discipline referral will be collected, analyzed, shared with staff.	All Students	3,491 Title I 4000-4999: Books And Supplies Panorama Surveys
2.5	3.5 SPVUSD will invite families to cultural events that display the rich heritage represented in the student population, such as... a) Native American Day Celebration b) Fall Festival c) Ballet Folkloric Performances (ASES) d) Cinco de Mayo Festival e) Winter Program f) Pageant g) SEL night h) Day of the Child Celebration i) Science fair j) ice cream social k) Halloween Parade l) Career Day	AI, Hispanic, EL	3,500 Unrestricted 5700-5799: Transfers Of Direct Costs Food for Events - Lottery

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.

We are very effective at implementing all of these strategies to improve and increase parent involvement. Front garden was replanted. Planting will begin in the kinder side yard area as well. We added talent show for the month of May. We implemented a Bar-B- Que in April after the Easter Egg Hunt to increase parent participation. Looking to make the Fall Festival during the day and have more Parent Involvement. Day of the Child Celebration was a great addition. Hoping to make that a more family event as well.

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

We need more funding to purchase food to feed families.

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

We need to start collecting data on number of parents involved. We need funds for incentive programs, monthly perfect attendance treats and other incentives.

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.

Student Achievement: Curriculum, Instruction and Assessment

Goal 3: To provide equitable access to a well-rounded, standards-aligned curriculum to ensure increased student achievement and promote college and career readiness as measured by state and district assessments

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: ALL STUDENT groups of the San Pasqual Valley Unified School District will progress one color band per year on the California School Dashboard by increasing the average district-scale score and decreasing the District distance from 3. This will be evidenced on the Dashboard for Academics – English Language Arts and Math, and English Learning Progress. Our number of English Learners making one year's progress will increase by 3% per year and our RFEP rate will increase at an equal rate. The Students with Disabilities subgroup will progress one color band per year. All students will be instructed by credentialed, highly qualified teachers utilizing standards-aligned textbooks. A narrative based on a locally created tool to measure implementation of California State Standards will be conducted and analyzed.. (State Priorities 4 – Pupil Achievement, 8 – Other Outcomes, 2 - Implementation of State Standards, 1 – Basic Conditions, and 7 – Course Access)

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.

SPVUSD was identified as needing support through Differentiated Assistance (DA). This support is provided by Imperial County Office of Education which focuses on systems improvement, data analysis, and goal setting. SPVUSD is currently working with the Imperial County Office of Education.

Differentiated Assistance Eligibility:

Priority 4

ELA/Math = American Indian, Homeless, SED, SWD (Math)

ELPI = no identified populations

Priority 8

College/Career Readiness = no identified populations

Suspension Rate = American Indian, Homeless, SED, SWD

Special Education Monitoring

Year 3 - Compliance and Improvement Monitoring (CIM) for Late IEPs/Initial Assessments or No Improvement.

TSI

San Pasqual Middle School (Target: English Learners)

San Pasqual High School (Target: Socioeconomically Disadvantaged Students)

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
Academic Indicator ELA, Distance from Standard	2022 2023 2024 2025 All : -99.5 below --> -98.6 -----> -95.6 ---> 77.9 ELs: -132.8 below --> -135 ----> -116.6 --> 98.8 SED: -104.7 Below --> 102.8 ---> -101.0 --> 77.9 SWD: -136.8 below --> 134.5 ---> -106.8--> 120.8 AI: -97.3 below --> -103.3 -----> -97.3 --> 86.2 Hispanic: -108.6 below --> -98.5 -----> -100.8 --> 77.5	All Students: 70 points below standard ELs: 95points below standard SED: 70 points below standard SWD: 100 points below standard American Indian: 80 points below standard Hispanic: 70 points below standard
Academic Indicator Math, Distance from Standard	2022 2023 2024 2025 All : -110.3 below --> -100.7 ----> -103.2 --> 98.2 ELs: -136.2 below --> -125.6 ----> -108.3 --> 87.1 SED: -113.3 below --> -103.9 ---> -108.6 --> 98.2 SWD: -132 below --> -114.7 -----> -128.0 --> 151.4 AI: -111.7 below --> -104.5 -----> -112.0 --> 121.1 Hispanic:-121.5 below --> -98.3 -----> -98.5 --> 83.7	All Students: 95 points below standard ELs: 85 points below standard SED: 95 points below standard SWD: 125 points below standard American Indian: 110 points below standard Hispanic: 80 points below standard
IXL	Average Monthly Growth Math: 22-23 23-24 24-25 25-26 Kinder +8 --> +8 --> +5 ----> +8 1st +6 --> +6 ---> +8 ---> +9 2nd +8 --> +8 ----> +8 ---> +6 3rd +6 --> +7 ---> +1 ----> +5 4th +11 --> +7 ---> +15 ----> +9 5th +14 --> +4 ---> +15 ----> +7 Average Monthly Growth ELA: 22-23 23-24 24/25 25/26 Kinder +8 --> +10 ---> +8 ----> +8 1st +6 --> +5 --> +7 ---> +13 2nd +8 --> +8 ---> +10 ---> +9 3rd +7 --> +4 ---> +3 ----> +4 4th +11 --> +8 ---> +10 ----> +9 5th +16 --> +6 ---> +9 -----> +8	Average Monthly Growth Math: Kinder +10 1st +10 2nd +10 3rd +10 4th +10 5th +10 Average Monthly Growth ELA: Kinder +10 1st +10 2nd +10 3rd +10 4th +10 5th +10
ELPAC	ELPAC Percent at each level 2021 --> 2022 --> 2023 ----> 2024 2025 Level 4: 4.17% Level 4: 8% Level 4: 2.13% Level 4: 5.77% Level 4: 10%	Increase the amount of students in levels 3 and 4 by 3% each.

