CENTER JOINT UNIFIED SCHOOL DISTRICT

www.centerusd.org

Local Control Accountability Plan Goals:

1. BELONG: Establish a positive school climate that promotes a sense of belonging for all students, staff and families.
2. IMPACT: Enhance classroom instruction to effectively impact all students through the integration of Multi-Tiered Systems of Support (MTSS), evidence-based practices, and differentiated instruction.
3. VALUED: Foster an inclusive and supportive educational environment that values individuals, addresses diverse learning needs, and promotes positive behavior through the implementation of a Multiple Tiered System of Supports (MTSS) and Positive Behavior Supports (PBIS).
4. THRIVE: Establish environments that cultivate learning experiences and provide paths to college and career readiness, ensuring that all students thrive.

BOARD OF TRUSTEES REGULAR MEETING

District Board Room
Located on McClellan High School Campus
3243 Center Court Lane, Antelope, CA 95843

At the direction of the Board, this meeting will be broadcast live and recorded. The live broadcast and recording may capture images and sounds of those attending the meeting.

*This meeting will be held in accordance with California Government Code Section 59453, Subdivision (e) of the Ralph M. Brown Act (California Government Code Section 54950, et seq.), and the Federal American with Disabilities Act. While this meeting will be physically open to the public, members of the public may view the meeting as televised via our YouTube channel (below), or may participate and comment via the application, Zoom (video or call-in options). The link and call-in numbers to the Zoom access will be available on the day of the meeting. Members of the public may address the Board on the topics of our Board agenda in addition to topics that are under the jurisdiction of the Board and are not on the agenda, although, the board, by law, may not take action at this meeting on non-agendized topics. If you wish to make a public comment during Public Comments or public comment time of an item while attending in person, please complete a speaker card. If you wish to make a public comment during Public Comments or public comment time of an item while attending remotely, login to the Zoom link or Zoom Call In number, click the "raise hand" button **during the item you wish to comment on**. The meeting host will unmute your mic at the appropriate time.*

Livestream:
https://www.centerusd.org/Board/Board-Livestream/index.html

Wednesday, October 21, 2026 - 6:00 p.m.

I. CALL TO ORDER & ROLL CALL - 5:30 p.m.

II. ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION
Student Expulsions/Readmissions (G.C. §54962)

III. PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION

Note: If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Superintendent's Office at (916) 338-6409 at least 48 hours before the scheduled Board meeting. [Government Code §54954.2] [Americans with Disabilities Act of 1990, §202.]

NOTICE: The agenda packet and supporting materials, including materials distributed less than 72 hours prior to the schedule meeting, can be viewed at Center Joint Unified School District, Superintendent's Office, located at 8408 Watt Avenue, Antelope, CA. For more information please call 916-338-6409.

Students and parents/guardians have the option to request that directory information or personal information of the student or parent/guardian, as defined in Education Code 49061 and/or 49073.2, be excluded from the minutes. Any request of this nature must be made in writing to the secretary or clerk of the Board.

IV. CLOSED SESSION - *5:30 p.m.*

V. OPEN SESSION - CALL TO ORDER - *6:00 p.m.*

VI. FLAG SALUTE

In recognition of free speech and the following board agenda item, we welcome all and would like to note that saying the pledge of allegiance is not a requirement to participate in the business of this public board. If you do not say the pledge for religious, political, social, or personal reasons, you are most welcome here as an equal participant in the business of this board.

VII. ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION Info/Action

VIII. ADOPTION OF AGENDA Action

IX. ORGANIZATION REPORTS *(3 minutes each)* Info

1. CUTA – Joelle Freitas, President
2. CSEA – Amy Roenspie, President

X. REPORTS/PRESENTATIONS *(8 minutes each)* Info

Ed. Services **1. Williams Uniform Complaint Quarterly Reporting for the First Quarter of the 2026-2027 School Year** – Mike Jordan

Curr. & Inst. **2. McClellan High School Update** – Tammy Dyer

XI. COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA Public Comments Invited

Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board may not discuss or take action on any item which is not on this agenda except as authorized by Government Code Section 54954.2. A speaker shall be limited to 3 minutes (Board Policy 9323). All public comments on items listed on this agenda will be heard at the time the Board is discussing that item.

XII. CONSENT AGENDA *(5 minutes)* Action

NOTE: The Board will be asked to approve all of the following items by a single vote, unless any member of the Board asks that an item be removed from the consent agenda and considered and discussed separately.

Governance 1. Approve Adoption of Minutes from September 16, 2026 Regular Meeting

↓ 2. Approve Resolution #4/2026-27: Resolution on Excusing Board Member Absence for Purposes of Monthly Compensation

Human Resources 3. Approve Classified Personnel Transactions

↓ 4. Approve Certificated Personnel Transactions

↓ 5. Approve Agreement with The Stepping Stones Group for Licensed Vocational Nurse Services

Ed. Services 6. Approve Contract with Parchment by Instructure to Provide Electronic Transcript Services to Former and Current Center High and McClellan High Students

↓ 7. Approve Course Schedule Agreement for College and Career Access Pathways with Sierra Joint Community College District

↓ 8. Approve Course Schedule Agreement for College and Career Access Pathways II with Sierra Joint Community College District

↓ 9. Approve Renewal of Panorama Education Surveys Used for School Climate Data

Curr. & Inst. 10. Approve 2026-2027 Memorandum of Understanding Agreement #Math2027_019 with Sacramento County Office of Education for the STEM County, Play, Explore

↓ 11. Approve 2026-2027 Memorandum of Understanding with Sacramento County Office of Education – Agreement #Math2027_024

↓ 12. Approve UC Davis Early Academic Outreach Program (EAOP) Services, July 1, 2026 – June 30, 2030

↓ 13. Approve Contracted Services Agreement with Mobile Ed Productions, Inc. for Drum Perks Assembly - Spinelli

↓ 14. Approve 2026-2027 School Plan for Student Achievement (SPSA) – Center, McClellan, Riles, Dudley, North Country, Spinelli, Oak Hill, Fortune

Fiscal Services 15. Approve Financial Report – Warrants and Payroll: September 2026

↓ 16. Ratify Purchasing Report: September 2026

XIII. BUSINESS ITEMS

Governance **A. Discussion Regarding Proposed Amendments and Modifications to Board Policy 7310: Naming of Facility** Discussion

Trustee Bruno has asked that there be a discussion regarding amendments and modifications to BP 7310. His proposed amendments and modifications are included, along with our current policy.

XIV. STUDENT BOARD REPRESENTATIVE REPORTS *(3 minutes each)* Info

1. Vanessa Estrada

XV. BOARD / SUPERINTENDENT REPORTS *(10 minutes)* Info

XVI. ADVANCE PLANNING Info

a. Future Meeting Dates:

i. Regular Meeting: Wednesday, November 18, 2026 @ 6:00 p.m. – Board Room, located on the McClellan High School Campus, 3243 Center Court Lane, Antelope, CA 95843 and/or Virtual

b. Suggested Agenda Items:

XVII. CONTINUATION OF CLOSED SESSION (Item IV) Action

XVIII. ADJOURNMENT Action

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 10/21/2026

TO: Center Joint Unified School District Board of Trustees

FROM: Mike Jordan
Director of Educational Services

Initials: MDJ

SUBJECT: Williams Complaint Report for Quarter 1 of the 2026-2027 School Year.

☐ **Action Item** ☒ **Information Item** **Attached Pages** 2

Company/Consultant's Name:
N/A

Background/Services to be Rendered:
Per Education Code § 35186(d), districts are required to report to the Board the number of Williams Uniform Complaints received by the District each quarter of the school year. There were no Williams Uniform Complaints filed for the first quarter of the 2026-2027 school year.

Date(s) of Service: N/A

Funding Amount: N/A

Funding Source: N/A

RECOMMENDED BOARD ACTION:
The Board needs no action.

Quarterly District Report: *Williams* Uniform Complaint Process (UCP)

Properly submitting this form to SCOE serves as your district's *Williams* UCP Quarterly Complaint Report per *Education Code* § 35186(d). **All fields are required.**

SUBMITTER INFORMATION

Name Person submitting form	Job Title	Phone Number Include area code
Mike Jordan	Director of Educational Services	916-339-4697

E-mail Address
mikejordan@centerusd.org

DISTRICT INFORMATION

School District	Year Covered by This Report	Quarter Covered by This Report
Center Joint U.S.D.	2026-2027	Quarter 1 (Jul.–Sept.)

COMPLAINTS

Sufficiency of Textbooks

Total Number of Textbook Complaints Enter 0 if none.	0
Number of Textbook Complaints Resolved Enter 0 if none.	0
Number of Textbook Complaints Unresolved Enter 0 if none.	0

Emergency School Facilities Issues

Total Number of Emergency Facilities Complaints Enter 0 if none.	0
Number of Emergency Facilities Complaints Resolved Enter 0 if none.	0
Number of Emergency Facilities Complaints Unresolved Enter 0 if none.	0

Vacancy or Misassignment of Teachers

Total Number of Vacancy/Misassignment Complaints Enter 0 if none.	0
Number of Vacancy/Misassignment Complaints Resolved Enter 0 if none.	0
Number of Vacancy/Misassignment Complaints Unresolved Enter 0 if none.	0

RESOLUTION OF COMPLAINTS

Briefly summarize the nature of complaints and how they were resolved.
Enter "N/A" if no complaints were received. If you need more space, enter "sent by e-mail" and send your summary to legal@scoe.net with your report.

N/A

REPORT INCLUDES ALL COMPLAINTS FOR THIS QUARTER

The number of UCP complaints (textbooks, facilities, and teachers categories) filed for the quarter being reported *MUST* be entered in this report. Please check the box below confirming this:

☒ **Includes All UCP Complaints**
All UCP complaints for the indicated quarter are being reported—from my district office and all school sites in my district.

By submitting this form, you certify that the information is complete and accurate, and that you have verified the accuracy of the report information by contacting each school in your district. The report includes *ALL* UCP complaints in the above categories received at school sites in the district, plus the district office.

RETURN INSTRUCTIONS

After completing the form in its entirety, save the file and e-mail it to the Sacramento County Office of Education (SCOE) at legal@scoe.net.

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 10/21/2026

TO: Center Joint Unified School District Board of Trustees

FROM: Tammy Dyer, Principal - McClellan High School Initials: TD

SUBJECT: McClellan High School Update

☐ **Action Item** ☒ **Information Item** **Attached Pages** 9

Company/Consultant's Name:

Background/Services to be Rendered:

Students from McClellan High School will share an update that includes information on enrollment, activities, sports, and a new course coming to MHS.

Date(s) of Service:

Funding Amount:

Funding Source:

RECOMMENDED BOARD ACTION:

Information Only

October 21, 2026

McClellan High School Update

Enrollment

August 6:
55 Students

October 12:
72 Students



Trimester 1A

19 students earned honor roll!

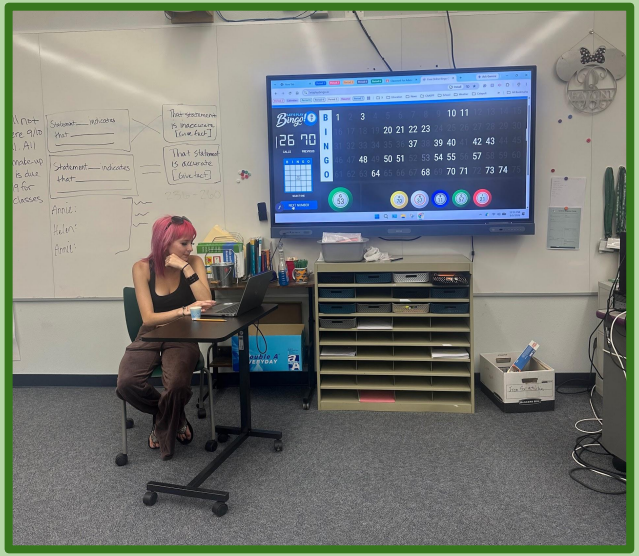
Our 1st graduate of the year!



MHS Leadership

- Weekly Eagle News Updates
- Lunch activities
- Red Ribbon Week
- Rallies





Cooking Club





McClellan HIGH SCHOOL

MHS Athletics



Flag Football
Tournament
September 18
@ Eason Field





Up next... Volleyball

Career Exploration Lab

A New Elective - Beginning November 2026

- Nursing
- Home Maintenance Systems
- Welding Basics
- Cosmetology & Barbering
- Criminalistics
- Home Maintenance Fundamentals
- Robotics
- Design & Marketing
- Childcare
- Transportation Maintenance
- Criminalistics
- Therapeutic Services

Career Exploration Lab


Cosmetology & Barbering



Criminalistics


Home Maintenance Fundamentals


Welding Basics


Nursing

Thank you for all you do to support MHS.

This year is off to a great start!

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 10/21/2026

TO: Center Joint Unified School District Board of Trustees

FROM: Scott A. Loehr
Superintendent

Initials: SL

SUBJECT: Adoption of Minutes from September 16, 2026 Regular Meeting

☒ **Action Item** ☐ **Information Item** **Attached Pages** 7

Company/Consultant's Name:

Background/Services to be Rendered:

The minutes from the following meeting are being presented:

Wednesday, September 16, 2026 Regular Meeting

Date(s) of Service:

Funding Amount:

Funding Source:

RECOMMENDED BOARD ACTION:

It is recommended that the CJUSD Board of Trustees approve the September 16, 2026 Regular Meeting Minutes.

CENTER JOINT UNIFIED SCHOOL DISTRICT

BOARD OF TRUSTEES REGULAR MEETING
District Board Room
3243 Center Court Lane, Antelope, CA 95843

Wednesday, September 16, 2026

M I N U T E S

OPEN SESSION - CALL TO ORDER - Trustee Ballin called the meeting to order at 5:30 p.m.

ROLL CALL - Trustees Present: Mr. Ballin, Mr. Bruno, Mrs. Pope, Mr. Uribe

Trustees Absent: Mrs. Anderson

Administrators Present: Scott Loehr, Superintendent
Mike Jordan, Director of Educational Services
Richard Putnam, Director of Facilities
Lisa Coronado, Chief Business Officer
Chris Borasi, Director of Human Resources & Student Services

ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION
1. Student Expulsions/Readmissions (G.C. §54962)

PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION - none

CLOSED SESSION - *5:30 p.m.*

OPEN SESSION - CALL TO ORDER - *6:03 p.m.*

Trustee Ballin read the following statement:
At the direction of the Board, this meeting will be broadcast live & recorded. The broadcast and recording may capture images and sounds of those attending the meeting.

Trustee Ballin announced that Trustee Anderson is not able to attend tonight due to illness.

Upon a motion by Trustee Bruno and a second by Trustee Pope, the Board voted 3-0 to approve the remote participation of Member Uribe for 'just cause' under Government Code Section 54953.8.3 due to a late-arising contagious illness. Member Uribe participated via two-way audiovisual technology, confirmed his video connectivity, and disclosed that no other individuals were present in the room at the remote location. A physical quorum of the Board was maintained at the primary meeting location.

FLAG SALUTE –
The Flag Salute was led by Trustee Pope.

ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

1. Student Expulsions/Readmissions (G.C. §54962)

   Student Readmission RA 24/25-5 – Recommendation approved

Motion: Bruno	**Ayes:** Ballin, Bruno, Pope, Uribe
Second: Pope	**None:** None
	Absent: Anderson

ADOPTION OF AGENDA

There was a motion to bring the adoption of the agenda to the floor.

Motion: Uribe
Second: Bruno

There were no public comments. There were no comments from the Board. There was a motion to approve the adoption of the agenda as presented.

Motion: Pope	**Ayes:** Bruno, Ballin, Pope, Uribe, Estrada (Student Rep)
Second: Uribe	**Noes:** None
	Absent: Anderson

RECOGNITIONS

Tracey Seivert, Principal at North Country Elementary School, recognized Mykel Jeffrey as their site's Teacher of the Year and Amby Brackett as their site's Classified Employee of the Year. They were each presented a plaque as part of the recognition.

ORGANIZATION REPORTS

1. CUTA – Joelle Freitas, President – it was noted by Mr. Loehr that they had nothing to report.

2. CSEA – Amy Roenspie, President, was not available to report.

REPORTS/PRESENTATIONS

There were no reports.

COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA –

Public Comments In-Person: None

Public Comments Online: None

CONSENT AGENDA

1. Approved Adoption of Minutes from August 19, 2026 Regular Meeting
2. Approved Adoption of Minutes from September 4, 2026 Special Meeting
3. Approved Classified Personnel Transactions
4. Approved Certificated Personnel Transactions
5. Approved 2026-2027 Hard to Fill Positions
6. Approved Revised List of CJUSD Employees Certified for Expulsion Hearings for the 2026-2027 School Year
7. Approved Prop 28 Arts and Music Grant Annual Report, 2025-2026
8. Ratified 2026-2027 Master Contract for Non-Public Agency:
   #19 A Show of Hands

CONSENT AGENDA (continued)

9. Ratified 2026-2027 Individual Service Agreements:
   #12-246 JabberGym
10. Ratified 2026-2027 Master Contract for Non-Public School:
   #20 Odyssey Learning Center
11. Ratified 2026-2027 Master Contract for Non-Public School:
   #18 Capitol Elementary
12. Ratified Contract with CORE Learning for Literacy Coaching and Implementation Support - Spinelli
13. Approved Center High School Media Communications Academy (MCA) Field Trip to Bay Area
14. Approved Center High School Media Communications Academy (MCA) Field Trip to Northern California
15. Approved Adult Transitional Portable Improvements Project #26-01 with BRCO Constructors, Inc. – Notice of Completion
16. Approved North Country Elementary School Classroom Roofing Project #26-05 with Diablo Roofing, Inc. – Final Change Order
17. Approved North Country Elementary School Classroom Roofing Project #26-05 with Diablo Roofing, Inc. – Notice of Completion
18. Approved Oak Hill Elementary School New Trash Enclosure Project, Gemini Inspection Service, Inspector of Record Amendment No. 1
19. Ratified Software as a Service Agreement with Tyler Technologies for Transportation Routing System
20. Approved Ground Lease Agreement Extension with North Highlands Recreation and Park District for Five Years, 2026-2027 through 2030-2031
21. Approved Financial Report – Warrants and Payroll: August 2026
22. Ratified Purchasing Report: August 2026
23. Ratified Amendment to the Fiscal Year 2026–2027 Service Agreement between the Center Joint Unified School District and Catalyst Family – North Country, Fortune, Spinelli

There was a motion to bring the Consent Agenda to the floor.

Motion: Uribe
Second: Bruno

There were no public comments. There were no comments from the Board. There was a motion to approve the Consent Agenda.

Motion: Pope
Second: Bruno

Ayes: Bruno, Ballin, Pope, Uribe, Estrada (Student Rep)
Noes: None
Absent: Anderson

BUSINESS ITEMS

A. APPROVED - <u>Second Reading: Board Policies, Regulations, and Exhibits</u>

There was a motion to bring Business Item A to the floor.

Motion: Bruno
Second: Uribe

Mr. Loehr noted that the Board held the first reading at the August meeting. This would be the second reading of those policies.

BUSINESS ITEMS (continued)

Replace Board Policy 1240 - Volunteer Assistance
Replace Administrative Regulation 1240 - Volunteer Assistance
Replace Board Policy 2110 - Superintendent Responsibilities and Duties
Replace Administrative Regulation 3515 – Campus Security
Replace Administrative Regulation 3517 - Facilities Inspection
Replace Exhibit (1) 3517 - Facilities Inspection
Add Exhibit (2) 3517 - Facilities Inspection
Replace Board Policy 4100 - Certificated Personnel
Replace Board Policy 4111/4211/4311 - Recruitment and Selection
Replace Administrative Regulation 4112 - Appointment and Conditions of Employment
Replace Administrative Regulation 4112.5/4212.5/4312.5 - Criminal Record Check
Replace Exhibit (1) 4112.5/4212.5/4312.5 - Criminal Record Check
Replace Administrative Regulation 4112.6/4212.6/4312.6 - Personnel Files
Replace Board Policy 4112.9/4212.9/4312.9 - Employee Notifications
Replace Exhibit (1) 4112.9/4212.9/4312.9 - Employee Notifications
Replace Board Policy 4200 - Classified Personnel
Replace Administrative Regulation 4200 - Classified Personnel
Replace Administrative Regulation 4212 - Appointment and Conditions of Employment
Replace Board Policy 4300 - Administrative and Supervisory Personnel
Replace Administrative Regulation 4300 - Administrative and Supervisory Personnel
Replace Board Policy 5131.4 - Student Disturbances
Replace Administrative Regulation 5131.4 - Student Disturbances
Replace Board Policy 5141.4 - Child Abuse Prevention and Reporting
Replace Administrative Regulation 5141.4 - Child Abuse Prevention and Reporting
Replace Board Policy 5142 - Safety
Replace Administrative Regulation 5142 - Safety
Replace Board Policy 5145.6 - Parent/Guardian Notifications
Replace Exhibit (1) 5145.6 - Parent/Guardian Notifications
Replace Board Policy 5148 - Child Care and Development
Replace Board Policy 7110 - Facilities Master Plan
Replace Board Bylaw 9200 - Limits of Board Member Authority
Replace Board Bylaw 9250 - Remuneration, Reimbursement and other Benefits
Replace Exhibit (1) 9250 - Remuneration, Reimbursement and other Benefits
Add Exhibit (2) 9250 - Remuneration, Reimbursement and other Benefits

There were no public comments. There were no comments from the Board. There was a motion to approve Business Item A as a batch.

Motion: Uribe
Second: Pope

Ayes: Bruno, Ballin, Pope, Uribe, Estrada (Student Rep)
Noes: None
Absent: Anderson

Trustee Pope noted that the Board just approved the update of BB 9200 in this batch of policies and this is a great reminder of the role of the Board. The Board acts as a whole to make policies happen. They are just community members and have no authority of decisions within the district, and no authority over any administrator, staff, or teacher.

BUSINESS ITEMS (continued)

B. APPROVED - 2025-2026 Unaudited Actuals Report

There was a motion to bring Business Item B to the floor.

Motion: Pope
Second: Bruno

Mrs. Coronado shared a presentation with the Board, covering the following: Purpose of the Report, Planning Factors/Financial Components, District Growth, General Fund Revenue Components, Proposition Education Protection Account (EPA), General Fund Expenditure Components, General Fund Contributions to Restricted Programs, General Fund Summary – Ending Fund Balance, General Fund Restricted Ending Fund Balance by Resource, General Fund Trend – Total Unrestricted Revenue vs. Expenditures, General Fund Unassigned/Unappropriated EFB, Other Governmental Fund Unaudited Actuals, and What We are Watching. There were no public comments. There were comments and questions from the Board. There was a motion to approve Business Item B.

Motion: Bruno
Second: Pope
Ayes: Bruno, Ballin, Pope, Uribe, Estrada (Student Rep)
Noes: None
Absent: Anderson

C. APPROVED - Resolution #3/2026-27: Gann Limit Resolution

There was a motion to bring Business Item C to the floor.

Motion: Bruno
Second: Uribe

Mrs. Coronado introduced this item. There were no public comments. There were comments from the Board. There was a motion to approve Business Item C.

Motion: Pope
Second: Bruno
Ayes: Bruno, Ballin, Pope, Uribe, Estrada (Student Rep)
Noes: None
Absent: Anderson

STUDENT REPRESENTATIVE REPORT

Vanessa Estrada reported on the following future events:
- Homecoming theme is Night on Mt Olympus
- Girls Volleyball had a game today
- Girls Volleyball has a game tomorrow
- Flag Football has a game tomorrow against Oakmont at 6:00 p.m.
- Girls golf has a game tomorrow at Cherry Island, our home course, at 6:00 p.m.
- this Friday Football will be away at River City
- ASB Sticker update – there are 950 students with the ASB sticker this year
- tomorrow Seniors will
have a FASFA presentation
- Senior portraits will be on campus on Saturday
- October 2 will be an 8-period day
- there will be no school October 5-9
- Homecoming dance will be October 24
- Homecoming Football game will be October 23
- there will be area decorations and a float competition

BOARD/SUPERINTENDENT REPORTS
Mrs. Anderson – was not available to report

Mr. Bruno
- this is a great district, but there have been some recent negative items that are troubling. He noted that we are better than that. He told the students that if they see or hear something, steer their friends away from that.

Mrs. Pope
- noted that we are a family and if you see something, steer people in the right direction.
- we are working very hard to build a great reputation. Thank you to our Communications Coordinator, Isabella, for her work on our district media pages.
- commended the high school administration for deescalating the situation. Thanked Mr. Metcalfe, who also stepped in, and hopes he is doing better.
- attended the football game. Unfortunately, JV did not do as well, but Varsity is undefeated.
- attended school tours at Spinelli Elementary and Center High School. She noted that she appreciates the administrators' time.

Mr. Uribe
- noted that we have a lot of positive momentum going into this semester. We are better than this, and will continue to make strides in this direction. Thanked the Center High principal for what he did after the game. He also noted that he hopes that Mr. Metcalfe is doing better.
- attended the high school football game.
- attended a boys' flag football game at Riles MS. He also noted that the field is well kept.
- watched a girls' volleyball game at Riles MS.
- noted "well done" to our media people in the district.

Mr. Loehr
- noted that this has been a fantastic start to the new year.
- has had the opportunity to be at every school site and there are a lot of positive things happening, and noted that he is looking forward to the school year.
- congratulated our North Country employees that were recognized tonight.
- announced that this year, 2026, Ms. Linden is the Sacramento County Teacher of the Year. She has represented us very well.

Mr. Ballin
- attended tours at Spinelli Elementary and Center High School.
- noted that we have had a rough start; thank you to those who mitigated those things that have happened this year.
- thanked those who put up the photos in the boardroom.
- noted that it is nice to see the students at the board meeting.
- attended the North Country Elementary Pasta & Bingo event; it was a lot of fun.

ADVANCE PLANNING
a. Future Meeting Dates:
   i. Regular Meeting: Wednesday, October 21, 2026 @ 6:00 p.m. – Board Room, located on the McClellan High School Campus, 3243 Center Court Lane, Antelope, CA 95843 and/or Virtual

b. Suggested Agenda Items:
   - Updating policy regarding naming of school sites; Trustee Bruno will submit something to be considered

ADJOURNMENT – 7:10 p.m.

Motion: Bruno
Second: Pope

Ayes: Bruno, Ballin, Pope, Uribe, Estrada (Student Rep)
Noes: None
Absent: Anderson

Respectfully submitted,

_____
Scott A. Loehr, Superintendent
Secretary to the Board of Trustees

_____
Chuck Uribe
Board of Trustees, Clerk

_____
Adoption Date

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 10/21/2026

TO: Center Joint Unified School District Board of Trustees

FROM: Scott A. Loehr Initials: SL

Superintendent

SUBJECT: Resolution #4/2026-27: Resolution on Excusing Board Member Absence for Purposes of Monthly Compensation

☒ **Action Item** ☐ **Information Item** **Attached Pages** 1

Company/Consultant's Name:

Background/Services to be Rendered:

This resolution is to authorize payment to Trustee Anderson for the missed meeting on September 16, 2026.

Date(s) of Service:

Funding Amount:

Funding Source:

RECOMMENDED BOARD ACTION:

The CJUSD Board of Trustees approve Resolution #4/2026-27: Resolution on Excusing Board Member Absence for Purposes of Monthly Compensation

CENTER JOINT UNIFIED SCHOOL DISTRICT

RESOLUTION # 4/2026-27
RESOLUTION ON EXCUSING BOARD MEMBER ABSENCE FOR PURPOSES OF MONTHLY COMPENSATION

WHEREAS, the members of the Governing Board of the Center Joint Unified School District (Board) receive monthly compensation for meeting attendance in accordance with Education Code 35120 (EC 35120) and Board Bylaw 9250 - Remuneration, Reimbursement and Other Benefits (BB 9250);

WHEREAS, pursuant to EC 35120 and BB 9250, a Board member who is absent from a Board meeting shall not receive the pro rata monthly compensation for that meeting unless the Board finds, via resolution, that the Board member was absent due to the need to perform services for the district, illness, jury duty, or a hardship deemed acceptable by the Board at the time of the Board meeting; and

WHEREAS, Nancy Anderson was absent from the Board meeting on September 16, 2026.

NOW THEREFORE BE IT RESOLVED, the Board finds that the absence of Nancy Anderson from the Board meeting on September 16, 2026 is excused for the following reasons(s):

[ ] Performance of other designated duties for the district
[X] Illness
[ ] Jury duty
[ ] Hardship deemed acceptable by the Board

; and

BE IT FURTHER RESOLVED, the Board authorizes Nancy Anderson to be compensated for the Board meeting on September 16, 2026.

PASSED AND ADOPTED THIS 21st day of October, 2026 at a regular meeting, by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

Attest:

_____	_____
Scott A. Loehr, Superintendent Center Joint Unified School District	Howard Ballin, President Board of Trustees

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 10/21/2026

TO: Center Joint Unified School District Board of Trustees

FROM: Chris Borasi
Director of Human Resources/Student Services

Initials: CSB

SUBJECT: Classified Personnel Transactions

☐ **Action Item** ☐ **Information Item** **Attached Pages** 1

Company/Consultant's Name:

Background/Services to be Rendered:
Classified New Hires, Promotions, Resignations and Releases.

Date(s) of Service:

Funding Amount:

Funding Source:

RECOMMENDED BOARD ACTION:
Approve Classified Personnel Transactions as Submitted

New Hires

Yolanda Becerra, Cafeteria Worker at Oak Hill Elementary, effective September 23, 2026.

Amanda Brannam, Instructional Specialist Physically Handicapped at Oak Hill Elementary, effective October 1, 2026.

Natasha Brown, Registered Behavior Technician at Wilson C Riles Elementary, effective October 12, 2026.

Arturo Ceballos, Bus Driver in the Transportation Department, effective September 16, 2026.

Jazzminique Cooper, Registered Behavior Technician at Oak Hill Elementary, effective August 31, 2026.

Jarai Gray, Campus Monitor at Wilson C. Riles Elementary, effective September 22, 2026.

Christina Loomis, Cafeteria Worker at Rex Fortune Elementary, effective September 25, 2026.

Taran Powell, Office Assistant at Center High School, effective September 23, 2026.

Elena Ronshausen-Pena, Registered Behavior Technician at Rex Fortune Elementary, effective September 18, 2026.

Kristina Solozhuk, Instructional Specialist Transitional Kindergarten at Rex Fortune Elementary, effective October 12, 2026.

Kershawna Works, Noon Duty Aide at Dudley Elementary, effective October 12, 2026.

Promotion

Miguel Leon Martinez has been promoted to Relief Bus Driver in the Transportation Department, effective September 14, 2026.

Resignations

Stanislav Darmanchev, Bus Driver in the Transportation Department, effective October 9, 2026.

Ishmeet Kaur, Noon Duty Aide at Oak Hill Elementary School, effective September 3, 2026.

Shannon Shores, Noon Duty Aide, Oak Hill Elementary School, effective October 16, 2026.

Release

Lexy Estep, Instructional Specialist Physically Handicapped at Dudley Elementary School, effective September 24, 2026.

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 10/21/2026

TO: Center Joint Unified School District Board of Trustees

FROM: Chris Borasi
Director of Human Resources/Student Services

Initials: CSB

SUBJECT: Certificated Personnel Transactions

☒ **Action Item** ☐ **Information Item** **Attached Pages** 1

Company/Consultant's Name:

Background/Services to be Rendered:
Certificated Promotions, Transfers and New Hires

Date(s) of Service:

Funding Amount:

Funding Source:

RECOMMENDED BOARD ACTION:
Approve Certificated Personnel Transactions as Submitted

Agenda Item: XII-4

Promotions

Brandy Ventittelli, has accepted the position of Academic Coordinator for Oak Hill Elementary School effective October 12, 2026.

Transfers

Joelle Freitas, transferred from North Country Elementary School to an Elementary Teacher position at Oak Hill Elementary School effective October 12, 2026.

New Hires

Araksya Movsisyan was hired as a Temporary Secondary English Language Learner Teacher at Wilson C. Riles Middle School effective October 12, 2026.

Kelly Joyce was hired as an Elementary Teacher for North Country Elementary School effective October 12, 2026.

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 10/21/2026

TO: Center Joint Unified School District Board of Trustees

FROM: Chris Borasi, Director of Human Resources and Student Services Initials: CSB

SUBJECT: Agreement for Licensed Vocational Nurse Services - Stepping Stones

☒ **Action Item** ☐ **Information Item** **Attached Pages** 7

Company/Consultant's Name:

Stepping Stones Group

Background/Services to be Rendered:

The district is in need of services for a student requiring 1:1 service from a Licensed Vocational Nurse. The student is enrolled in the Adult Transition Program with the Sacramento County Office of Education.

Date(s) of Service: 9/22/26 - 5/27/27

Funding Amount: $73/hr - 8hrs/day

Funding Source: General Fund

RECOMMENDED BOARD ACTION:

Ratify the agreement between CJUSD and Stepping Stones Group

THE STEPPING STONES GROUP
Transforming Lives Together

Corporate Office
225 W Washington St STE 1140
Chicago, IL 60606
Ph: 800-337-5965 Fax: 800-822-8287
www.thesteppingstonesgroup.com

AGREEMENT

This Agreement is made and entered on September 22, 2026 by and between The Stepping Stones Group LLC, 225 W Washington St, STE 1140, Chicago, IL 60606 hereinafter referred to as "Contractor" and, **Center Joint Unified School District, 8408 Watt Avenue, Antelope, CA 95843** hereinafter referred to as "School District." It is hereby agreed as follows:

SERVICES, RATES AND BILLING: Contractor agrees to provide the services, at the designated rates, as listed in Appendix A to this Agreement.

School District agrees to be billed (except during holidays) by Contractor for up to 40 hours per week for each of Contractor's employees, unless agreed otherwise. No employee of Contractor will work above 40 hours per week without advanced authorization from both Contractor and the designated supervisor assigned by School District. Any hours worked that are considered overtime by state or federal law will bebilled at 150% of bill rate. School District will not be billed during school closures and school holidays.

When Statutory Costs and other employee costs of living increase, Contractor will pass those increases along to School District with no mark-up. School District agrees to pay such increases at the same time as any billed fees pursuant to this Agreement. Statutory Costs include any costs and expenses of Contractor that are associated with Workers Comp, FICA, FUTA, SUTA, and incremental costs associated with the Affordable Care Act (ACA), among others.

TRAVEL TIME & MILEAGE: To the extent applicable, travel between schools will be considered billable time and the mileage will be billed at the current IRS mileage rate. No travel will be billed when work is completed at one site.

PAYMENT TERMS: School District will be billed every two weeks via email and agrees to pay all outstanding invoices within 30 days of receipt. School District agrees and understands that School District is billed on actual hours of service provided by the Contractor's employee, based on the total hours listed on a biweekly timesheet. To ensure billing accuracy and timeliness, School District will complete the Billing Details just above the signature section of this Agreement.

A finance charge of 1.5% per month on the unpaid amount of an invoice, or the maximum amount allowed by law, will be charged on past due accounts. Payments by School District will thereafter be applied first to accrued interest and then to the principal unpaid balance. Any attorneys' fees, court costs, or other costs incurred in collection of delinquent accounts shall be paid by School District. If payment of invoices is not current, Contractor may suspend performing further work.

Corporate Office
225 W Washington St STE 1140
Chicago, IL 60606
Ph: 800-337-5965 Fax: 800-822-8287
www.thesteppingstonesgroup.com

REMITTANCE DETAILS: School District will make payments to Contractor at the following address:

PO Box 6280
Carol Stream, IL 60197

If School District prefers to make payments via electronic ACH, instructions can be obtained from the Contractor representative.

EMPLOYEE BENEFITS AND INSURANCE: Contractor will be responsible for providing all employee benefits and insurance including workers' compensation, general liability, and professional liability insurance coverage (with policy limits and deductibles that are appropriate for similarly situated school districts).

NO SOLICITATION: During the term of this Agreement and for a period of two years after the termination of this Agreement, School District agrees not to directly or indirectly contract with, offer employment to or hire any employee of the Contractor assigned to School District or any candidate submitted by Contractor to School District. School District agrees that if School District breaches this no solicitation covenant, direct and indirect damages may be assessed and recovered by Contractor, and Contractor shall be entitled to seek and obtain specific performance.

CONFIDENTIALITY: School District agrees not to provide any information pertaining to the contents of this Agreement to any individual or any entity that may be considered a competitor of the Contractor. School District further agrees not to discuss or disclose any information pertaining to the contents of this Agreement, including but not limited to fees/costs, duration and terms, etc. to the Contractor's employee assigned to provide services to the School District. Disclosure of such information to the Contractor's employee will be considered a breach of this Agreement.

Both parties may receive information that is proprietary to or confidential to the other party or its affiliated companies and their clients in connection with the parties' performance of services under this Agreement. Both parties agree to hold such information in strict confidence and not to disclose such information to third parties or to use such information for any purpose whatsoever other than performing under this Agreement or as required by law. No knowledge, possession, or use of School District's confidential information will be imputed to Contractor as a result of any of Contractor's employees having access to such information. The provisions set forth in the foregoing paragraph and this paragraph shall survive expiration or other termination of this Agreement, regardless of the cause of such termination.

Contractor agrees that it is subject to, and shall comply with, all federal and state laws and School District policies relating to the confidentiality of student information, including, without limitation, compliance with the Family Educational Rights and Privacy Act (FERPA).

Corporate Office
225 W Washington St STE 1140
Chicago, IL 60606
Ph: 800-337-5965 Fax: 800-822-8287
www.thesteppingstonesgroup.com

COOPERATION: School District agrees to cooperate fully and to provide assistance to Contractor in the investigation and resolution of any complaints, claims, actions, or proceedings that may be brought by or that may involve any employees of Contractor.

TERMINATION: This Agreement will end on July 31, 2027 and may continue beyond this point by mutual consent. School District agrees not to terminate the Agreement until the end of the Term unless (a) Contractor's employee assigned to School District as a whole is deficient in performance of the services hereunder or (b) any employee of Contractor assigned to School District commits an act of professional or ethical misconduct. School District agrees to notify Contractor of any deficiencies in services or possible unethical or unprofessional conduct as soon as School District becomes aware of such deficiencies or misconduct and further agrees to permit Contractor the opportunity to cure any deficiency or misconduct within **twenty (20) business days** of Contractor's receipt of such notice prior to School District delivering notice of termination of this Agreement. Contractor may terminate this Agreement (i) if School District discontinues operations or (ii) if School District fails to make any payments as required by this Agreement. **(term notification changed to 20 days, per district request - JMM 9/22)**

NONDISCRIMINATION: Contractor represents and warrants that it does not discriminate in hiring and employment practices regarding race, color, religion, disability, sex, age, national origin, ancestry, marital status, pregnancy, or sexual orientation.

INDEMNIFICATION AND LIMITATION OF LIABILITY: To the extent permitted by law, Contractor will defend, indemnify, and hold School District and its equity holders, subsidiaries, directors, officers, agents, representatives, and employees harmless from all claims, losses, and liabilities (including reasonable attorneys' fees) to the extent caused by or arising from Contractor's breach of this Agreement; its failure to discharge its duties and responsibilities under this Agreement; or the gross negligence or willful misconduct of Contractor or Contractor's officers, employees, or authorized agents in the discharge of those duties and responsibilities under this Agreement.

To the extent permitted by law, School District will defend, indemnify, and hold Contractor and its parents, subsidiaries, directors, officers, agents, representatives, and employees harmless from all claims, losses, and liabilities (including reasonable attorneys' fees) to the extent caused by or arising from School District's breach of this Agreement; its failure to discharge its duties and responsibilities under this Agreement; or the gross negligence or willful misconduct of School District or School District's officers, employees, or authorized agents in the discharge of those duties and responsibilities under this Agreement.

Except as expressly set forth herein, neither party shall be liable for or be required to indemnify the other party for any incidental, consequential,exemplary, special, punitive, or lost profit damages that arise in connection with this Agreement, regardlessof the form of action (whether in contract, tort, negligence, strict

Corporate Office
225 W Washington St STE 1140
Chicago, IL 60606
Ph: 800-337-5965 Fax: 800-822-8287
www.thesteppingstonesgroup.com

liability, or otherwise) and regardless of how characterized, even if such party has been advised of the possibility of such damages.

As a condition precedent to indemnification, the party seeking indemnification will inform the other party within ten (10) business days after it receives notice of any claim, loss, liability, or demand for which it seeks indemnification from the other party; and the party seeking indemnification will cooperate in the investigation and defense of any such matter.

The provisions in this section of the Agreement constitute the complete agreement between the parties with respect to indemnification, and each party waives its right to assert any common-law indemnification or contribution claim against the other party.

NOTICES: Notices to Contractor shall be sent to:

The Stepping Stones Group
225 W Washington ST, STE 1140
Chicago, IL 60606

AND

K12ops.contracts@ssg-healthcare.com

Notices to School District shall be sent to:
Center Joint Unified School District
8408 Watt Avenue
Antelope, CA 95843

JURISDICTION: This agreement shall be governed by, construed, and is enforceable in accordance with the laws of the State of Delaware. Any action or proceeding relating to or arising out of this Agreement shall be commenced and heard in the State or Federal Court sitting in Delaware. Both parties hereby consent to the jurisdiction and venue of such courts.

GENERAL: No provision of this Agreement may be amended or waived unless agreed to in writing and signed by the parties. The provisions of this Agreement will inure to the benefit of and be binding on the parties and their respective representatives, successors, and assigns.

THE STEPPING STONES GROUP
Transforming Lives Together

Corporate Office
225 W Washington St STE 1140
Chicago, IL 60606
Ph: 800-337-5965 Fax: 800-822-8287
www.thesteppingstonesgroup.com

BILLING DETAILS FOR SCHOOL DISTRICT:

Billing Contact Name/Title: **Ambika Mathusamy**

Billing Email/Phone: **ambika@centerusd.org**

Mailing Address (for invoice): _____

_____

Special Billing Instructions: _____

_____

Signed for Contractor:

Signature: Janine Mahon

Name: **Janine Mahon**

Title: **Director of Career & Client Services**

Date: **September 22, 2026**

Signed for School District:

Signature: CBL

Name: Chris Borrisi

Title: Director of Human Resources

Date: September 22, 2026

THE STEPPING STONES GROUP
Transforming Lives Together

Corporate Office
225 W Washington St STE 1140
Chicago, IL 60606
Ph: 800-337-5965 Fax: 800-822-8287
www.thesteppingstonesgroup.com

Appendix A

The services that may be provided under this Agreement and the corresponding hourly bill rates for each service for the are listed below:

Specialty	Hourly Rate
LVN - G. R.	**$73/hr** **8 hr billable day** **8/6/26 - 5/28/27**

Sacramento County

2026-2027 School Year

Speech Language Pathologist (SLP) $110-120/hr***

Speech Language Pathology Assistant (SLPA) $75-80/hr

Occupational Therapist $110-115/hr

Occupational Therapy Assistant (COTA) $75-80/hr

Physical Therapist (PT) $105-110/hr

Physical Therapy Assistant (PTA) $78/hr

School Psychologist (Psych) $120-130/hr ***

School Counselor or LMFT $100/hr

Social Worker $100/hr

Special Education Teachers (SpEd, RSP, SDC) $100-105/hr

Adapted Physical Education (APE) $100/hr

OMS/TVI/DHH $100/hr

Credentialed School Nurse (CSN) $110/hr

Registered Nurse (RN) $85/hr

Licensed Vocational Nurse/Practical Nurse (LVN/LPN) $70-75/hr

ASL Interpreter $75-80/hr

BCBA $126-130/hr

ABA $74-76/hr

Register Behavior Technician (RBT) $70-76/hr

Behavior Technician $65-67/hr

Behavior Interventionist $53-59/hr

Paraeducator (Para) $46-52/hr

*****Additional $8/hr for Bilingual candidates**

**Mileage is to be reimbursed at the federal reimbursement rate

***Should a district require SSG to provide laptops to our candidates an extra 70 cents per hour will be added to the agreed-upon hourly rate.

****Should a district require SSG to provide Chromebooks to our candidates an extra 50 cents per hour will be added to the agreed upon hourly rate.

225 West Washington, Suite 1140, Chicago, IL 60606
Ph: 866-447-6916 Fax: 303-456-2173

www.thesteppingstonesgroup.com

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 10/21/2026

TO: Center Joint Unified School District Board of Trustees

FROM: Mike Jordan Initials: MDJ

Director of Educational Services

SUBJECT: Contract for Parchment to provide current and former students with electronic transcripts from both Center and McClellan High Schools.

☒ **Action Item** ☐ **Information Item** **Attached Pages** 5

Company/Consultant's Name:

Parchment by Instructure

Background/Services to be Rendered:

Current and former CJUSD students often need their high school transcripts for college and work-related purposes. This service will enable them to order and receive transcripts electronically. This will help students get their transcripts faster, especially during school breaks. Most K-12 districts and colleges already utilize transcript services such as Parchment.

Date(s) of Service: Ongoing

Funding Amount: Year 1 = $13, 626.38, Year 2 = $10,500, Year 3 = $11,025

Funding Source: District and site funds.

RECOMMENDED BOARD ACTION:

The District recommends that the Board approve the contract as written.

Parchment
By Instructure

Proposal Prepared for Center Joint Unified School District

Pricing Valid Through ~~08/26/2026~~ 10/23/26

NOT FOR DISTRIBUTION OUTSIDE OF CJUSD

Transcript Services and Full Service Diplomas Bundle

Center High School & McClellan High School

Annual Subscription Pricing: Essentials Bundle - 12 month contract	
Unlimited records for **Current Students**	$10,000
Full Service Print & Digital Diplomas, Shipped to Each Campus	
Non-Recurring Cost: Essentials Bundle for K-12	
One-Time Implementation Fee (Year 1 Only)	$3,626.38
Total Cost for Year 1	**$13,626.38**
Total Cost for Year 2	**$10,500**
Total Cost for Year 3	**$11,025**

Current Students - Annual Subscription

In the subscription model, current students are not charged for transcript requests. Center Joint Unified School District will pay an annual subscription fee to cover the cost for unlimited requests by current students.

Alumni & Third Party Verification Requests - Requester-Pay (Transactional)

In the transactional pricing model, third parties pay a small fee per record request. CJUSD can leverage the transactional pricing model to generate income via additional surcharges, as explained below.

At a glance, the transactional pricing model includes:

- **$5.25/transcript paid by alumni** to Parchment
- **$15.75/record paid by Third Parties** (HireRight, Sterling, etc.) to Parchment
  Note: Fees are paid online with debit/credit card, so Parchment handles all payments. Paper delivery is available at an additional $2.75 charge to requesters

info@parchment.com
6330 South 3000 East, Suite 700, Salt Lake City, UT 84121
www.parchment.com

© Copyright Parchment. Commercial in Confidence

The transactional pricing model can generate income for CJUSD via surcharges added to the requester fee. CJUSD receives 80% of surcharge and receives surcharge payments monthly.

- **Example 1:** Center High School charges $10.00 per alumni transcript.
  - Parchment would retain the $5.25 cost of each record, and a 20% processing fee on the remaining balance. Center High School would accrue $3.80 per transcript request.

- **Example 2:** Center High School charges $45.00 per Third-Party graduation verification.
  - Parchment would retain the $15.75 cost of each verification, and a 20% processing fee on the remaining balance. Center High School would accrue $19.40 per third-party verification

Replacement Diplomas - Requestor-Pay (Transactional)

In the requestor-pay only model for replacement diplomas, CJUSD pays the one-time implementation fee for the creation of the diploma shell. To fund the platform, alumni pay a fee for each replacement diploma request. CJUSD can leverage this pricing model to generate additional surcharge revenue, as explained below:

- **$17.66/replacement diploma paid by alumni to Parchment**
- *Note*: Fees are paid online with debit/credit card, so Parchment handles all payments.
- *Note*: Domestic USPS delivery is included for requesters. International shipping or expedited shipping would be at the expense of the requestor.

This pricing model can generate additional surcharge income for CJUSDl:

- Center High School charges $40.00 per replacement diploma.
  - Parchment would retain the $5.25 cost of each record request, $12.41 for the production and shipping of the diploma, and a 20% processing fee on the remaining balance.
  - Center High School would accrue $17.82 per replacement diploma request.

EXPECTED REVENUE: $7,600/ANNUALLY
FROM ALUMNI AND THIRD PARTY RECORD REQUESTS

© Copyright Parchment. Commercial in Confidence

Diploma Design Options:
Paper Sizes: 6x8, 9x7, 8x10, 8.5x11, 11x14, 11x13, 10x13, 10x10, or 9x12
Paper Color: Natural White
State Foil location: 3 options - bottom center, bottom left, or top center
Adding School Crest
Endorsements/Distinctions: Text or Logos

Optional Additional Fees and Services :
Any Template/Shell Change - $2,800 (Changes after Template draft have been approved)

Parchment will process print and mail fulfillment of those Credentials within twenty-one (21) business days of the digital issuance. Parchment will prepare the printed diplomas and bulk mail (via FedEx) the diplomas directly to the mailing address provided to Parchment by Member.

Parchment will provide each graduate with one complimentary diploma reprint in cases where the original diploma has been damaged, tampered with, or not received. Subsequent reprint requests shall incur applicable fees as outlined below.

.

© Copyright Parchment. Commercial in Confidence

Additional Price Information:

Included in ***Transcript Services*** are the following features and functionalities:

- Implementation and set up of school accounts
- Initial live webinar training and ongoing training and support for your staff
- 24/7 web support for students and alumni
- Roster uploads for easy management of student registrations
- Ability to upload and store unlimited transcripts and records in Parchment's secure cloud
- Multi-record ordering and Third-Party Ordering
- Tracking of orders for both staff and students/alumni
- Reporting of data related to all transactions
- Dedicated Customer Success Manager

© Copyright Parchment. Commercial in Confidence

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 10/21/2026

TO: Center Joint Unified School District Board of Trustees

FROM: Mike Jordan — Initials: MDJ
Director of Educational Services

SUBJECT: Course Schedule Agreement with Sierra College

☒ **Action Item** ☐ **Information Item** **Attached Pages** 3

Company/Consultant's Name:
Sierra College

Background/Services to be Rendered:
The District has partnered with Sierra College for over a decade to offer students dual-enrollment courses that earn both high school graduation credit and Sierra College credits. These courses are free for CJUSD students, and CJUSD teachers receive an additional stipend from Sierra College for teaching the courses because of the extra hours involved.

This agreement includes CTE dual enrollment offerings and a math offering.

Date(s) of Service: 2026-2027 School Year

Funding Amount: n/A

Funding Source: Sierra College covers the cost of the dual enrollment program. No CJUSD funds will be utilized.

RECOMMENDED BOARD ACTION:
The District recommends that the Board approve the agreement as written.

Docusign Envelope ID: D359CE5B-D377-8A4C-833D-7C6AFF367AC8

COURSE SCHEDULE AGREEMENT

COLLEGE AND CAREER ACCESS PATHWAYS
FALL 2026 – SPRING 2027

A PARTNERSHIP BETWEEN

SIERRA JOINT COMMUNITY COLLEGE DISTRICT
AND
CENTER JOINT UNIFIED SCHOOL DISTRICT

This COURSE SCHEDULE AGREEMENT is made and entered into as of the 8th day of September, 2026, by and between the Sierra Joint Community College District, 5100 Sierra College Boulevard, Rocklin, CA 95677 (hereinafter referred to as the "COLLEGE") and Center Joint Unified School District (hereinafter referred to as "HIGH SCHOOL DISTRICT" and collectively with the COLLEGE referred to as the "PARTIES").

WHEREAS, COLLEGE and the HIGH SCHOOL DISTRICT have separately entered into a College and Careers Access Pathways Partnership Agreement effective July 16, 2025 through June 30, 2028 (hereinafter referred to as PARTNERSHIP AGREEMENT) to offer dual enrollment opportunities to HIGH SCHOOL DISTRICT students;

WHEREAS, COLLEGE and the DISTRICT wish to set forth and define more specific components of the PARTNERSHIP AGREEMENT utilizing this COURSE SCHEDULE AGREEMENT to address the total number of high school students to be served; the total number of full-time equivalent students projected to be claimed by the COLLEGE for apportionment purposes; the scope, nature, time, location, and listing of community college courses to be offered.

This COURSE SCHEDULE AGREEMENT is subject to all the terms and conditions of the Careers Access Pathways Partnership Agreement

AGREEMENT EDUCATIONAL PROGRAM(S) AND COURSE(S)
The COLLEGE, is responsible for all educational program(s) and course(s) offered as part of this COURSE SCHEDULE AGREEMENT whether the educational program(s) and course(s) are offered at COLLEGE or HIGH SCHOOL DISTRICT.

AGREEMENT PROGRAM YEAR
COLLEGE and HIGH SCHOOL DISTRICT have identified the following FALL 2026 – SPRING 2027, educational program(s) and course(s) to be offered during the stated term, including the total number of students to be served and projected FTES as summarized in Exhibit A.

AGREEMENT MAXIMUM AMOUNT
The HIGH SCHOOL DISTRICT shall invoice the COLLEGE at the end of each semester for the instructional services rendered, at the variable rate per unit based on the fill rate of classes in accordance with the PARTNERSHIP AGREEMENT. The instructional services shall not exceed the maximum amount of $14,400 for the fiscal year 2026-27.

Docusign Envelope ID: D359CE5B-D377-8A4C-833D-7C6AFF367AC8

NOTICES

All notices hereunder must be in writing and shall be deemed validly given if sent by certified mail, return receipt requested or by commercial courier, provided the courier's regular business is delivery service and provided further that it guarantees delivery to the addressee by the end of the next business day following the courier's receipt from the sender, addressed as follows (or any other address that the Party to be notified may have designated to the sender by like notice):

LOCATION	NAME AND TITLE	TELEPHONE	EMAIL / ADDRESS
Sierra Joint Community College District	Nigel Haikins-Appiah Program Director Dual Enrollment	(916) 660-7505	nhaikinsappiah@sierracollege.edu 5100 Sierra College Blvd. Rocklin, CA 95677
Center Joint Unified School District	Mike Jordan Director of Educational Services	(916) 338-6400	mikejordan@centerusd.org 8408 Watt Avenue Antelope, CA 95843

IN WITNESS WHEREOF, the Parties have executed this COURSE SCHEDULE AGREEMENT as of the last date written below.

Date: September 10, 2026 | 12:29 PM PDT

Signed by:
David Martin
E0987C29FA17459...

Sierra Joint Community College District

Date:

Center Joint Unified School District

Docusign Envelope ID: D359CE5B-D377-8A4C-833D-7C6AFF367AC8

Docusign Envelope ID: 2669211E-2F74-8DAC-82B2-B8EEE2D32357

Exhibit A

District: Center Joint Unified School District
Academic Year: 2026-27
Course Times: Regular School Day

School	Education Program	# of students to be served	Projected FTES	Course #	Course Name	Units	Number of Expected Units	Term
Center High School		175	19.20			16	16	
	Career - Technical Education	40	4.11	ASTR 0002	Introduction to Planetary Systems	3	3	Fall
	Career - Technical Education	30	3.09	BUS 0241	Innovation Concepts for Starting a Small Business	3	3	Fall
	Career - Technical Education	40	4.11	ASTR 0005	Introduction to Stars, Galaxies, and the Universe	3	3	Spring
	Career - Technical Education	30	3.09	BUS 0242	Entrepreneurship: Small Business Management	3	3	Spring
	General Education	35	4.80	STAT C1000	Introduction to Statistics	4	4	Spring
Total		175	19.20			16	16	

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 10/21/2026

TO: Center Joint Unified School District Board of Trustees

FROM: Mike Jordan — Initials: MDJ

Director of Instructional Services

SUBJECT: Course Schedule Agreement for English 1000 dual enrollment courses to be taught at Center High School in partnership with Sierra College.

☒ **Action Item** ☐ **Information Item** **Attached Pages** 3

Company/Consultant's Name:

Sierra College

Background/Services to be Rendered:

The District has partnered with Sierra College for over a decade to offer students dual-enrollment courses that earn both high school graduation credit and Sierra College credits. These courses are free for CJUSD students, and CJUSD teachers receive an additional stipend from Sierra College for teaching the courses because of the extra hours involved.

This school year, Sierra College will also offer virtual English dual-enrollment classes taught by Sierra College professors. Students will take these classes as part of their normal school day and be supervised by a CJUSD teacher. A CJUSD English teacher previously taught this course but is no longer with the district.

Date(s) of Service: N/A

Funding Amount: N/A

Funding Source: No CJUSD will be utilized. Sierra College will pay all stipends to teachers for these course sections.

RECOMMENDED BOARD ACTION:

The District recommends that the Board approve the agreements as written.

Docusign Envelope ID: EB3193C0-F4C2-8E5E-820E-6D1F69DABB4C

COURSE SCHEDULE AGREEMENT

COLLEGE AND CAREER ACCESS PATHWAYS II
FALL 2026 – SPRING 2027

A PARTNERSHIP BETWEEN

SIERRA JOINT COMMUNITY COLLEGE DISTRICT
AND
CENTER JOINT UNIFIED SCHOOL DISTRICT

This COURSE SCHEDULE AGREEMENT is made and entered into as of the 8th day of September, 2026, by and between the Sierra Joint Community College District, 5100 Sierra College Boulevard, Rocklin, CA 95677 (hereinafter referred to as the "COLLEGE") and Center Joint Unified School District(hereinafter referred to as "HIGH SCHOOL DISTRICT" and collectively with the COLLEGE referred to as the "PARTIES").

WHEREAS, COLLEGE and the HIGH SCHOOL DISTRICT have separately entered into a College and Careers Access Pathways II Partnership Agreement effective July 16, 2025 through June 30, 2028 (hereinafter referred to as PARTNERSHIP AGREEMENT) to offer dual enrollment opportunities to HIGH SCHOOL DISTRICT students;

WHEREAS, COLLEGE and the DISTRICT wish to set forth and define more specific components of the PARTNERSHIP AGREEMENT utilizing this COURSE SCHEDULE AGREEMENT to address the total number of high school students to be served; the total number of full-time equivalent students projected to be claimed by the COLLEGE for apportionment purposes; the scope, nature, time, location, and listing of community college courses to be offered.

This COURSE SCHEDULE AGREEMENT is subject to all the terms and conditions of the PARTNERSHIP AGREEMENT.

AGREEMENT EDUCATIONAL PROGRAM(S) AND COURSE(S)
The COLLEGE is responsible for all educational program(s) and course(s) offered as part of this COURSE SCHEDULE AGREEMENT whether the educational program(s) and course(s) are offered at COLLEGE or HIGH SCHOOL DISTRICT.

AGREEMENT PROGRAM YEAR
COLLEGE and HIGH SCHOOL DISTRICT have identified the following FALL 2026 – SPRING 2027, educational program(s) and course(s) to be offered during the stated term, including the total number of students to be served and projected FTES as summarized in Exhibit A.

Docusign Envelope ID: EB3193C0-F4C2-8E5E-820E-6D1F69DABB4C

NOTICES

All notices hereunder must be in writing and shall be deemed validly given if sent by certified mail, return receipt requested or by commercial courier, provided the courier's regular business is delivery service and provided further that it guarantees delivery to the addressee by the end of the next business day following the courier's receipt from the sender, addressed as follows (or any other address that the Party to be notified may have designated to the sender by like notice):

LOCATION	NAME AND TITLE	TELEPHONE	EMAIL / ADDRESS
Sierra Joint Community College District	Nigel Haikins-Appiah Program Director Dual Enrollment	(916) 660-7505	nhaikinsappiah@sierracollege.edu 5100 Sierra College Blvd. Rocklin, CA 95677
Center Joint Unified School District	Mike Jordan Director of Educational Services	(916) 338-6400	mikejordan@centerusd.org 8408 Watt Avenue Antelope, CA 95843

IN WITNESS WHEREOF, the Parties have executed this COURSE SCHEDULE AGREEMENT as of the last date written below.

Date: September 10, 2026 | 12:27 PM PDT

Signed by:
David Martin
E0987C29FA17459...

Sierra Joint Community College District

Date:

Center Joint Unified School District

Docusign Envelope ID: EB3193C0-F4C2-8E5E-820E-6D1F69DABB4C

Docusign Envelope ID: AA3DF3F3-6A68-819E-82F5-9C6E0C99E5EA

Board Date: September 8, 2026

EXHIBIT A

District: Center Joint Unified School District
Academic Year: 2026-27
Course Times: Regular School Day

School	Education Program	# of students to be served	Projected FTES	Course #	Course Name	Units	Number of Expected Units	Term
Center High School		50	6.86			8	8	
	General Education	25	3.43	ENGL C1000	Academic Reading and Writing	4	4	Fall
	General Education	25	3.43	ENGL C1000	Academic Reading and Writing	4	4	Spring
Total		50	6.86			8	8	

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 10/21/2026

TO: Center Joint Unified School District Board of Trustees

FROM: Mike Jordan
Director of Educational Services

Initials: MDJ

SUBJECT: Renewal of Panorama Education Surveys used for school climate data.

☒ **Action Item** ☐ **Information Item** **Attached Pages** 7

Company/Consultant's Name:

Panorama Education

Background/Services to be Rendered:

The Center Joint Unified School District has used Panorama Education surveys for several years to collect climate survey data from students, staff, and families. The district uses surveys twice each school year and uses the data to inform each site's Single Plan for Student Achievement goals and LCAP goals.

This contract renews the services for three more years.

Date(s) of Service: 2/17/2027 - 2/16/2030

Funding Amount: $82,580.40

Funding Source: General Fund

RECOMMENDED BOARD ACTION:

The District recommends that the Board approve the contract as written.

SERVICE ORDER

Center Joint Unified School District
8408 Watt Ave
Antelope / CA / 95843

Panorama Education, Inc.
24 School St, Second Floor
Boston, MA 02108
Contact:
For submitting POs or questions about billing:
finance@panoramaed.com
For general questions about Panorama:
contact@panoramaed.com

Primary Contact Name: *Ryan Miranda*
Primary Contact Phone Number: *9163394632*
Primary Contact Email Address: *rmiranda@centerusd.org*

Invoiced Annually on Effective Date, Net 30
Pricing Valid Through: 12/31/2026
Annual Total: $27,526.80

(1) Description of Services and (2) Fees

Effective Date: 2/17/2027
Contract End Date: 2/16/2030

Licenses/Services		Standard Fees	One-Time Discount	Adjusted Fees Over Term
Panorama Survey Platform: Family Surveys;Student Surveys;Teacher and Staff Surveys		**$ 74,520.00**	**- $5,961.60**	**$ 68,558.40**
Check-Ins: * Check-ins surveys and reporting		**$ 10,350.00**	**- $828.00**	**$ 9,522.00**
Professional Development Workshop (Virtual): Includes one virtual consultative planning session with a professional learning manager/director and up to 90 minutes of virtual facilitation or consultations for groups <50. This product is inclusive of all core offerings per our T&L menu. Larger groups are supported for webinar-style facilitation at an additional cost.	**1 included**	**$ 1,500.00**	**- $0.00**	**$ 1,500.00**
Supplemental Professional Development Workshop (Virtual): Includes one virtual consultative planning session with a professional learning manager/director and up to 90 minutes of virtual facilitation or consultations for groups <50. This product is inclusive of all core offerings per our T&L menu. Larger	**2 included**	**$ 3,000.00**	**- $0.00**	**$ 3,000.00**

groups are supported for webinar-style facilitation at an additional cost.			
		Standard Total	**$ 89,370.00**
		One Time Discount:	**- $6,789.60**
		Adjusted Total Over Contract Term:	**$ 82,580.40**
		Estimated Sales Tax:	**$ 0.00**
		Total Contract Value:	**$ 82,580.40**

(3) Agreement

The entire agreement by and between Client and Panorama ("Agreement") consists of (i) the terms set forth in this Service Order ("SO")'; (ii) the terms attached as Exhibit A to, and hereby incorporated by reference into, this SO ("Terms"); and (iii) if applicable, a data privacy agreement executed between Client and Panorama, on or following the Effective Date, which by mutual execution (or execution by Client and submission to Panorama of an NDPA Exhibit E) shall hereby be incorporated by reference into this SO.

(4) Supplemental Terms and Conditions (if any)

(5) Client Accounts Payable Information

Accounts Payable Contact Name	
Accounts Payable Phone Number	
Accounts Payable Email Address	
Will Client Be Submitting Purchase Order?	YES [ ] NO [ ]

Authorization

By signing below, Client and Panorama ACCEPT AND AGREE TO the Agreement as of the Effective Date.

Client Signature:	Print Name, Title:	Date:
Panorama Signature:	Print Name, Title:	Date:

Exhibit A

Terms

BACKGROUND

Panorama is an education technology company that provides a cloud-based platform-as-a-service and related support services to enable schools and school districts to improve how they support students and families across academics, behavior, attendance, and life skills ("Platform"). The client named on the Service Order attached hereto ("Client") and Panorama have entered into an agreement consisting of the attached Service Order, including any exhibits attached thereto, ("SO"), these terms ("Terms" and collectively with the SO, "Agreement"). From time to time hereafter, Client and Panorama may enter into additional service orders pursuant to which Client may purchase additional rights to use the Platform and receive additional services, provided that these Terms will be incorporated by reference into and apply to each such additional service order to create a separate agreement that governs each such additional service order, in each case to the exclusion of any other terms or conditions that either party seeks to impose or incorporate or that are implied by course of dealing.

1 RIGHT TO USE PLATFORM

1.1 Platform. Subject to this Agreement, Panorama hereby grants Client (including Client's students, employees, and parents and authorized guardians of Client's students, all as applicable and described in the relevant SO, ("Authorized Users")), the limited, nonexclusive, nontransferable, non-sublicenseable right to access and use the Platform via the Internet during the Term solely for Client's use, in accordance with applicable laws and regulations and the Platform's intended uses as communicated to Client by Panorama.

1.2 Limitations. Except as expressly permitted in the Agreement, Client will not and will not authorize or allow any third party to: (a) provide access to the Platform to any person who is not an Authorized User or (b) reverse engineer, decompile, disassemble or otherwise attempt to discover the source code, object code or underlying structure, ideas or algorithms of the Platform; (c) modify, translate or create derivative works based on the Platform; (d) copy, rent, lease, distribute, pledge, assign or otherwise transfer or allow any lien, security interest or other encumbrance on the Platform; (e) use the Platform for timesharing or service bureau purposes or otherwise for the benefit of a third party; (f) hack, manipulate, interfere with or disrupt the integrity or performance of or otherwise attempt to gain unauthorized access to the Platform or its related systems, hardware or networks or any content or technology incorporated in any of the foregoing; or (g) remove or obscure any proprietary notices or labels of Panorama or its suppliers on the Platform or on any printed or digital materials provided by Panorama.

1.3 Compliance with Laws. Panorama is responsible for compliance with federal, state local laws and regulations to the extent they govern Panorama's activities, including providing the Platform to Client. Client is responsible for compliance with federal, state and local laws and regulations to the extent they govern Client's activities, including but not limited to the use by Client of the Platform to collect, record, retain, use and disclose any individual's information. Without limiting the foregoing, each party is responsible for determining its own obligations, including but not limited to notice and consent obligations, under the Family Educational Right to Privacy Act and its implementing regulations ("FERPA") and the Protection of Pupil Rights Act and its implementing regulations ("PPRA"). The parties agree that they intend for the collection and use of personally identifiable information (as defined under FERPA) for only legitimate educational purposes and other purposes allowed under relevant laws, including but not limited to FERPA and PPRA. Client hereby gives its consent to Panorama on behalf of parents (as defined under FERPA, PPRA and the Children's Online Privacy Protection Act ("COPPA")) of children from whom any personal information (as defined under COPPA) may be gathered in connection with this Agreement and the Platform. Panorama shall not be obligated to obtain consents from parents directly.

2 INTELLECTUAL PROPERTY; PRIVACY; SECURITY

2.1 Client Data. As between Client and Panorama, Client owns data input into the Platform, or otherwise provided to Panorama, by Client and Authorized Users, that constitutes personally identifiable information (as defined under FERPA), such as student survey responses reported on an individual level, ("Client PII") and (b) any other data and content input into the Platform, or otherwise provided to Panorama, by Client and Authorized Users or on their behalf, such as survey questions, ("Non-PII" and together with PII "Client Data"). Client hereby grants Panorama a nonexclusive, worldwide, royalty-free, fully paid up, sublicenseable (through multiple tiers): (i) right and license during the Term to copy, distribute, display, create derivative works of and use Client Data to perform Panorama's obligations under this Agreement; (ii) perpetual, irrevocable right and license to copy, modify and use Client PII to create aggregated, non-personally identifiable data sets ("Blind Data") and copy, distribute, display, create derivative works of and use Blind Data for benchmarking, research or development purposes, including published research; and (iii) perpetual, irrevocable right and license to copy, distribute, display, create derivative works of and use Non-PII, for any and all purposes, in any form, media or manner. Client reserves any and all right, title and interest in and to Client Data other than the licenses therein expressly granted to Panorama under this Agreement.

2.2 Panorama Intellectual Property. "Intellectual Property" means domestic and foreign intellectual property rights, including: (a) inventions, patents, applications for patents and reissues, divisions, continuations, re-examinations, renewals, extensions and continuations-in-part of patents or patent applications; (b) copyrights, copyright registrations and applications for copyright registration; (c) mask works, mask work registrations and applications for mask work registrations; (d) designs and similar rights, design registrations, design registration applications, and integrated circuit topographies and similar rights; (e) trade names, business names, corporate names, domain names, website names and world wide web addresses, common law trademarks, trademark registrations, trademark applications, trade dress and logos, and the goodwill associated with any of the foregoing; and (f) trade secrets, confidential information and know-how.

Panorama retains all right, title and interest in and to the Platform, and all Intellectual Property rights relating thereto including but not limited to all products provided under this

Agreement, all deliverables, support and maintenance services, additional features or functionality including customizations requested by Client, learning content, teaching materials, survey questions, underlying research and methodologies (by whomever produced except to the extent Client produced such material), and all copies and parts of any of the foregoing, and all Intellectual Property rights therein. Panorama grants no, and reserves any and all, rights other than the rights expressly granted to Client under this Agreement with respect to the Platform.

2.3 Client Feedback. Client may from time to time provide suggestions, comments for enhancements or functionality or other feedback ("Feedback") to Panorama with respect to the Platform. Panorama has full discretion to determine whether to proceed with development of the requested enhancements, features or functionality. Client hereby grants Panorama a royalty-free, fully paid-up, worldwide, transferable, sublicenseable, irrevocable, perpetual license to: (a) copy, distribute, transmit, display, perform, and create derivative works of the Feedback in whole or in part; and (b) use the Feedback in whole or in part, including without limitation, the right to develop, manufacture, have manufactured, market, promote, sell, have sold, offer for sale, have offered for sale, import, have imported, rent, provide and lease products or services that practice or embody, or are configured for use in practicing, the Feedback in whole or in part.

2.4 Panorama Privacy Policy. Panorama's Privacy Statement, as may be amended from time to time, is available at https://www.panoramaed.com/privacy.

2.5 Data Security and Privacy.

(a) Panorama will implement and maintain an information security program that is consistent with industry recognized practices, which include using commercially reasonable administrative, physical and technical safeguards designed to protect the Platform from unauthorized access that could compromise the security, confidentiality or integrity of Client PII. Panorama shall: (i) use reasonable efforts to secure physical premises where Client PII will be processed and/or stored and (ii) take reasonable precautions with respect to the employment of, access given to, and education and training of personnel engaged by Panorama to perform its obligations under this Agreement.

(b) Client will and will instruct its Authorized Users to: (i) use the Platform to collect, record, retain, use and disclose personally identifiable information only to the extent necessary for its legitimate educational purposes; (ii) otherwise provide Panorama with personally identifiable information only to the extent necessary for Panorama to provide the Platform and perform its obligations under the Agreement; (iii) input personally identifiable information into the Platform only as prescribed by Panorama and only in the fields designated by Panorama ("Structured Fields"); (iv) use reasonable efforts to prevent unauthorized access to or use of the Platform; and (v) notify Panorama promptly of any known or suspected unauthorized access or use. Client will assist Panorama in all efforts to investigate and mitigate the effects of any such incident.

(c) If during the Term or upon termination of this Agreement Client requests in writing, Panorama will delete or otherwise render unrecoverable Client PII in Panorama's possession in a manner consistent with media sanitization practices described under industry recognized standards.

(d) Panorama shall not be responsible for any personally identifiable information input into the Platform in a manner not prescribed by Panorama or in a field that is not a Structured Field.

3 FEES; PAYMENT TERMS

3.1 Fees; Payment Terms. Unless otherwise indicated on the SO, Client will pay all fees within thirty (30) days of the invoice date. If payment of any fee is not made when due and payable, a late fee will accrue at the rate of the lesser of one and one-half percent (1.5%) per month or the highest legal rate permitted by law and Client will pay all reasonable expenses of collection. In addition, if any past due payment has not been received by Panorama within thirty (30) days from the time such payment is due, Panorama may upon written notice to Client suspend access to the Platform until such payment is made.

3.2 Taxes; Tax Exemption. All amounts payable by Client to Panorama hereunder are exclusive of any sales, use and other taxes or duties, however designated, including without limitation, withholding taxes, royalties, know-how payments, customs, privilege, excise, sales, use, value-added and property taxes (collectively "Taxes"). To the extent applicable, Client will be solely responsible for payment of all Taxes and will not withhold any Taxes from any amounts due Panorama. For the avoidance of doubt, Taxes do not include taxes based on Panorama's income. Client is responsible for determining whether it qualifies for any tax exemption, and if Client claims it is tax-exempt, it will, upon request from Panorama, provide documentation evidencing its tax-exempt status.

4 TERM, TERMINATION

4.1 Term. The term of the Agreement will commence on the Effective Date and, unless earlier terminated in accordance with this Section 4, will continue through the date set forth on the SO ("Term").

4.2 Expiration; Termination. In addition to any other remedies it may have, either party may terminate the Agreement prior to expiration if the other party breaches any part of the Agreement and fails to cure such breach within thirty (30) days after receiving notice thereof. Upon expiration or any termination for any reason of the Agreement: (a) Client will pay in full for use of the Platform up to and including the last day on which the Platform is provided; (b) Panorama may, without notice to Client, delete or otherwise render unrecoverable Client PII in Panorama's possession in a manner consistent with media sanitization practices described under industry recognized standards; and (c) all rights granted to Client and all obligations of Panorama will immediately terminate and Client will promptly cease use of the Platform.

4.3 Survival. Upon expiration or termination for any reason of the Agreement, Sections 2 (Intellectual Property; Privacy; Security), 3 (Fees; Payment Terms), 4.2 (Termination; Effect of

Termination), 4.3 (Survival), 5 (Confidentiality), 6.2 (Disclaimer), 7 (Limitations of Liability; Indemnification), and 8 (General) will survive.

5 CONFIDENTIALITY

5.1 As used herein, "Confidential Information" means, subject to the exceptions set forth in the following sentence, any information or data that is not Client PII, regardless of whether it is in tangible form, disclosed by either party ("Disclosing Party") that Disclosing Party has either marked as confidential or proprietary, or has identified in writing as confidential or proprietary within thirty (30) days of disclosure to the other party ("Receiving Party"); provided, however, that a Disclosing Party's business plans, strategies, technology, research and development, current and prospective clients and customers, billing records, and products or services will be deemed Confidential Information of Disclosing Party even if not so marked or identified. Panorama's Confidential Information includes, without limitation, the Platform and this Agreement. Information will not be deemed Confidential Information" if such information: (a) is known to the Receiving Party prior to receipt from Disclosing Party directly or indirectly from a source other than one having an obligation of confidentiality to Disclosing Party; (b) becomes known (independently of disclosure by Disclosing Party) to the Receiving Party directly or indirectly from a source other than one having an obligation of confidentiality to Disclosing Party; or (c) becomes publicly known or otherwise ceases to be secret or confidential, except through a breach of this Agreement by the Receiving Party. Each party acknowledges that certain Confidential Information may constitute valuable trade secrets and proprietary information of a party, and each party agrees that it will use the Confidential Information of the other party solely in accordance with the provisions of this Agreement and will not disclose, or permit to be disclosed, the same directly or indirectly, to any third party without the other party's prior written consent, except as otherwise permitted hereunder. Each party will use reasonable measures to protect the confidentiality and value of the other party's Confidential Information. Notwithstanding any provision of this Agreement, either party may disclose the terms of the Agreement, in whole or in part (i) to its employees, officers, directors, professional advisers (e.g., attorneys, auditors, financial advisors, accountants and other professional representatives), existing and prospective investors or acquirers contemplating a potential investment in or acquisition of a party, sources of debt financing, acquirers and/or subcontractors who have a need to know and are legally bound to keep such Confidential Information confidential by confidentiality obligations or, in the case of professional advisors, are bound by ethical duties to keep such Confidential Information confidential consistent with the terms of this Agreement; and (ii) as reasonably deemed by a party to be required by law (in which case each party will provide the other with prior written notification thereof, will provide such party with the opportunity to contest such disclosure, and will use its reasonable efforts to minimize such disclosure to the extent permitted by applicable law). Each party agrees to exercise due care in protecting the Confidential Information from unauthorized use and disclosure. In the event of actual or threatened breach of the provisions of this Section, the non-breaching party will be entitled to seek immediate injunctive and other equitable relief, without waiving any other rights or remedies available to it. Each party will promptly notify the other in writing if it becomes aware of any violations of the confidentiality obligations set forth in the Agreement. Upon Disclosing Party's written request, Receiving Party will either promptly return to Disclosing Party Disclosing Party's Confidential Information, and all embodiments thereof, that is in Receiving Party's possession and certify such return or use reasonable efforts to delete or otherwise render inaccessible such Confidential Information and certify the same.

6 REPRESENTATIONS, WARRANTIES AND DISCLAIMER

6.1 Representations and Warranties. Each party represents and warrants to the other party that (a) such party has the required power and authority to enter into this Agreement and to perform its obligations hereunder, (b) the execution of this Agreement and performance of its obligations thereunder do not and will not violate any other agreement to which it is a party or any law or regulation applicable to it, and (c) this Agreement constitutes a legal, valid and binding obligation when signed by both parties. Client further represents and warrants that it has the right to provide Client Data to Panorama as well as the licenses and rights therein and thereto for the purposes contemplated by this Agreement.

6.2 Disclaimer. EXCEPT AS EXPRESSLY SET FORTH HEREIN, THE PLATFORM IS PROVIDED ON AN "AS-IS" BASIS AND PANORAMA DISCLAIMS ANY AND ALL WARRANTIES. EXCEPT AS OTHERWISE EXPRESSLY PROVIDED IN THIS AGREEMENT, NEITHER PARTY MAKES ANY ADDITIONAL REPRESENTATION OR WARRANTY OF ANY KIND, WHETHER EXPRESS, IMPLIED (EITHER IN FACT OR BY OPERATION OF LAW), OR STATUTORY, AS TO ANY MATTER WHATSOEVER. ALL OTHER EXPRESS OR IMPLIED CONDITIONS, REPRESENTATIONS AND WARRANTIES ARE HEREBY EXCLUDED TO THE EXTENT ALLOWED BY APPLICABLE LAW. EACH PARTY EXPRESSLY DISCLAIMS ALL IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, QUALITY, ACCURACY, TITLE, AND NON-INFRINGEMENT. NEITHER PARTY WARRANTS AGAINST INTERFERENCE WITH THE ENJOYMENT OF THE PRODUCTS OR SERVICES PROVIDED BY SUCH PARTY OR AGAINST INFRINGEMENT. NEITHER PARTY WARRANTS THAT THE PRODUCTS OR SERVICES PROVIDED BY SUCH PARTY ARE ERROR-FREE OR THAT OPERATION OF SUCH PARTY'S PRODUCTS OR SERVICES WILL BE SECURE OR UNINTERRUPTED. NEITHER PARTY WILL HAVE THE RIGHT TO MAKE OR PASS ON ANY REPRESENTATION OR WARRANTY ON BEHALF OF THE OTHER PARTY TO ANY THIRD PARTY.