	Level 3: 18.75% Level 3: 16% Level 3: 17.02% Level 3: 17.31% Level 3: 16% Level 2: 35.42% Level 2: 26% Level 2: 25.53% Level 2: 26.92% Level 2: 30% Level 1: 41.67% Level 1: 50% Level 1: 55.32% Level 1: 50.00% Level 1: 44%	
Star Reading and Math	Overall ELA at or Above Benchmark 28.6% Overall Math At or Above Benchmark 22.6%	Overall scores to increase by 5% Overall ELA At or Above Benchmark increase to 25.04% MET: Increased by 6.2% Overall Math At or Above Benchmark increase to 27.6%
CAASPP ELA	% of students who met or exceeded standard in /ELA 2021 --> 2022 --> 2023 ----> 2024 ---> 2025 All 7.63% -->16.67% -->16.38% ---> 18.32% ----> 19.8 % ELs: 4.17%--> 4.76% --> 0% ----> 7.41% ----> 5.26% SED: 8.20%-->15.53% --> 13.51% ----> 16.53% ----> 19.8% SWD: 0%--> 0% --> 0% ----> 7.69% ----> 4.76 AI 6.49%--> 21.88% -->12.70% ----> 17.46% ----> 17.2% Hisp: 8.70 --> 9.30% -->19.15% ----> 13.56% ----> 20%	% of students who met or exceeded standard 2024 All Students: 20% ELs: 7% MET: 7.41 SED: 20% SWD: 5% MET: 7.69% American Indian: 20% Hispanic: 25% Homeless: new this year, goal for next 15%
CAASPP Math	% of students who met or exceeded standard 2021 --> 2022 --> 2023 ----> 2024 ----> 2025 All : 1.52% --> 7.02% --> 6.84% ----> 11.45% 2.63 ELs: 0% --> 0% --> 4.76% ----> 7.41% 0% SED: 1.63% --> 6.80% --> 5.36% ----> 9.09% ----> 2.75% SWD: 0% --> 0% --> 0% ----> 3.85% ----> 0% AI: 2.60% -->6.25% --> 6.35% --> 11.11% ----> 0% Hisp: 0% -->4.65% --> 6.38% ---> 8.47% ----> 4%	% of students who met or exceeded standard 2024 All Students: 15% ELs: 10% SED: 10% SWD: 5% American Indian: 15% Hispanic: 15% Homeless: New this year, goal for next 10%