7 LIMITATIONS OF LIABILITY; INDEMNIFICATION

7.1 Disclaimer of Consequential Damages. THE PARTIES HERETO AGREE THAT, NOTWITHSTANDING ANY OTHER PROVISION IN THIS AGREEMENT, EXCEPT FOR LIABILITY ARISING OUT OF (A) CLIENT'S USE OF THE PLATFORM OTHER THAN EXPRESSLY PERMITTED BY SECTION 1 (RIGHT TO USE PLATFORM), (B) EITHER PARTY'S BREACH OF SECTION 5 (CONFIDENTIALITY), AND (C) A PARTY'S INDEMNIFICATION

OBLIGATIONS SET FORTH IN SECTION 7.4 AND 7.5 BELOW, AS APPLICABLE, IN NO EVENT WILL EITHER PARTY BE LIABLE TO THE OTHER FOR ANY SPECIAL, INDIRECT, RELIANCE, INCIDENTAL OR CONSEQUENTIAL DAMAGES OF ANY KIND, LOST OR DAMAGED DATA, LOST PROFITS OR LOST REVENUE, WHETHER ARISING IN CONTRACT, TORT (INCLUDING NEGLIGENCE), OR OTHERWISE, EVEN IF A PARTY HAS BEEN NOTIFIED OF THE POSSIBILITY THEREOF.

7.2 General Cap on Liability. NOTWITHSTANDING ANY OTHER PROVISION OF THIS AGREEMENT, EXCEPT FOR LIABILITY ARISING OUT OF (A) CLIENT'S USE OF THE PLATFORM OTHER THAN EXPRESSLY PERMITTED BY SECTION 1 (RIGHT TO USE PLATFORM), (B) EITHER PARTY'S BREACH OF SECTION 5 (CONFIDENTIALITY), AND (C) A PARTY'S INDEMNIFICATION OBLIGATIONS SET FORTH IN SECTION 7.4 AND 7.5 BELOW, AS APPLICABLE, UNDER NO CIRCUMSTANCES WILL EITHER PARTY'S LIABILITY FOR ALL CLAIMS ARISING UNDER OR RELATING TO THIS AGREEMENT (INCLUDING BUT NOT LIMITED TO WARRANTY CLAIMS), REGARDLESS OF THE FORUM AND REGARDLESS OF WHETHER ANY ACTION OR CLAIM IS BASED ON CONTRACT, TORT, OR OTHERWISE, EXCEED THE AGGREGATE FEES PAID BY CLIENT TO PANORAMA UNDER THIS AGREEMENT DURING THE TWELVE (12) MONTH PERIOD PRECEDING THE EVENT OR CIRCUMSTANCES GIVING RISE TO SUCH LIABILITY. THIS LIMITATION OF LIABILITY IS CUMULATIVE AND NOT PER INCIDENT.

7.3 Independent Allocations of Risk. EACH PROVISION OF THIS AGREEMENT THAT PROVIDES FOR A LIMITATION OF LIABILITY, DISCLAIMER OF WARRANTIES, OR EXCLUSION OF DAMAGES IS TO ALLOCATE THE RISKS OF THIS AGREEMENT BETWEEN THE PARTIES. EACH OF THESE PROVISIONS IS SEVERABLE AND INDEPENDENT OF ALL OTHER PROVISIONS OF THIS AGREEMENT, AND EACH OF THESE PROVISIONS WILL APPLY EVEN IF THEY HAVE FAILED OF THEIR ESSENTIAL PURPOSE.

7.4 Indemnification by Panorama. Except for liability for which Client is responsible under Section 7.5, Panorama will indemnify, defend and hold Client and the officers, directors, agents, and employees of Client ("Client Indemnified Parties") harmless from settlement amounts and damages, liabilities, penalties, costs and expenses ("Liabilities") that are payable to any third party or incurred by the Client Indemnified Parties (including reasonable attorneys' fees) arising from any third party claim, demand or allegation that the use of the Platform in accordance with the terms and conditions of this Agreement infringes such third party's copyright or results in a misappropriation of such third party's trade secrets. Panorama will have no liability or obligation under this Section 7.4 if such Liability is caused in whole or in part by (a) modification of the Platform by any party other than Panorama without Panorama's express consent; (b) the combination, operation, or use of the Platform with other product(s), data or services not provided by Panorama where the Platform would not by itself be infringing; or (c) unauthorized or improper use of the Platform. If the use of the Platform by Client has become, or in Panorama's opinion is likely to become, the subject of any claim of infringement, Panorama may at its option and expense (i) procure for Client the right to continue using the Platform as set forth hereunder; (ii) replace or modify the Platform to make it non-infringing so long as the Platform has at least equivalent functionality; (iii) substitute an equivalent for the Platform or (iv) if options (i)-(iii) are not available on commercially reasonable terms, terminate the Agreement. This Section 7.4 states Panorama's entire obligation and Client's sole remedies in connection with any claim regarding the intellectual property rights of any third party.

7.5 Indemnification by Client. Client will indemnify, defend and hold Panorama and the officers, directors, agents, and employees of Panorama ("Panorama Indemnified Parties") harmless from Liabilities that are payable to any third party or incurred by the Panorama Indemnified Parties (including reasonable attorneys' fees) arising from any third party claim, demand or allegation arising from or related to any use by Client or Authorized Users of the Platform or Client Data in violation of the Agreement or any applicable federal, state or local law or regulation.

7.6 Indemnification Procedure. If a Client Indemnified Party or a Panorama Indemnified Party (each, an "Indemnified Party") becomes aware of any matter it believes it should be indemnified under Section 7.4 or Section 7.5, as applicable, involving any claim, action, suit, investigation, arbitration or other proceeding against the Indemnified Party by any third party (each an "Action"), the Indemnified Party will give the other party ("Indemnifying Party") prompt written notice of such Action. Indemnified Party will cooperate, at the expense of Indemnifying Party, with Indemnifying Party and its counsel in the defense and Indemnified Party will have the right to participate fully, at its own expense, in the defense of such Action with counsel of its own choosing. Any compromise or settlement of an Action will require the prior written consent of both parties hereunder, such consent not to be unreasonably withheld or delayed.

8 GENERAL

8.1 Artificial Intelligence. Certain Panorama products involve generative AI software which uses large language models and therefore is to be used for informational purposes only. Panorama disclaims any and all responsibility for inaccuracies, omissions, or errors in the AI-generated content, and in no event will Panorama be liable for any damages, including, without limitation, direct, indirect, incidental, special, consequential, or punitive damages, arising in connection with any use of the AI-generated content. Client is solely responsible for its use of the AI-generated content as well as to any third party with whom it shares the AI-generated content. Client is granted a limited license to access and use the AI-generated content generated from authorized use of Panorama's services solely for non-commercial use, provided that Client and its Authorized Users keep any and all copyright or other proprietary notices intact. ***Panorama is not a medical health provider. By accessing AI-generated content, Client understands and agrees that Panorama is not providing, or intending to provide, health care, or attempting to diagnose, identify, treat, prevent, or cure any physical, mental, or emotional issue, disease, or condition.***

8.2 International. Client may not remove or export from, or use from outside, the United States or allow the export or re-export of the Platform or anything related thereto, or any direct product thereof in violation of any restrictions, laws or regulations of the United States Department of Commerce, the United States Department of Treasury Office of Foreign Assets Control, or any other United States or foreign agency or authority.

8.3 Relationship. No agency, partnership, joint venture, or employment is created as a result of the Agreement and a party does not have any authority of any kind to bind the other party in any respect whatsoever.

8.4 Publicity. Each party agrees that it will not, without prior written consent of the other, issue a press release regarding their business relationship. Notwithstanding anything herein to the contrary, Panorama may identify Client and the relationship between Panorama and Client in Panorama's marketing collateral, website, and other promotional, proposal and marketing materials.

8.5 Assignment. Neither party may assign the Agreement by operation of law or otherwise or assign or delegate its rights or obligations under the Agreement without the other party's prior written consent; provided however, that either party may assign the Agreement to an acquirer of or successor to all or substantially all of its business or assets to which the Agreement relates, whether by merger, sale of assets, sale of stock, reorganization or otherwise. Any assignment or attempted assignment by either party otherwise than in accordance with this Section 8 will be null and void.

8.6 Equitable Relief. In any action or proceeding to enforce rights under the Agreement, the prevailing party will be entitled to recover costs and attorneys' fees. Client acknowledges that any unauthorized use of the Platform will cause irreparable harm and injury to Panorama for which there is no adequate remedy at law. In addition to all other remedies available under the Agreement, at law or in equity, Client further agrees that Panorama will be entitled to injunctive relief in the event Client uses the Platform in violation of the limited license granted herein or uses the Platform in any way not expressly permitted by the Agreement.

8.7 Force Majeure. Each party will be excused from performance for any period during which, and to the extent that, it is prevented from performing any obligation or service, in whole or in part, as a result of a cause beyond its reasonable control and without its fault or negligence, including, but not limited to, acts of God, acts of war, epidemics, fire, communication line failures, power failures, earthquakes, floods, blizzard, or other natural disasters (but excluding failure caused by a party's financial condition or any internal labor problems (including strikes, lockouts, work stoppages or slowdowns, or the threat thereof)) ("Force Majeure Event"). Delays in performing obligations due to a Force Majeure Event will automatically extend the deadline for performing such obligations for a period equal to the duration of such Force Majeure Event. Except as otherwise agreed upon by the parties in writing, in the event such non-performance continues for a period of thirty (30) days or more, either party may terminate the Agreement by giving written notice thereof to the other party. Upon the occurrence of any Force Majeure Event, the affected party will give the other party written notice thereof as soon as reasonably practicable of its failure of performance, describing the cause and effect of such failure, and the anticipated duration of its inability to perform.

8.8 Governance. This Agreement will be governed by the laws of the Commonwealth of Massachusetts without regard to its conflict of laws provisions. For all disputes relating to this Agreement, each party submits to the exclusive jurisdiction of the state and federal courts located in Boston, Massachusetts and waives any jurisdictional, venue, or inconvenient forum objections to such courts.

8.9 Agreement. Both parties agree that the Agreement is the complete and exclusive statement of the mutual understanding of the parties and supersedes and cancels all previous written and oral agreements, communications and other understandings relating to the subject matter of the Agreement, and that all waivers and modifications must be in a writing signed by both parties, except as otherwise provided herein. If any provision of the Agreement is found to be unenforceable or invalid, that provision will be limited or eliminated to the minimum extent necessary so that the Agreement will otherwise remain in full force and effect and enforceable. Any additional or different terms proposed by Client, including those contained in Client's procurement order, acceptance, vendor portal or website, shall not be valid or have any effect unless expressly incorporated into the SO and agreed upon in writing by Panorama. Neither Panorama's acceptance of Client's procurement order nor its failure to object elsewhere to any provisions of any subsequent document, website, communication or act of Client shall be deemed acceptance thereof or a waiver of any of the terms in these Terms. If any term of the SO, including any exhibit attached thereto, expressly conflicts with a term of these Terms, the term of the SO (or if applicable the exhibit) shall prevail. If terms within the SO, including any exhibit attached thereto, and these Terms appear merely inconsistent or ambiguous, all such terms shall be given effect to the extent reasonably possible, with a term that is more specific and detailed on a certain matter prevailing over a more general term or silence on that matter. Silence in the SO, or in any exhibit attached thereto, or in these Terms, on a matter that is addressed elsewhere in the Agreement shall not be deemed to present an express conflict, inconsistency or ambiguity.

8.10 Notices. All notices under the Agreement will be in writing and sent to the recipient's address set forth in the SO and will be deemed to have been duly given when received, if personally delivered; when receipt is electronically confirmed, if transmitted by facsimile or email; the day after it is sent, if sent for next day delivery by recognized overnight delivery service; and upon receipt, if sent by certified or registered mail, return receipt requested.

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 10/21/2026

TO: Center Joint Unified School District Board of Trustees

FROM: Rebecca Lawson
Coordinator of Curriculum & Instruction

Initials: RL

SUBJECT: Approve MOU between Sacramento County Office of Education (SCOE) and CJUSD

☒ **Action Item** ☐ **Information Item** **Attached Pages** 6

Company/Consultant's Name:

Sacramento County Office of Education (SCOE)

Background/Services to be Rendered:

Attached is the Memorandum of Understanding (MOU) with the Sacramento County Office of Education (SCOE) for participation in the Count Play Explore Professional Learning and Coaching (CPE PLC) Cohort Grant.

Through this grant opportunity, two CJUSD primary teachers will participate in professional learning designed to build early math instructional capacity. The grant covers all costs associated with participation, including teacher release time/substitute coverage for two full-day professional learning sessions during the school year.

Date(s) of Service: July 1, 2026 - June 30, 2027

Funding Amount: CPE Grant

Funding Source: CPE Grant

RECOMMENDED BOARD ACTION:

It is recommended that the Board approves for Superintendent, Scott Loehr to sign the MOU.

SCOE Sacramento County Office of Education
Curriculum and Instruction

MEMORANDUM OF UNDERTANDING

Agreement # Math2027_019

2026-27

This Memorandum of Understanding (MOU or Agreement) is between the **Sacramento County Office of Education**, hereinafter referred to as "**SCOE**," and Center Unified School District **,** hereinafter referred to as "**LEA.**"

The purpose of this MOU is to detail the roles and responsibilities of **SCOE** and **LEA** as a participating member of STEM Count, Play, Explore (CPE) funded by the CPE Grant during the 2026-27 school year.

No audio or visual recording of the services provided under this agreement may be made by any means without the advance written authorization of SCOE.

A. Term of MOU: The term of this MOU is 7/1/2026-6/30/2027, and it will become effective after it is signed by both parties. Upon execution of this MOU, it will remain in effect until June 30, 2027, and may be terminated by either entity in writing, but not less than thirty (30) business days prior to the first day of service listed above.

If this MOU is executed after the term begins, the parties hereby agree that upon execution of this agreement, the agreement shall be retroactively effective to 7/1/26 with the same force and effect as if it had been executed on that date.

B. SCOE agrees to:

1. Provide a primary contact person and service provider(s) for all work under this MOU.

MOU Contact:	Admin Support:
Name: Christen Northrop	Name: Dominique Parker
Phone: 916-228-2597	Phone: 916-228-2472
Email: cnorthrop@scoe.net	Email: dparker @scoe.net

2. Use the CPE Grant to provide funds to be used by LEA to provide opportunities for professional learning and/or community of practice(s) for LEA employees. Specifically, to attend STEM Count, Play, Explore (CPE) professional learning sessions and/or community of practice(s) as listed in Exhibit A which is attached hereto and incorporated by reference. Each LEA participant must attend and actively participate in all professional learning sessions and/or community of practice(s) listed in Exhibit A in order for LEA to receive funding.

3. Designate a STEM team member to provide Prof Learn & Coaching and support to LEA participants during the STEM Count, Play, Explore (CPE) professional learning sessions and/or community of practice(s) and in between learning sessions as needed.

C. LEA agrees to:

1. Provide a contact person within the district who will **select** LEA employee(s) to participate in the STEM Count, Play, Explore (CPE) professional learning sessions and/or community of practice(s).
    1. ☑ If Checked, Does not Apply)
    2. Name:
    3. Phone Number:
    4. Email:

2. Provide contact information for at least one LEA administrative-level lead educator who will **participate** in the STEM Count, Play, Explore (CPE) sessions.
    1. ☑ If checked, does not apply.
    2. Name:
    3. Phone Number:
    4. Email:

3. Provide contact information for the LEA employee(s), who will participate in the STEM Count, Play, Explore (CPE) Session(s):

    Contact Names (separated each individual with a semicolon):

    Carla Rucker; Kristin Hanson

    Contact Phones (separated each individual with a semicolon):

    Contact Emails (separated each individual with a semicolon):

    ruckerc@centerusd.org; khanson@centerusd.org

The total number of participants listed in Items 2 through 3 above cannot exceed 2.

4. Provide support for the individuals to participate as a member of the STEM Count, Play, Explore (CPE), including time during the workday to participate in the STEM Count, Play, Explore (CPE) professional development sessions and/or community of practice(s) and any additional

convenings listed in Exhibit A which is attached hereto and incorporated by reference. Individuals chosen to attend these professional learning sessions and/or community of practice(s) must attend and actively participate in all professional learning sessions and/or community of practice(s) as listed in Exhibit A.

5. Individuals chosen to attend this professional learning series and/or community of practice(s) must attend and actively participate in all 4 professional learning sessions and/or community of practice(s) as listed in Exhibit A which is attached hereto and incorporated by reference. Active participation includes but is not limited to contributing to discussions and collaborative activities and completing assigned readings, tasks, or assessments within established timelines. Participants must sign in at the beginning of each professional learning session and/or community of practice(s).

6. If the member selected to participate and attend the STEM Count, Play, Explore (CPE) is no longer able to fulfill their role, LEA must provide written notice to SCOE within 14 calendar days upon learning of participant's unavailability. LEA, in consultation with SCOE, will identify a new participating member.

7. Provide evidence of participant attendance upon SCOE's request.

8. Submit an invoice to SCOE as required in Paragraph D below.

D. Fiscal: For the 2026-27 school year, SCOE agrees to provide **LEA** funds up to **$** 1520.00 for the purpose of subsidizing Substitute Teacher Costs. LEA will submit 1 invoice to SCOE no later than 3/30/27. Invoices must be emailed directly to the SCOE Admin Support contact listed in paragraph B.1 above. LEA will invoice for the total number of sessions attended by each participant not to exceed the amount listed above. The invoice must include the name(s) of all **LEA's** participants and dates of attendance with any required back-up documentation requested by SCOE.

☐ (If checked) **LEA** may choose to send additional participants exceeding the maximum 2 allotted; however, **LEA** will be invoiced for the registration fee of Not Applicable.

E. General Provisions

1. Indemnity. Each party agrees to defend, indemnify, and hold harmless each of the other parties (including a party's directors, agents, officers and employees), from any claim, action, or proceeding arising from any actual or alleged act or omissions of the indemnifying party, its

director, agents, officers, or employees arising from the indemnifying party's duties and obligations described in this agreement or imposed by law.

It is the intention of the parties that this section imposes on each party responsibility to the others for the acts and omissions of their respective elected and appointed officials, employees, representatives, agents, subcontractors and volunteers, and that the provisions of comparative fault shall apply. This provision shall survive the termination of this agreement for any claim related to this agreement.

2. Independent Agents. This MOU is by and between independent agents and does not create the relationship of agent, servant, employee, partnership, joint venture and/or association between the independent agents.

3. Audit. SCOE or its agent shall have the right to review and to copy any records and supporting documents pertaining to the performance of this MOU. LEA agrees to maintain such records for possible audit for a minimum of five (5) years after the final payment, unless a longer period of records retention is stipulated. LEA also agrees to be financially responsible for any audit exceptions that arise related to its performance under this MOU.

4. Availability of Funds. This agreement is contingent on SCOE receiving full funding for services hereunder and may be immediately terminated if its funding for the contract is reduced or eliminated. In addition, both parties understand that if SCOE does not receive sufficient funds, this Agreement shall be amended to reflect any reduction in funds.

5. Nondiscrimination. Any service provided by the parties pursuant to this Agreement shall be without discrimination based on the actual or perceived race, religious creed, color, national origin, nationality, immigration status, ethnicity, ethnic group identification, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, gender, gender identity, gender expression, sex, or sexual orientation, in accordance with all applicable Federal and State laws and regulations.

6. Insurance. All parties shall maintain in full force Commercial General Liability Insurance with limits of no less than $2,000,000 per occurrence, $4,000,000 aggregate. If either party will have contact with children, they will carry $2,000,000 per occurrence in sexual abuse and molestation coverage. Such insurance requirements may be satisfied by coverage through a joint powers authority. Contractor shall provide an endorsement naming SCOE as an additional insured, indicating that Contractor's insurance shall be primary. Evidence of insurance coverage shall be furnished by Contractor prior to services being performed.

7. Force Majeure. No party shall be liable to the other for delays or failures in performance under this MOU for events beyond their control, including acts of God, war, government regulation, terrorism, disaster, strikes of a third-party, civil disorder, curtailment of transportation facilities, pandemics, infectious disease outbreaks, or similar occurrence beyond the party's control, making it impossible, illegal, or commercially impracticable for one or both parties to perform its obligations under this MOU, in whole or in part. Any funds not expended pursuant to this clause will be refunded to SCOE.

8. Entire Agreement. This MOU and Exhibit A (attached and incorporated herein by reference) constitute the entire agreement and understanding of the parties. All prior understandings, terms or conditions are deemed merged into this MOU. Any changes to this MOU must be agreed to in writing by all parties.

9. Execution. The undersigned represent that they are authorized representatives of the parties and hereby execute this MOU. This MOU may be executed in counterparts each of which shall be deemed an original, but all of which together shall constitute one and the same document. Photographic copies of the signed counterparts may be used in lieu of the originals for any purpose.

Sacramento County Office of Education
Dr. Navdeep Purewal
Assistant Superintendent, Educational Services

Center Unified School District

_____ _____

Signature Date Signature Date

Agreement# Math2027_019

Exhibit A

STEM Count, Play, Explore (CPE)

Type	Service Date(s)	Title	Location	Time	Method	Expectations of participants	Backup (if needed)
PL	October 27, 2026	CPE TK-3 Cadre PL Day 1	SCOE-Mather	8:30-3:30	In person	Attendance and active participation in PL.	NA
PL	March 3, 2027	CPE TK-3 Cadre PL Day 2	SCOE-Mather	8:30-3:30	In person	Attendance and active participation in PL.	NA
PL	January 2027	Virtual touch point	Zoom	3:30-4:30	Virtual	Attendance and active participation in PL.	NA
Coaching	TBD	6 hours of additional coaching or PL	Various	Varies	In person and virtual	Complete 3 hours of coaching and an additional 3 hours made up of coaching and/or virtual PL, totaling 6 hours in all.	NA

*Location is subject to Change

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 10/21/2026

TO: Center Joint Unified School District Board of Trustees

FROM: Rebecca Lawson — Initials: RL
Coordinator of Curriculum & Instruction

SUBJECT: Approve MOU between Sacramento County Office of Education (SCOE) and CJUSD

☒ **Action Item** ☐ **Information Item** **Attached Pages** 6

Company/Consultant's Name:

Sacramento County Office of Education (SCOE)

Background/Services to be Rendered:

Attached is the Memorandum of Understanding (MOU) with the Sacramento County Office of Education (SCOE) for participation in the Building Mathematical Motivation/CAL Math Cohort Grant.

Through this grant opportunity, three CJUSD middle school math teachers will participate in professional learning and a community of practice held by the Sacramento County Office. The grant covers all costs associated with participation, including teacher release time/substitute coverage for two full-day professional learning sessions during the school year.

Date(s) of Service: July 1, 2026 - June 30, 2027

Funding Amount: CAL MSCS Grant

Funding Source: CAL MSCS Grant

RECOMMENDED BOARD ACTION:

It is recommended that the Board approves for Rebecca Lawson, Coordinator of Curriculum, to sign the MOU.

SCOE Sacramento County Office of Education
Curriculum and Instruction

PO Box 269003
Sacramento, CA 95826

MEMORANDUM OF UNDERSTANDING

Agreement # Math2027_024

2026-27

This Memorandum of Understanding (MOU or Agreement) is between the **Sacramento County Office of Education**, hereinafter referred to as "**SCOE**," and Center Joint Unified School District, hereinafter referred to as "**LEA.**"

The purpose of this MOU is to detail the roles and responsibilities of **SCOE** and **LEA** as a participating member of Math Cal MSCS funded by the Cal MSCS Grant during the 2026-27 school year.

No audio or visual recording of the services provided under this agreement may be made by any means without the advance written authorization of SCOE.

A. Term of MOU: The term of this MOU is 7/1/2026-6/30/2027, and it will become effective after it is signed by both parties. Upon execution of this MOU, it will remain in effect until June 30, 2027, and may be terminated by either entity in writing, but not less than thirty (30) business days prior to the first day of service listed above.

If this MOU is executed after the term begins, the parties hereby agree that upon execution of this agreement, the agreement shall be retroactively effective to 10/1/2026 with the same force and effect as if it had been executed on that date.

B. SCOE agrees to:

1. Provide a primary contact person and service provider(s) for all work under this MOU.

MOU Contact:	Admin Support:
Name: Christen Northrop	Name: Amanda Wirz
Phone: 916-228-2597	Phone: 916-228-2789
Email: cnorthrop@scoe.net	Email: awirz@scoe.net

2. Use the Cal MSCS Grant to provide funds to be used by LEA to provide opportunities for professional learning and/or community of practice(s) for LEA employees. Specifically, to attend Math Cal MSCS professional learning sessions and/or

community of practice(s) as listed in Exhibit A which is attached hereto and incorporated by reference. Each LEA participant must attend and actively participate in all professional learning sessions and/or community of practice(s) listed in Exhibit A in order for LEA to receive funding.

3. Designate a Math team member to provide Professional Learning and support to LEA participants during the Math Cal MSCS professional learning sessions and/or community of practice(s) and in between learning sessions as needed.

C. LEA agrees to:

1. Provide a contact person within the district who will **select** LEA employee(s) to participate in the Math Cal MSCS professional learning sessions and/or community of practice(s).
    1. Name:
    2. Phone Number:
    3. Email:

2. Provide contact information for at least one LEA administrative-level lead educator who will **participate** in the Math Cal MSCS sessions.
    1. ☑ If checked, does not apply.
    2. Name:
    3. Phone Number:
    4. Email:

3. Provide contact information for the LEA employee(s), who will participate in the Math Cal MSCS sessions.

    Contact Names (separated each individual with a semicolon):
    Marie Allred; Melissa Gomez; Nikita Boulatov

    Contact Phones (separated each individual with a semicolon):

    Contact Emails (separated each individual with a semicolon):
    mallred@centerusd.org; mgomez@centerusd.org; nboulatov@centerusd.org

The total number of participants listed in Items 2 through 3 above cannot exceed 3.

4. Provide support for the individuals to participate as a member of the Math. Cal MSCS, including time during the workday to participate in the Math Cal MSCS professional development sessions and/or community of practice(s) and any additional convenings listed in Exhibit A which is attached hereto and incorporated by reference. Individuals chosen to attend these professional learning sessions and/or community of practice(s) must attend and actively participate in all professional learning sessions and/or community of practice(s) as listed in Exhibit A.

5. Individuals chosen to attend this professional learning series and/or community of practice(s) must attend and actively participate in all 2 professional learning sessions and/or community of practice(s) as listed in Exhibit A which is attached hereto and incorporated by reference. Active participation includes but is not limited to contributing to discussions and collaborative activities and completing assigned readings, tasks, or assessments within established timelines. Participants must sign in at the beginning of each professional learning session and/or community of practice(s).

6. If the member selected to participate and attend the Math Cal MSCS is no longer able to fulfill their role, LEA must provide written notice to SCOE within 14 calendar days upon learning of participant's unavailability. LEA, in consultation with SCOE, will identify a new participating member.

7. Provide evidence of participant attendance upon SCOE's request.

8. Submit an invoice to SCOE as required in Paragraph D below.

D. Fiscal: For the 2026-27 school year, SCOE agrees to provide **LEA** funds up to $2,280.00 for the purpose of subsidizing Substitute Teacher Costs. LEA will submit 1 invoice to SCOE no later than 5/30/2027. Invoices must be emailed directly to the SCOE Admin Support contact listed in paragraph B.1 above. LEA will invoice for the total number of sessions attended by each participant not to exceed the amount listed above. The invoice must include the name(s) of all **LEA's** participants and dates of attendance with any required back-up documentation requested by SCOE.

☐ (If checked) **LEA** may choose to send additional participants exceeding the maximum 3 allotted; however, **LEA** will be invoiced for the registration fee of Not Applicable per participant.

E. General Provisions

1. Indemnity. Each party agrees to defend, indemnify, and hold harmless each of the other parties (including a party's directors, agents, officers and employees), from any claim, action, or proceeding arising from any actual or alleged act or omissions of the indemnifying party, its director, agents, officers, or employees arising from the indemnifying party's duties and obligations described in this agreement or imposed by law.

It is the intention of the parties that this section imposes on each party responsibility to the others for the acts and omissions of their respective elected and appointed officials, employees, representatives, agents, subcontractors and volunteers, and that the provisions of comparative fault shall apply. This provision shall survive the termination of this agreement for any claim related to this agreement.

2. Independent Agents. This MOU is by and between independent agents and does not create the relationship of agent, servant, employee, partnership, joint venture and/or association between the independent agents.

3. Audit. SCOE or its agent shall have the right to review and to copy any records and supporting documents pertaining to the performance of this MOU. LEA agrees to maintain such records for possible audit for a minimum of five (5) years after the final payment, unless a longer period of records retention is stipulated. LEA also agrees to be financially responsible for any audit exceptions that arise related to its performance under this MOU.

4. Availability of Funds. This agreement is contingent on SCOE receiving full funding for services hereunder and may be immediately terminated if its funding for the contract is reduced or eliminated. In addition, both parties understand that if SCOE does not receive sufficient funds, this Agreement shall be amended to reflect any reduction in funds.

5. Nondiscrimination. Any service provided by the parties pursuant to this Agreement shall be without discrimination based on the actual or perceived race, religious creed, color, national origin, nationality, immigration status, ethnicity, ethnic group identification, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, gender, gender identity, gender expression, sex, or sexual orientation, in accordance with all applicable Federal and State laws and regulations.

6. Insurance. All parties shall maintain in full force Commercial General Liability Insurance with limits of no less than $2,000,000 per occurrence, $4,000,000 aggregate. If either party will have contact with children, they will carry $2,000,000 per occurrence in sexual abuse and molestation coverage. Such insurance requirements may be satisfied by coverage through a joint powers authority. Contractor shall provide an endorsement naming SCOE as an additional insured, indicating that Contractor's insurance shall be primary. Evidence of insurance coverage shall be furnished by Contractor prior to services being performed.

7. Force Majeure. No party shall be liable to the other for delays or failures in performance under this MOU for events beyond their control, including acts of God, war, government regulation, terrorism, disaster, strikes of a third-party, civil disorder, curtailment of transportation facilities, pandemics, infectious disease outbreaks, or similar occurrence beyond the party's control, making it impossible, illegal, or commercially impracticable for one or both parties to perform its obligations under this MOU, in whole or in part. Any funds not expended pursuant to this clause will be refunded to SCOE.

8. Entire Agreement. This MOU and Exhibit A (attached and incorporated herein by reference) constitute the entire agreement and understanding of the parties. All prior understandings, terms or conditions are deemed merged into this MOU. Any changes to this MOU must be agreed to in writing by all parties.

9. Execution. The undersigned represent that they are authorized representatives of the parties and hereby execute this MOU. This MOU may be executed in counterparts each of which shall be deemed an original, but all of which together shall constitute one and the same document. Photographic copies of the signed counterparts may be used in lieu of the originals for any purpose.

Sacramento County Office of Education
Dr. Navdeep Purewal
Assistant Superintendent, Educational Services

Signature Date

Center Joint Unified School District
Rebecca Lawson
Coordinator of Curriculum

Signature Date

Agreement# Math2027_024

Center Joint Unified School District

Exhibit A

Math Cal MSCS

Type	Service Date(s)	Title	Location	Time	Method	Expectations of participants	Backup (if needed)
PD	10/1/26	Informational Session	Virtual	3:30-4:30 pm	Virtual	Optional Attendance & Participation	None
PD	10/16/26	Session1	Board Room	8:30am-3:30 pm	In Person	Attend & Participate	None
Optional	12/17/26&4/28/27	CoP & Closing	Virtual	3:30-4:30pm	Virtual	Optional Attendance & Participation	None
PD	3/10/27	Session 2	Conference Center	8:30am-3:30pm	In Person	Attend & Participate	None

*Location is subject to Change

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 10/21/2026

TO: Center Joint Unified School District Board of Trustees

FROM: Jerald Ferguson - Center High School Principal Initials: JF

SUBJECT: UC Davis EAOP at CHS

☒ **Action Item** ☐ **Information Item** **Attached Pages** 6

Company/Consultant's Name:

Background/Services to be Rendered:

Center High School would like to offer the Early Academic Outreach Program (EAOP) services to students offered at no cost to CHS from UC Davis. EAOP was previously on the CHS campus but has not been on campus for a number of years. UCD will provide staff that will provide services to students such as, but not limited to the following: help with college and financial aid application; college campus tours; enrichment events; and develop an awareness pertaining to post-secondary opportunities.

Date(s) of Service: immediately until June 30, 2030

Funding Amount: None

Funding Source:

RECOMMENDED BOARD ACTION:

The board is recommended to approve this MOU

PROPOSED DRAFT COPY FOR REVIEWING & EDITING BY ALL PARTIES
BEFORE FINAL DOCUMENT PREPARATION BY UC DAVIS CONTRACTS OFFICE

Scope of Work for
Center Joint Unified School District and the
UC Davis Early Academic Outreach Program (EAOP)

July 1, 2026-June 30, 2030

Scope of Work start date: Expected: July 1, 2026.

1. TERMS OF SCOPE OF WORK:

The Scope of Work for services provided during the 2026-2027 school year is effective from the date it is signed by all parties and ratified by the Center Joint Unified School District Board of Trustees and terminates on **June 30, 2030.**

2. DEFINED TERMS:

   a. Cohort Participants: Enrollment form on file with all parent guardian signatures, receive full services, and have been seen at least twice per academic year.
   b. Non-Cohort Participants: Enrollment form on file with all parent guardian signatures, receives full services, but seen only once in the academic year.
   c. Limited Service: Enrollment form on file with all parent guardian signatures, seen twice, except do not receive individual academic advising.
   d. Non-Participants: Student receives at least one session or attends one event but does not have an enrollment form on file. EAOP will collect waivers and releases from the parent/guardian.

3. PARTICIPANT ELIGIBILITY

Participants will be selected based on the following criteria:

9th Grade:

a. A 2.75 minimum GPA
b. Meeting federal income guidelines or being the first in their family to attend a four-year college
c. Submission of a fully completed EAOP enrollment form.

10th Grade:

a. A 3.0 minimum GPA
b. Meeting federal income guidelines or being the first in their family to attend a four-year college

c. Submission of a fully completed EAOP enrollment form.

11th Grade:

Counselor or EAOP referral only based on the following eligibility criteria:

a. A 3.0 minimum GPA
b. Meeting federal income guidelines or being the first in their family to attend a four-year college
c. Submission of a fully completed EAOP enrollment form.

UC Davis EAOP does not enroll 12th graders into the program.

4. SCOPE OF SERVICES:

All of the services described below will be planned by an Early Academic Outreach Program representative. They will be delivered in conjunction with an administrator, school counselor, teacher or designated contact, based on a determination that students meet the grade-level specific criteria also set forth above. All program staff and volunteers will have been Live Scanned screened and TB tested by EAOP. Only those grade-level specified services will be offered:

9th Grade

- The 9th-grade EAOP sessions to provide students with a strong foundation for high school success by helping them understand college requirements, strengthen communication and self-advocacy skills, explore career and major options, and begin planning for their long-term academic and career goals, with high participation in most sessions.

10th Grade

- The 10th-grade EAOP sessions to equip students with personalized academic planning, a deeper understanding of the college admissions process, reinforced college knowledge, and meaningful opportunities to explore colleges and postsecondary pathways, helping them make informed decisions and remain on track for college eligibility.

11th Grade

- The 11th-grade EAOP sessions to prepare students for the college application process by strengthening their academic planning, expanding their knowledge of college options and financial aid, and equipping them with the tools and strategies needed to successfully transition into their senior year and postsecondary education.

12th Grade

- The 12th-grade EAOP sessions to support students in successfully transitioning to postsecondary education by providing individualized college planning, hands-on college application assistance, financial aid education, and guidance on navigating the academic and personal responsibilities of life after high school

5. PARTIES RESPONSIBILITIES:

A. **EAOP will**:

1. Serve as a liaison between our partner schools and University of California, Davis's community events.
2. Distribute EAOP enrollment forms, promote opportunities, and reach out to participants and families to encourage participation in enrichment events.
3. Provide enrichment opportunities for EAOP Participants and non-participants to develop an awareness pertaining to post-secondary opportunities, and financial aid understanding.
4. Provide assistance in completing college and financial aid applications at respective school sites, when able to be scheduled.
5. Provide sufficient proof of insurance.

B. **Center Joint Unified School District will ensure that**:
The school sites (Center High School)receiving EAOP services will agree to the following:

1. Actively assist with recruitment by:
    - Identifying students in the 9th-10th grade who meet the EAOP eligibility criteria with a resulting goal of 40 participants (per grade) enrolling in the respective 9th-10th grades by the end of December.
    - Send a message to the respective 9th-10th grade EAOP eligible students and families with the program information and EAOP enrollment form.
    - Providing parent contact information for the identified prospective student participants including phone number, email address, and home address
    - Providing opportunities for EAOP to host in-classroom and lunch time recruitment sessions.
    - Providing opportunities to table and speak at parent events.
    - Providing the State Student ID numbers for each received enrollment form.
2. Fill out and submit the facility request forms to reserve space for EAOP workshops and events, subject to mutual agreement, ensuring the space accommodates the capacity of our participants.
3. College and Career Coordinator will maintain consistent communication

with EAOP staff on a monthly basis to discuss outcomes, needs and ensure that participants are receiving services.

4. Provide internet access to EAOP staff.
5. Reserve the bus and cover the cost of transportation for any and all agreed upon campus visits.
6. Provide and gather the necessary permission slips and documentation required for any and all agreed upon campus visits.
7. Provide, in a timely manner (In the Summer, Fall, and Spring, once final semester grades are posted):
    - Digital transcripts for students in 9th-12th grades
    - Student records including A-G progress completion and A-G grade point average, Homeless and foster youth status, English Language Learner status, Ethnic Subgroup identity, Special Education Services: Individualized Education Program (IEP) and 504 Plans
    - Necessary student listings
    - Class schedules

    Data will be used for Individual Academic Planning sessions and for reports to the UC Office of the President. All student transcripts, class schedules, student records and report cards will be held in confidentiality per UC and district confidentiality requirements.

8. Create and distribute student passes for all EAOP sessions and individualized academic plan meetings.
9. Provide access to the school's master calendar to make sure EAOP services do not conflict with school- wide activities (testing, field trips, etc.)
10. Facilitate the delivery of Early Academic Outreach Program activities.
11. Allow emails from EAOP (ucdavis.edu domain) to be sent to students' district issued emails.
12. EAOP will be added to the list of essential service providers.
13. Provide information indicating which of the EAOP participants have submitted the FAFSA or CADAA financial aid application.
14. Add an EAOP enrollment form to the registration packet for all new students to the district in 9th-11th grade.
15. Facilitate process for EAOP staff to post announcements in the school's bulletin, website and/or parent notifications system, etc. (pending school site approval).
16. Provide EAOP with the option to purchase a page in the yearbook.

6. <u>PARTNER SCHOOLS MODIFICATION:</u>

The list of schools outlined in the original MOU as being served by this scope of work

is subject to change. Any modifications to the list of schools shall be made upon mutual agreement between the parties involved.

7. VALUE OF CONTRIBUTION:

The UC Davis Early Academic Outreach Program (EAOP) provides significant value to the Center Joint Unified School District by offering essential academic guidance and college readiness programming across three high schools and four middle schools. The program's contributions are delivered through the efforts of two full-time career staff and approximately eight part-time student staff, who collectively provide targeted, personalized services to ensure student success and foster a college-going culture.

The total value of EAOP's contribution is supported by a comprehensive allocation of resources, including:

a. **Staff Salaries**: Two full-time career staff and up to eight part-time UC Davis student staff members are compensated for their expertise and direct service to students.
b. **Mileage and Transportation**: Mileage costs are associated with the staff's travel to and from UC Davis and Antelope for the entire academic year.
c. **Materials and Educational Resources**: EAOP provides a variety of educational materials, including academic resources, and college preparation of toolkits.
d. **Program Services**: In addition to direct student support, EAOP offers specialized workshops for families to navigate the complexities of the educational system and college admissions processes. These services help ensure a holistic approach to student success and promote long-term academic growth.

In sum, UC Davis's EAOP program delivers a high-value contribution to Center Joint Unified School District by leveraging its staff expertise, transportation resources, educational materials, and program services. This partnership aligns with Center Joint Unified School District commitment to equity, access, and excellence in education, providing a foundation for student success and college readiness.

8. DISTANCE LEARNING

If needed, EAOP will provide remote workshops, academic advising sessions, and enrichment events.

9. Center Joint Unified School District COMMITS TO:

1. Assist with recruitment by contacting students that meet the eligibility requirements and encouraging them to fill out an enrollment form.
2. Meet with EAOP staff to discuss outcomes, needs, and ensure that participants are receiving services.
3. If an active user of CaliforniaColleges.edu, provide EAOP staff with a designated educator/counselor log in and ensure that EAOP is able to access the profiles and information of students who are enrolled in EAOP.
4. If an active user of UC Compass, provide EAOP personnel with a designated log in and ensure that EAOP is able to access the profiles and information of students who are enrolled in EAOP.
5. Promote EAOP sessions to participants via a learning management system.
6. Provide EAOP with California state ID numbers for applications that are submitted.
7. Tag all students who join the program in the district's student management database.

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 10/21/2026

TO: Center Joint Unified School District Board of Trustees

FROM: Spinelli Elementary School
Erica Olmstead

Initials: EO

SUBJECT: Approval of services from Mobile Ed Productions for the Drum Perks assembly

☐ **Action Item** ☐ **Information Item** **Attached Pages** 1

Company/Consultant's Name:

Mobile Ed Productions

Background/Services to be Rendered:

Two 45 minute assemblies focused on hands on experiences with drumming. They provide rich educational experiences that support social, emotional, and cognitive development. By exploring patterns, teamwork, and self-expression, children build confidence, enhance communication skills, and experience the joy of collaboration in a playful, supportive environment.

Date(s) of Service: October 30, 2026

Funding Amount: 1995.00

Funding Source: Prop 28 VAPA Funds

RECOMMENDED BOARD ACTION:

Approve the contract for the Drum Perks Assemblies at Spinelli Elementary.

Docusign Envelope ID: AE7FFD2E-0B5E-8688-809F-C75B5C43F7BE

mobile ed productions, inc.

"Education Through Entertainment"

CONTRACTED SERVICES AGREEMENT

26018 West Seven Mile Road
Redford, Michigan 48240
Toll Free (800) 433-7459
Office (313) 533-4455
Fax (313) 533-8445
www.mobileedproductions.com
Fed. ID #38-2463141

Contract # **147898** **District:** Center Joint Unified School District
Program: DRUMPERKS
Date: FRIDAY, OCTOBER 30, 2026
Start Time: 9:00 AM **End Time:** 1:45 PM **Sessions:** 2

Final payment due by date of show.
Please do not pay the performer directly.

Billing Address:	**Program to be held at:**
Akeakamai Fisher	Spinelli Elementary School
Spinelli Elementary School	3401 Scotland Drive
3401 Scotland Drive	Antelope CA 95843
Antelope CA 95843	**Attention:** Akeakamai Fisher

Sign and Return this Contract Agreement and Deposit to our office by: **Friday, October 9, 2026**

Include Contract # 147898 **on your payment for it to be properly applied.**

Program Cost: $1,995.00
Add'l Fee:
Grand Total: $1,995.00
Deposit: $997.50

3% Convenience Fee for CC Payments

Payments Received

Amount	Date Received	Notes

Balance: **$1,995.00**

School Contact Information: Please notify us of any corrections.

School Phone*: (916) 338-6490 *Required Field
Client*: Akeakamai Fisher **Title*:** Secretary **Client Phone*:** (916) 491-0919 **Email*:** afisher@centerusd.org
Alternate*: Erica Olmstead **Title*:** Administration **Alt. Phone*:** (916) 338-6490 **Email*:** eolmstead@centerusd.org

Initial AF

Performance Requirements: Initial here to agree to all of the performance requirements below

____ Performer will arrive approximately 60 to 75 minutes prior to the performance time. Set up approximately 45 minutes.
____ Custodial assistance to load and unload may be needed. Performance area to be clear of clutter.
____ Please, no cell phone, food, drink or other distractions present during the program.
____ Adult supervision for each session is required.
____ Minimum size of Drumming space for audience participation: 30' x 30'.
____ Ideal for gym, basketball court, stage indoor or outdoor.
____ 120V power supply.
____ Performance time is 45-50 minutes. Additional sessions will have an additional charge.
____ Required reset time of 10-15 minutes between each session.
____ Tear down 30 minutes.

Special Performer Instructions:
9:00am- 9:45am for our 3rd-6th graders. Then the following session to be at 1pm- 1:45pm for out TK-2nd kiddos

- Mail checks payable to: Mobile Ed Productions - 26018 W. Seven Mile - Redford, MI 48240.
- Do NOT pay the performer directly
- A payment, signed contract, or purchase order must be returned by the due date or else your contract is considered forfeit.
- Cancellations prior to the reserved performance date will have a cancellation fee of 50% of the performance cost.
- If all of the performance requirements are not met on the day of the show, the performer has the right to cancel the show.
- Accounts not paid in full within 30 days of the performance date are subject to a 2% late fee.

Cindy Kruczynski

Cindy Kruczynski
For Mobile Ed Productions, Inc.
cindyk@mobileedproductions.com

Sign and Return X

Signed by: Akeakamai Fisher
417EC67F4BBD415...

Akeakamai Fisher
Authorized Representative

Customer Code MEP40319
Sean/ss482/DPERK

Contract Number: **147898**

Date Issued 9/25/2026

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 10/21/2026

TO: Center Joint Unified School District Board of Trustees

FROM: Rebecca Lawson
Coordinator of Curriculum & Instruction

Initials: RL

SUBJECT: 2026 School Plan for Student Achievement (SPSA)

☒ **Action Item** ☐ **Information Item** **Attached Pages** 587

Company/Consultant's Name:

Sacramento County Office of Education (SCOE)

Background/Services to be Rendered:

The School Plan for Student Achievement (SPSA) aligns with the Local Control Accountability Plan (LCAP). The SPSA identifies schoolwide goals, outlines actions to improve outcomes, and includes metrics to measure growth. Each plan is reviewed and written annually to ensure responsiveness to student needs and school priorities. The SPSA serves as the school's guiding document to support student achievement and continuous improvement.

Date(s) of Service: 2026-2027 School Year

Funding Amount:

Funding Source:

RECOMMENDED BOARD ACTION:

It is recommended that the Board approves the 2026 School Plan for Student Achievement for Center High, McClellan High, Wilson Riles Middle, Dudley Elementary, North Country Elementary, Spinelli Elementary, Oak Hill Elementary, and Fortune Elementary.

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Arthur S. Dudley Elementary School	34739736032908	September 18, 2026	October 21, 2026

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

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

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

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

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

- Schoolwide Program

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

Table of Contents

SPSA Title Page 1
Table of Contents....2
Plan Description....4
Educational Partner Involvement....4
Resource Inequities....4
Comprehensive Needs Assessment Components....4
- California School Dashboard (Dashboard) Indicators....5
- Other Needs....5

School and Student Performance Data....6
- Student Enrollment....6
- CAASPP Results....9
- ELPAC Results....14
- Student Population....18
- Overall Performance....20
- Academic Performance....22
- Academic Engagement....30
- Conditions & Climate....33

Goals, Strategies, & Proposed Expenditures....35
- Goal 1....35
- Goal 2....41
- Goal 3....46
- Goal 4....52
- Goal 5....56
- Goal 6....58
- Goal 7....59
- Goal 8....60
- Goal 9....61
- Goal 10....62

Budget Summary....63
- Budget Summary....63
- Other Federal, State, and Local Funds....63

Budgeted Funds and Expenditures in this Plan....64
- Funds Budgeted to the School by Funding Source....64
- Expenditures by Funding Source....64
- Expenditures by Budget Reference....64
- Expenditures by Budget Reference and Funding Source....64

Expenditures by Goal 65
School Site Council Membership 66
Recommendations and Assurances 67
Instructions 68
Appendix A: Plan Requirements 75
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 78
Appendix C: Select State and Federal Programs 81

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 Arthur S. Dudley Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

This plan outlines the actions Dudley Elementary School will take to ensure all students have access to high-quality learning experiences. At Dudley, we are committed to creating a safe, welcoming, and engaging school environment where every student can learn and thrive. Students receive standards-aligned core instruction while also participating in a variety of enrichment and elective opportunities that support their interests and development.

Our school utilizes a comprehensive Multi-Tiered System of Supports (MTSS) to identify and respond to students' academic, behavioral, social-emotional, and attendance needs. Through strong Tier 1 instruction, targeted interventions, collaborative data analysis, and ongoing progress monitoring, we work to ensure that all students receive the support they need to achieve positive outcomes and experience success.

California Education Code 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate school plans for programs funded through the ConnApp and ESEA Program Improvement into the SPSA.

Educational Partner Involvement

How, when, and with whom did Arthur S. Dudley 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

CJUSD utilizes surveys and other stakeholder feedback to better understand the needs of our students, families, staff, and community. At Dudley, we use multiple sources of data, including academic, attendance, behavior, and stakeholder feedback, to identify needs, establish priorities, and guide school improvement efforts.

Dudley also partners with district and community organizations to provide resources, professional learning, and additional supports for students and families including but not limited to Sacramento County Office of Education, Care Solace, CJUSD Student Family Support Services, Lions Club.

The School Plan for Student Achievement (SPSA) is reviewed, monitored, and updated collaboratively with Dudley's School Site Council throughout the school year. The Council reviews school data, gathers stakeholder input, monitors progress toward school goals, and provides feedback to ensure that actions and expenditures are aligned with identified student needs.

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.

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.

California Dashboard Indicators in the "red" include:

- English Language Arts
- Math

-Suspension
California Dashboard Indicators in the "Orange" include:
-chronic absenteeism

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

Chronic Absenteeism - Hispanic, African American,Students with Disablitiesm and white students are in the "Red" band which is two levels below all students.

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Arthur S. Dudley 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	1.27%	1.54%	0.96%	7	8	5
African American	21.01%	21.50%	20.00%	116	112	104
Asian	12.68%	14.40%	19.23%	70	75	100
Filipino	1.99%	3.26%	3.46%	11	17	18
Hispanic/Latino	28.08%	28.02%	25.58%	155	146	133
Pacific Islander	0.54%	0.38%	0.19%	3	2	1
White	32.07%	29.56%	29.62%	177	154	154
Two or More Races	2.36%	1.34%	0.96%	13	7	5
			Total Enrollment	552	521	520

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		17	26
Kindergarten	76	65	58
Grade 1	65	69	69
Grade 2	78	72	61
Grade3	62	73	76
Grade 4	78	68	75
Grade 5	84	74	73
Grade 6	86	83	82
Total Enrollment	552	521	520

Conclusions based on this data:

1. Our enrollment has slightly declined, but remains fairly steady. Decrease of 1 student from the 24-25 SY to the 25-26 SY.
2. The fastest growing subgroup of students are Asian, with about a 7% increase since the 23-24 SY.

3. Kindergarten enrollment has steadily declined since the 23-24 SY by about 10 students per year.

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	92	104	118	16.7%	20.0%	22.7%
Fluent English Proficient (FEP)	35	28	40	6.3%	5.4%	7.7%

Conclusions based on this data:

1. Approximately 23% of students are English Learners at Dudley Elementary.
2. Our English Learner subgroup is steadily increasing.

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	82	65	71	77	60	69	75	60	69	93.9	92.3	97.2
Grade 4	94	74	69	86	73	65	86	72	64	91.5	98.6	94.2
Grade 5	103	91	78	94	79	50	94	79	50	91.3	86.8	64.1
Grade 6	93	87	89	81	82	58	81	81	58	87.1	94.3	65.2
All Grades	372	317	307	338	294	242	336	292	241	90.9	92.7	78.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2351.	2359.	2381.	8.00	13.33	8.70	13.33	11.67	23.19	26.67	16.67	37.68	52.00	58.33	30.43
Grade 4	2372.	2400.	2373.	2.33	6.94	6.25	9.30	13.89	10.94	22.09	18.06	12.50	66.28	61.11	70.31
Grade 5	2425.	2394.	2428.	8.51	3.80	4.00	13.83	8.86	12.00	21.28	16.46	26.00	56.38	70.89	58.00
Grade 6	2481.	2485.	2472.	7.41	11.11	3.45	18.52	24.69	29.31	34.57	18.52	24.14	39.51	45.68	43.10
All Grades	N/A	N/A	N/A	6.55	8.56	5.81	13.69	15.07	19.09	25.89	17.47	25.31	53.87	58.90	49.79

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.33	11.67	7.25	48.00	48.33	62.32	42.67	40.00	30.43
Grade 4	3.49	9.72	7.81	51.16	61.11	51.56	45.35	29.17	40.63
Grade 5	7.45	7.69	8.00	52.13	42.31	38.00	40.43	50.00	54.00
Grade 6	11.11	14.81	3.51	53.09	49.38	52.63	35.80	35.80	43.86
All Grades	7.74	11.00	6.67	51.19	50.17	52.08	41.07	38.83	41.25

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	2.67	10.17	5.80	46.67	37.29	63.77	50.67	52.54	30.43
Grade 4	0.00	2.78	6.35	38.37	44.44	25.40	61.63	52.78	68.25
Grade 5	0.00	5.26	8.70	43.62	30.26	52.17	56.38	64.47	39.13
Grade 6	6.49	10.00	3.45	49.35	46.25	58.62	44.16	43.75	37.93
All Grades	2.11	6.97	5.93	44.28	39.72	50.00	53.61	53.31	44.07

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.00	6.67	4.35	62.67	65.00	79.71	33.33	28.33	15.94
Grade 4	2.33	5.63	1.56	70.93	66.20	78.13	26.74	28.17	20.31
Grade 5	8.51	2.56	2.00	73.40	55.13	70.00	18.09	42.31	28.00
Grade 6	7.41	9.88	3.51	75.31	66.67	84.21	17.28	23.46	12.28
All Grades	5.65	6.21	2.92	70.83	63.10	78.33	23.51	30.69	18.75

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.00	8.33	4.35	61.33	51.67	62.32	34.67	40.00	33.33
Grade 4	1.16	5.56	9.38	68.60	61.11	46.88	30.23	33.33	43.75
Grade 5	9.57	6.33	6.00	51.06	46.84	58.00	39.36	46.84	36.00
Grade 6	9.88	13.58	10.34	60.49	55.56	68.97	29.63	30.86	20.69
All Grades	6.25	8.56	7.47	60.12	53.77	58.92	33.63	37.67	33.61

Conclusions based on this data:

1. Participation in CAASPP for the 24-25 SY was significantly low resulting in the need for a more proactive and detailed approach to testing in the 25-26 school year and beyond.
2. Impact of significantly lower CAASPP completion rate for the 24-25 SY has impacted the ability to fully evaluate CAASPP progress for the 24-25 SY.

3. Data suggest that the majority of students are not achieving Above Standard in ELA in all domains and need additional Tier 1 mathematical support.

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	82	65	71	76	65	70	73	65	70	92.7	100	98.6
Grade 4	94	74	69	85	72	63	85	72	63	90.4	97.3	91.3
Grade 5	103	91	78	87	77	43	84	76	43	84.5	84.6	55.1
Grade 6	93	87	89	82	80	58	80	80	58	88.2	92	65.2
All Grades	372	317	307	330	294	234	322	293	234	88.7	92.7	76.2

* 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	2382.	2374.	2370.	5.48	9.23	2.86	15.07	13.85	15.71	24.66	30.77	32.86	54.79	46.15	48.57
Grade 4	2383.	2399.	2398.	0.00	2.78	4.76	7.06	11.11	9.52	27.06	25.00	28.57	65.88	61.11	57.14
Grade 5	2401.	2402.	2430.	1.19	2.63	0.00	9.52	2.63	13.95	10.71	19.74	23.26	78.57	75.00	62.79
Grade 6	2456.	2454.	2462.	3.75	10.00	8.62	10.00	11.25	18.97	37.50	18.75	25.86	48.75	60.00	46.55
Grade 11															
All Grades	N/A	N/A	N/A	2.48	6.14	4.27	10.25	9.56	14.53	24.84	23.21	28.21	62.42	61.09	52.99

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	6.85	9.23	2.86	47.95	41.54	45.71	45.21	49.23	51.43
Grade 4	3.53	5.56	6.35	25.88	36.11	30.16	70.59	58.33	63.49
Grade 5	0.00	2.63	2.33	27.38	27.63	30.23	72.62	69.74	67.44
Grade 6	2.56	10.00	5.17	46.15	33.75	43.10	51.28	56.25	51.72
Grade 11									
All Grades	3.13	6.83	4.27	36.25	34.47	38.03	60.63	58.70	57.69

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	9.59	6.15	1.43	39.73	47.69	54.29	50.68	46.15	44.29
Grade 4	1.18	4.17	4.76	35.29	38.89	34.92	63.53	56.94	60.32
Grade 5	2.38	2.63	2.33	30.95	40.79	48.84	66.67	56.58	48.84
Grade 6	3.75	3.75	3.45	48.75	35.00	55.17	47.50	61.25	41.38
All Grades	4.04	4.10	2.99	38.51	40.27	48.29	57.45	55.63	48.72

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	5.48	9.23	7.14	57.53	53.85	58.57	36.99	36.92	34.29
Grade 4	3.53	2.78	1.59	43.53	50.00	50.79	52.94	47.22	47.62
Grade 5	1.19	2.63	2.33	52.38	46.05	53.49	46.43	51.32	44.19
Grade 6	5.00	7.50	10.34	52.50	58.75	56.90	42.50	33.75	32.76
All Grades	3.73	5.46	5.56	51.24	52.22	55.13	45.03	42.32	39.32

Conclusions based on this data:

1. Participation in CAASPP for the 24-25 SY was significantly low resulting in the need for a more proactive and detailed approach to testing in the 25-26 school year and beyond.
2. Impact of significantly lower CAASPP completion rate for the 24-25 SY has impacted the ability to fully evaluate CAASPP progress for the 24-25 SY.
3. Data suggest that the majority of students are not achieving Above Standard in Math in all domains and need additional Tier 1 mathematical support.

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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1431.9	1390.0	1427.6	1437.4	1400.9	1422.9	1418.5	1365.0	1438.6	21	21	18
1	1407.4	1453.8	1433.2	1386.7	1465.7	1431.0	1427.6	1441.7	1435.1	14	18	13
2	1446.9	1449.6	1482.6	1463.8	1437.9	1485.2	1429.6	1460.9	1479.7	13	11	22
3	1469.2	1456.1	*	1473.6	1451.7	*	1464.4	1459.7	*	21	15	10
4	1457.4	1516.5	1501.9	1452.3	1521.1	1497.1	1462.0	1511.4	1506.3	12	14	15
5	1519.6	1482.8	1536.2	1514.9	1474.9	1533.9	1523.6	1490.1	1537.9	15	15	16
6	1501.3	1506.5	1496.9	1490.9	1525.9	1492.4	1511.2	1486.7	1500.7	11	11	20
All Grades										107	105	114

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	14.29	14.29	16.67	52.38	4.76	38.89	19.05	33.33	33.33	14.29	47.62	11.11	21	21	18
1	7.14	11.11	7.69	28.57	50.00	15.38	14.29	11.11	46.15	50.00	27.78	30.77	14	18	13
2	0.00	9.09	22.73	38.46	27.27	36.36	46.15	27.27	22.73	15.38	36.36	18.18	13	11	22
3	4.76	13.33	*	38.10	33.33	*	33.33	26.67	*	23.81	26.67	*	21	15	*
4	0.00	7.14	20.00	41.67	64.29	33.33	8.33	21.43	26.67	50.00	7.14	20.00	12	14	15
5	26.67	6.67	25.00	20.00	26.67	50.00	33.33	40.00	12.50	20.00	26.67	12.50	15	15	16
6	9.09	9.09	10.00	27.27	63.64	25.00	36.36	18.18	40.00	27.27	9.09	25.00	11	11	20
All Grades	9.35	10.48	17.54	36.45	36.19	32.46	27.10	25.71	28.95	27.10	27.62	21.05	107	105	114

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	14.29	9.52	16.67	61.90	14.29	33.33	9.52	28.57	33.33	14.29	47.62	16.67	21	21	18
1	0.00	27.78	7.69	21.43	27.78	23.08	28.57	22.22	38.46	50.00	22.22	30.77	14	18	13
2	23.08	18.18	40.91	23.08	27.27	31.82	38.46	18.18	13.64	15.38	36.36	13.64	13	11	22
3	33.33	26.67	*	28.57	40.00	*	19.05	6.67	*	19.05	26.67	*	21	15	*
4	25.00	57.14	33.33	33.33	35.71	33.33	8.33	7.14	13.33	33.33	0.00	20.00	12	14	15
5	40.00	26.67	62.50	26.67	26.67	18.75	13.33	20.00	6.25	20.00	26.67	12.50	15	15	16
6	18.18	36.36	20.00	54.55	54.55	55.00	0.00	0.00	5.00	27.27	9.09	20.00	11	11	20
All Grades	22.43	27.62	29.82	36.45	30.48	32.46	16.82	16.19	17.54	24.30	25.71	20.18	107	105	114

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	*	9.52	27.78	*	14.29	33.33	*	47.62	16.67	*	28.57	22.22	*	21	18
1	13.33	11.11	7.69	20.00	16.67	15.38	46.67	44.44	46.15	20.00	27.78	30.77	15	18	13
2	0.00	9.09	13.64	38.46	36.36	36.36	7.69	18.18	18.18	53.85	36.36	31.82	13	11	22
3	6.25	6.67	*	12.50	20.00	*	50.00	33.33	*	31.25	40.00	*	16	15	*
4	9.09	0.00	6.67	18.18	42.86	33.33	45.45	35.71	26.67	27.27	21.43	33.33	11	14	15
5	*	0.00	6.25	*	13.33	37.50	*	53.33	43.75	*	33.33	12.50	*	15	16
6	0.00	0.00	0.00	0.00	9.09	20.00	72.73	72.73	55.00	27.27	18.18	25.00	11	11	20
All Grades	6.54	5.71	10.53	14.95	20.95	29.82	42.06	43.81	33.33	36.45	29.52	26.32	107	105	114

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	19.05	9.52	11.11	61.90	38.10	77.78	19.05	52.38	11.11	21	21	18
1	28.57	22.22	15.38	28.57	50.00	69.23	42.86	27.78	15.38	14	18	13
2	15.38	18.18	50.00	76.92	45.45	31.82	7.69	36.36	18.18	13	11	22
3	19.05	13.33	*	61.90	53.33	*	19.05	33.33	*	21	15	*
4	16.67	28.57	26.67	41.67	57.14	53.33	41.67	14.29	20.00	12	14	15
5	13.33	0.00	25.00	53.33	60.00	56.25	33.33	40.00	18.75	15	15	16
6	9.09	18.18	15.00	63.64	72.73	70.00	27.27	9.09	15.00	11	11	20
All Grades	17.76	15.24	24.56	56.07	52.38	55.26	26.17	32.38	20.18	107	105	114

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	33.33	23.81	16.67	52.38	47.62	61.11	14.29	28.57	22.22	21	21	18
1	0.00	11.11	7.69	50.00	83.33	53.85	50.00	5.56	38.46	14	18	13
2	38.46	9.09	22.73	46.15	54.55	68.18	15.38	36.36	9.09	13	11	22
3	42.86	53.33	*	38.10	20.00	*	19.05	26.67	*	21	15	*
4	41.67	78.57	46.67	25.00	21.43	33.33	33.33	0.00	20.00	12	14	15
5	60.00	53.33	75.00	20.00	26.67	12.50	20.00	20.00	12.50	15	15	16
6	36.36	81.82	45.00	45.45	9.09	35.00	18.18	9.09	20.00	11	11	20
All Grades	36.45	41.90	35.09	40.19	40.00	43.86	23.36	18.10	21.05	107	105	114

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	9.52	9.52	22.22	80.95	42.86	55.56	9.52	47.62	22.22	21	21	18
1	28.57	27.78	23.08	21.43	38.89	23.08	50.00	33.33	53.85	14	18	13
2	7.69	9.09	22.73	53.85	54.55	40.91	38.46	36.36	36.36	13	11	22
3	0.00	0.00	*	47.62	40.00	*	52.38	60.00	*	21	15	*
4	0.00	0.00	6.67	41.67	71.43	46.67	58.33	28.57	46.67	12	14	15
5	26.67	0.00	6.25	20.00	60.00	75.00	53.33	40.00	18.75	15	15	16
6	0.00	9.09	0.00	36.36	27.27	30.00	63.64	63.64	70.00	11	11	20
All Grades	10.28	8.57	13.16	45.79	47.62	46.49	43.93	43.81	40.35	107	105	114

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	47.37	20.00	66.67	36.84	50.00	11.11	15.79	30.00	22.22	19	20	18
1	7.69	0.00	7.69	46.15	72.22	69.23	46.15	27.78	23.08	13	18	13
2	16.67	9.09	27.27	66.67	63.64	63.64	16.67	27.27	9.09	12	11	22
3	4.76	6.67	*	66.67	66.67	*	28.57	26.67	*	21	15	*
4	0.00	14.29	0.00	41.67	71.43	80.00	58.33	14.29	20.00	12	14	15
5	6.67	13.33	6.25	73.33	53.33	81.25	20.00	33.33	12.50	15	15	16
6	9.09	0.00	5.00	72.73	90.91	75.00	18.18	9.09	20.00	11	11	20
All Grades	14.56	9.62	19.30	57.28	65.38	63.16	28.16	25.00	17.54	103	104	114

Conclusions based on this data:

1. There is a positive trend in achievement overall and within all domains at Level 4 with the notable exception of the speaking domain for the 24-25 SY. This suggests we need to further address academic speaking opportunities for EL students.
2. The reading domain includes the largest percentage of students who are achieving at Level 1 which suggest we need to continue to further address foundational reading skills for EL students.

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**
521	**72.7%**	**20%**	**0.2%**
Total Number of Students enrolled in Arthur S. Dudley 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	104	20%
Foster Youth	1	0.2%
Homeless	34	6.5%
Socioeconomically Disadvantaged	379	72.7%
Students with Disabilities	66	12.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	112	21.5%
American Indian	8	1.5%
Asian	75	14.4%
Filipino	17	3.3%
Hispanic	146	28%
Two or More Races	7	1.3%
Pacific Islander	2	0.4%
White	154	29.6%

Conclusions based on this data:

1. Dudley Elementary has a diverse population by ethnicity and based on the identified subgroups.

2. The vast majority of students (72.7%) are socioeconomically disadvantaged, which impacts access to resources, academic opportunities, and supports outside of the school setting. As a result, we need to provide equitable access to high-quality instruction, academic and behavioral interventions and enrichment opportunities to ensure all students have the opportunity to succeed.

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.

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

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Data reflects an improved in Chronic Absenteeism and EL Progress
2. Academic achievement in ELA and Math continue to be an area of need. We continue our focus on Tier 1 instruction to support this area with a focus this year on direct, explicit instruction and active participation strategies.

3. Suspension remains in the red. We need to make adjustments to our unstructured time (recess/lunch) schedules and staff professional development and training to support positive behavior.

School and Student Performance Data

Academic Performance
English Language Arts

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 English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
7	0	0	0	0

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	English Learners	Long-Term English Learners
 Red	 Red	
111.2 points below standard	128.6 points below standard	
Declined 39.8 points	Declined 36.2 points	
253 Students	59 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
0 Students	212.6 points below standard	122.8 points below standard
	Declined 96.9 points	Declined 42 points
	20 Students	195 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
189.5 points below standard	126 points below standard	Fewer than 11 students - No Data for Privacy
Declined 65.8 points	Declined 19.8 points	4 Students
49 Students	52 Students	

Asian	Filipino	Hispanic
 Red	 No Performance Color	 Red
113.4 points below standard	Fewer than 11 students - No Data for Privacy	124.4 points below standard
Declined 42.4 points	9 Students	Declined 36.6 points
38 Students		65 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	94.3 points below standard
6 Students	1 Student	Declined 45.8 points
		80 Students

Conclusions based on this data:

1. English Language Arts remains in the red for all subgroups. Further investigation is warranted to investigate the impact of our high transiency rate (29% of students move in or out throughout the year) and ways in which we can provide academic support to address this area.
2. Tier 1 instruction is ELA must continue to be a priority.

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.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
7	0	0	0	0

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	English Learners	Long-Term English Learners
 Red	 Red	
137.1 points below standard	132 points below standard	
Declined 41.3 points	Declined 19.9 points	
259 Students	64 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
0 Students	218 points below standard	148.7 points below standard
	Declined 93.5 points	Declined 46.7 points
	21 Students	199 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
227 points below standard	158.1 points below standard	Fewer than 11 students - No Data for Privacy
Declined 84.8 points	Declined 37 points	4 Students
49 Students	52 Students	

Asian	Filipino	Hispanic
 Red	 No Performance Color	 Red
135.5 points below standard	Fewer than 11 students - No Data for Privacy	153.1 points below standard
Declined 51.6 points	9 Students	Declined 48.6 points
41 Students		66 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	123.3 points below standard
6 Students	1 Student	Declined 37.8 points
		82 Students

Conclusions based on this data:

1. Math remains in the red for all subgroups. Further investigation is warranted to investigate the impact of our high transiency rate (29% of students move in or out throughout the year) and ways in which we can provide academic support to address this area.
2. Tier 1 instruction in Math must continue to be a priority.

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.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	0	0	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 No Performance Color	 No Performance Color
23.6 science points	24.6 science points	0 Students
Declined 13.4 points	Declined 8.7 points	
70 Students	19 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
0 Students	Fewer than 11 students - No Data for Privacy	23 science points
	4 Students	Declined 13.4 points
		53 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
5 science points	10.6 science points	Fewer than 11 students - No Data for Privacy
Declined 27.1 points	Declined 22.5 points	2 Students
14 Students	14 Students	

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	No Performance Color
17.5 science points	Fewer than 11 students - No Data for Privacy	23 science points
13 Students	2 Students	Declined 13.4 points
		18 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	35 science points
2 Students		Declined 3.6 points
		21 Students

Conclusions based on this data:

1. Science remains in the red for all subgroups. Further investigation is warranted to investigate the impact of our high transiency rate (29% of students move in or out throughout the year) and ways in which we can provide academic support to address this area.
2. Tier 1 Science Instruction must remain a priority.

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
	
Green	No Performance Color
56.6 making progress.	making progress.
Number Students: 76 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
7.9%	35.5%	0%	56.6%

Conclusions based on this data:

1. EL Students are making strong progress. Our current EL model supports EL student achievement.
2. Continue to focus on Tier 1 strategies throughout the school day that can support growth and development for this sub group.

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.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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	**English Learners**	**Long-Term English Learners**
 Orange	 Yellow	
29.7% Chronically Absent	16.3% Chronically Absent	
Declined 0.5	Declined 2	
612 Students	135 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Red	 Orange
Fewer than 11 students - No Data for Privacy	50% Chronically Absent	33.4% Chronically Absent
3 Students	Increased 10.9	Declined 0.9
	46 Students	470 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
39.1% Chronically Absent	36.2% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 1.5	Increased 2.6	8 Students
92 Students	138 Students	

Asian	Filipino	Hispanic
 Yellow	 No Performance Color	 Orange
11.6% Chronically Absent	38.9% Chronically Absent	37.6% Chronically Absent
Declined 3.6	Increased 10.3	Declined 1.1
95 Students	18 Students	165 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Red
36.4% Chronically Absent	Fewer than 11 students - No Data for Privacy	24% Chronically Absent
Declined 3.6	2 Students	Maintained 0.2
11 Students		175 Students

Conclusions based on this data:

1. Overall chronic absenteeism remained fairly steady, and we remain in the Orange overall.
2. Several subgroups demonstrated an decrease in chronic absenteeism including: EL, Low SES, Asian, Hispanic and Two or more races. The subgroup with the highest increase are our homeless students which suggests additional partnership and support through CJUSD's Family Support Services could be warranted.
3. Additional Tier 2 supports are needed to improve chronic absenteeism across subgroups.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
3	4	0	1	0

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 Orange	
6.4% suspended at least one day	2.8% suspended at least one day	
Increased 2.6%	Increased 2.8%	
640 Students	142 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Orange	 Red
Fewer than 11 students - No Data for Privacy	6.4% suspended at least one day	7.1% suspended at least one day
7 Students	Declined 0.7%	Increased 2.6%
	47 Students	493 Students

Students with Disabilities	African American	American Indian
 Orange	 Red	 No Performance Color
7.3% suspended at least one day	11.6% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 1.1%	Increased 3.1%	8 Students
96 Students	146 Students	

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Red
1% suspended at least one day	0% suspended at least one day	8.1% suspended at least one day
Maintained -0.2%	Maintained 0%	Increased 5.3%
100 Students	18 Students	172 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
18.2% suspended at least one day	Fewer than 11 students - No Data for Privacy	3.3% suspended at least one day
Increased 11.9%	2 Students	Increased 1.2%
11 Students		183 Students

Conclusions based on this data:

1. Suspension rate increased by 2.6 through the year with an increase in all subgroups with the exception of English Leaners, students with disabilities and homeless students. We need to continue to implement restorative practices and review systems and structures to support positive behavior.
2. We need to explore subgroup behavior data during PBIS meetings to support all subgroups.

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.

Impact & Thrive
Academic achievement in ELA will increase for all students through a strong literacy program and effective Tier I instruction, supported by ongoing professional development, walkthroughs, leadership development, and PLCs, as measured by CAASPP and iReady.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL 2: IMPACT Enhance classroom instruction to effectively impact all students through the integration of Multi-Tiered Systems of Support (MTSS), evidence-based practices, and differentiated instruction.

GOAL 4: THRIVE Establish environments that cultivate learning experiences and provide paths to college and career readiness, ensuring that all students thrive.

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.

Dashboard data revealed Dudley is ranked in the red overall for ELA, with all subgroups in the red band from data from the 2025 school year.

Subgroup Data from the dashboard revealed:

- African American Students - 126 points below standard
- Asian Students - 113.4 points below standard
- English Learners - 128.6 points below standard
- Hispanic Students - 124.4 points below standard
- Socioeconomically Disadvantaged Students - 122.8 points below standard
- Students with Disabilites - 189.5 points below standard
- White Students - 94.3 points below standard

Dudley Elementary continues use of in year 2 of receiving Equity Multiplier Funding due to its high proportion of socioeconomically disadvantaged students and student transiency rates (approximately 29% of students enroll or disenroll from school from month to month). The purpose of the funding is to bridge achievement and opportunity gaps for all students, especially those subgroups identified RED on the Dashboard.

We have developed this goal to address literacy knowing that evidence-based literacy programs will equip students with foundational skills that not only strengthen reading, but also provide a foundation for success across disciplines, including math. Additionally, improved literacy leads to improved behavior as students gain the confidence and tools to navigate academic challenges.

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
I-Ready	Overall I-Ready ELA Achievement - % of students Early on, Mid or Above Grade Level for 25-26 SY: All Students - 42% Kinder - 79% 1st Grade - 45% 2nd Grade - 47% 3rd Grade - 60% 4th Grade - 29% 5th Grade - 26% 6th Grade - 32%	I-Ready ELA Achievement - % of students Early on, Mid or Above Grade Level for 26-27 SY: All Students - 47% Kinder - 84% 1st Grade - 50% 2nd Grade - 52% 3rd Grade - 65% 4th Grade - 34% 5th Grade - 31% 6th Grade - 37%
CAASPP	Percentage of Students who scored Advanced or Proficient in ELA CAASPP Summative Assessment during the 25-26 SY: • 3rd - 23% • 4th - 22% • 5th - 22% • 6th - 29% *Note: Numbers above are based on students who began the 25-26 SY at Dudley Elementary.	Students scoring Advanced or Proficient on ELA CAASPP Summative Assessment will increase by 5% in the 26-27 SY: • 3rd - 28% • 4th - 27% • 5th - 27% • 6th - 34%
CDE Dashboard	California Dashboard Data in ELA reveals the following subgroups are in the red, below standard by the following points: • Overall - 111.2 • African American - 126 • Asian Students - 113.4 • English Learners - 36.2 • Hispanic - 36.6 • Socioeconomically Disadvantaged - 42 • Students with Disabilities - 65.8 • White - 94.3	California Dashboard Data for students achieving below standard in ELA will be reduced by 10 points for the following: • Overall - 101.2 • African American - 116 • Asian Students - 103.4 • English Learners - 26.2 • Hispanic - 26.6 • Socioeconomically Disadvantaged - 32 • Students with Disabilities - 55.8 • White - 84.3

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional Learning, Collaboration & Tier 1 Instruction • Staff will participate in Professional Learning	All students.	125198 Title I 1000-1999: Certificated Personnel Salaries

	Communities (PLCs) and engage in Plan, Do, Study, Act (PDSA) cycles to analyze student data, plan instruction and monitor progress. • Professional development, coaching and release time will support explicit instruction, literacy practices and the use of at least 3 active participation strategies within daily lessons. • Grade level teams will administer at least 2 standards-aligned Focused Interim Assessment Blocks (FIAB), developing PDSA cycles to be evaluated during PLCs and adjust Tier 1 instruction and identify targeted academic needs. Implementation active participation strategies and direct, explicit teaching will be monitored and supported through monthly administrative walkthroughs and feedback. Evidence of PLCs and PDSA work will be housed in grade level digital PLC Binders which will be reviewed and supported through administrator review. PLCs will be a combination of guided through site leadership team and prompted through PLC Binders. Support personnel include: • 1 FTE Academic Coordinator • 1 FTE Title 1 Aide • 1 FTE Literacy Specialist (Equity Multiplier Funded) • 1 FTE MTSS Coordinator (Equity Multiplier Funded) • 1 .5 Academic Coordinator (Equity Multiplier Funded)		Academic Coordinator 31012 Title I 2000-2999: Classified Personnel Salaries 1 Instructional Specialist 5,000 Title IV Part A: Student Support and Academic Enrichment 1000-1999: Certificated Personnel Salaries Release Time, Professional Development 2635.00 Title I 5800: Professional/Consulting Services And Operating Expenditures Professional Development 51181 Title I 3000-3999: Employee Benefits
1.2	Dedicated ELA Block • We will maintain a dedicated ELA block within the master schedule focused on standards-aligned, evidence based Tier 1 literacy instruction.	All students.	

1.3	Kindergarten Camp Implementation of Kindergarten Camp at the start of the school year to assess literacy skills, balance class placement assignments and identify instructional needs. See goal 4 for additional details.	All kindergarten students.	957 Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies
1.4	Instructional Resources & Technology Continue to provide access to the following for students: • Chromebooks • Digital devices, as needed, such as Ipads or Tablets • Accessories such as headphones, mice, cases, or similar • Provide class, students and school library collections with high-quality multicultural literature and resources that authentically reflect and celebrate the diverse backgrounds, experiences, and identities of our student population and the broader world.	All students.	2,500 Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies Supplies, technology, books
1.5	Student Recognition & Goal Setting Continue to promote and celebrate academic achievement through: • Goal Setting with students to build ownership and awareness in learning • Award ceremonies and other student acknowledgement to celebrate student achievement • Rewards, prizes, incentives and field trips or assesmblies	All Students	3,000 Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies prizes, incentives, assemblies
1.6			
1.8			

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.