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	3.1 Provide teachers with collaboration time to monitor student progress of grade-level state standards, create common assessments and determine IABs, and review data, monitor intervention process. a) Provide a Teacher on Special Assignment (TOSA) to support data collection, facilitate collaboration, and program implementation.	All Students	60,764 Title I 1000-1999: Certificated Personnel Salaries TOSA - Certificated Salary 50% 21,807 Title I 3000-3999: Employee Benefits TOSA - Certificated Benefits 50% 60,764 Other 1000-1999: Certificated Personnel Salaries TOSA - Certificated Salary 50% 21,807 Other 3000-3999: Employee Benefits TOSA - Certificated Benefits 50%
3.2	3.2 SPVE will provide high-quality professional development to increase understanding of teaching and learning in order to maintain highly qualified teachers: a) provide 2 days of professional development prior to school starting to disaggregate data and unpack standards. b) Use the analytics tools in Renaissance (STAR testing, Accelerated Reader (AR), myON) to encourage wide reading and at share our reading progress with the community. (Dates, expectations, reports needed) c) Provide opportunity for teacher to explore the ELD standards and consider the similarities and differences of d) dELD and iELD. (dig deeper) e) Use the analytics tool DIBELS and STAR to monitor student progress in mastery of reading foundational skills. (disaggregated data) (Amplify training, dates, expectations, reports needed) f) Kagan and thinking maps discussed at collaboration	All Students	14,009 Title I 5000-5999: Services And Other Operating Expenditures Renaissance - other online subscriptions 4,419 Title I 4000-4999: Books And Supplies Technology 4,472 Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Training for Teachers, Conferences and Travel
3.3	3.3 Provide extended day learning opportunities through the daily ASES Program, ELOP Super Saturday Program, and the ELOP Summer School Program. a) Provide instructional materials and kits b) Include field trips and hands-on learning	SED, AI, ELL	66,095 After School and Education Safety (ASES) 1000-1999: Certificated Personnel Salaries ASES Certificated Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	c) Seek partnerships to support these programs		43,291 After School and Education Safety (ASES) 2000-2999: Classified Personnel Salaries ASES Classified Salaries 16,799 After School and Education Safety (ASES) 3000-3999: Employee Benefits ASES certificated and Classified Benefits 79,289 Extended Learning Opportunity 1000-1999: Certificated Personnel Salaries ELOP Certificated Salaries 32,704 Extended Learning Opportunity 2000-2999: Classified Personnel Salaries ELOP Classified Salaries 19,330 Extended Learning Opportunity 3000-3999: Employee Benefits ELOP Certificated and Classified Benefits 15,000 Extended Learning Opportunity 5000-5999: Services And Other Operating Expenditures ELOP Field Trips 7,500 Extended Learning Opportunity 4000-4999: Books And Supplies ELOP Supplies
3.4	3.4 Provide students with increased educational opportunities in which struggling readers will receive small group support at their assessed level. a) Target Multisyllabic Decoding with core supplemental/intervention materials. \$1372.00 b) Additional para support in intermediate classrooms to instruct on phonics reteach.	All Students	12,231 Title I 2000-2999: Classified Personnel Salaries Paraprofessional Classified Salaries 50% 10,688

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Title I 3000-3999: Employee Benefits Paraprofessional Classified Benefits 50% 7,926 Title VI Part B: Rural Education Achievement Program 4000-4999: Books And Supplies Student Technology 51,172 Title I 2000-2999: Classified Personnel Salaries Library Aide Classified Salaries 30,824 Title I 3000-3999: Employee Benefits Library Aide Classified Benefits
3.5	3.5 Provide teachers professional development and collaboration time to more effectively align Designated and Integrated ELD instruction with content standards and ELD standards. a) All ELLs will receive ELD instruction from certified classroom teachers. b) ELD teachers will receive professional development in research-based language acquisition strategies. (LHEW brought to SPVE). c) Build students listening comprehension, oral language fluency, and use of academic vocabulary that builds into and from the text.	All English Learners, Hispanic	35,068 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 29% of TOSA Certificated Salary 17,393 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 29% of TOSA Certificated Benefits 14,951 Title III 4000-4999: Books And Supplies Supplemental English Learner Materials District Wide
3.6			
3.7	3.7 SPVE will provide auxiliary services for students and parents: a) Teachers will ensure the site retention procedures are communicated and followed each quarter for “at-risk” students.	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	b) The Family Resource Center will provide counseling and assistance for students and families. c) The Outreach Consultant will assist students that are in "at-risk" situations. d) A Kindergarten parent meeting and assessment session will be offered for incoming kindergarten parents. e) State Preschool and Head Start students visit the Kindergarten classes in the spring. f) Fifth-grade students will visit the middle school in the spring. (add MS principal visit)		
3.8	3.8 SPVE will monitor program implementation and results: a) District will complete needs assessment surveys. b) The assessment database, Renaissance testing, and Interim Assessment Blocks will be used to track student scores. c) Teachers will evaluate and monitor the program through data analysis of assessments in team collaboration. e) Administration will complete observations to provide feedback to teachers, monitor implementation of curriculum and its alignment to standards, provide support, and identify areas of needed improvement. f) SSC will review academic data and school plan implementation.	All Students	
3.9	3.9 Students will receive additional instructional support during small group sessions with the Native American tutor.	American Indian	22,496 Title VII Part A: Indian Education 2000-2999: Classified Personnel Salaries American Indian Education Tutor Classified Salary 13,047 Title VII Part A: Indian Education 3000-3999: Employee Benefits American Indian Education Tutor Classified Benefit 33,744 Other 2000-2999: Classified Personnel Salaries American Indian Education Tutor Classified Salary 19,570 Other 3000-3999: Employee Benefits American Indian Education Tutor Classified Benefit

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.11			

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.