Goal #1 Goal Partially Met with steady growth.

I-Ready:
ELA Achievement overall at Dudley is steadily improving. From the 23-24 school year through the 25-26 school year we have seen an improvement in overall scores of +9% moving from 33% of students on grade level to 42% of students on grade level at the end of this year.

2023-24 - 33% on grade level
2024-25 - 39% on grade level
2025-26 - 42% on grade level

Overall: Goal Partially Met - Improvement of +3% overall in ELA. Note: Transiency (new students moving and current students leaving Dudley throughout the year) is an area of concern at Dudley. When comparing students who were present at Dudley for instruction from Diagnostic #1 through Diagnostic #3 overall achievement is 44% which is an increase of +5 from the prior year.

Grade Level Breakdown:

- Kindergarten - Goal Not Met - did not meet their goal of +5% improvement in phonological awareness and phonics.
- 1st Grade - Goal Partially Met - improved by 4% in phonological awareness and decreased by 3% in phonics.
- 2nd Grade Goal Met - improved by 9% in phonological awareness and increased by 6% in phonics.
- 3rd Grade Goal Met - improved by 11% overall in ELA and 14% in phonics.
- 4th Grade Goal Not Met - improved by 4% from prior year
- 5th Grade Goal Met - improved by 11% overall in ELA from prior year.
- 6th Grade Goal Not Met - achievement remained steady with 0% improvement from prior year

CAASPP:
ELA Summative Assessment
3rd Grade - Goal Not Met - 26% were proficient or advanced
4th Grade - Goal Partially Met - 22% (+4%) were proficient or advanced
5th Grade - Goal Met - 23% (+5) were proficient or advanced
6th Grade - Goal Not Met - 29% were proficient or advanced

Strategy Review:
1.1 - PLCs were implemented utilizing Monday Collaboration time and included grade level teams, literacy specialist, academic coordinator, intervention teachers and administration. PLCs met to review and analyze student achievement data including: I-Ready, Oral Reading Fluency and instructional practices. 1st and 2nd grade teams received additional support through our partnership with SCOE and led by the site literacy specialist focused on tier 1 teaching practices. Coaching support was provided to include modeling and instructional coaching in the 6 Step Phonics Lessons and reading strategies. Teams continue to develop and refine their skills in utilizing PDSA cycles to improve teaching practices and student achievement.
1.2 - Dedicated ELA block was implemented in the master schedule.
1.3 - Dudley implemented at least monthly classroom walkthroughs using the CJUSD Walkthrough form to provide feedback on instructional practices with 100% fidelity. Additionally, professional development opportunities including 6 Step Phonics refreshers were available to staff.
1.4 - Kindergarten Camp was fully implemented at the start of the school year providing the opportunity for balanced classrooms and targeted reading instruction based on student needs.
1.5 - Students received access to chromebooks, headphones, rich classroom and school library resources.

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

Budgeted expenditures and intended implementation were aligned to meet the articulated goals.

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.

Based on analysis of our 25-26 school year data and changes to our intervention team due to budget changes, we are moving forward with the following adjustments in the 25-26 school year:

Combined strategies 1.1, 1.3, 1.6 and 1.7 because they all focused on instructional improvement cycles.

1.1 - Include MTSS Specialist, a newly developed position utilizing Equity Multiplier Funds, to support students, teachers and professional growth.

1.1 - Shifting our SCOE partnership support to be implemented through site-based instructional leaders such as our Literacy Specialist, Academic Coordinator and MTSS Specialist.

1.5 - During designated collaboration time our grade level PLCs will work on a plan to complete 2 FIABs in ELA. The purpose is to target specific areas and develop a PDSA cycle to monitor student growth and achievement based on implementation of an identified strategy to improve student learning and strengthen Tier 1 instruction.

1.1 - Active participation strategies will be implemented into daily lessons to support student engagement. Strategies will be regularly shared with staff through professional development during staff meetings. Additionally, Dudley continues to provide off site professional development training opportunities for certificated staff in Explicit Instruction and Active Participation strategies with 9 staff members receiving training in the 26-27 school year. Trained staff will share strategies with the school site. Additionally, modeling opportunities will be provided through in person and filmed observations of strategies in action.

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.

Impact and Thrive
Academic achievement in MATH will increase for all students through effective Tier I instruction, supported by ongoing professional development, walkthroughs, leadership development,, and PLCs, as measured by CAASPP and iReady.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL 2: IMPACT Enhance classroom instruction to effectively impact all students through the integration of Multi-Tiered Systems of Support (MTSS), evidence-based practices, and differentiated instruction.

GOAL 4: THRIVE Establish environments that cultivate learning experiences and provide paths to college and career readiness, ensuring that all students thrive.

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.

For the 25 School Year, dashboard data revealed Dudley is ranked in the red performance level with the following subgroups scoring in the red performance band:

- African American Students - 158.1 points below standard
- Asian Students - 135.5 points below standard
- English Learners - 132 points below standard
- Hispanic Students - 153.1 points below standard
- Socioeconomically Disadvantaged Students - 148.7points below standard
- Students with Disabilites - 227 points below standard
- White Students - 123.3 points below standard

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
I-Ready	I-Ready Math Achievement - Early on, Mid or Above Grade Level for 25-26 SY: All Students - 30% (+23% from D#1) Kinder - 45% (+39% from D#1) 1st Grade - 26% (+26% from D#1) 2nd Grade - 21% (+ 12% from D#1) 3rd Grade - 36% (+33% from D#1) 4th Grade - 13% (+6% from D#1) 5th Grade - 23% (+10% from D#1) 6th Grade - 49% (+37% from D#1)	I-Ready Math Achievement - Early on, Mid or Above Grade Level for 26-27 SY: Overall - 35% Kinder -50% 1st Grade - 31% 2nd Grade - 26% 3rd Grade - 41% 4th Grade - 18% 5th Grade - 28% 6th Grade - 54%
CAASPP	Percentage of Students who scored Advanced or Proficient in Math CAASPP Summative Assessment during the 25-26 SY: • 3rd - 30% • 4th - 13% • 5th - 9% • 6th - 30% *Note - Scores above reflect students who started the 26-27 SY at Dudley.	Percentage of Students who scored Advanced or Proficient in Math CAASPP Summative Assessment will increase by 5% during the 26-27 SY: • 3rd - 35% • 4th - 18% • 5th - 14% • 6th - 35%
CDE Dashboard	California Dashboard Data reveals the following subgroups are in the red, below standard in Math by the following points: • Overall - 137.1 points • African American - 158.1 -Asian Students - 135.5 • English Learners - 132 • Hispanic - 153.1 • Socioeconomically Disadvantaged - 148.7 • Students with Disabilities - 227 • White - 123.3	California Dashboard Data for students achieving below standard in Math will be reduced by 10 points for the following groups: • Overall - 127.1 • African American - 148.1 • Asian Students - 125.5 • English Learners - 122 • Hispanic - 143.1 • Socioeconomically Disadvantaged - 138.7 • Students with Disabilities - 217 • White - 113.3

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Professional Learning, Collaboration & Tier 1 Instruction	All Students.	2,500

	Strengthen Tier 1 Math through: • Staff will participate in Professional Learning Communities (PLCs) and engage in Plan, Do, Study, Act (PDSA) cycles to analyze student data, plan instruction and monitor progress. • Professional development in Explicit Instruction, Math Framework training in partnership with Sacramento County Office of Education, and Building Thinking Classrooms strategies . • Coaching and support to implement evidence-based practices within Tier 1 Instruction including explicit instruction and embedding at least three active participation strategies in daily lessons. • Grade level teams will administer at least 2 standards-aligned Focused Interim Assessment Blocks (FIAB), developing PDSA cycles to be evaluated during PLCs and adjust Tier 1 instruction and identify targeted academic needs. Implementation active participation strategies and direct, explicit teaching will be monitored and supported through monthly administrative walkthroughs and feedback. Evidence of PLCs and PDSA work will be housed in grade level digital PLC Binders which will be reviewed and supported through administrator review. PLCs will be a combination of guided through site leadership team and prompted through PLC Binders. See Strategy 1.1 for funding information.		Title IV Part A: Student Support and Academic Enrichment 5800: Professional/Consulting Services And Operating Expenditures Professional Development
2.2	Implementation of a designated Math block embedded within the master school schedule for TK-6th grade which will be focused on Tier 1 Instructional practices.	All Students.	

2.3	Implementation of Kindergarten Camp at the start of the school year providing the opportunity for in depth academic analysis to balance classrooms and to begin targeted instruction based on identified needs. *Costs included in Goal #4	All kindergarten students.	
2.4	Student Recognition & Goal Setting Continue to promote and celebrate academic achievement through: • Goal Setting with students to build ownership and awareness in learning • Award ceremonies and other student acknowledgement to celebrate student achievement *See Goal #1 for Funding Information	All Students	

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Goal #2 Goal Partially Met with steady growth.

I-Ready:
Math Achievement overall at Dudley is steadily improving. From the 23-24 school year through the 25-26 school year we have seen an improvement in overall scores of +9% moving from 21% of students on grade level to 30% of students on grade level at the end of this year.

2023-24 - 21% on grade level
2024-25 - 27% on grade level
2025-26 - 30% on grade level

I-Ready Math:
Overall: Goal Partially Met - Improvement of +3%
Grade Level Breakdown:

- Kindergarten - Goal Not Met - 52% (+0%) at or above grade level
- 1st Grade - Goal Partially Met - 25% (+3%) at or above grade level
- 2nd Grade Goal Met - 35% (+12%) at or above grade level
- 3rd Grade Goal Met - 38% (+20%) at or above grade level
- 4th Grade Goal Not Met - 12% (-7%) at or above grade level
- 5th Grade Goal Partially Met - 16% (+1%) at or above grade level
- 6th Grade Goal Met - 51% (+17%) at or above grade level

CAASPP:
Math Summative Assessment
3rd Grade - Goal Met - 31% (+12%) were proficient or advanced
4th Grade - Goal Not Met - 14% (-2%) were proficient or advanced
5th Grade - Goal Not Met - 10% (-5%) were proficient of advanced
6th Grade - Goal Not Met - 29% (+0%) were proficient or advanced

STRATEGY REVIEW:
2.1 - Tier 1 development and mathematical strategies were minimally implemented due to the site's focus on ELA instruction.
2.2 - Designated math instructional block was implemented.
2.3 - PLCs focused on math were minimally implemented due to the site's focus on ELA instruction and strategies.
2.4 - Kindergarten Camp was fully implemented and data collected was utilized to balance kindergarten classrooms. This data enabled administrators and teachers to make informed decisions regarding student placement.

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

Budgeted expenditures and intended implementation were aligned to meet the articulated goals.

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.

Based on analysis of our 25-26 school year data, we are moving forward with the following adjustments in the 26-27 school year:

Combined Goals 2.1, 2.3 and 2.6 since they focused on Tier 1 instruction, PLCs and professional learning and will include the following:

Additions to the strategies include:

- Implementation of 2 FIABs in math within each grade level 3rd-6th
- Math Framework professional development for all teachers
- Building Thinking Classrooms professional development
- "Math Champions" implementing Amplify Math curriculum within the classroom
- Explicit Instruction Teaching Practices Training for 7 certificated staff members
- Explicit Instruction and Active Participation training for teaching staff provided by trained staff specialists
- Active Participation strategies integrated into all lessons

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.

BELONG
Develop an inclusive school community where students, staff and families experience an increased sense of belonging, value and connection.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL 1: BELONG Establish a positive school climate that promotes a sense of belonging for all students, staff and families.

GOAL 3: VALUED Foster an inclusive and supportive educational environment that values individuals, addresses diverse learning needs, and promotes positive behavior through the implementation of a Multiple Tiered System of Supports (MTSS) and Positive Behavior Supports (PBIS).

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.

Examination of Panorama Survey data, Dashboard data and attendance data from Everyday Labs Pro database reveal that school climate, student connectedness and student perceptions of well-being and safety are improving in all 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
Attendance Data	Attendance Rates through May 2026: • 92.4% for ALL students	By May 2027 attendance rates will improve overall and for all subgroups by 1%.
CDE Chronic Absenteeism	Current (2025) CDE Data reports Dudley is at a 29.7% Chronic Absenteeism Rate based on prior year info. Aeries Chronic Absenteeism for the 25-26 SY report a rate of: • 21% for students who were enrolled at Dudley the entire school year. (105 Students Chronically Absent/493 Total Students)	By May, 2027 chronic absenteeism will decrease overall and for all subgroups by 1%.

	• 25% for students with transiency during the school year. (148 Students Chronically Absent/587 Total Students) Chronic Absenteeism Rates (CDE Red) Subgroups include the following data from Aeries for the 25-26 SY: • 34.3% African American • 28% Homeless • 25.3% Students with Disabilities • 92.2% White	
California Dashboard (CDE) for Suspension	Current (2025) CDE data focusing on suspension rates reveals the following areas have Red Indicators: • 6.4% overall suspended for at least 1 day • 11.6% African American • 8.1% Hispanic • 7.1% Socioeconomically Disadvantaged	By May 2027, suspension rates will decrease by 1% in all areas.
Panorama Survey Data	Spring 2026 Panorama Survey Data: Student Survey: 3rd-5th Grade: 56% - favorable sense of safety 46% - positive school climate/culture 67% - positive teacher-student relationships 49% - sense of belonging 39% - engaged with school 6th Grade: 52% - favorable sense of safety 34% - positive school climate/culture 61% - positive teacher-student relationships 43% - sense of belonging 35% - engaged with school Staff Survey: 82% - positive school climate/culture 78% - positive school leadership 62% - professional learning Parent Survey: 66% - positive school climate/culture 67% - favorable sense of safety	By spring 2027, Panorama survey data will improve by 3% for climate and culture for all groups.

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	PBIS Behavior & Supports Implement and monitor schoolwide Tier 1 PBIS practices through monthly team meetings, behavior data analysis, and the Tiered Fidelity Inventory. Data will be used to identify needs, address disproportionality, and strengthen supports. Professional learning will be provided as needed to support implementation.	All students with particular attention to Hispanic, Homeless, Students with disabilities and socioeconomically disadvantaged students	4,000 Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies
3.2	Attendance & Chronic Absenteeism Implement Tier 1 and Tier 2 attendance strategies through monthly data review and targeted interventions for students who are chronically absent or at risk, with particular attention to identified student groups through additional data review.	All students with particular attention to students experiencing homelessness and students with disabilities.	2,421 Title IV Part A: Student Support and Academic Enrichment 5000-5999: Services And Other Operating Expenditures Assemblies, high engagement activities 0
3.3	SEL, Belonging & School Climate Strengthen student belonging and school climate through: • Schoolwide SEL instruction embedded throughout the day and supported with at least two curriculum based SEL Lessons per week • Community Circles • Tier 1 & Tier 2 counseling supports accessed through referral and the MTSS Process. • Integration of a "Belonging" member in all school site planning events whose focus is to foster a sense of belonging amongst students, staff and families.	All students.	
3.4	Family Engagement & Welcoming • At least 3 events outside of the regular school day • Promote via social media, newsletters	All students, families and staff.	2,000 Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies

3.5	Implementation of Kindergarten Camp at the start of the school year which will contribute to their sense of belonging by allowing them to develop relationships with multiple staff members including ALL members of the kindergarten teaching team and interventionists within several different classrooms on campus. Costs included in Goal #4	All kindergarten students.	
3.6	Student Transition & Welcome Supports • New and exiting student support utilizing MTSS Coordinator to develop a welcoming and an exiting system as new students join Dudley in the middle of the school year and as existing students leave. • Counselor will develop "new student" welcome, friendship groups	New Students	

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Data Analysis:
Summary & Key Celebrations
A review of the 2026 student, family and staff survey data reflects positive, school-wide growth across all areas. Targeted efforts to improve school culture have resulted in five-year highs in student perceptions of safety, climate, and relationships.

Key Findings Include:
- Safety Metrics at a 5-Year High: Student perceptions of safety for grades 3–5 increased by 7%, reaching the highest positive tracking in five years.
- Cultural Transformation: School climate and culture perceptions increased by 8% (Grades 3–5), 6% (Grade 6)
- Staff Feedback: School climate and culture perceptions reflect a significant increase of 13%
- Stronger Connections: Positive teacher-student relationships saw a 9% increase in elementary grades and a 10% increase in 6th grade.

Suspension Data & Connection to Culture and Climate Survey Results:
-A takeaway from the 2026 data is the correlation between behavioral support and accountability and the positive impact on perceptions of student climate and safety amongst students and culture and climate amongst staff. Dudley Elementary school staff take a proactive stance in addressing student concerns including:

Proactive Measures:
- Development of social skills and friendship groups
- Focused community circles led by school counselors to support Tier 1 social-emotional areas.
- Conflict Mediation
- Community Circles within the class with teachers and counselors

Despite implementation of many other means of correction, serious behavioral incidents can and do result in suspensions to preserve the safety of our students, staff and campus climate. In addition to out of school suspensions,

there has been a rise in classroom teachers utilizing their right under Ed Code 48910 to suspend students from their classrooms which has had a significant impact on suspension rates -- 38% of the site suspensions were class suspensions.

Attendance continues to be an area of development - there has been a slight improvement in overall attendance and a more significant improvement in reducing chronic absenteeism and attendance for students experiencing homelessness.

Attendance - Goal Partially Met
Metric: Everyday Labs Pro:

- For All Students - Goal Partially Met - 92.4% (+.6%) Attendance Rate
- Students Experiencing Homelessness (ATSI Designated) - Goal Met - 90.6% (+3.8%) Attendance Rate
- Hispanic (ATSI Designated) - Goal Not Met - 90.7% (-.3%) Attendance Rate
- Chronic Absenteeism - Goal Met - 21.9% (-4.7%) Reduction in Chronic Absenteeism

CDE Chronic Absenteeism - Goal Partially Met - 29.7% (.5% Reduction) Chronic absenteeism in the Dashboard has been reduced by .5%, but we have moved to the "Orange" in the dashboard.

Suspension Rate - Goal Not Met
Metric: CDE Suspensions

- 6.4% (-.1%) remaining in the red on the dashboard
- 7.3% (-.8%) - moving from red to orange in the dashboard
- 11.6% (+3.1%) - remaining in the red on the dashboard

Panorama Survey Data - Goal Met
Metric: Student, Staff, Families
3rd-5th Grade:

- +7% ------- 56% - favorable sense of safety
- +8% ------- 46% - positive school climate/culture
- +9%. ------- 67% - positive teacher-student relationships
- +3% ------- 49% - sense of belonging
- +2%. ------- 39% - engaged with school

6th Grade:

- +1% ------- 52% - favorable sense of safety
- +6% ------- 34% - positive school climate/culture
- +10% ------- 61% - positive teacher-student relationships
- +3%. ------- 43% - sense of belonging
- +8% ------- 35% - engaged with school

Staff Survey:

- +13% ------- 82% - positive school climate/culture
- +12% ------- 78% - positive school leadership
- +2% ------- 62% - professional learning

Parent Survey:

- +3% -------- 66% - positive school climate/culture
- +1%. -------- 67% - favorable sense of safety

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

Attendance - Monthly attendance team meetings and regular review of attendance data helped identify students needing interventions early. Tier 1 and Tier 2 attendance supports, family outreach, and targeted monitoring for homeless students contributed to improved attendance in that subgroup and reduced chronic absenteeism overall. Attendance gains for Hispanic students and overall attendance rates were limited, suggesting that additional family engagement and consistent attendance supports are still needed.

Suspension Rates - Suspension rates increased for the year, despite our site focus on implementation of PBIS practices, restorative practice, trauma informed training. As we move into the next school year, we will continue to take a pro-active approach to behavior support and management working to identify ways to build community and safety on campus. We will also address the increase in teacher initiated class suspensions through professional development and implementation of post-suspension meetings to include development of Tier 2 Behavior goals, integrating our MTSS framework.

Social Emotional Learning - The Second Step SEL Curriculum was partially implemented with approximately 60% of classes utilizing the online curriculum.

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.

Combining strategies: 3.1 and part of 3.6, Combining 3.3 with 3.7 and part of 3.6

Moving forward, we will place emphasis on:

- creating a school climate that welcomes and encourages students to be present
- supporting students and families in understanding the importance of attendance and absenteeism
- celebrating attendance in all aspects including perfect attendance, improved attendance
- informing students and staff of attendance policies and procedures including absence reporting, extended planned absences/vacations
- supporting staff with other means of correction to support student behavior
- developing systems to support new students who are moving to Dudley and existing students who are exiting to ensure a smooth academic transition.

During the next school year we will integrate an SEL focus within our PBIS team to connect SEL and trauma informed practices to our Tier 1 behavior management systems. The team can work to improve fidelity with SEL curriculum and initiative implementation such as greetings at the door and community circles.

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.

Equity Multiplier Funding
Increase academic achievement in reading and math and decrease behaviors by bridging gaps in literacy to improve student fluency and comprehension across all disciplines.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Dudley will increase academic achievement in reading and math and decrease behaviors by bridging gaps in literacy to improve student fluency and comprehension across all disciplines.

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.

Dudley Elementary has been designated to receive Equity Multiplier Funding due to its high proportion of socioeconomically disadvantaged students and student transiency rates. The purpose of the funding is to bridge achievement and opportunity gaps for all students, especially those subgroups identified RED on the Dashboard.

Dashboard data revealed Dudley is ranked in the RED for overall ELA and math achievement, scoring below the state average in both areas. Student subgroups including African American, English learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and White scored in the RED for ELA and math. Suspensions for Hispanic, African American and Socioeconomically Disadvantaged subgroups were ranked RED.

Data shows a disparity in achievement and suspensions indicating a critical need for supports. This goal previously included a focus on literacy to support all academic areas of achievement and to mitigate behavior related issues and concerns. During this school year, we are adding to the goal to include additional behavior support and belonging resources.

An MTSS Coordinator and additional part time Academic Coordinator have been added.

- MTSS Coordinator will focus on supporting Tier 1, Tier 2 and Tier 3 instruction with students in both academics and behavior, develop an immediate "intake" system to welcome new students to Dudley. Our high transiency rate results in approximately 30% of students coming to or leaving Dudley midyear. A system to welcome and immediately assess students will support their adjustment to the class and provide immediate academic information to provide targeted supports.
- 50% Academic Coordinator will focus on supporting behavior and SEL learning for students through small group and individual instruction with students and coaching support with staff. They will integrate PBIS practices with SEL and support Tier 1, 2 and 3 implementation of SEL and Trauma Informed practices.

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

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Literacy Specialist Dudley will hire a Literacy Specialist to address student needs, guaranteeing that each student receives the essential support and guidance required to overcome learning gaps and enhance reading skills. This effort increases academic achievement across all subjects, including mathematics. By focusing on targeted skill development, students will experience a boost in confidence and academic success, reducing behaviors often exacerbated by academic frustrations, lack of achievement, and low confidence in their academic abilities. The Literacy Specialist will gather and analyze student data to identify areas of need. Employing evidence-based curriculum and instructional strategies, interventions will be tailored to suit the individual needs of each student. This process will involve close collaboration with administrators, teachers, and other school personnel, to accurately identify students requiring Tier II and Tier III intervention. A structured system of short-term intervention cycles will then be established to ensure targeted support and monitor student progress effectively. Ongoing assessment of students' reading development will inform ongoing intervention adjustments. The Literacy Specialist will provide valuable professional development opportunities to classroom teachers, equipping them with the latest research findings and innovative instructional techniques to increase literacy and further enhance student learning outcomes.	All Students	125198 Other 1000-1999: Certificated Personnel Salaries Equity Multiplier Funds 41768 Other 3000-3999: Employee Benefits
4.2	MTSS Specialist The MTSS Specialist supports the academic, behavioral, and social-emotional success of elementary students through the implementation of a Multi-Tiered System of Supports (MTSS). This role includes direct instruction and intervention with students, collaboration with teachers and support staff, progress monitoring, and the use of data to inform tiered supports. The MTSS Specialist works closely with the school leadership team to strengthen Tier 1 instruction and to design, implement, and monitor Tier 2 and Tier 3 interventions aligned to site and district goals.	All students	100249 Other 1000-1999: Certificated Personnel Salaries Equity Multiplier Funds 23004 Other 3000-3999: Employee Benefits
4.3	50% Academic Coordinator	All Students	62599 Other

	Academic Coordinator will focus on supporting behavior and SEL learning for students through small group and individual instruction with students and coaching support with staff. They will integrate PBIS practices with SEL and support Tier 1, 2 and 3 implementation of SEL and Trauma Informed practices.		1000-1999: Certificated Personnel Salaries 23004 Other 3000-3999: Employee Benefits
4.4	Improve student achievement by strengthening Tier I literacy instruction and providing effective Tier II interventions through coaching, collaboration, and structured teacher support. • Instructional literacy team teachers will guide and support staff in delivering Tier I literacy instruction and Tier II targeted interventions, with ongoing progress monitoring. • Provide dedicated PLC time within the school day for teachers to analyze student data, plan instruction, and collaborate with literacy team teachers. • Offer additional embedded planning and work time for staff to refine instructional practices and intervention strategies. • Offer professional development opportunities to strengthen Tier 1, 2, 3 teaching practices.	All Students	10,000 Other 5800: Professional/Consulting Services And Operating Expenditures Professional Development 10,500 Other 1000-1999: Certificated Personnel Salaries Subs for release time for PDSA Cycles
4.5	Implementation of Kindergarten Camp at the start of the school year which will benefit students as they begin their educational journey by providing them with a sense of belonging as they develop relationships with multiple staff members, including all members of the kindergarten teaching team and interventionists within several different classrooms on campus. Additionally, through academic assessment and analysis staff will identify target areas for both whole group and intervention support.	Kindergarten Students	Other None Specified
4.6	Utilize funds for additional staffing support, including an instructional aide and/or substitute teacher coverage to strengthen classroom instruction.	All Students	5,000 Other 1000-1999: Certificated Personnel Salaries

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.

During the 2025-26 school year we implemented the following:

Literacy Specialist provided support to students and staff ensuing that learning needs were targeted and providing coaching feedback to teachers on English Language Arts instruction with students. She analyzed data and utilized evidence-based strategies to suit the needs of students while collaborating closely with administrators and teaching staff. She supported with Tier I, Tier II and Tier III instruction through the use of short intervention cycles. Additionally, she supported with professional development for the teaching staff.

Dudley Elementary also partnered with Sacramento County Office of Education to provide site-based coaching support. The support transitioned mid-way through the year from working directly as a coach to classroom teachers to providing coaching support to our Literacy Specialist who took on a more forward-facing instructional leadership role working directly with grade level teams.

Kindergarten Camp was fully implemented at the start of the year which supported students in their introduction to school by familiarizing them with the campus and multiple staff members while also providing meaningful academic data to support student needs and balance classrooms.

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

Budgeted expenditures and intended implementation were aligned to meet the articulated goals.

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.

For the upcoming school year, we will:

- Continue to employ a FTE Literacy Specialist
- Continue with Kindergarten Camp
- Hire an MTSS Coordinator to support with Tier I, Tier II and Tier III supports in alignment with the CJUSD MTSS Framework and to support our high transiency rate through a "Welcome to Dudley" system that helps to seamlessly support new students, families and staff upon entry mid-year into the classroom and campus.
- Hire a 50% Academic Coordinator to focus on supporting behavior and SEL learning for students through small group and individual instruction with students and coaching support with staff. They will integrate PBIS practices with SEL and support Tier 1, 2 and 3 implementation of SEL and Trauma Informed practices.

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

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1		All Students	

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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 6

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

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

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 7

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

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

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 8

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

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

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 9

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

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

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 10

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

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

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	$236114
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$633,726.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$210,026.00
Title IV Part A: Student Support and Academic Enrichment	$22,378.00

Subtotal of additional federal funds included for this school: $232,404.00

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 ($)
	$0.00
Other	$401,322.00

Subtotal of state or local funds included for this school: $401,322.00

Total of federal, state, and/or local funds for this school: $633,726.00

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
Title I	213454	3,428.00
Title IV Part A: Student Support and Academic Enrichment	22660	282.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Other	401,322.00
Title I	210,026.00
Title IV Part A: Student Support and Academic Enrichment	22,378.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	433,744.00
2000-2999: Classified Personnel Salaries	31,012.00
3000-3999: Employee Benefits	138,957.00
4000-4999: Books And Supplies	12,457.00
5000-5999: Services And Other Operating Expenditures	2,421.00
5800: Professional/Consulting Services And Operating Expenditures	15,135.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	Other	303,546.00
3000-3999: Employee Benefits	Other	87,776.00

5800: Professional/Consulting Services And Operating Expenditures	Other	10,000.00
1000-1999: Certificated Personnel Salaries	Title I	125,198.00
2000-2999: Classified Personnel Salaries	Title I	31,012.00
3000-3999: Employee Benefits	Title I	51,181.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,635.00
1000-1999: Certificated Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	5,000.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	12,457.00
5000-5999: Services And Other Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	2,421.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	2,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	221,483.00
Goal 2	2,500.00
Goal 3	8,421.00
Goal 4	401,322.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

Name of Members	Role
Melissa Oliver	Principal
Andrea Kasai	Classroom Teacher
Glenn Scott	Classroom Teacher
Sara Petersen	Classroom Teacher
Ann Brown	Other School Staff
Rachel Linn Gish	Parent or Community Member
Amanda Rojas	Parent or Community Member
Michelle Montiel	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 9/4/2025.

Attested:

	Principal, Melissa Oliver on 9/18/26
	SSC Chairperson, Rachel Gish on 9/18/26

Instructions

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

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 (S*ections: 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 (Se*ctions: 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 (S*ections: 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

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Center High School	34739733430378	September 3, 2026	October 21, 2026

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

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

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

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

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

Schoolwide Program

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

Table of Contents

SPSA Title Page 1
Table of Contents....2
Plan Description....4
Educational Partner Involvement....4
Resource Inequities....4
Comprehensive Needs Assessment Components....4
California School Dashboard (Dashboard) Indicators....4
Other Needs....5
School and Student Performance Data....6
Student Enrollment....6
CAASPP Results....8
ELPAC Results....12
Student Population....15
Overall Performance....17
Academic Performance....19
Academic Engagement....28
Conditions & Climate....31
Goals, Strategies, & Proposed Expenditures....33
Goal 1....33
Goal 2....39
Goal 3....43
Goal 4....48
Budget Summary....53
Budget Summary....53
Other Federal, State, and Local Funds....53
Budgeted Funds and Expenditures in this Plan....54
Funds Budgeted to the School by Funding Source....54
Expenditures by Funding Source....54
Expenditures by Budget Reference....54
Expenditures by Budget Reference and Funding Source....54
Expenditures by Goal....54
School Site Council Membership....55
Recommendations and Assurances....56
Instructions....57
Appendix A: Plan Requirements....64
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements....67

Appendix C: Select State and Federal Programs 70

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 Center High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students and support an all-inclusive school culture. California Education Codes 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Educational Partner Involvement

How, when, and with whom did Center High 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 School Site Council for Center High meets on the first Thursday of every month to review and revise the School Plan for Student Achievement. During Site Council meetings, feedback and input has been sought from various stakeholders such as the EL Coordinator, Support Services department chair, Media Communications Academy coordinator, College and Career coordinator, Activities Director, Athletic Director, and others.

The principal holds open office hours weekly for one hour. The principal also collaborates with department chairs and site leadership every month.

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.

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.

On the California School Dashboard, the suspension rates for students identified as African American, Homeless, and Students with Disabilities was indicated as red.

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

On the California School Dashboard, the suspension rates for students identified as African American, Homeless, and Students with Disabilities was indicated as red.

Other Needs

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

Local student discipline data in SWIS has also been found to demonstrate a disproportionality for students idenitifed as African American.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.66%	0.91%	0.88%	9	12	11
African American	10.83%	11.81%	11.06%	148	155	139
Asian	9.36%	10.90%	13.52%	128	143	170
Filipino	4.61%	3.58%	3.98%	63	47	50
Hispanic/Latino	32.33%	30.49%	29.20%	442	400	367
Pacific Islander	1.02%	1.14%	0.88%	14	15	11
White	34.46%	33.99%	34.29%	471	446	431
Two or More Races	6.66%	7.16%	6.21%	91	94	78
Not Reported	0.07%	%	%	1		
			Total Enrollment	1367	1312	1257

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	345	333	337
Grade 10	326	353	303
Grade 11	337	306	317
Grade 12	359	320	300
Total Enrollment	1,367	1,312	1,257

Conclusions based on this data:

1. Overall enrollment had been declining for the past two years.
2. CHS has had growth in the Asian sub-group.

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	168	174	191	12.3%	13.3%	15.2%
Fluent English Proficient (FEP)	363	349	323	26.6%	26.6%	25.7%

Conclusions based on this data:

1. The overall English Learners population has increased significantly.
2. The number and percentage of students that are Fluent English Proficient (FEP) has declined.

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 11	337	318	294	308	306	286	301	306	286	91.4	96.2	97.3
All Grades	337	318	294	308	306	286	301	306	286	91.4	96.2	97.3

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 11	2571.	2596.	2593.	17.61	26.80	21.33	29.90	31.05	36.36	29.24	20.92	24.13	23.26	21.24	18.18
All Grades	N/A	N/A	N/A	17.61	26.80	21.33	29.90	31.05	36.36	29.24	20.92	24.13	23.26	21.24	18.18

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 11	22.11	27.45	27.97	60.88	53.59	54.20	17.01	18.95	17.83
All Grades	22.11	27.45	27.97	60.88	53.59	54.20	17.01	18.95	17.83

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 11	17.41	22.55	24.48	52.56	56.54	55.59	30.03	20.92	19.93
All Grades	17.41	22.55	24.48	52.56	56.54	55.59	30.03	20.92	19.93

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 11	13.18	17.65	13.64	73.99	68.95	75.17	12.84	13.40	11.19
All Grades	13.18	17.65	13.64	73.99	68.95	75.17	12.84	13.40	11.19

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 11	16.50	23.86	18.18	69.02	63.73	68.18	14.48	12.42	13.64
All Grades	16.50	23.86	18.18	69.02	63.73	68.18	14.48	12.42	13.64

Conclusions based on this data:

1. Students have been, on average, improving in many areas. One area that Center High School focused on improving was Writing: producing clear and purposeful writing. The percentage of students above standard has increased.
2. 58% of students were at or exceeding standards on the overall achievement, an increase from 46% in the 22-23 school year.
3. The area that CHS students have performed best has regularly been Listening with 87% of students near, at, or exceeding standards

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 11	338	318	294	308	304	284	304	304	284	91.1	95.6	96.6
All Grades	338	318	294	308	304	284	304	304	284	91.1	95.6	96.6

* 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 11	2551.	2561.	2565.	10.20	10.20	14.44	14.47	18.42	16.55	28.62	29.28	25.00	46.71	42.11	44.01
All Grades	N/A	N/A	N/A	10.20	10.20	14.44	14.47	18.42	16.55	28.62	29.28	25.00	46.71	42.11	44.01

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 11	14.80	13.16	16.90	40.79	48.03	39.08	44.41	38.82	44.01
All Grades	14.80	13.16	16.90	40.79	48.03	39.08	44.41	38.82	44.01

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 11	11.18	11.18	16.90	61.18	61.51	54.58	27.63	27.30	28.52
All Grades	11.18	11.18	16.90	61.18	61.51	54.58	27.63	27.30	28.52

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 11	9.54	11.18	11.62	60.53	63.16	61.97	29.93	25.66	26.41
All Grades	9.54	11.18	11.62	60.53	63.16	61.97	29.93	25.66	26.41

Conclusions based on this data:

1. Approximately 69% of students are continuing to perform below standard.
2. Students performed best on Communicating Reasoning with 73% of students at or above standard.

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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1512.5	1520.5	1524.0	1489.9	1495.3	1502.6	1534.6	1545.4	1544.9	35	46	39
10	1526.1	1522.7	1537.1	1508.2	1499.7	1522.1	1543.4	1545.1	1551.6	37	43	52
11	1557.4	1537.3	1546.3	1548.8	1523.8	1527.0	1565.5	1550.3	1565.1	44	39	47
12	1528.1	1566.3	1577.9	1515.3	1551.0	1573.2	1540.5	1581.1	1582.1	25	34	34
All Grades										141	162	172

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
9	8.57	4.35	7.69	28.57	39.13	38.46	25.71	28.26	20.51	37.14	28.26	33.33	35	46	39
10	21.62	13.95	17.31	16.22	23.26	34.62	27.03	37.21	23.08	35.14	25.58	25.00	37	43	52
11	22.73	15.38	19.15	27.27	33.33	38.30	27.27	23.08	14.89	22.73	28.21	27.66	44	39	47
12	12.00	26.47	26.47	28.00	41.18	29.41	12.00	14.71	20.59	48.00	17.65	23.53	25	34	34
All Grades	17.02	14.20	17.44	24.82	33.95	35.47	24.11	26.54	19.77	34.04	25.31	27.33	141	162	172

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
9	8.57	6.52	20.51	37.14	45.65	28.21	20.00	23.91	23.08	34.29	23.91	28.21	35	46	39
10	27.03	18.60	19.23	16.22	27.91	36.54	24.32	30.23	23.08	32.43	23.26	21.15	37	43	52
11	27.27	23.08	27.66	38.64	35.90	29.79	13.64	15.38	14.89	20.45	25.64	27.66	44	39	47
12	20.00	35.29	32.35	32.00	35.29	41.18	8.00	11.76	8.82	40.00	17.65	17.65	25	34	34
All Grades	21.28	19.75	24.42	31.21	36.42	33.72	17.02	20.99	18.02	30.50	22.84	23.84	141	162	172

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
9	2.86	8.70	2.56	22.86	26.09	25.64	34.29	36.96	38.46	40.00	28.26	33.33	35	46	39
10	10.81	4.65	9.62	27.03	30.23	26.92	27.03	37.21	34.62	35.14	27.91	28.85	37	43	52
11	4.55	10.26	17.02	34.09	20.51	19.15	34.09	33.33	31.91	27.27	35.90	31.91	44	39	47
12	4.00	11.76	23.53	8.00	38.24	14.71	44.00	29.41	35.29	44.00	20.59	26.47	25	34	34
All Grades	5.67	8.64	12.79	24.82	28.40	22.09	34.04	34.57	34.88	35.46	28.40	30.23	141	162	172

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
9	8.57	4.35	5.13	57.14	71.74	64.10	34.29	23.91	30.77	35	46	39
10	10.81	6.98	21.15	56.76	69.77	48.08	32.43	23.26	30.77	37	43	52
11	9.09	15.38	10.64	68.18	51.28	53.19	22.73	33.33	36.17	44	39	47
12	4.00	11.76	20.59	44.00	61.76	52.94	52.00	26.47	26.47	25	34	34
All Grades	8.51	9.26	14.53	58.16	64.20	54.07	33.33	26.54	31.40	141	162	172

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
9	42.86	21.74	38.46	20.00	50.00	35.90	37.14	28.26	25.64	35	46	39
10	51.35	37.21	46.15	13.51	37.21	30.77	35.14	25.58	23.08	37	43	52
11	56.82	51.28	55.32	25.00	23.08	19.15	18.18	25.64	25.53	44	39	47
12	48.00	52.94	64.71	16.00	35.29	23.53	36.00	11.76	11.76	25	34	34
All Grades	50.35	39.51	50.58	19.15	37.04	27.33	30.50	23.46	22.09	141	162	172

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
9	8.57	8.70	12.82	45.71	45.65	48.72	45.71	45.65	38.46	35	46	39
10	18.92	18.60	19.23	37.84	44.19	44.23	43.24	37.21	36.54	37	43	52
11	9.09	15.38	21.28	54.55	35.90	40.43	36.36	48.72	38.30	44	39	47
12	4.00	17.65	23.53	40.00	55.88	38.24	56.00	26.47	38.24	25	34	34
All Grades	10.64	14.81	19.19	45.39	45.06	43.02	43.97	40.12	37.79	141	162	172

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
9	0.00	0.00	0.00	65.71	78.26	79.49	34.29	21.74	20.51	35	46	39
10	2.70	2.33	1.92	67.57	69.77	76.92	29.73	27.91	21.15	37	43	52
11	13.64	12.82	8.51	68.18	58.97	63.83	18.18	28.21	27.66	44	39	47
12	4.00	11.76	26.47	60.00	76.47	50.00	36.00	11.76	23.53	25	34	34
All Grades	5.67	6.17	8.14	65.96	70.99	68.60	28.37	22.84	23.26	141	162	172

Conclusions based on this data:

1. Students at all grade levels are performing better in the Speaking Domain than other domains.
2. Students have performed better in the Oral Language Domain than Written Domain over the past few years.

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**
1312	**55%**	**13.3%**	**0.2%**
Total Number of Students enrolled in Center High 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	174	13.3%
Foster Youth	3	0.2%
Homeless	88	6.7%
Socioeconomically Disadvantaged	722	55%
Students with Disabilities	191	14.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	155	11.8%
American Indian	12	0.9%
Asian	143	10.9%
Filipino	47	3.6%
Hispanic	400	30.5%
Two or More Races	94	7.2%
Pacific Islander	15	1.1%
White	446	34%

Conclusions based on this data:

1. Center High School has higher percentages of student who happen to be African American, White, or Two or More Races than the state average.

2. Center High School's population of students who happen to be Hispanic is lower than the state average.

3. Center High School's population of students who happen to be socioeconomically disadvanteaged is lower than the state average.

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.

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

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Graduation Rate**  Green	**Suspension Rate**  Orange
Mathematics  Yellow		
English Learner Progress  Green		
College/Career  Green		

Conclusions based on this data:

1. Center High School's graduation rate is performing well,and above the state average, however, the number of students meeting the desired level of College and Career is slightly below the state average.
2. The suspension rate at Center High School is above the state average.
3. English Learners making progress is above the state average.

School and Student Performance Data

Academic Performance
English Language Arts

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 English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	3	0

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	**English Learners**	**Long-Term English Learners**
 Yellow	 Orange	 No Performance Color
13.1 points above standard	60.3 points below standard	95 points below standard
Declined 4.8 points	Increased 12.6 points	17 Students
284 Students	59 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Green
0 Students	19.9 points below standard	4.1 points above standard
	Increased 10.6 points	Increased 9.1 points
	15 Students	160 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
74.2 points below standard	60.9 points below standard	Fewer than 11 students - No Data for Privacy
Increased 9.7 points	Declined 32.1 points	3 Students
41 Students	27 Students	

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Yellow
24.7 points above standard	96.7 points above standard	4 points above standard
Increased 20.3 points	Declined 34.1 points	Declined 6.4 points
32 Students	12 Students	99 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
5.7 points above standard	Fewer than 11 students - No Data for Privacy	29.8 points above standard
Maintained -0.9 points	2 Students	Increased 4 points
18 Students		92 Students

Conclusions based on this data:

1. Students who are identified as socioeconomically disadvantaged or as having a disability are under-performing compared to their peers.
2. Students who are identified as African American, Two or More Races, or Latino are under-performing when compared to students who are identified white.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	1	2	0

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	English Learners	Long-Term English Learners
 Yellow	 Red	 No Performance Color
59.6 points below standard	117.4 points below standard	160.8 points below standard
Maintained 2 points	Declined 4.9 points	18 Students
283 Students	62 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	102.6 points below standard	73.8 points below standard
	Declined 19.7 points	Increased 10.3 points
	17 Students	159 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
151.5 points below standard	167.7 points below standard	Fewer than 11 students - No Data for Privacy
Increased 18.2 points	Declined 27.1 points	3 Students
40 Students	26 Students	

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Orange
25 points below standard	8.2 points above standard	89.2 points below standard
Increased 22.5 points	Declined 29.2 points	Declined 16.9 points
32 Students	12 Students	99 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
59.9 points below standard	Fewer than 11 students - No Data for Privacy	21 points below standard
Increased 31 points	3 Students	Increased 24.8 points
18 Students		92 Students

Conclusions based on this data:

1. Students who are identified as African American, Hispanic, or Two or More Races are under-performing when compared to students identified as Asian, Filipino, or White.
2. Students identified as Students with Disabilities, Homeless, or English Learner are under-performing compared to all other sub groups.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	3	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Orange	 No Performance Color
55.4 science points	40 science points	Fewer than 11 students - No Data for Privacy
Maintained 1.6 points	Maintained -0.9 points	7 Students
267 Students	49 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	49.9 science points	51.7 science points
	Declined 3 points	Declined 2 points
	14 Students	155 Students

Students with Disabilities	African American	American Indian
 Green	 No Performance Color	 No Performance Color
45 science points	46.2 science points	Fewer than 11 students - No Data for Privacy
Increased 8.7 points	Maintained 0.6 points	1 Student
37 Students	29 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
51.1 science points	69 science points	53.9 science points
Declined 6.3 points	Increased 20.8 points	Increased 4.4 points
33 Students	16 Students	76 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
56.1 science points	Fewer than 11 students - No Data for Privacy	58.2 science points
Declined 2.4 points	6 Students	Maintained -0.1 points
21 Students		88 Students

Conclusions based on this data:

1. Students identified as English Learners or Students with Disabilities performed below other groups.
2. Students identified as Hispanic showed the best improvement with an increase of 4.4 points.

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**
	
Green	Green
55 making progress.	50.9 making progress.
Number Students: 149 Students	Number Students: 55 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**
7.4%	37.2%	3.4%	52%

Conclusions based on this data:

1. A significant number of students have progressed at least one ELPI level.
2. The number of students that decreased one ELPI level or Maintained ELPI Level is more significant than desired.

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.


Very Low
Lowest Performance


Low


Medium


High


Very High
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	3	3	0

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
 Green	 Yellow	 No Performance Color
Prepared 48.3%	Prepared 26.9%	Prepared 11.8%
Increased 6.6%	Increased 7.2%	Declined 3.1%
315 Students	67 Students	17 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Yellow	 Green
Fewer than 11 students - No Data for Privacy	Prepared 34.4%	Prepared 43.3%
2 Students	Increased 4.4%	Increased 5.4%
	32 Students	252 Students

Students with Disabilities	African American	American Indian
		
Red	Orange	No Performance Color
Prepared 6.8%	Prepared 25.7%	Fewer than 11 students - No Data for Privacy
Declined 7.5%	Declined 7.6%	2 Students
44 Students	35 Students	

Asian	Filipino	Hispanic
		
Green	No Performance Color	Green
Prepared 59%	Prepared 81.3%	Prepared 49.4%
Increased 5.6%	Increased 31.3%	Increased 17.7%
39 Students	16 Students	85 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Yellow
Prepared 47.6%	Fewer than 11 students - No Data for Privacy	Prepared 49.1%
Increased 4.8%	7 Students	Maintained
21 Students		110 Students

Conclusions based on this data:

1. Students identified as English Learners, Long-Term English Learners, or Students with Disabilities are under-performing in the area of College and Career ready.
2. Students identified as African-American are under-performing compared to other sub groups.

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	Orange	Yellow	Green	Blue
Lowest Performance				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	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	5	1

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**
 Green	 Green	 No Performance Color
93.4% graduated	89.7% graduated	88.2% graduated
Increased 3.1%	Increased 5%	Maintained -0.7%
318 Students	68 Students	17 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Green	 Green
Fewer than 11 students - No Data for Privacy	93.8% graduated	94.1% graduated
2 Students	Increased 10.4%	Increased 4.1%
	32 Students	254 Students

Students with Disabilities	African American	American Indian
		
Green	Orange	No Performance Color
82.2% graduated	85.7% graduated	Fewer than 11 students - No Data for Privacy
Increased 6.8%	Declined 8.7%	2 Students
45 Students	35 Students	

Asian	Filipino	Hispanic
		
Yellow	No Performance Color	Blue
92.5% graduated	100% graduated	97.6% graduated
Declined 1.3%	Increased 5.6%	Increased 7.2%
40 Students	16 Students	85 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Green
100% graduated	Fewer than 11 students - No Data for Privacy	90.2% graduated
Increased 7.1%	7 Students	Increased 3.7%
21 Students		112 Students

Conclusions based on this data:

1. Students identified as Student with Disability, English Learner, or Long-Term English Learner are under performing all students in graduation rates.
2. Students identified as Socioeconomically Disadvantaged are performing slightly above all students in graduation rates.
3. Students identified as Two or More Races, Filipino, or Hispanic are performing better than all students.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
3	1	4	2	1

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Green	 Yellow
7.2% suspended at least one day	5% suspended at least one day	9.7% suspended at least one day
Maintained -0.2%	Declined 2.1%	Declined 4.8%
1421 Students	218 Students	72 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Red	 Yellow
Fewer than 11 students - No Data for Privacy	14.8% suspended at least one day	8.3% suspended at least one day
6 Students	Increased 3.7%	Declined 0.7%
	108 Students	855 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
12.4% suspended at least one day	15.3% suspended at least one day	16.7% suspended at least one day
Increased 2.6%	Increased 2.5%	Increased 16.7%
225 Students	177 Students	12 Students

Asian	Filipino	Hispanic
 Orange	 Blue	 Yellow
2.5% suspended at least one day	0% suspended at least one day	9.9% suspended at least one day
Increased 0.3%	Declined 1.5%	Declined 0.5%
159 Students	50 Students	425 Students

Two or More Races	Pacific Islander	White
 Yellow	 No Performance Color	 Green
10% suspended at least one day	11.8% suspended at least one day	3.3% suspended at least one day
Declined 0.4%	Increased 11.8%	Declined 1.7%
100 Students	17 Students	481 Students

Conclusions based on this data:

1. Suspension rates for students identified as African American, American Indian, Homeless, or Two or More Races are suspended at a higher than other sub groups.
2. Suspension rates for students identified as Students with Disabilities is double the rate 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 CLIMATE AND CULTURE
Develop an inclusive school community where students, staff and families experience an increased sense of belonging, value and connection.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL 1: BELONG
Establish a positive school climate that promotes a sense of belonging for all students, staff and families.

GOAL 3: VALUED Foster an inclusive and supportive educational environment that values individuals, addresses diverse learning needs, and promotes positive behavior through the implementation of a Multiple Tiered System of Supports (MTSS) and Positive Behavior Supports (PBIS).

Identified Need

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

The overall suspension rate is ranked ORANGE on the Dashboard, with 7.2% of students suspended at least one day.

Panorama Student Survey: Positive responses in Sense of Belonging, School Climate, and School Engagement are low. Number of respondents is low.

Panorama Staff Survey: Positive responses in Professional Learning are low.

Panorama Family Survey: Positive responses in School Climate is low. Number of respondents is very low.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard	Overall suspensions ranked ORANGE on the California Dashboard with 7.2% of students suspended at least one day. Suspension on the Dashboard for student subgroups in RED included students identified as African American, Homeless, and Students with Disabilities. Students suspended at least one day: African American: 15.3% Homeless: 14.8% Students with Disabilities: 12.4%	Suspension rate for all students during the 26-27 school year as reported on the California School Dashboard will improve from HIGH (orange) to MEDIUM (yellow), or better. Students suspended at least one day: Long-Term English Language Learners: decrease to 11.5% Homeless: decrease to 8.6% Hispanic/Latino: decrease to 7.8% English Learners: decrease to 5.6%
Panorama Survey, Spring 2025	STUDENT SURVEY (842 responses) 50% favorable School Safety 37% favorable School Teacher-Student Relationships	STUDENT SURVEY Increase number of students responding and favorable responses will increase as follows:

	34% favorable School Belonging 34% favorable School Climate 21% favorable School Engagement STAFF SURVEY (72 responses) 53% favorable School Climate/Culture 41% favorable School Leadership 36% favorable Professional Learning PARENT SURVEY (107 responses) 50% favorable School Safety 44% favorable School Climate	Favorable School Safety will increase to 53% Favorable School Teacher-Student Relationships will increase to 40% Favorable School Belonging will increase to 37% Favorable School Climate will increase to 38% Favorable School Engagement will increase to 27% STAFF SURVEY Increase number of staff responding and favorable responses will increase as follows: Favorable School Climate/Culture will increase to 58% Favorable School Leadership will increase to 45% Favorable Professional Learning will increase to 40% PARENT SURVEY Increase number of families responding and favorable responses will increase as follows: Favorable School Safety will increase to 53% Favorable School Climate will increase to 50%
Attendance: local data from Aeries	During the 2024-2025 school year, the Daily Attendance rate was 93.9%. During the 2024-2025 school year, 18.5% of students were identified as chronically absent. During the 2025-2026 school year, the Daily Attendance rate was 93.8%. During the 2025-2026 school year, 16.8% of students were identified as chronically absent.	The daily attendance rate for the 2026-2027 school year will increase to 94.5% or higher. The number of students identified as chronically absent will decrease to 14%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	SCHOOL CULTURE: The admin team will facilitate the review of Panorama Student, Staff and Family Survey data with staff and student leadership to build awareness and identify key needs. Admin will collaborate with staff and students to amplify their voices in proposing changes to structures, practices, and policies that will enhance school culture, elevate students' sense of belonging, increase school engagement and improve student-staff connections. Site administration will collaborate with the Activities Director and Athletic Director to boost	All students.	0 None Specified

	student participation in activities, clubs, and athletic teams, fostering a stronger sense of belonging and connection to CHS. The administration and Activities Director will review team rosters and analyze data collected in 5-Star to assess student engagement in athletics, clubs, and school activities. Student voice will be amplified through a program known as RSVP - Raising Student Voice and Participation. Two days each semester will have alternative bell schedules to accommodate meetings in every class led by leadership students. Feedback from those meetings will be brought to administration. The administration and Activities Director will review data from the annual Panorama student survey and engage in ongoing discussions to evaluate the effectiveness of the RSVP program in influencing school decisions and developing schoolwide initiatives that enhance student voice, promote a positive school culture, and strengthen the sense of belonging. Enhance parent voice through Parent Advisory Groups and monthly “Cougar Conversations” meetings with the Principal. Utilize creative marketing strategies and diverse communication channels to boost attendance at family events such as Back to School Night, Open House, meetings with counseling staff, Multicultural Night, plays, musical performances, and athletic events. Additionally, work to increase parent participation in the annual Panorama survey to ensure representative results. Free ASB stickers for students that complete income form. Per staff feedback regarding improving school culture (SPSA Goal 1), more student-staff collaborative activities were desired. Administration will work with Activities Director to propose and implement more events/activities.		
1.2	PBIS: The identity of CHS is embodied in its motto, “The Home of Scholars and Champions,” and reinforced by the PBIS expectations Maxims: We Are Fierce, We Are Proud, We Are United. Site administration, in collaboration with the leadership and PBIS teams, will review referral and suspension data from the 2025-2026 school year to propose alternative interventions for 2026-2027, such as counseling services and community service projects. The PBIS team will continue holding monthly Tier I meetings, upholding current expectations, and maintaining the incentive program through 5 Star and the student store where students can redeem points for positive behavior or participation in	All students.	0 None Specified

	school events. Academic achievements and improvements will be recognized each semester, with additional student recognition highlighted in newsletters to families. Student academic achievement and/or improvement will be acknowledged each semester.		
1.3	SOCIAL EMOTIONAL SUPPORT The PBIS Tier II Team will conduct a Social Emotional Behavior survey to all students at the beginning of the year to determine baseline data to drive social groups for students.	All students.	0
1.4	ATTENDANCE AND ENGAGEMENT Increase parent participation in the district's English Learner Parent Program Survey by contacting families in their home language and encouraging them to respond to the survey so that their input can help drive district decisions. Develop outreach strategies to increase parent responses on the district Panorama Survey including getting input from School Site Council, Boosters, and other established parent/guardian groups. Administration will work with Athletic Director to investigate ways to increase community attendance at athletic events such as offering season passes or other discounted family packages. Adminstration will work with various staff and school organizations to increase ways to hype-up, or promote, student involvement in extracurriculars as spectators. There is now a dedicated school counselor to review attendance and engagement for the high school.	All students.	
1.5	STUDENT BELONGING To create systems and spaces that elevate, amplify, and celebrate student voices and cultural identities throughout our school environment, Center High School staff will in increase student participation on the Panoramic Survey, increase multicultural clubs on campus, and through establishing positive practices with staff that improve student sense of belonging. Increase student classroom engagement, as measured by Panorama data, through consistent implementation of positive greetings at the door. Teachers will use this transition time to build relationships, provide behavior-specific feedback, and establish clear expectations, with a focus on supporting students with a history of behavioral concerns. Success will be monitored through Panorama engagement data, SWIS referrals, suspension rates, and instructional time preserved.	All students.	
1.6			0

			None Specified

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.

SCHOOL CULTURE
A revised Site Leadership Team consisted of department chairs that were obligated to attend. Department chairs expressed frustration with being obligated and the members of the Leadership Team will be revised to be more intentional. Regular weekly meetings between adminstration, Activities and Athletic Directors, and select office staff will continue as well as regular bi-monthly meetings between directors and administration. Student Senate will be revised to be a flipped model from previously implementations using a program know as RSVP - Raising Student Voice and Participation. It will be focused on leadership students being the representative population that will go to classes and hold sessions to receive student input. The principal's open office hour, known formerly as Second Cup of Coffee, now called "Cougar Conversations," will be reinstated with time included before school to make it more accessible to community members. The free ASB stickers for student who completed the income form resulted in an increases attendance at events and the practice will be continue in collaboartion with the district.

PBIS
Referral data from SWIS for African American / Black students has shown that the dispropotionality has drastically decreased so there is not a strategy specifically for that sub group of students.
Referral data has been reviewed with different teams on campus including department chairs, School Site Council, and all certificated staff at a staff meeting. Tier I meetings have continued and been successful in maintaining the student store where students can redeem points awarded. The CHS Tier II Team has participated in training with PCOE and established goals for the 2025-2026 school year including a Social-Emotional Behavior Survey at the beginning of the school year for all students as a universal screener.

9TH GRADE TEAMS
Staffing circumstances such as turn over, teachers on leave, and long term subs, drastically affected the ability for teams to function effectively or as intended. It would be desireable to continue teams but staffing and budgetary contraints restrict implementation and the practice will be postponed until staffing allows.

STUDENT BELONGING
Activities and other events such as free ASB sticker for students, Breaking Bread breakfasts, and PBIS strategies with Tier 2 team have had a positive impact on student belonging and will be continued. During hte 2026-2027 school year, more emphasis will be placed on increasing multicultural clubs and establishing positive practices in each classroom that will increase student compeltion of the Panoramic Survey as well as sense of belonging.

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.

SCHOOL CULTURE
Site Leadership Team will be continued for the 2026-2027 school year with membership being increased and more intentional.

PBIS
The Tier II Team will not be participating in training for the 2026-2027 school year and will continue with conducting a survey and implementing strategies learned at the training from the 2025-2026 school year.

9TH GRADE TEAMS
Due to budgetary and staffin restrictions, 9th grade teams are unable to be developed in the master schedule.

ANTI-BIAS TRAINING
The district will not be providing training in this area for the 2026-2027 school year. This goal will not be continued but the practice and intentions will be incorporated in other aresa.

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.

ENGLISH / LANGUAGE ARTS
Academic achievement in ELA will increase for all students through effective Tier I instruction, supported by ongoing professional development, walkthroughs, leadership development, and PLCs, as measured by CAASPP and Interim Assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL 2: IMPACT
Enhance classroom instruction to effectively impact all students through the integration of Multi-Tiered Systems of Support (MTSS), evidence-based practices, and differentiated instruction.

GOAL 4: THRIVE
Establish environments that cultivate learning experiences and provide paths to college and career readiness, ensuring that all students thrive.

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.

In English/Language Arts, the overall performance is ranked YELLOW on the Dashboard, with students scoring 48.5 points below standard. Students with Disabilities ranked ORANGE performing 181.9 points below standard. Hispanic students and Socioeconomically Disadvantaged Students ranked YELLOW, performing 39.6 points below standard.

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
FIAB (CCASPP Interim Assessments) with focused standards for 2026-2027	No prior baseline data available. The 2026-2027 school year serves as the baseline year for the FIAB assessment as follows: 9th grade: Make and Support Inferences 10th: Text Analysis (Literary) 11th: Language and Vocabulary Usage 12th: Editing Initial benchmark data established in Fall 2026	Establish baseline performance data during the Fall 2026 administration, with a targeted 8% increase in students scoring "Advanced or Proficient" between the Fall baseline and the Spring 2027 administration.
2024-2025 English Language Arts performance as reported on California Dashboard	11th grade: 13.1 points above standard Students with Disabilities: 74.2 points below standard and ranked ORANGE having increased 9.7 points English Learners: 60.3 points below standard and ranked ORANGE having increased 12.6 points	Increase points above standard by 10 or more points. Students with Disabilities: improve dashboard ranking to YELLOW or better English Learners: improve dashboard ranking to YELLOW or better

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	LITERACY: Teachers across all content areas will support students to improve reading proficiency and increase curriculum accessibility by providing explicit instruction in essential comprehension strategies including summarizing, making inferences, and analyzing text structure. Teachers will implement targeted support for struggling readers, English Learners and long-term English Learners to expand vocabulary and develop comprehension skills. Corrective Reading for English Learners will continue to be implemented during the 26-27 school year.	All students	0
2.2	TIERED INSTRUCTION: Teachers will deliver engaging Tier 1 instruction that is universally designed to meet the diverse needs of all students. Teachers will use student data and the Plan-Do-Study-Act cycle to enhance Tier 1 instruction and implement tiered interventions. EL students will receive Designated Instruction in EL courses and Integrated Instruction through all other coursework. The CHS EL Coordinator will also conduct ongoing progress monitoring of all students identified as English Learners, including those that have been reclassified, to monitor progress toward goals or provide necessary interventions. Based on the recommendation of the IEP team, Students with Disabilities will receive ELA instruction with support through a general education course or through an ELA course taught by a Special Education teacher based on student needs and the determination of the IEP team. Following departmental feedback, the English department will be changing to CAASPP Interim Assessments for measuring and tracking student performance and growth for the 2026-2027 school year with a focus as follows per grade level: 9th grade-Make and Support Inferences 10th grade-Text Analysis (Literary) 11th grade-Language and Vocabulary Usage 12th grade-Editing	All students and Multi-Lingual students	0
2.3	PROFESSIONAL DEVELOPMENT: ENGLISH LEARNER The EL teacher will present EL strategies to utilize in all classes during staff meetings in August, October, and January, and training in September on ELLevation--an informational system that tracks progress for EL students as well as interventions	All students	0

	provided by teachers--to ensure that students are receiving interventions to be successful. Administration will research with the leadership team Universal Design for Learning professional development to be shared with staff.		
2.4	WALKTHROUGHS: The administrative team will collaborate with school site instructional leaders to conduct Learning Walkthroughs monthly, aimed at gaining valuable insights into the learning environment, teaching practices, and student engagement. Administrators will guide department chairs in developing a shared vision for enhancing instruction and boosting student outcomes. This process will involve defining the ideal learning environment, identifying effective teacher practices, and envisioning meaningful student engagement. These walkthroughs will strengthen the partnership between teachers and administrators, building teachers' capacity to improve student achievement through a focus on literacy strategies, Tier 1 instruction, and student engagement. For the 2026-2027 school year, Center High School administration is emphasizing active engagement as a strategy looked for in all walkthroughs.	All students	0
2.5	PLCs: The English Department will use the Plan/Do/Study/Act (PDSA) cycle to review student data, improve instruction, and address student needs. This process will be conducted on collaboration days throughout the school year. Department chair will continue participating in district Data Culture meetings to support collaboration. The early release time on Mondays will be restructured to be designated PLC time with staff meetings held after as provided by union contract.	All students	0
2.6	LEADER GROWTH & DEVELOPMENT: Site administration will participate in professional development opportunities with staff as much as possible as well as additional opportunities as determined by the principal.	All students	0

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.

LITERACY
Corrective Reading was provided to English Language Learners that qualified and resulted in positive outcomes. The practice and intentional scheduling accommodations will be continued.

TIERED INSTRUCTION
English department meetings incorporated the Plan-Do-Study-Act (PDSA) cycle in meetings to review data and determine areas of focus for revising instruction or providing interventions based on CAASPP scores from the 2024-2025 school year. Students with an IEP have been effectively receiving instruction in either a general education English class or through an ELA class taught by a Special Education teacher as determined by their IEP team. This practice is beneficial to students and will continue.

PD: ENGLISH LEARNERS
The English Language Development Coordinator presented to new staff in August on how to use ELLevation. Additional trainings for all staff did not occur and will be scheduled for staff meetings during the 2026-2027 school year.

WALKTHROUGHS
Classroom walkthroughs were consistently conducted and we find value in the process and had positive feedback on the walkthroughs. On average, over 80% of teachers were visited each month. This practice will continue to be prioritized for the 2026-2027 school year.

PLCs
The English Department Chair participated regularly in district meetings and took the PDSA cycle back to the department for implementation. The impact on the department has been noticeable and will continue in the 2026-2027 school year.

LEADER GROWTH AND DEVELOPMENT
Administration participated in PD with staff. Also two of the administrators participated in WASC visits at other high schools. No change to goal and will continue.

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.

LITERACY
No changes to goal. This is a multi-year process and has been very beneficial. We will continue to implement.

TIERED INSTRUCTION
No changes and will continue to implement.

PD: UNIVERSAL DESIGN FOR LEARNING
Administration will work with leadership during the 1st semester to develop a plan for training either in the second semester or the following year.

PD: ENGLISH LEARNERS
Principal will coordinate with EL Coordinator to plan trainings for all staff to be presented at designated times during the year including the beginning for new teachers and then once each semester.

WALKTHROUGHS
We believe this process is essential and very productive and will continue to implement.

PLCs
No change to department but early release Mondays will be restructured for greater emphasis on departmental collaboration and dedicated time for PLCs. Assessment data collected will come from interim assessments for the CAASPP instead of CommonLit.

LEADER GROWTH AND DEVELOPMENT
No change and will continue to implement.

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.

MATH
Academic achievement in MATH will increase for all students through effective Tier I instruction, supported by ongoing professional development, walkthroughs, leadership development, and PLCs, as measured by CAASPP and Interim Assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL 2: IMPACT
Enhance classroom instruction to effectively impact all students through the integration of Multi-Tiered Systems of Support (MTSS), evidence-based practices, and differentiated instruction.

GOAL 4: THRIVE
Establish environments that cultivate learning experiences and provide paths to college and career readiness, ensuring that all students thrive.

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.

In mathematics, the overall performance is ranked ORANGE on the Dashboard, with students scoring 88 points below standard. Hispanic students ranked ORANGE performing 109.9 points below standard. Students with Disabilities ranked ORANGE performing 212.9 points below standard. Socioeconomically Disadvantaged Students ranked YELLOW, performing 94.4 points below standard.

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
FIAB (CCASPP Interim Assessments) with focused standards for 2026-2027	No prior baseline data available. The 2026-2027 school yea rserves as the baseline year for the FIAB assessment as follows: Math 1-- A-REI (Reasoning with equations and inequalities), specifically, A-REI 3.1 (Solving one-variable equations and inequalities involving absolute value, graphing the solutions and interpreting them in context) Math 2-- F-LE.6 Apply quadratic functions to physical problems, such as the motion of an object under the force of gravity. Math 3--F-BF.3 Identify the effect on the graph of replacing f(x) by f(x) + k, kf(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. Initial benchmark data establish in Fall 2026	Establish baseline performance data during the Fall 2026 administration, with a targeted 8% increase in students scoring "Advanced or Proficient" between the Fall baseline and the Spring 2027 administration.
2024-2025 Math performance as reported on California Dashboard	11th grade: 59.6 points below standard. Socioeconomically Disadvantaged: 73.8 points below standard and ranked YELLOW having increased 10.3 points Students with Disabilities: 151.5 points below standard and ranked ORANGE having increased 18.2 points English Learners: 117.4 points below standard and ranked RED having declined 4.9 points	11th grade: decrease the points below standard by 10 or more to be 49.6 points below standard or better. Socioeconomically Disadvantaged: improve dashboard ranking to GREEN or better Students with Disabilities: improve dashboard ranking to YELLOW or better English Learners: improve dashboard ranking to ORANGE or better

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	TIERED INSTRUCTION Teachers will deliver engaging Tier 1 math instruction that is universally designed to meet the diverse needs of all students. Teachers will use student data and the Plan-Do-Study-Act cycle to enhance Tier 1 instruction and implement tiered interventions. Math classes for students with an IEP will be taught by a math credentialed teacher with a Special Education teacher pushing-in.	All Students	0 None Specified

	Following departmental feedback, the Math department will be changing to CAASPP Interim Assessments for measuring and tracking student performance and growth for the 2026-2027 school year with a focus as follows per grade level: Math 1-- A-REI (Reasoning with equations and inequalities), specifically, A-REI 3.1 (Solving one-variable equations and inequalities involving absolute value, graphing the solutions and interpreting them in context) Math 2-- F-LE.6 Apply quadratic functions to physical problems, such as the motion of an object under the force of gravity. Math 3--F-BF.3 Identify the effect on the graph of replacing f(x) by f(x) + k, kf(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.		
3.2	PROFESSIONAL DEVELOPMENT Site administration will evaluate curriculum implementation needs, including assessing teachers' levels of curriculum knowledge, and will provide curriculum training to ensure effective instruction with the newly adopted curriculum. Administration will research with the leadership team Universal Design for Learning professional development to be shared with staff.	All student	0 None Specified
3.3	WALKTHROUGHS: The administrative team will collaborate with school site instructional leaders to conduct Learning Walkthroughs monthly, aimed at gaining valuable insights into the learning environment, teaching practices, and student engagement. Administrators will guide department chairs in developing a shared vision for enhancing instruction and boosting student outcomes. This process will involve defining the ideal learning environment, identifying effective teacher practices, and envisioning meaningful student participation. These walkthroughs will strengthen the partnership between teachers and administrators, building teachers' capacity to improve student achievement through a focus on literacy strategies, Tier 1 instruction, and student engagement. For the 2026-2027 school year, Center High School administration is emphasizing active engagement as a strategy looked for in all walkthroughs.	All students	0 None Specified
3.4	PLCs The Math Department will use the Plan/Do/Study/Act (PDSA) cycle to review student data, improve instruction, and address student needs. This process will be conducted on scheduled collaboration days, which will take place on designated Mondays throughout the school	All students	0 None Specified

	year. Department chair participating in district Data Culture meetings to support collaboration. The early release time on Mondays will be restructured to be designated PLC time with staff meetings held after as provided by union contract.		
3.5	LEADER GROWTH & DEVELOPMENT: Site administration will participate in professional development opportunities with staff as much as possible as well as additional opportunities as determined by the principal.	All students	0

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.

TIERED INSTRUCTION
Math department meetings incorporated the Plan-Do-Study-Act (PDSA) cycle in meetings to review data and determine areas of focus for revising instruction or providing interventions based on interim assessments administered. Students with an IEP have been effectively receiving instruction in either a general education Math class or through a co-taught Math class taught by a math credentiakled teacher and Special Education teacher as determined by their IEP team.

PD
This was not done to fidelity and will be modified for the 2026-2027 school year to address newly adopted curriculum.

WALKTHROUGHS
Classroom walkthroughs were consistently conducted and we find value in the process and had positive feedback on the walkthroughs. On average, over 80% of teachers were visited each month. This practice will continue to be prioritized for the 2026-2027 school year.

PLCs
The Math Department Chair participated regularly in district meetings and took the PDSA cycle back to the department for implementation. The impact on the department has been noticeable and will continue in the 2026-2027 school year.

LEADER GROWTH AND DEVELOPMENT
No change and will continue to implement.

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.

TIERED INSTRUCTION
No change to implementing PDSA cycle. The math class taught by a Special Education teacher will instead be taught by a teacher with a math credential for the 2026-2027 school year and have a Special Education teacher push-in to the class for support. We do not have the staffing to be able to offer support classes for students in Math 2 or Math 3 classes as part of Tier 2 academic supports, therefore this strategy will not be implemented.

PD
This was not done to fidelity and will be modified because of newly adopted curriculum.

PD: UNIVERSAL DESIGN FOR LEARNING

Administration will work with leadership during the 1st semester to develop plan for training either in the second semester or the following year.

WALKTHROUGHS
We believe this process is essential and very productive and will continue to implement.

PLCs
No change to department but early release Mondays will be restructured for greater emphasis on departmental collaboration and having dedicated time. Assessment data collected will come from interim assessments for the CAASPP instead of iReady.

LEADER GROWTH & DEVELOPMENT
No change and will continue to implement.

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.

COLLEGE AND CAREER READY
Increase students graduating college and career-ready through a rigorous academic foundation with appropriate supports, and diverse CTE pathways.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals Alignment:
GOAL 4: THRIVE: Establish environments that cultivate learning experiences and provide paths to college and career readiness, ensuring that all students thrive.

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.

Decline in graduation rate
Low A-G completion rates
Low rate of graduates completing A-G requirements and 1 CTE pathway
One-fourth of graduates completing 1 CTE pathway

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard, CalPads, and College Board	2025 Graduation Rate: 93.4% 48.3 % of students dentified as prepared for college/career as reported on the 2025 California Dashboard Prepared for College and Career as reported on 2025 California Dashboard 48.3% of graduates are "Prepared" for College and Career 30.8% of graduates are "Approaching" for College and Career 21% of graduates are "Not Prepared" for College and Career	Graduation rate will increase to 94% or better. 52% of seniors will be indentified as prepared college/career. Students identified as prepared for college will increase to 52%.
CalPads	A-G Completion: 41% of students (121 out of 295) completed a-g requirements as reported in CalPads. CTE Completion: 19.3% of students (57 out of 295) completed one CTE pathway as reported in CalPads.	A-G completion will improve to 50% or better. Students completing CTE pathway will improve to 36% or better.
College Board and AP Central:	AP Enrollment 2025-26: 174 students out of 1228 (14%)	Over the next 2 school years the AP enrollment will increase to 22% with an

	White: 36% (62/174) Hispanic: 17% (30/174) African American: 11% (20/174) Asian: 33% (57/174) AP Passage Rate (2025-2026) 82% (88 out of 107) of students earned a score of 3 or higher on at least one AP exam in 2026 as reported by College Board. This represents 30% of the graduating class. 44% of students (48 out of 107) that took an AP test earned a score of 3 or higher on two or more AP exams in 2026 as reported by College Board. This represents 16% of the graduating class.	annual increase of 6%. The goal for 26-27 is to increase enrollment to 17% or better. AP Passage rate on one AP test will increase to 88%. AP passage rate on two AP tests will increase to 50%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	A-G COMPLETION To increase A-G completion rates, the 2025-26 Course Catalog was revised so students begin math and science coursework on the A-G pathway. The new course offerings will streamline the A-G process, enhancing the likelihood of students completing A-G coursework and this will be contnued during the 26-27 school year. The dedicated intervention counselor will continue to audit A-G course designations to ensure accurate coding and will set common planning targets that include recommending 4 years of Math, 3 years of Science, and 3 years of Language Other than English. The dedicated intervention counselor and academic counselors will educate students on the importance of the A-G pathway through one-on-one meetings and group sessions. They will also inform parents about the significance of A-G completion through in-person meetings or by distributing presentations via Catapult, ensuring all families have access to this information. Counselors and administrators will collaborate to embed A-G completion into the campus culture and promote it to students and families as essential for unlocking future opportunities. This effort will include celebrating A-G achievers, posting visual reminders, and educating staff and students about A-G requirements. During the 25-26 school year, one of the counselors was reassigned as the dedicated counselor for interventions and analyzing and reviewing student progress toward a-g completion	All students	0 None Specified

	and will continue the same work for the 26-27 school year.		
4.2	DUAL ENROLLMENT & AP Center High School will continue to seek opportunities to expand our dual-enrollment offerings based on staffing and student interests. Dual Enrollment and Advanced Placement (AP) courses will provide students with various opportunities to earn college credit during high school. Students can simultaneously earn high school and college credits by enrolling in dual enrollment courses such as English 12, Astronomy, Entrepreneurship/Business, and Statistics. The administration, counselors, AP coordinator, and AP teaching staff will actively promote AP opportunities to increase student enrollment in AP classes. Through the AP program, students can engage in rigorous college-level coursework, including AP English Language, AP English Literature, AP Statistics, AP Calculus AB, AP US History, and AP Spanish. The recently established AP Coordinator position will provide essential support, guiding students through the AP process. Students who complete AP courses will be encouraged to take the corresponding AP exams to potentially earn college credit. During the 25-26 school year, one of the counselors was reassigned as the dedicated counselor for interventions and analyzing and reviewing student participation in dual-enrollment and AP courses and will continue the same work for the 26-27 school year.	All students	0 None Specified
4.3	COLLEGE & CAREER COORDINATOR The College and Career Coordinator will help students explore college and career options, guiding them through applications, financial aid, and career pathways. Coordinator will connect students with scholarships, internships, and vocational training programs, and organize trips to various colleges, including in-state schools and historically black colleges. The Coordinator will also use data to identify and support students from high-needs backgrounds, especially first-generation college students, to provide targeted outreach and personalized assistance. The College and Career Coordinator and counselors will utilize the online tool provided by California College Guidance Initiative to help students explore post-secondary options.	All students	0 None Specified
4.4	STUDENT SUPPORTS Improve Your Tomorrow, Upward Bound, and ETS will offer targeted support to students, including mentoring, college guidance, college tours, and academic assistance to help students pass classes and fulfill A-G requirements.	All students	0 None Specified

	The Peer Tutoring program will offer biweekly tutoring from high-achieving Center HS students who assist peers with homework completion, study techniques, skill enhancement, and test preparation. For the 25-26 school year, one of the counselors has been reassigned as the dedicated counselor for interventions and will be tasked with student interventions and supports.		

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.

A-G COMPLETION
The CHS Course Catalog underwent a comprehensive revision process during the 2024-2025 school year with the explicit goal of increasing student access to and successful completion of a-g requirements by eliminating courses that prevent students from achieving a-g completion.
Counselors and the CHS registrar conducted a detailed audit of all courses to ensure accurate coding in Aeries as well as to submit others that could be receiving a-g credit were accepted and properly tagged/coded.

DUAL ENROLLMENT & AP
An additional teacher has been approved to teach dual-enrollment courses and we will work during the 2026-2027 school year to determine what class to add as a dual enrollment offering.
The 2024-2025 school year was the first year with a dedicated AP Coordinator and the impact is hard to determine after only two years. We strongly believe the position is important and will continue to support it.

COLLEGE & CAREER COORDINATOR
The College & Career Coordinator has effectively offered multiple workshops and informational nights for families regarding applying to post-secondary institutions. There have not been as many visits from or to vocational training programs as desired and will continue to pursue in the 2025-2026 school year. We would also like to offer more college visits based on student interest. The use of data to drive outreach was underutilized and will be a primary focus for the 2026-2027 school year.

STUDENT SUPPORTS
Improve Your Tomorrow has only completed one year and will continue to provide services and supports. We believe the program will be very beneficial to and effective for students and we will continue to implement. ETS and Upward Bound have continued to support students and the impact has been very positive. We will continue to support and implement these programs. Peer-tutoring has been effective and will be moving to the CHS campus for the 2026-2027 school year. We believe that moving to program onto the CHS campus will help increase student participation.

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.