3.3 We need to provide materials and supplies for ELOP Saturdays.
 3.5 Need to coordinate more support from the Migrant/EL TOSA for elementary site.
 3.3 Increase academic support being provided by ELOP/UPK/ASES to increase attendance.
 3.3 Strengthen ELOP/UPK lessons and activities to increase student attendance.

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

3.1 TOSA will be partially funded by a K-3 reading literacy grant. Literacy will become a major focus for the TOSA this coming year.
 3.5 Schedule Migrant TOSA evenly for student support at elementary more frequently. Ensure clear EL blocks in Master schedule.

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.

Migrant/ELD TOSA on site for support.

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.

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 5

Title and Description of School Goal

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

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
5.6			
5.11			

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.

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	\$208,573
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,110,584.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

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	\$294,418.00
Title II Part A: Improving Teacher Quality	\$4,472.00
Title III	\$14,951.00
Title VI Part B: Rural Education Achievement Program	\$7,926.00
Title VII Part A: Indian Education	\$35,543.00

Subtotal of additional federal funds included for this school: \$357,310.00

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 (\$)
After School and Education Safety (ASES)	\$126,185.00
Extended Learning Opportunity	\$153,823.00
LCFF	\$88,876.00
LCFF - Supplemental	\$220,803.00
Other	\$150,087.00
Unrestricted	\$13,500.00

Subtotal of state or local funds included for this school: \$753,274.00

Total of federal, state, and/or local funds for this school: \$1,110,584.00

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
After School and Education Safety (ASES)	126,185.00
Extended Learning Opportunity	153,823.00
LCFF	88,876.00
LCFF - Supplemental	220,803.00
Other	150,087.00
Title I	294,418.00
Title II Part A: Improving Teacher Quality	4,472.00
Title III	14,951.00
Title VI Part B: Rural Education Achievement Program	7,926.00
Title VII Part A: Indian Education	35,543.00
Unrestricted	13,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	444,909.00
2000-2999: Classified Personnel Salaries	297,557.00
3000-3999: Employee Benefits	259,860.00
4000-4999: Books And Supplies	48,287.00
5000-5999: Services And Other Operating Expenditures	55,971.00
5700-5799: Transfers Of Direct Costs	4,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	66,095.00

2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	43,291.00
3000-3999: Employee Benefits	After School and Education Safety (ASES)	16,799.00
1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	79,289.00
2000-2999: Classified Personnel Salaries	Extended Learning Opportunity	32,704.00
3000-3999: Employee Benefits	Extended Learning Opportunity	19,330.00
4000-4999: Books And Supplies	Extended Learning Opportunity	7,500.00
5000-5999: Services And Other Operating Expenditures	Extended Learning Opportunity	15,000.00
2000-2999: Classified Personnel Salaries	LCFF	56,254.00
3000-3999: Employee Benefits	LCFF	32,622.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	115,229.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	45,665.00
3000-3999: Employee Benefits	LCFF - Supplemental	51,121.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	8,288.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	500.00
1000-1999: Certificated Personnel Salaries	Other	60,764.00
2000-2999: Classified Personnel Salaries	Other	33,744.00
3000-3999: Employee Benefits	Other	41,377.00
5000-5999: Services And Other Operating Expenditures	Other	14,202.00
1000-1999: Certificated Personnel Salaries	Title I	123,532.00
2000-2999: Classified Personnel Salaries	Title I	63,403.00
3000-3999: Employee Benefits	Title I	85,564.00
4000-4999: Books And Supplies	Title I	7,910.00
5000-5999: Services And Other Operating Expenditures	Title I	14,009.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	4,472.00
4000-4999: Books And Supplies	Title III	14,951.00
4000-4999: Books And Supplies	Title VI Part B: Rural Education Achievement Program	7,926.00

2000-2999: Classified Personnel Salaries	Title VII Part A: Indian Education	22,496.00
3000-3999: Employee Benefits	Title VII Part A: Indian Education	13,047.00
4000-4999: Books And Supplies	Unrestricted	10,000.00
5700-5799: Transfers Of Direct Costs	Unrestricted	3,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	357,645.00
Goal 2	15,779.00
Goal 3	737,160.00

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

Name of Members	Role
Abraham Velarde	Parent or Community Member
Esperanza Campos	Parent or Community Member
Quentin Barley	Parent or Community Member
Amanda Beck	Other School Staff
Sara Rutledge	Classroom Teacher
Leah Copeland	Principal

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

Other: Community Liaison

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 May 13, 2025.

Attested:



Principal, Tamy Durham on June 3, 2026

SSC Chairperson, Esperanza Campos on June 3, 2025

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/>

Updated by the California Department of Education, October 2023