A-G COMPLETION
This is a multi-year and on-going goal. With the redefining role of one of the counselors to specifically address a-g completion, tracking, and interventions, we will continue to audit courses, student progress, and campus culture in regards to a-g completion, awareness, and understanding. Administration will work with the intervention counselor to hold informational nights for students and families as well as staff trainings to increase awareness of a-g requirements and improve the understood importance of completing the a-g requirements.

DUAL ENROLLMENT & AP
No change to goal and will continue to implement with the inclusion of a dedicated counselor to support.

COLLEGE & CAREER COORDINATOR
No change to goal, however, greater emphasis will be placed in the 2026-2027 school year on connecting students with scholarships, internships, and vocational training programs, and organize trips to various colleges, including in-state schools and historically black colleges. There will be a greater importance placed on gathering data to target outreach for students from high-needs backgrounds, especially first-generation college students.

STUDENT SUPPORTS
No change to goal except for the location of peer tutoring for the 2026-2027 school year and will continue to implement with the inclusion of a dedicated counselor to support.

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	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$0.00
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 ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
	$0.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $0.00

Total of federal, state, and/or local funds for this school: $0.00

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

Expenditures by Funding Source

Funding Source	Amount
	0.00
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	None Specified	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	0.00
Goal 2	0.00
Goal 3	0.00
Goal 4	0.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Jerald Ferguson	Principal
Veronica Rendon-Majmudar	Classroom Teacher
Kristi Kester	Classroom Teacher
Celina Adams (certificated counselor)	Classroom Teacher
Elizabeth Elliott	Other School Staff
Steffanie Bledsoe	Parent or Community Member
Jennifer Cooley	Parent or Community Member
Anna Rath	Parent or Community Member
Faith Stuckey	Secondary Student
Iliya Beznosov	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 9/04/2025.

Attested:

	Principal, Jerald Ferguson on 9/3/26

Instructions

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

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 (S*ections: 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 (Se*ctions: 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 (S*ections: 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

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cyril Spinelli Elementary School	34-73973-6032924	September 24, 2026	October 21, 2026

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

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

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

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

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

- Schoolwide Program

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

Table of Contents

SPSA Title Page 1
Table of Contents....2
Plan Description....4
Educational Partner Involvement....4
Resource Inequities....4
Comprehensive Needs Assessment Components....4
California School Dashboard (Dashboard) Indicators....4
Other Needs....5
School and Student Performance Data....6
Student Enrollment....6
CAASPP Results....9
ELPAC Results....14
Student Population....18
Overall Performance....20
Academic Performance....21
Academic Engagement....29
Conditions & Climate....32
Goals, Strategies, & Proposed Expenditures....34
Goal 1....34
Goal 2....39
Goal 3....42
Goal 4....48
Goal 5....49
Goal 6....50
Goal 7....51
Goal 8....52
Goal 9....53
Goal 10....54
Budget Summary....55
Budget Summary....55
Other Federal, State, and Local Funds....55
Budgeted Funds and Expenditures in this Plan....56
Funds Budgeted to the School by Funding Source....56
Expenditures by Funding Source....56
Expenditures by Budget Reference....56
Expenditures by Budget Reference and Funding Source....56

Expenditures by Goal 57
School Site Council Membership 58
Recommendations and Assurances 59
Instructions 60
Appendix A: Plan Requirements 67
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 70
Appendix C: Select State and Federal Programs 73

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

- Schoolwide Program

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students and support an all-inclusive school culture. California Education Codes 41507, 41572, and 64001 and the federal Elementary and Secondary Education act (ESEA) require each school to consolidate school plans for programs funded through the Con App.

Educational Partner Involvement

How, when, and with whom did Cyril Spinelli 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 School Site Council and the the English Learner Advisory Council met to create, review, and update the 2025-2026 SPSA on the following dates: April 23, 2026, August 27, 2026, September 24, 2026. The School Site Council and the the English Learner Advisory Council approved the SPSA on September 24, 2026. The School Site Council and the ELAC will review the 2026-2027 SPSA and begin working on the 2027-28 SPSA beginning in April 2027.

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.

Chronic Absenteeism -Asian

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.

English Language Arts and Mathematics are in the "orange" category. Chronic absenteeism is also in the "orange" category.

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.

There are no indicators for which performance is two or more performance levels below the "all student" performance.

Other Needs

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

Diagnostic i-Ready testing used in the district reveals a need for more intensive instruction in reading and math as well as the scores from the CAASPP assessment.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.32%	0.58%	0.54%	1	2	2
African American	8.44%	11.53%	9.78%	26	40	36
Asian	10.71%	8.93%	9.24%	33	31	34
Filipino	2.60%	1.73%	1.36%	8	6	5
Hispanic/Latino	38.96%	37.75%	38.59%	120	131	142
Pacific Islander	0.97%	1.15%	1.09%	3	4	4
White	27.92%	29.11%	27.17%	86	101	100
Two or More Races	10.06%	9.22%	12.23%	31	32	45
			Total Enrollment	308	347	368

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		31	43
Kindergarten	45	48	52
Grade 1	52	55	38
Grade 2	41	47	51
Grade3	38	38	53
Grade 4	54	44	39
Grade 5	29	50	42
Grade 6	32	34	50
Total Enrollment	308	347	368

Conclusions based on this data:

1. Spinelli is growing in enrollment.
2. There has been growth in the Hispanic and two or more races subgroups.
3. There has been growth in the Transitional Kindergarten grade level.

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	58	67	55	18.8%	19.3%	14.9%
Fluent English Proficient (FEP)	37	24	28	12.0%	6.9%	7.6%

Conclusions based on this data:

1. The percentage of English learners at Spinelli has dipped slightly from the 24-25 school year to the 25-26 school year.
2. The percentage of students who are Fluent English Proficient has remained approximately the same from the 24-25 school year to the 25-26 school year.

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	52	41	39	52	40	38	52	40	38	100.0	97.6	97.4
Grade 4	34	54	43	33	54	43	33	54	43	97.1	100	100
Grade 5	35	33	51	35	33	50	35	33	50	100.0	100	98
Grade 6	35	33	33	35	33	31	35	33	31	100.0	100	93.9
All Grades	156	161	166	155	160	162	155	160	162	99.4	99.4	97.6

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	2401.	2358.	2395.	15.38	10.00	18.42	17.31	10.00	28.95	34.62	32.50	13.16	32.69	47.50	39.47
Grade 4	2422.	2433.	2373.	24.24	12.96	4.65	15.15	20.37	13.95	15.15	25.93	9.30	45.45	40.74	72.09
Grade 5	2472.	2417.	2448.	11.43	6.06	4.00	22.86	21.21	18.00	25.71	15.15	38.00	40.00	57.58	40.00
Grade 6	2512.	2532.	2472.	14.29	18.18	3.23	22.86	27.27	25.81	34.29	27.27	29.03	28.57	27.27	41.94
All Grades	N/A	N/A	N/A	16.13	11.88	7.41	19.35	19.38	20.99	28.39	25.63	22.84	36.13	43.13	48.77

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.62	5.00	18.42	75.00	60.00	50.00	15.38	35.00	31.58
Grade 4	6.06	7.41	0.00	63.64	74.07	53.49	30.30	18.52	46.51
Grade 5	11.43	12.12	8.00	74.29	54.55	64.00	14.29	33.33	28.00
Grade 6	17.14	15.15	9.68	48.57	69.70	45.16	34.29	15.15	45.16
All Grades	10.97	9.38	8.64	66.45	65.63	54.32	22.58	25.00	37.04

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	13.46	2.50	7.89	53.85	47.50	55.26	32.69	50.00	36.84
Grade 4	6.25	3.70	0.00	56.25	66.67	32.56	37.50	29.63	67.44
Grade 5	2.86	3.03	2.00	62.86	33.33	62.00	34.29	63.64	36.00
Grade 6	22.86	27.27	0.00	45.71	45.45	54.84	31.43	27.27	45.16
All Grades	11.69	8.13	2.47	54.55	50.63	51.23	33.77	41.25	46.30

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	9.62	5.00	7.89	71.15	70.00	71.05	19.23	25.00	21.05
Grade 4	6.06	0.00	2.33	72.73	77.78	60.47	21.21	22.22	37.21
Grade 5	5.71	9.09	2.00	77.14	54.55	76.00	17.14	36.36	22.00
Grade 6	17.14	6.06	0.00	68.57	75.76	90.32	14.29	18.18	9.68
All Grades	9.68	4.38	3.09	72.26	70.63	73.46	18.06	25.00	23.46

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	9.62	10.00	13.16	63.46	50.00	55.26	26.92	40.00	31.58
Grade 4	12.12	3.70	2.33	60.61	66.67	65.12	27.27	29.63	32.56
Grade 5	14.29	0.00	6.00	54.29	54.55	72.00	31.43	45.45	22.00
Grade 6	14.29	21.21	16.13	60.00	69.70	51.61	25.71	9.09	32.26
All Grades	12.26	8.13	8.64	60.00	60.63	62.35	27.74	31.25	29.01

Conclusions based on this data:

1. The percentage of students tested has remained above 95% over the last 3 years.

2. The below standard percentages have increased significantly in the last three testing sessions for overall performance.

3. Writing scores have declined over the last 3 testing sessions.

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	52	41	39	51	41	38	51	41	38	98.1	100	97.4
Grade 4	34	54	43	33	54	43	33	54	43	97.1	100	100
Grade 5	35	33	51	35	33	50	35	33	50	100.0	100	98
Grade 6	35	33	33	35	33	32	35	33	32	100.0	100	97
All Grades	156	161	166	154	161	163	154	161	163	98.7	100	98.2

* 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	2401.	2393.	2414.	3.92	9.76	21.05	29.41	14.63	13.16	29.41	34.15	28.95	37.25	41.46	36.84
Grade 4	2420.	2435.	2411.	6.06	5.56	2.33	21.21	18.52	11.63	21.21	42.59	41.86	51.52	33.33	44.19
Grade 5	2450.	2420.	2452.	2.86	0.00	4.00	8.57	15.15	16.00	37.14	9.09	26.00	51.43	75.76	54.00
Grade 6	2475.	2478.	2446.	17.14	15.15	3.13	2.86	12.12	15.63	31.43	27.27	25.00	48.57	45.45	56.25
Grade 11															
All Grades	N/A	N/A	N/A	7.14	7.45	7.36	16.88	15.53	14.11	29.87	30.43	30.67	46.10	46.58	47.85

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	5.88	14.63	21.05	60.78	41.46	47.37	33.33	43.90	31.58
Grade 4	12.12	3.70	6.98	36.36	61.11	39.53	51.52	35.19	53.49
Grade 5	2.86	3.03	8.00	45.71	33.33	42.00	51.43	63.64	50.00
Grade 6	11.43	12.12	9.38	34.29	30.30	37.50	54.29	57.58	53.13
Grade 11									
All Grades	7.79	8.07	11.04	46.10	44.10	41.72	46.10	47.83	47.24

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	11.76	9.76	21.05	50.98	43.90	39.47	37.25	46.34	39.47
Grade 4	9.09	5.56	4.65	33.33	50.00	46.51	57.58	44.44	48.84
Grade 5	2.86	0.00	2.00	60.00	54.55	60.00	37.14	45.45	38.00
Grade 6	11.43	3.03	3.13	42.86	48.48	43.75	45.71	48.48	53.13
All Grades	9.09	4.97	7.36	47.40	49.07	48.47	43.51	45.96	44.17

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	5.88	12.20	21.05	74.51	56.10	52.63	19.61	31.71	26.32
Grade 4	9.09	12.96	2.33	60.61	61.11	55.81	30.30	25.93	41.86
Grade 5	2.86	0.00	6.00	62.86	48.48	50.00	34.29	51.52	44.00
Grade 6	17.14	3.03	6.25	45.71	66.67	50.00	37.14	30.30	43.75
All Grades	8.44	8.07	8.59	62.34	58.39	52.15	29.22	33.54	39.26

Conclusions based on this data:

1. Overall achievement data shows that percentages in standard met and standard exceeded have remained approximately the same over the last 3 testing sessions.
2. Participation rates remain above 98%.
3. Communicating reasoning is an area that has not seen growth over the last 3 testing sessions.

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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1319.4	1369.0	*	1304.1	1378.0	*	1355.4	1348.3	*	14	12	*
1	*	*	1429.4	*	*	1445.8	*	*	1412.6	9	6	12
2	*	1428.5	*	*	1436.5	*	*	1419.9	*	8	11	9
3	1483.5	1442.6	*	1471.4	1436.5	*	1495.1	1448.2	*	14	11	10
4	*	1501.8	1493.1	*	1496.5	1511.7	*	1506.5	1473.7	8	11	11
5	*	*	1517.2	*	*	1504.0	*	*	1529.8	7	5	13
6	*	*	*	*	*	*	*	*	*	8	6	6
All Grades										68	62	64

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	7.14	0.00	*	0.00	25.00	*	14.29	25.00	*	78.57	50.00	*	14	12	*
1	*	*	8.33	*	*	25.00	*	*	41.67	*	*	25.00	*	*	12
2	*	0.00	*	*	18.18	*	*	45.45	*	*	36.36	*	*	11	*
3	14.29	0.00	*	28.57	18.18	*	42.86	45.45	*	14.29	36.36	*	14	11	*
4	*	0.00	27.27	*	54.55	27.27	*	36.36	27.27	*	9.09	18.18	*	11	11
5	*	*	30.77	*	*	30.77	*	*	23.08	*	*	15.38	*	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.82	0.00	12.50	23.53	27.42	25.00	25.00	33.87	31.25	42.65	38.71	31.25	68	62	64

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	0.00	*	7.14	33.33	*	14.29	8.33	*	78.57	58.33	*	14	12	*
1	*	*	16.67	*	*	41.67	*	*	16.67	*	*	25.00	*	*	12
2	*	0.00	*	*	18.18	*	*	54.55	*	*	27.27	*	*	11	*
3	21.43	9.09	*	35.71	18.18	*	28.57	36.36	*	14.29	36.36	*	14	11	*
4	*	27.27	36.36	*	63.64	36.36	*	0.00	18.18	*	9.09	9.09	*	11	11
5	*	*	38.46	*	*	38.46	*	*	0.00	*	*	23.08	*	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.24	9.68	23.44	33.82	30.65	34.38	10.29	24.19	18.75	42.65	35.48	23.44	68	62	64

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	0.00	*	*	25.00	*	*	50.00	*	*	25.00	*	*	12	*
1	0.00	*	0.00	41.67	*	16.67	33.33	*	41.67	25.00	*	41.67	12	*	12
2	*	0.00	*	*	9.09	*	*	45.45	*	*	45.45	*	*	11	*
3	0.00	0.00	*	50.00	0.00	*	41.67	45.45	*	8.33	54.55	*	12	11	*
4	*	0.00	0.00	*	27.27	36.36	*	54.55	9.09	*	18.18	54.55	*	11	11
5	*	*	15.38	*	*	15.38	*	*	53.85	*	*	15.38	*	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.41	0.00	3.13	14.71	16.13	14.06	44.12	43.55	39.06	36.76	40.32	43.75	68	62	64

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	0.00	0.00	*	28.57	50.00	*	71.43	50.00	*	14	12	*
1	*	*	16.67	*	*	50.00	*	*	33.33	*	*	12
2	*	18.18	*	*	63.64	*	*	18.18	*	*	11	*
3	14.29	9.09	*	78.57	72.73	*	7.14	18.18	*	14	11	*
4	*	54.55	45.45	*	36.36	36.36	*	9.09	18.18	*	11	11
5	*	*	23.08	*	*	69.23	*	*	7.69	*	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.12	17.74	21.88	51.47	56.45	50.00	29.41	25.81	28.13	68	62	64

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	0.00	0.00	*	28.57	41.67	*	71.43	58.33	*	14	12	*
1	*	*	8.33	*	*	75.00	*	*	16.67	*	*	12
2	*	0.00	*	*	72.73	*	*	27.27	*	*	11	*
3	21.43	0.00	*	57.14	45.45	*	21.43	54.55	*	14	11	*
4	*	18.18	45.45	*	72.73	36.36	*	9.09	18.18	*	11	11
5	*	*	61.54	*	*	15.38	*	*	23.08	*	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.65	6.45	31.25	39.71	50.00	42.19	42.65	43.55	26.56	68	62	64

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	7.14	0.00	*	42.86	58.33	*	50.00	41.67	*	14	12	*
1	*	*	8.33	*	*	25.00	*	*	66.67	*	*	12
2	*	0.00	*	*	36.36	*	*	63.64	*	*	11	*
3	7.14	0.00	*	64.29	27.27	*	28.57	72.73	*	14	11	*
4	*	0.00	0.00	*	63.64	63.64	*	36.36	36.36	*	11	11
5	*	*	15.38	*	*	61.54	*	*	23.08	*	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.88	0.00	6.25	45.59	43.55	40.63	48.53	56.45	53.13	68	62	64

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	21.43	16.67	*	42.86	58.33	*	35.71	25.00	*	14	12	*
1	*	*	0.00	*	*	66.67	*	*	33.33	*	*	12
2	*	0.00	*	*	63.64	*	*	36.36	*	*	11	*
3	7.14	0.00	*	85.71	63.64	*	7.14	36.36	*	14	11	*
4	*	18.18	0.00	*	72.73	54.55	*	9.09	45.45	*	11	11
5	*	*	0.00	*	*	84.62	*	*	15.38	*	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.71	9.68	0.00	58.82	56.45	62.50	26.47	33.87	37.50	68	62	64

Conclusions based on this data:

1. In overall language scores, 23-24 showed no students scored Level 4 overall though 24-25 shows 12.5% growth.

2. Overall students are showing a decrease in those who scored at Level 1.

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**
347	**73.5%**	**19.3%**	**0.0%**
Total Number of Students enrolled in Cyril Spinelli 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	67	19.3%
Foster Youth	0	0.0%
Homeless	62	17.9%
Socioeconomically Disadvantaged	255	73.5%
Students with Disabilities	80	23.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	40	11.5%
American Indian	2	0.6%
Asian	31	8.9%
Filipino	6	1.7%
Hispanic	131	37.8%
Two or More Races	32	9.2%
Pacific Islander	4	1.2%
White	101	29.1%

Conclusions based on this data:

1. In the 2024-25 school year 73.5% of students attending Spinelli Elementary are Socioeconomically Disadvantaged.

2. In the 2024-25 school year, approximately 19.3% of students attending Spinelli Elementary are English Learners.

3. In the 2024-25 school year, approximately 23.1% are students with disabilities.

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.

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

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Chronic Absenteeism**  Orange	**Suspension Rate**  Yellow
Mathematics  Orange		
English Learner Progress  Blue		

Conclusions based on this data:

1. The CA School Dashboard indicates that student performance in ELA and Mathematics is low.
2. The CA School Dashboard indicates that student performance in English Learner progress increased 43.3%.
3. The CA School Dashboard indicates that the suspension rate continues to decline.

School and Student Performance Data

Academic Performance
English Language Arts

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 English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
3	1	0	0	0

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	English Learners	Long-Term English Learners
 Orange	 Red	 No Performance Color
63.3 points below standard	94.7 points below standard	Fewer than 11 students - No Data for Privacy
Declined 19.3 points	Declined 31.3 points	1 Student
156 Students	45 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
0 Students	107.8 points below standard	71.8 points below standard
	Declined 18.5 points	Declined 12.4 points
	32 Students	125 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
129.7 points below standard	87.5 points below standard	Fewer than 11 students - No Data for Privacy
Declined 16.8 points	Declined 22.7 points	1 Student
31 Students	15 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Red
39.8 points below standard	Fewer than 11 students - No Data for Privacy	88.5 points below standard
Declined 29.5 points	3 Students	Declined 35.6 points
14 Students		61 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
52.1 points below standard	Fewer than 11 students - No Data for Privacy	39.2 points below standard
Declined 16 points	2 Students	Maintained 1.8 points
16 Students		44 Students

Conclusions based on this data:

1. The CA School Dashboard indicates that student performance in ELA is very low for English Learners, Hispanic, and Socioeconomically disadvantaged subgroups.
2. When compared to all students, those students who are English Learners, Hispanic, and Socioeconomically disadvantaged subgroups are scoring lower overall.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	0	0

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	English Learners	Long-Term English Learners
 Orange	 Orange	 No Performance Color
67.5 points below standard	91.4 points below standard	Fewer than 11 students - No Data for Privacy
Declined 5.7 points	Declined 23.2 points	1 Student
157 Students	46 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	115 points below standard	81.3 points below standard
	Declined 21 points	Declined 4.8 points
	33 Students	126 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
120.5 points below standard	91.3 points below standard	Fewer than 11 students - No Data for Privacy
Declined 24.9 points	Declined 39.5 points	1 Student
31 Students	15 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
59.8 points below standard	Fewer than 11 students - No Data for Privacy	94.1 points below standard
Increased 18.5 points	3 Students	Declined 18.4 points
14 Students		62 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
38.1 points below standard	Fewer than 11 students - No Data for Privacy	45 points below standard
Increased 11.9 points	2 Students	Maintained -0.8 points
16 Students		45 Students

Conclusions based on this data:

1. The CA School Dashboard indicates that student performance in Mathematics is low for all students, English Learners, Hispanic, and Socioeconomically disadvantaged subgroups.
2. When compared to all students, those students who are English Learners, Hispanic, and Socioeconomically disadvantaged subgroups are scoring at the same level.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
No Performance Color	No Performance Color	No Performance Color
47.7 science points	43.9 science points	0 Students
Maintained 1.1 points	17 Students	
48 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	45.8 science points
	7 Students	Maintained 1.7 points
		41 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
34.1 science points	Fewer than 11 students - No Data for Privacy	0 Students
11 Students	7 Students	

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	45.5 science points
8 Students	1 Student	13 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	61.5 science points
7 Students		Increased 7 points
		12 Students

Conclusions based on this data:

1.

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**
	
Blue	No Performance Color
60 making progress.	making progress.
Number Students: 55 Students	Number Students: 1 Student

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**
11.3%	28.3%	0%	60.4%

Conclusions based on this data:

1. 60% of the 55 English Learner students made progress towards English language proficiency and are ranked in the blue category.
2. Long Term English Learner progress show that there is one student who is classified as an LTEL.

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.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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	English Learners	Long-Term English Learners
 Orange	 Yellow	 No Performance Color
20.6% Chronically Absent	11.3% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 1.1	Declined 10.5	1 Student
364 Students	71 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Orange	 Orange
0 Students	31.1% Chronically Absent	23.4% Chronically Absent
	Declined 2.3	Declined 1.8
	74 Students	278 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
26.8% Chronically Absent	29.3% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 4.4	Increased 4.3	2 Students
97 Students	41 Students	

Asian	Filipino	Hispanic
 Red	 No Performance Color	 Orange
29% Chronically Absent	Fewer than 11 students - No Data for Privacy	17.4% Chronically Absent
Maintained -0.4	6 Students	Maintained 0.1
31 Students		138 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Red
24.2% Chronically Absent	Fewer than 11 students - No Data for Privacy	20.2% Chronically Absent
Declined 12.1	4 Students	Maintained -0.2
33 Students		109 Students

Conclusions based on this data:

1. The CA School Dashboard indicates that student percentages in Chronic Absenteeism declined in all students, English Learners, Homeless, and Socioeconomically Disadvantaged categories.

2. The CA School Dashboard indicates that Hispanic and White student have maintained the percentages of Chronic absenteeism in 24-25 school year.

3. The CA School Dashboard indicates that Chronic Absenteeism is decreasing or maintaining for all groups except it is increasing in the African American subgroup.

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.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	1	3

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Yellow	Blue	No Performance Color
1.3% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Maintained 0%	Declined 1.2%	1 Student
372 Students	72 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	Yellow	Orange
0 Students	1.4% suspended at least one day	1.8% suspended at least one day
	Maintained -0.1%	Increased 0.6%
	74 Students	281 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
2% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 2%	Declined 3.4%	2 Students
98 Students	41 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Green
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0.7% suspended at least one day
Maintained 0%	6 Students	Maintained 0%
31 Students		141 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Yellow
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	2.7% suspended at least one day
Maintained 0%	4 Students	Maintained -0.1%
37 Students		110 Students

Conclusions based on this data:

1. The CA School Dashboard indicates that suspension rate has declined in the English Learner subgroup.
2. The CA School Dashboard indicates that suspension rate has maintained in the Homeless, Hispanic, and White subgroups.
3. The CA School Dashboard indicates that suspension rate has increased in the Socioeconomically disadvantaged and students with disabilities subgroups.

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.

English Language Arts
Academic achievement in ELA will increase for all students through effective Tier I instruction, supported by ongoing professional development, walkthroughs, leadership development, and PLCs, as measured by CAASPP and i-Ready.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Local Control Accountability Plan
Goal #2 Enhance classroom instruction to effectively impact all students through the integration of Multi-Tiered Systems of Support (MTSS), evidence-based practices, and differentiated instruction and
Goal #4 Establish environments that cultivate learning experiences and provide paths to college and career readiness, ensuring that all students thrive.

Identified Need

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

The data collected in i-Ready assessments show that 42% of students are performing at or above grade level. 58% of Spinelli students are not performing on grade level and need specific instruction in foundational literacy skills required to be successful readers, thus improving scores on ELA assessments.

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
i-Ready reading diagnostic #3 assessment test results - Phonemic Awareness and Phonics - Kindergarten-2nd Grade	63% of K students scored early on grade level or mid/above grade level in Phonemic Awareness and 58% in Phonics. 27% of 1st Grade students scored early on grade level or mid/above grade level in Phonemic Awareness and 25% in Phonics. 63% of 2nd Grade students scored early on grade level or mid/above grade level in Phonemic Awareness and 26% in Phonics.	68% of K students are performing early on grade level or mid/above grade level in Phonemic Awareness and 63% in Phonics. 32% of 1st Grade students are performing early on grade level or mid/above grade level in Phonemic Awareness and 30% in Phonics. 68% of 2nd Grade students are performing early on grade level or mid/above grade level in Phonemic Awareness and 31% in Phonics.
i-Ready reading diagnostic #3 assessment test results - Overall scores	41% of students scored early on grade level or mid/above grade level in Reading K-6th grade.	46% of students will perform early on grade level or mid/above grade level in Reading K-6th grade.
SBAC ELA assessment grades 3-6	45% of 3rd Grade students are meeting or exceeding standards in Reading. 24% of 4th Grade students are meeting or exceeding standards in Reading.	50% of 3rd Grade students scoring proficient or advanced in Reading. 28% of 4th Grade students scoring proficient or advanced in Reading. 30% of 5th Grade students scoring proficient or advanced in Reading. 40% of 6th Grade students scoring proficient or advanced in Reading.

	26% of 5th Grade students are meeting or exceeding standards in Reading. 37% of 6th Grade students are meeting or exceeding standards in Reading.	
i-Ready results in vocabulary domain for English Learners	24% of ELL students are scoring early on grade level or mid/above grade level in vocabulary as compared to 46% of non ELL students.	29% of ELL students performing early on or mid/above grade level in vocabulary.
California School Dashboard	Students are 63.3 points below standard in English Language Arts.	Students are 58.3 points below standard in English Language Arts.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Literacy/Tier I Instruction/Professional Learning Communities PLC teams will meet every week to continually review and analyze academic reading data, including i-Ready, Star Phonics, and Oral Reading fluency, to make targeted and specific instructional decisions for students through all tiers with grade-level teams and site leadership. -Tier 1 Classroom teachers analyze grade-level data to target specific reading skills, guide Tier 1 classroom instruction, and track progress using Tier 1 Student Success Plans. -Tier 2 Classroom teachers analyze student data to set targeted intervention goals. During the school day, Spinelli teachers deliver Tier 2 interventions using small-group instruction focused on grade-level core standards. To track growth, teachers utilize grade-level rotations and Tier 2 SMART goals Intervention plans will be constructed by the classroom teacher with support from administration and fellow teachers. Resources for Phonemic Awareness, targeted phonics instruction, and morphology will be shared by administration with teachers in support of these plans. i-Ready personalized learning English Language Arts platform access is provided to students in 5th and 6th grades. This platform identifies learning gaps and then provides instruction set at the student's level and addresses their needs. Teaching staff will use the data generated by the i-Ready platform to create groups for reteaching and enrichment. To strengthen Tier 1 core instruction and increase academic achievement for all students, teachers will embed at least three evidence-based active participation strategies into daily lessons. Student engagement and strategy implementation will be	All Students	2750.00 Title I 5000-5999: Services And Other Operating Expenditures 32975.00 Title I 1000-1999: Certificated Personnel Salaries 7478.00 Title I 3000-3999: Employee Benefits

	monitored and supported through monthly administrative walkthroughs. Third-Sixth grade-level PLC teams will collaboratively plan for and administer standards-aligned interim assessments throughout the school year. PLC teams will analyze assessment results to identify trends in student learning, determine areas of need, and plan responsive Tier 1 instruction and targeted interventions. Instructional adjustments and supports will be monitored through ongoing PLC discussions to ensure improved student achievement. The school will allocate funds to employ a dedicated site-based substitute teacher to maintain Tier 1 instructional continuity, prevent learning loss during staff absences, and facilitate teacher participation in job-embedded professional learning and data analysis.		
1.2	Professional Development Teaching staff will participate in three sessions with CORE. This professional development will focus specifically on vocabulary acquisition for students. Substitute teaches will be provided to classroom teachers to allow coaching to occur with the trainer. Administration will continue training classroom and support teachers in the Student Success Plan process (Tier 1) and SMART goal process (Tier 2). Administration will continue to train classroom and support teachers in Foundational Skills needed for interventions. Substitute teachers will be provided monthly so that structured, job-embedded collaborative time for grade-level teacher teams is given to analyze common assessment data, refine Tier 1 instruction, and design targeted Tier 2 small-group interventions and scaffolding strategies to accelerate learning for students performing below grade level. Teacher collaboration and peer observations occur within and beyond the school day to enhance teaching strategies. The site will provide trainings for classroom teachers to enhance their literacy instruction, utilizing an uninterrupted block of instructional time using a Master Schedule for Language Arts instruction. Continue UDL training of the staff by teacher leaders or outside Professional Development groups.	All students	14400.00 Title I 5800: Professional/Consulting Services And Operating Expenditures 2520.00 Title I 1000-1999: Certificated Personnel Salaries 285.78 Title I 3000-3999: Employee Benefits 35910.00 Title I 1000-1999: Certificated Personnel Salaries 8145.00 Title I 3000-3999: Employee Benefits
1.3	Walkthroughs Site leadership will conduct Learning Walkthroughs once monthly to gain insights into the learning environment, instruction, and student engagement. These walkthroughs will foster a partnership between teachers and site leadership, increasing	All Students	

	teachers' capacity to improve student achievement by enhancing literacy strategies, Tier 1 instruction, and UDL. Classroom teachers will accompany site Leadership on Walkthroughs during their monthly collaborative time to observe instructional practices in other classrooms. Digital feedback forms will be used to provide teachers with immediate feedback.		
1.4	Leader Growth & Development Site leaders will attend Literacy Leaders training provided by the district to effectively address instructional inadequacies in the classroom. Guide and support teachers in their instruction practices using the knowledge gained in training.	All Students	
1.5	EL Vocabulary Growth The ELD teacher and CORE trainer will provide training to all teachers to use EL strategies supporting the vocabulary development for EL students in integrated Tier 1 instruction with support for vocabulary development through designated instruction. The ELD teacher and CORE trainer will provide training to teachers in various ways to introduce new vocabulary to students. Teachers will identify EL students vocabulary deficiencies using i-Ready data and create a goal for improvement. Students and teachers will monitor this goal. Administration will provide PLC time for ELD teacher and classroom teacher collaboration. CORE training will focus on vocabulary acquisition in English Learners.	ELL students	
1.6			

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.

All of the specific tasks to identify students who are not working at grade level listed in Strategy 1.1 were completed as planned. PLC teams met weekly to review and analyze reading data. They implemented instructional decisions to target reading weaknesses and created Student Success Plans to monitor the progress. Approximately 52 students participated in instructional intervention either within the classroom or as a pull out program guided by the Academic Coordinator. UDL training by teacher leaders occurred twice this school year. Implementation was not as consistent as envisioned. Nineteen of the 22 teachers on staff completed the Online Language and Literacy Academy (OL & LA) provided by CORE focused on the Science of Reading as outlined in Strategy 1.2. Five site visits were conducted by the CORE professional team to collaborate with teachers on implementation of their learning as well as provide model lessons for each grade level. In Strategy 1.2, Strategy 1.3 pertaining to classroom walkthroughs was implemented with a 95% success rate. The other strategy, peer observations, did not occur as the availability of substitute teachers was substantially less than anticipated. The last i-Ready diagnostic showed a growth of 6% with an overall 41% of students performing early on grade level or mid/above grade level in Reading.

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

No major differences were identified.

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.

In Strategy 1.1, two Intervention teachers were eliminated. Support is now needed for classroom teachers to provide Tier 1 and Tier 2 interventions and the activities listed in this Strategy address this need. In Strategy 1.2, the need for classroom teachers to have time to plan these Tier 1 and Tier 2 interventions is needed and is addressed in the activities.

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.

Mathematics
Academic achievement in MATH will increase for all students through effective Tier I instruction, supported by ongoing professional development, walkthroughs, leadership development, and PLCs, as measured by CAASPP and i-Ready.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Local Control Accountability Plan
Goal #2 Enhance classroom instruction to effectively impact all students through the integration of Multi-Tiered Systems of Support (MTSS), evidence-based practices, and differentiated instruction and
Goal #4 Establish environments that cultivate learning experiences and provide paths to college and career readiness, ensuring that all students thrive.

Identified Need

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

CAASPP and i-Ready projected proficiency shows that 28% of Spinelli students are performing at or above grade level, therefore 72% of students need instruction in the prerequisite skills needed to access grade standards in the classroom.

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
i-Ready diagnostic #3 mathematics test results overall grades K-6	33% of students are performing early on grade level or mid/above grade level in Mathematics.	38% of students performing early on grade level or mid/above grade level in Mathematics.
CAASPP Mathematics assessment grades 3-6	3rd grade - 50% of students are meeting or exceeding standards 4th Grade- 21% of students are meeting or exceeding standards 5th Grade- 5% of students are meeting or exceeding standards 6th Grade- 16% of students are meeting or exceeding standards	3rd grade- 54% of students scoring proficient or advanced in Math. 4th Grade- 25% of students scoring proficient or advanced in Math. 5th Grade- 10% of students scoring proficient or advanced in Math. 6th Grade- 20% of students scoring proficient or advanced in Math.
California School Dashboard	Students in grades 3rd - 6th are 67.5 points below standard in Mathematics.	Students in grades 3rd - 6th are 62.5 points below standard in Mathematics.

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	Tier I Instruction/Professional Learning Communities	All students	

	PLC teams will meet every week to continually review and analyze academic mathematics data, including i-Ready and iKAN/GLoSS screening surveys, to make targeted and specific instructional decisions for students through all tiers with grade-level teams and site leadership. -Tier 1 Classroom teachers analyze grade-level data to target specific mathematics skills, guide Tier 1 classroom instruction, and track progress using Tier 1 Student Success Plans. -Tier 2 Classroom teachers analyze student data to set targeted intervention goals. During the school day, Spinelli teachers deliver Tier 2 interventions using small-group instruction focused on grade-level core standards. To track growth, teachers utilize grade-level rotations and Tier 2 SMART goals Grades 3-6 PLC teams will collaboratively plan for and administer standards-aligned interim assessments throughout the school year. PLC teams will analyze assessment results to identify trends in student learning, determine areas of need, and plan responsive Tier 1 instruction and targeted interventions. Instructional adjustments and supports will be monitored through ongoing PLC discussions to ensure improved student achievement. To strengthen Tier 1 core instruction and increase academic achievement for all students, teachers will embed at least three evidence-based active participation strategies into daily lessons. Student engagement and strategy implementation will be monitored and supported through monthly administrative walkthroughs.		
2.2	Professional Development/Leader Growth & Development Teachers will participate in district professional development sessions focused on the new California Mathematics Framework and the district's new math curriculum. Classroom teachers will have the opportunity to attend Building Thinking Classrooms (BTC).	All students	3000.00 Title IV Part A: Student Support and Academic Enrichment 5000-5999: Services And Other Operating Expenditures
2.3	Walkthroughs Site leadership will conduct Learning Walkthroughs twice monthly to gain insights into the learning environment, instruction, and student engagement. These walkthroughs will foster a partnership between teachers and site leadership, increasing teachers' capacity to improve student achievement by enhancing literacy strategies, Tier 1 instruction, and UDL. Substitute teachers will be provided to classroom teachers to accompany site Leadership on Walkthroughs to observe instructional practices in	All students	

	other classrooms. Digital feedback forms will be used to provide teachers with immediate feedback.		
2.4			
2.5			

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.

All of the specific tasks to identify at risk students listed in Strategy 2.1 were implemented. Eight students were identified as needing Tier 1 Intervention. All of the specific tasks in Strategy 2.2 were completed as planned. In Strategy 2.3, walkthroughs were conducted and feedback with specific strategies for teaching were provided. The goal was met and students made 7% growth in scoring early on grade level or mid/above grade level.

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

Peer observations did not occur as the availability of substitute teachers was substantially less than anticipated.

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.

Strategy 2.2 includes a professional development piece that will continue to address performance in Mathematics in alignment with the district LCAP.

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.

Climate and Culture
Develop an inclusive school community where students, staff, and families experience an increased sense of belonging, value, and connection.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Local Control Accountability Plan Goal #1 Establish a positive school climate that promotes a sense of belonging for all students, staff and families and Goal # 3 Foster an inclusive and supportive educational environment that values individuals, addresses diverse learning needs, and promotes positive behavior through the implementation of a Multiple Tiered System of Supports (MTSS) and Positive Behavior Supports (PBIS).

Identified Need

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

The data collected by the Panorama surveys, Aeries data, and PBIS (SWIS) systems shows that students, families, and staff need a stronger climate and culture within the school site. Specifically, more positivity about school belonging, school climate, school engagement, school safety, and teacher-student relationships.

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
Panorama Student School Survey	Spinelli students in grades 3-5 were administered the Panorama School Survey in Spring 2026. 100% of 3-5 grade students responded. The results were as follows: 48% were positive about school belonging, 53% were positive about school climate, 42% were positive about school engagement, 55% positive about school safety, and 71% were positive about teacher-student relationships. 100% of 6 grade students responded. The results are as follows: 60% were positive about school belonging, 53% were positive about school climate, 36% were positive about school engagement, 67% positive about school safety, and 78% were positive about teacher-student relationships.	Grades 3-5 Maintain responding percentage. 53% positive results about school belonging 58% positive about school climate 47% positive about school engagement 60% positive about school safety 75% positive about teacher-student relationships Grade 6 Maintain responding percentage. 65% positive results in school belonging 58% positive about school school climate 41% positive about school engagement 72% positive about school safety 78% positive about teacher-student relationships
Panorama Family School Survey	Spinelli Families were given the opportunity to respond to a survey assessing their feelings about school climate and safety in Spring of 2026. 20% of Spinelli families responded and the results are as follows: 70% responded positively about school climate and 74% were positive about school safety.	Families 25% of Spinelli families respond to the survey. 75% about positive school climate 75% positive about school safety
Panorama Staff Survey	In Spring of 2026, Spinelli staff were given the opportunity to respond to a survey assessing their feelings about school climate. 44% of staff members responded to the survey. The results are as follows: 86% were positive about school climate, 80% were positive about school leadership, 73% were positive about professional learning opportunities.	Staff 49% of Spinelli staff respond to the survey. 86% of staff responding favorably to school climate, 85% positive about school leadership, and 78% positive about professional learning opportunities.
Attendance, Aeries (Chronic Absenteeism), Data Dashboard	Aeries data from the 25-26 school year shows that Spinelli's attendance rate is 93.4% with Chronic absenteeism at 18.3%. The California Dashboard indicates that Asian America students chronic absenteeism has been identified as needing Targeted Support and Improvement (TSI). Asian American subgroup are chronically absent 29%.	95% attendance rate 16% chronic attendance rate Asian American subgroup 25%

Referrals, SWIS	SWIS data shows that there were 815 referrals written in the 25-26 school year. 421 were minor infractions and 394 were major infractions.	350 referrals for major incidents
Suspensions, Data Dashboard	The overall suspension rate is 1.3% suspended at least one day. The rate among Socioeconomically Disadvantaged students is 1.8% and Students with disabilities is 2.0% in 2025.	<4% rate of suspension for all student groups.

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	Data/Plan PBIS Tier 1 systems are reviewed monthly by the Tier 1 team. PBIS Tier 2 systems are reviewed bi-weekly. SWIS referrals are reviewed by both teams; Tier 1 as an overall system by monitoring behaviors and Tier 2 by specific students who are struggling to meet behavioral expectations. Data is presented to the staff regarding referrals and suspensions by the PBIS team once per month in staff meetings. The certificated staff are part of one of four Culture Team focused on: -Teaching strategies using Universal Design for Learning (UDL) -Student incentives/engagement -Family engagement -Belonging team Each team meets monthly to determine the best course of action to address climate and culture concerns on site based on the presented data. Possible activities suggested by the Culture teams could include: -Assemblies focused on character building, positive thinking, growth mindset, and/or anti-bullying -Panorama lessons aligned to area of need -Family engagement nights to build school connectedness -Adjusting/adding to student incentives related to PBIS -Community building activities Collaborative meetings are conducted at the beginning and middle of the school year. Substitutes are provided to teachers so they can plan with all special service staff (RSP, Speech, Interventionists, ELD, Social Worker, BCBA, school psychologist, ERMHS counselor, SFSS) to provide the resources based on student's identified needs. Tiger Tango is conducted 4 times per year. Tiger Tango is a station review of school expectations in all areas of the school site. Explicitly teaching	All students	3000.00 ASB 4000-4999: Books And Supplies 840.00 Title I 1000-1999: Certificated Personnel Salaries 191.00 Title I 3000-3999: Employee Benefits 1500.00 Title I Part A: Parent Involvement 4000-4999: Books And Supplies

	students the rules helps them to understand school expectations. Family Nights will be conducted once per month, including the Title 1 Family Night, to increase our home-school connection.		
3.2	Behavior/Culture through an MTSS lens/Professional Development Time to teach Social Emotional Learning (SEL) is built into every classroom TK-6th grade schedule for at least 15 minutes per day to increase positivity in the teacher-student relationship. Staff will target an increase in baseline Panorama Classroom Engagement data through the enhanced implementation of Community Circles. By embedding structured proactive expectations, student voice, and restorative reflection within a dedicated circle framework, teachers will utilize this intentional group space to deliver peer-to-peer recognition, behavior-specific praise, and brief relational resets. This proactive approach will specifically support students with high historical office referral rates, directly preventing classroom escalation, fostering a sense of belonging, and preserving instructional time as monitored by SWIS and suspension data. With the help of classroom teachers, the on site Social Worker identifies students who are struggling in the classroom to receive Strong Kids curriculum lessons. These lessons help students develop the social-emotional skills they need to thrive in both school and life. Tiger Days, all school assemblies, are conducted 5 times per year to recognize students who are showing the habits of Be Safe, Be Kind, Be a Learner. A Touch of Understanding - a disability awareness program for 4th graders will be provided to increase student connectedness. The site will incorporate structured recess coaching 3 hours per day, three days per week, so that the school fosters a safe, inclusive environment that builds student belonging and positive social-emotional habits. This proactive support reduces behavioral referrals and chronic absenteeism, maximizing time spent in the classroom and ensuring that high-needs students remain in the classroom and receive uninterrupted access to Tier 1 academic instruction. Safe School Ambassadors program is used on site. It is an evidence-based program that harnesses the power of students to prevent and stop bullying and mistreatment. It is considered a social-emotional learning program (SEL).	All students	3000.00 Title I 4000-4999: Books And Supplies 2400.00 Title I 5000-5999: Services And Other Operating Expenditures 32076.00 Title I 5000-5999: Services And Other Operating Expenditures 5000.00 Title I 5000-5999: Services And Other Operating Expenditures

	PeaceKeeper program is used on site. It is a program where 5th and 6th grade students are trained in conflict resolution and then placed at lower grade recesses to help problem solve on the playground. Tiger Tickets are given out daily to students to recognize their efforts to Be Kind, Be Safe, and Be a Learner through our PBIS system. Those tickets can be used in the Tiger Store to purchase small trinkets or experiences.		
3.3	Attendance The office assistant makes daily calls to parents to inquire about students who are absent that day. The Tier 2 PBIS team reviews attendance data as part of its regular meetings. The team uses this data to identify patterns or barriers for students who are chronically absent. Once barriers are identified, we will work with the district's Student and Family Support Services (SFSS) to remove these barriers. Weekly announcements congratulate all classes with a 95% or better attendance rate. Classroom teachers hang a "Perfect Attendance" sign on their door when their class is all present. Asian American students' chronic attendance rate will be tracked and a tiered system of contact and support will be implemented to ensure regular attendance.	All students/Asian American students	
3.4	Suspensions Site leadership and school staff will employ alternate forms of correction to reduce the number of suspensions. Strategies will be introduced to staff members by the PBIS team as well as the Leadership team. Enact PBIS Tier 2 check in/check out with students who have 5 or more referrals so that students feel more connected at school. Site leadership will meet with students who are displaying behaviors that may lead to suspension to coach/mentor students through appropriate behavioral expectations.	All students	
3.5	Walkthroughs Site Leadership will conduct walkthroughs twice per month in all classrooms to monitor the effectiveness of the planned activities as introduced.	All students	
3.6			

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.

PBIS Tier 1 and Tier 2 teams met all of the outlined tasks in Strategy 3.1. In addition, assemblies, family engagement nights, collaborative meetings, Tiger Tangos all happened exactly as outlined. All tasks were completed in Strategies 3.2, 3.3, 3.4, and 3.5 as written. The goal was not met, SWIS referrals went from 225 major referrals to 394.

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.

Structured recess coaching will be added to student recess time to positively affect our chronic absenteeism and referral rates.

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

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

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

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

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 6

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

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

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 7

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

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

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 8

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

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

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 9

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

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

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 10

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

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

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	$126,470.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$155,470.78
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	$147,970.78
Title I Part A: Parent Involvement	$1,500.00
Title IV Part A: Student Support and Academic Enrichment	$3,000.00

Subtotal of additional federal funds included for this school: $152,470.78

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 ($)
ASB	$3,000.00

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

Total of federal, state, and/or local funds for this school: $155,470.78

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

Expenditures by Funding Source

Funding Source	Amount
ASB	3,000.00
Title I	147,970.78
Title I Part A: Parent Involvement	1,500.00
Title IV Part A: Student Support and Academic Enrichment	3,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	72,245.00
3000-3999: Employee Benefits	16,099.78
4000-4999: Books And Supplies	7,500.00
5000-5999: Services And Other Operating Expenditures	45,226.00
5800: Professional/Consulting Services And Operating Expenditures	14,400.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	ASB	3,000.00
1000-1999: Certificated Personnel Salaries	Title I	72,245.00
3000-3999: Employee Benefits	Title I	16,099.78
4000-4999: Books And Supplies	Title I	3,000.00
5000-5999: Services And Other Operating Expenditures	Title I	42,226.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	14,400.00

4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,500.00
5000-5999: Services And Other Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	104,463.78
Goal 2	3,000.00
Goal 3	48,007.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Erica Olmstead	Principal
Leslie Macek	Classroom Teacher
Alyssia Edens	Classroom Teacher
Dalia Quintero	Other School Staff
Julie Steinkamp	Classroom Teacher
Kelly Batista	Parent or Community Member
Ernie Estrada	Parent or Community Member
Carrie Jones	Parent or Community Member
Daniel Turk	Parent or Community Member
Perla Hernandez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on September 24, 2026.

Attested:



Principal, Erica Olmstead on September 24, 2026

SSC Chairperson, Daniel Turk on September 24, 2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
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 the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

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 (S*ections: 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 (Se*ctions: 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 (S*ections: 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

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
McClellan High School	34 73973 3430451	September 23, 2026	October 21, 2026

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

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

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

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

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

- Schoolwide Program

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

Table of Contents

SPSA Title Page 1
Table of Contents 2
Plan Description 4
Educational Partner Involvement 4
Resource Inequities 4
Comprehensive Needs Assessment Components 4
California School Dashboard (Dashboard) Indicators 4
Other Needs 5
School and Student Performance Data 6
Student Enrollment 6
CAASPP Results 8
ELPAC Results 12
Student Population 15
Overall Performance 17
Academic Performance 19
Academic Engagement 28
Conditions & Climate 31
Goals, Strategies, & Proposed Expenditures 33
Goal 1 33
Goal 2 38
Goal 3 43
Goal 4 48
Budget Summary 54
Budget Summary 54
Other Federal, State, and Local Funds 54
Budgeted Funds and Expenditures in this Plan 55
Funds Budgeted to the School by Funding Source 55
Expenditures by Funding Source 55
Expenditures by Budget Reference 55
Expenditures by Budget Reference and Funding Source 55
Expenditures by Goal 56
School Site Council Membership 57
Recommendations and Assurances 58
Instructions 59
Appendix A: Plan Requirements 66
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 69

Appendix C: Select State and Federal Programs 72

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 McClellan High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

The Single Plan for Student Achievement (SPSA) is a plan of action to raise the academic performance of all students and support an all-inclusive school culture. California Education Codes 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate school plans for programs funded through the ConApp.

Educational Partner Involvement

How, when, and with whom did McClellan High 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

School Site Council (SSC) reviews data from the Comprehensive Needs Assessment and reviews and approves the SPSA and all reviews and updates to the SPSA. In 2026-2027 school year, the SSC met to review plans and give input. This council is comprised of representatives from administration, classified and certificated staff, students, and parents. Administration invites interested school staff members to be on the SSC, and staff approves them. Students nominate and vote on the student members on the council. Administration solicits parent members, who are then voted onto the council. In developing the plan, administration also consults district administration for advice and input. After the School Site Council approves the plan, it is sent to the district school board for review and final approval.

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.

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.

State Indicators in Red or Orange:
College and Career

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.

Due to the small number of students in each group, no group data was collected for English Language Arts or Math performance. No student groups measured two or more levels below the "all student" level for suspension or graduation rates.

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for McClellan High 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	1.16%	1.79%	1.28%	1	1	1
African American	16.28%	12.50%	19.23%	14	7	15
Asian	3.49%	3.57%	5.13%	3	2	4
Filipino	1.16%	%	%	1		
Hispanic/Latino	43.02%	44.64%	44.87%	37	25	35
Pacific Islander	%	1.37%	1.28%			1
White	29.07%	32.14%	20.51%	25	18	16
Two or More Races	5.81%	5.36%	7.69%	5	3	6
			Total Enrollment	86	56	78

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 10	9	4	15
Grade 11	51	18	29
Grade 12	26	34	34
Total Enrollment	86	56	78

Conclusions based on this data:

1. Our population has a large percentage of Hispanic students as well as a significant number of white and African American students. There is a need for staff to be supportive of these cultures.
2. Grade sizes fluctuate, and so there may be significantly more in one grade level than another. Students here are scheduled into classes based on needs rather than grade levels for the most part, so teachers need to be able to work with differing levels of maturity in each class.
3. Enrollment fluctuates also, so our teachers must adapt to different class sizes. The site team and the district make every effort to keep class sizes under 25 students.

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	6	2	5	7.0%	3.6%	6.4%
Fluent English Proficient (FEP)	15	8	13	17.4%	14.3%	16.7%

Conclusions based on this data:

1. There are few English Learners in our population. Language needs for these students are addressed in a designated EL class. Support will also come from other classroom teachers as needed.
2. There are a significant number of FEP students who may need some additional support in at times. This will come from their regular classroom teachers.

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 11	62	23	23	54	22	23	53	22	23	87.1	95.7	100
All Grades	62	23	23	54	22	23	53	22	23	87.1	95.7	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2471.	2494.	2474.	0.00	0.00	4.35	13.21	9.09	4.35	28.30	50.00	39.13	58.49	40.91	52.17
All Grades	N/A	N/A	N/A	0.00	0.00	4.35	13.21	9.09	4.35	28.30	50.00	39.13	58.49	40.91	52.17

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 11	7.55	*	*	56.60	*	*	35.85	*	*
All Grades	7.55	*	*	56.60	*	*	35.85	*	*

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 11	1.89	*	*	37.74	*	*	60.38	*	*
All Grades	1.89	*	*	37.74	*	*	60.38	*	*

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 11	3.77	*	*	64.15	*	*	32.08	*	*
All Grades	3.77	*	*	64.15	*	*	32.08	*	*

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 11	0.00	*	*	60.38	*	*	39.62	*	*
All Grades	0.00	*	*	60.38	*	*	39.62	*	*

Conclusions based on this data:

1. McClellan High School students perform well below the state and district averages in ELA on the CAASPP Test. Our students do perform at the same level or better than students in similar continuation settings throughout the Sacramento area. We see a compelling need to take steps to raise our students to grade-level abilities in ELA. We are taking several steps, outlined later in this plan, to support our students in reaching grade-level 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 11	63	23	23	55	22	22	55	22	22	87.3	95.7	95.7
All Grades	63	23	23	55	22	22	55	22	22	87.3	95.7	95.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2428.	2437.	2440.	0.00	0.00	0.00	0.00	0.00	0.00	9.09	4.55	9.09	90.91	95.45	90.91
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	9.09	4.55	9.09	90.91	95.45	90.91

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 11	0.00	*	*	10.91	*	*	89.09	*	*
All Grades	0.00	*	*	10.91	*	*	89.09	*	*

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 11	0.00	*	*	58.18	*	*	41.82	*	*
All Grades	0.00	*	*	58.18	*	*	41.82	*	*

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 11	0.00	*	*	41.82	*	*	58.18	*	*
All Grades	0.00	*	*	41.82	*	*	58.18	*	*

Conclusions based on this data:

1. McClellan High School students perform well below the state and district averages in math on the CAASPP Test. Our students do perform at the same level or better than students in similar continuation settings throughout the Sacramento area. We see a compelling need to take steps to raise our students to grade-level abilities in math. We are taking several steps, outlined later in this plan, to support our students in reaching grade-level achievement in math.

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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10		*	*		*	*		*	*		*	*
11	*		*	*		*	*		*	9		*
12	*	*		*	*		*	*		*	4	
All Grades										10	5	*

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
10		*	*		*	*		*	*		*	*		*	*
11	*		*	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10		*	*		*	*		*	*		*	*		*	*
11	*		*	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10		*	*		*	*		*	*		*	*		*	*
11	*		*	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10		*	*		*	*		*	*		*	*
11	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10		*	*		*	*		*	*		*	*
11	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10		*	*		*	*		*	*		*	*
11	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10		*	*		*	*		*	*		*	*
11	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Not applicable; fewer than 10 students tested

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**
56	**75%**	**3.6%**	**0.0%**
Total Number of Students enrolled in McClellan High 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	2	3.6%
Foster Youth	0	0.0%
Homeless	10	17.9%
Socioeconomically Disadvantaged	42	75%
Students with Disabilities	11	19.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	12.5%
American Indian	1	1.8%
Asian	2	3.6%
Filipino	0	0.0%
Hispanic	25	44.6%
Two or More Races	3	5.4%
Pacific Islander	0	0.0%
White	18	32.1%

Conclusions based on this data:

1. A majority of our students qualify as socioeconomically disadvantaged. Staff are aware of their needs are are supportive. Our district food service provides breakfast and lunch free of charge. At Thanksgiving and Christmas,

staff and community organizations provide meals and gift cards to our students' families. We connect students with our Student and Family Support Services Office, giving them access to free clothes and food. The SFSS Office also provides mentors for our homeless and foster youth, helping them with college and career options, access to government programs, and other support as needed.

2. Our population is predominantly white and Hispanic, with a significant percentage of African American students. There is a need for staff to be supportive of these cultures.

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.

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

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Graduation Rate** Green	**Suspension Rate** Green
Mathematics No Performance Color		
English Learner Progress No Performance Color		
College/Career Red		

Conclusions based on this data:

1. We continue to work to keep our suspension rate low.

2. Our students perform poorly on the College and Career Readiness indicator. This is in part due to a lack of capacity in our program for many of the criteria on the indicator. We will take steps to improve in these areas where possible.

School and Student Performance Data

Academic Performance
English Language Arts

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 English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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	**English Learners**	**Long-Term English Learners**
 No Performance Color	 No Performance Color	 No Performance Color
109.5 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 10.7 points	1 Student	1 Student
17 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	130.1 points below standard
	2 Students	Increased 5.2 points
		13 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 8 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Conclusions based on this data:

1. We will continue to take actions to improve our students' performance on the ELA portion of the CAASPP test.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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	English Learners	Long-Term English Learners
		
No Performance Color	No Performance Color	No Performance Color
176.6 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 15.5 points	1 Student	1 Student
16 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	195.9 points below standard
	2 Students	Increased 6.5 points
		13 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 8 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Conclusions based on this data:

1. We will continue to take actions to improve our students' performance on the math portion of the CAASPP test.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
No Performance Color	No Performance Color	No Performance Color
33.6 science points	0 Students	0 Students
Declined 6.2 points		
11 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
	2 Students	10 Students

Students with Disabilities	African American	American Indian
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian	**Filipino**	**Hispanic**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Conclusions based on this data:

1. We will continue to take actions to improve our students' performance on the science portion of the CAASPP test.

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

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

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

Conclusions based on this data:

1. Not applicable due small number of EL students. English Learners will be supported in a designated EL class.

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.



Very Low

Lowest Performance



Low



Medium



High



Very High

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	0	0

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
 Red	 No Performance Color	 No Performance Color
Prepared 5%	0 Students	0 Students
Maintained 1.4%		
40 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Prepared 2.9%
1 Student	6 Students	Increased 2.9%
		34 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian	**Filipino**	**Hispanic**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Prepared 5.6% Increased 5.6% 18 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	 No Performance Color 0 Students	 No Performance Color Prepared 0% Declined 5.6% 11 Students

Conclusions based on this data:

1. Due to our program constraints, the College/Career Indicator contains only one area possible for our students to improve: CAASPP Scores.
2. We will remain aware of changes to the College/Career Indicator and explore ways of expanding our program offerings to prepare students for success after graduation.

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	Orange	Yellow	Green	Blue
Lowest Performance				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	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. Not applicable. McClellan High School serves only grades 10-12.

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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	0

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
 Green	 No Performance Color	
89.4% graduated	0 Students	
Increased 14.4%		
47 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	87.5% graduated
1 Student	8 Students	Increased 13%
		40 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
6 Students	5 Students	1 Student

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	85% graduated
		Increased 5.8%
		20 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	100% graduated
6 Students		Increased 33.3%
		15 Students

Conclusions based on this data:

1. Due to our small population and individual student differences, our graduation rate fluctuates each year.
2. We are taking several steps to continue to improve our graduation rate and to improve it to over 90%

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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	2	0

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
2.2% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 11.8%	2 Students	2 Students
91 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
0 Students	7.1% suspended at least one day	2.8% suspended at least one day
	Declined 21.4%	Declined 13.3%
	14 Students	72 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
6.7% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 21.1%	Declined 27.3%	1 Student
15 Students	11 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	0 Students	5.4% suspended at least one day
3 Students		Declined 1.3%
		37 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	0% suspended at least one day
10 Students		Declined 15.2%
		29 Students

Conclusions based on this data:

1. Due to our small population and individual student differences, our suspension rate fluctuates each year However, we will continue to take steps to lower the number of suspensions and to to explore other, non-exclusionary means to work with students whose behavior is inappropriate.

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.

English
Academic achievement in ELA will increase for all students through a strong literacy program and effective Tier I instruction, supported by ongoing professional development, walkthroughs, leadership development, and PLCs, as measured by CAASPP and iReady.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL 2: IMPACT - Enhance classroom instruction to effectively impact all students through the integration of Multi-Tiered Systems of Support (MTSS), evidence-based practices, and differentiated instruction.

GOAL 4: THRIVE - Establish environments that cultivate learning experiences and provide paths to college and career readiness, ensuring that all students thrive.

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.

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.
The majority of students are below grade level standards in English/language arts. State CAASPP tests in the 2024-2025 school year showed 4.34% of students met, 39.13 % of students nearly met and 52.17% did not meet grade level standards in English Language Arts. Assessment data for 10th graders from the 3rd iReady diagnostic test showed 6% at grade level, 39% one or two grades below standards, and 56% 3 or more grade levels below standards.

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
CDE Dashboard	ELA Results (24-25) - 109.5 points below standard	Increase overall ELA scores on the California Dashboard by 10 points to 99.5 points below standard
CAASPP results	CAASPP ELA Results 2025-2026: 7% proficient or advanced	By May of 2027 12% of 11th graders will score proficient or advanced on grade level standards.
I-Ready Spring Assessment for English/language arts	28 students took both the Diagnostic 1 and Diagnostic 2 assessments. Of those students, 71% showed growth on Diagnostic 2. 14 students took Diagnostic 1 as well as Diagnostic 2 and Diagnostic 3. Of those students, 43% showed growth on Diagnostic 3. I-Ready Diagnostic Test 3 ELA results for 2025-2026 (only 10th grade): 8% at or above grade level	By May of 2027 50% of students will show growth on I-Ready ELA results from Diagnostic 1 to Diagnostic 2 or 3. I-Ready Diagnostic Test 3 ELA results for 10th graders will show: 10% at grade level 35% one or two grades below standards 55% 3 or more grade levels below standards

	31% one or two grade levels below standards 62% 3 or more grade levels below standards	

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	TIERED INSTRUCTION TIER 1 -Core English instruction will be delivered through Study Sync. ELA instruction will integrate writing and emphasize skill development, with a focus on applying these skills through the lens of college and career readiness. To ensure coherence in teaching standards, the English teacher will assess students using the SBAC interim assessments twice annually. The English teacher will also partner with the CHS English Department. The English teacher will collaborate with the District Curriculum Coordinator on instruction and lessons using Study Sync. TIER 2 -Enroll identified students in Applied English classes for additional instruction to bring them up to grade level standards -English teacher will test all students with the I-Ready ELA Assessment to identify students achieving below grade level standards in English/Language Arts. -Students performing 2 or more levels below grade level will be enrolled in Applied English class. -Applied English lessons will use SRA or Wordly Wise lessons to address gaps in student skills and knowledge. -Corrective Reading will be utilized for targeted intervention. Student need of this program will be determined by a screening given to all students. -Implement other academic interventions and supports as needed to meet at-risk students' needs in the area of English Language Arts -As needed and identified throughout the year, McClellan High School will purchase technology and curriculum to support students achieving grade level standards in English-Language Arts. -The Testing Coordinator will develop and implement the annual CAASPP and i-Ready testing schedule, coordinate testing logistics, and support staff and students in testing preparation to inform Tier 1 instruction and Tier 2 intervention. English Learner Support -EL students will be placed in a designated EL class at Center High School in which a curriculum	All Students	800 Title I 4000-4999: Books And Supplies Technology and Curriculum to Support student achievement in English 1245.49 Title I 1000-1999: Certificated Personnel Salaries Testing Coordinator Stipend 273.90 Title I 3000-3999: Employee Benefits Testing Coordinator

	designed to support multilingual learners will support them in gaining English Language skills.		
1.2	Professional Development -Teachers will engage in professional development activities to support student achievement in English/language arts -Teachers across all content areas will support students in improving literacy skills by integrating literacy instruction across all courses. MHS teachers will receive professional development and coaching through SCOE in the areas of the science of reading, morphology, active participation, oral fluency strategies, and accommodating grade level curriculum to make it accessible to all students. -Site administration will plan and provide professional development on structured active participation, comprehension strategies to support literacy, UDL, and ELA application to real world and career situations. -School staff are encouraged to seek out professional development opportunities related to improving student achievement. Administrator will review these for appropriate connection with school goals before approving. -Teachers will be provided substitutes to allow them to visit other teachers, on-site or at other schools, for the purpose of observing best practices	All Students	200 Title I 4000-4999: Books And Supplies Supplies to implement Professional Development 500 Title I 5000-5999: Services And Other Operating Expenditures Professional Development for ELA 600 Title I 1000-1999: Certificated Personnel Salaries Salaries for Substitute Teachers 150 Title I 3000-3999: Employee Benefits Benefits for substitute teachers
1.3	Walkthroughs -Site administration will conduct monthly learning walkthroughs to monitor the implementation of effective instructional practices, including vocabulary and comprehension strategies, structured active participation, tiered instruction, and Universal Design for Learning (UDL). -Walkthrough data will be used to evaluate learning environments, curriculum implementation, and authentic student engagement in real-world applications of English Language Arts (ELA) skills. Findings will inform instructional support, professional development topics for staff meetings and other training opportunities, and continuous improvement efforts to increase student achievement.	All students	
1.4	Leadership Development -Administrator will partner with the Director of Curriculum to conduct an audit of the ELA course offerings. -Administrator will engage in professional development, either alongside staff or in sessions specifically focused on leader development.	All Students	480 Title I 5000-5999: Services And Other Operating Expenditures Professional Membership and Professional Development

	-Administrator will become a member of the California Continuation Education Association and participate in workshops and training for site administrators.		
1.5	PLCs Site Administration will facilitate the Professional Learning Community (PLC) process with teaching staff, guiding them through the Plan-Do-Study-Act improvement model. *Plan: A continuous improvement team will study a problem, collect baseline data, explore potential solutions, and develop an action plan. *Do: Team will implement the action plan, gather data on the intervention, and record observations. *Study: Team will evaluate the intervention's success by comparing baseline and new data, analyze findings, and document lessons learned. *Act: Based on the results, the team will decide next steps.	All students	

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

All strategy numbers refer to the 2025-2026 SPSA

1.1 - Core English instruction was delivered through Study Sync with the integration of writing. The English teacher collaborated twice with the CHS English Department. The English teacher did not collaborate with the District Curriculum Coordinator on instruction and lessons using Study Sync.

1.2 - Enroll identified students in Applied English classes
Tri 1 - 24 enrolled in Applied English
Tri 2 - 17 enrolled in Applied English
Tri 3 - 22 enrolled in Applied English
iReady ELA - 16% of students showed growth in iReady scores between Diagnostic 1 & Diagnostic 3 for the 2025-2026 school year. Only 13/68 students enrolled during diagnostic 3 took both diagnostic 1 and diagnostic 3.

1.3 - Corrective Reading
Tri 1 - 9 students received instruction using Corrective Reading
Tri 2 - 15 students received instruction using Corrective Reading
Tri 3 - 0 students received instruction using Corrective Reading as none were eligible.

1.4- Teachers in all content areas supported students in improving reading proficiency. A site wide practice was put into place of every student reading every day in every class as.

1.5 - Teachers did not engage in specific professional development to support student achievement in English/language arts.

1.6 - PDSA cycles were not used during the 25-26 school year.

1.7 - Supplemental curriculum was purchased to support the variety of student needs. These programs included Wordly Wise and SRA Reasoning and Writing.

1.8 - EL Students were placed in a designated ELD class at Center High School as needed to support their English language development.

1.9 - The testing coordinator planned and scheduled CAASPP and iReady testing. She supported students and staff to improve testing and refined a testing schedule to support maximum achievement.

1.10 - Administrator did not partner with the District Curriculum Coordinator to conduct an audit of ELA course offerings. Administrator did not engage in professional development alongside staff or to focus on leader development.

1.11 - Administrator conducted some walk throughs but the data gained was not used to develop continued learning and professional development for teachers.

Per i-Ready data, our efforts in ELA achievement show that the number of students who were scoring three grade levels below their grade level improved 18% and the percent of students who scored at or above grade level improved from 0% to 9%. Data was limited due to the transiency of our student population and because some students were excused from taking the end of year iReady assessments.

Per Spring 2026 CAASPP data, 0% of students scored advanced, 7% scored proficient, 32% scored developing and 61% scored minimal on grade level standards for 11th grade. This demonstrates a continued need to focus on ELA achievement.

A change in administration mid year may have impacted the development and consistency of walk throughs and provided professional development.

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

There were a few areas of intended implementation that did not meet our articulated goal. While we had intended for the English teacher to collaborate regularly with the English department at CHS, in implementation it happened twice over the school year. Additionally, due to the change in administration, the administrator did not partner with the director of curriculum and instruction. Administration in the 26-27 school year will foster this partnership in order to audit MHS course offerings and ensure they meet the needs of the students, campus, and district.

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.

Data shows that we did not make our anticipated growth in ELA. As a result, we will be implementing additional strategies and implementing some of our previous strategies with fidelity.

This year we will be utilizing PDSA cycles to analyze data, determine student needs, and implement strategies to support student needs. This strategy is outlined in 2.5 PLC.

Additionally, we will conduct SBAC interim assessments in ELA to gauge student progress and guide instruction.

MHS will partner with Sacramento County Office of Education for Professional Development in Literacy Across the Content Areas in order to support teachers in greater integration of literacy in every class and content area. This strategy is listed under 1.2 Professional Development.

Administrator will further leadership skills specifically those pertinent to continuation high schools by joining a statewide organization for educators working in continuation schools as well as making connections with and collaborating with administrators at local continuation high schools. This strategy is outlined in 1.4 Leadership Development

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.

Mathematics
Academic achievement in mathematics will increase for all students through effective Tier I instruction, supported by ongoing professional development, walkthroughs, leadership development, and PLCs, as measured by CAASPP and iReady.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL 2: IMPACT - Enhance classroom instruction to effectively impact all students through the integration of Multi-Tiered Systems of Support (MTSS), evidence-based practices, and differentiated instruction.

GOAL 4: - THRIVE Establish environments that cultivate learning experiences and provide paths to college and career readiness, ensuring that all students thrive.

Identified Need

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

The majority of students are below grade level standards in math. State CAASPP tests in the 2023-2024 school year showed 4.6% of students just below grade level and 95.4% below grade level standards in math. Assessment data for 10th graders from the third iReady diagnostic test showed 6% at grade level, 6% one grade below standards, and 88% 3 or more grade levels below standards.

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
CDE Dashboard	California Dashboard math 2024 results - 192.1 points below standard	Increase overall math scores on the California Dashboard to 156 points below standard
CAASPP Results	CAASPP math Results 2023-2023: 4.6% of students just below grade level and 95.4% below grade level standards in math.	By May of 2027, we will • Raise the percentage of students at or above grade-level mathematics standards on the CAASPP test to 10%.
I-Ready Spring Assessment for Math	i-Ready Diagnostic Test 3 math results for 2025-2026: 34 students took both the Diagnostic 1 and Diagnostic 2 assessments. Of those students, 68% showed growth on Diagnostic 2. 15 students took Diagnostic 1 as well as Diagnostic 2	By May of 2027 85% of students will show growth on I-Ready Math results from Diagnostic 1 to Diagnostic 2 or 3.

	and Diagnostic 3. Of those students, 80% showed growth on Diagnostic 3. 0% at grade level standards 15% one grade level below standards 85% two or more grade levels below standards	

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	TIERED INSTRUCTION TIER 1 -Core math instruction will be delivered through Amplify Desmos Mathematics Program. Math instruction will emphasize skill development, with a focus on applying these skills through the lens of college and career readiness. To ensure coherence in teaching standards the Math teacher will assess students using the SBAC interim assessments twice annually. The math teacher will also partner with the CHS math department. The Math teacher will collaborate with the District Curriculum Coordinator on strategies to make instruction more accessible, hands-on and targeted for all students. TIER 2 -Enroll identified students in Applied Math class for additional instruction to bring them up to grade level standards -Math teacher will test all students with the I-Ready Math Assessment to identify students achieving below grade level standards in Mathematics. -Students performing below 8th grade level will be enrolled in Applied Math class -Students in Applied Math will use the i-Ready Math curriculum, combined with live instruction, to address gaps in student skills and knowledge. -Implement other academic interventions and supports as needed to meet at-risk students' needs in the area of mathematics. -Based on collected data, as needed and identified throughout the year, we will purchase technology and curriculum to support students achieving grade level standards in Math. -The Testing Coordinator will develop and implement the annual CAASPP and i-Ready testing schedule, coordinate testing logistics, and support staff and students in testing preparation to inform Tier 1 instruction and Tier 2 intervention.	All students	800 Title I 4000-4999: Books And Supplies Technology and curriculum to support student achievement in math
2.2	PROFESSIONAL DEVELOPMENT -Engage in professional development activities to support student achievement in math	All Students	200 Title I 4000-4999: Books And Supplies

	-Math teacher and site administrator will attend Amplify Desmos Curriculum training -Math teacher and site administrator will attend SCOE Math Framework Professional Development alongside CHS math teachers. -Administration will provide PD on active participation to increase engagement and reduce passivity during classroom instruction -School staff are encouraged to seek out professional development opportunities related to improving student achievement. Administrator will review these for appropriate connection with school goals before approving. -Teachers will have substitutes to allow them to visit other teachers, on-site or at other schools, to observe best practices		Supplies to support PD on Active Participation 500 Title I 5000-5999: Services And Other Operating Expenditures Professional Development 600 Title I 1000-1999: Certificated Personnel Salaries Substitute Teachers for Observations 150 Title I 3000-3999: Employee Benefits Substute teacher benefits
2.3	WALKTHROUGHS -Site administration will conduct monthly learning walkthroughs to monitor the implementation of effective instructional practices, including structured active participation, tiered instruction, and Universal Design for Learning (UDL). -Walkthrough data will be used to evaluate learning environments, curriculum implementation, and authentic student engagement in real-world applications of Math skills. Findings will inform instructional support, professional development topics for staff meetings and other training opportunities, and continuous improvement efforts to increase student achievement.	All students	
2.4	LEADERSHIP DEVELOPMENT -Administrator will partner with the District Curriculum Coordinator to conduct an audit of the Math course offerings. Administrator will engage in professional development, either alongside staff or in sessions specifically focused on leader development. -Administrator will become a member of the California Continuation Education Association and participate in workshops and training for site administrators.	All students	
2.5	PLC Site Administration will facilitate the Professional Learning Community (PLC) process with teaching staff, guiding them through the Plan-Do-Study-Act improvement model. *Plan: A continuous improvement team will study a problem, collect baseline data, explore potential solutions, and develop an action plan. *Do: Team will implement the action plan, gather data on the intervention, and record observations. *Study: Team will evaluate the intervention's success by comparing baseline and new data, analyze findings, and document lessons learned. *Act: Based on the results, the team will decide next steps.	All students	

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

(All strategy numbers refer to the 2025-2026 SPSA)

2.1 - Core math instruction was delivered through Pearson Mathematics & College Preparatory Mathematics. Math instruction emphasized skill development with a focus on applying these skills through the lens of college and career readiness. Math teacher collaborated once with with CHS Math Department. The Math teacher did not collaborate with the District Curriculum Coordinator to make instruction more accessible, hands-on and targeted for all students.

2.2 Identified students were enrolled in the Applied Math class. Students spent the class working at their math level in the iReady math program. The teacher guided students in the program as needed. The planned live instruction was not incorporated into the class.
Tri 1 - 10 enrolled in Applied Math
Tri 2 - 8 enrolled in Applied Math
Tri 3 - 9 enrolled in Applied Math
iReady math - 13% of students showed growth in iReady scores between Diagnostic 1 & Diagnostic 3 for the 2025-2026 school year.

2.3 Teachers did not engage in professional development to support student achievement in math.

2.4 PDSA cycles were not implemented in the 25-26 school year.

2.5 No technology or curriculum was needed for purchase.

2.6 The testing coordinator planned and scheduled CAASPP and iReady testing. She supported students and staff to improve testing and refined a testing schedule to support maximum achievement.

2.7 Administrator did not engage in professional development alongside staff or to focus on leader development.

2.8 Administrator conducted some walk throughs but the data gained was not used to develop continued learning and professional development for teachers.

2.9 While PDSA cycles were not implemented, the math teacher still created math practice problems to be done as warm-up activities at least once per week in all classes.

Per i-Ready data, our efforts in Math achievement show that the number of students who were scoring two or more grade levels below their grade level improved 15% and the percent of students who scored at or above grade level maintained at 0%. Data was limited due to the transiency of our student population and because some students were excused from taking the end of year iReady assessments.

Per Spring 2026 CAASPP data, 0% of students scored proficient or advanced, 11% scored developing and 89% scored minimal on grade level standards for 11th grade. This demonstrates a continued need to focus on math achievement.

A change in administration mid year may have impacted the development and consistency of walk throughs and provided professional development.

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

There were a few areas of intended implementation that did not meet our articulated goal. While we had intended for the Math teacher to collaborate regularly with the Math department at CHS, in implementation it happened once over the school year. Additionally, due to the change in administration, the administrator did not partner with the director of curriculum and instruction which will be a focus in the 26-27 school year.

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

Data shows that we did not make our anticipated growth in math and that it continues to be an area of need. As a result, this year we will be utilizing PDSA cycles to analyze data, determine student needs, and implement strategies to support student needs. Additionally, the applied math class will use small group instruction in addition to iReady computer based instruction to meet the needs of individual students. These strategies are outlined in Action 2.1, Tiered Instruction and 2.5 PLC.

The math teacher will participate in training and professional development for our newly adopted math curriculum as well as the math framework. This strategy/activity is outlined in 2.2, Professional Development. Additionally, interim math SBAC assessments will be conducted to gauge student learning and guide instruction.

Administrator will further leadership skills specifically those pertinent to continuation high schools by joining a statewide organization for educators working in continuation schools as well as making connections with and collaborating with administrators at local continuation high schools. This strategy/activity is listed under 2.4 Leadership Development.

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.

Graduation and College and Career Readiness
Increase the percentage of students who graduate prepared for college, career, and life by providing rigorous and engaging instruction, personalized academic and social-emotional supports, meaningful college and career pathways, and strong partnerships with families and the community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL 1: BELONG Establish a positive school climate that promotes a sense of belonging for all students, staff and families.

GOAL 3: VALUED Foster an inclusive and supportive educational environment that values individuals, addresses diverse learning needs, and promotes positive behavior through the implementation of a Multiple Tiered System of Supports (MTSS) and Positive Behavior Supports (PBIS).

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.

College and Career becomes the lens for all, making school relevant. The goal is not just graduation, but beyond. Students see a clear path through the doors of opportunity. Our goal is to increase graduation rates, increase achievement, increase student preparation for life beyond high school and to decrease impeding behaviors. Although the majority of our students graduate, we want to ensure that we keep our graduation rate at or above the state average. In 2025, 89.4% of our 12th grade students graduated, which was higher than the state graduation rate of 87.8%. We want to improve our graduation rate this year to at least 90%. We are including additional indicators: CTE lab module completion and opportunities to learn about college/trade school applications and how to complete them.

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
Graduation Rate as measured by the CDE Dashboard	Recent Graduation Rates: • 2021 - 63.3% • 2022 - 78.7% • 2023 - 65.5% • 2024 - 75% -2025 - 89.4%	Our graduation rate for the 2026-2027 school year will be 90%.
Career Lab Completion	No prior data	75% of MHS students will complete 4 college and career labs in the 2026-2027 school year.
Prepared for College and Career as measured by the Dashboard College & Career Levels Measures Report	2025-2026 5% of graduates are "Prepared" for College and Career 10% of graduates are "Approaching Prepared" 85% of graduates are "Not Prepared"	Dashboard results for 2027 will show: 8% of graduates are "Prepared" for College and Career 17% of graduates are "Approaching Prepared" 75% of graduates are "Not Prepared"

College/Trade School Applications	2025-2026 6 Distinct Opportunities were available to students to learn about and complete College/Trade School applications.	In 2026-2027 MHS will provide 7+ Distinct Opportunities to students to learn about and complete College/Trade School applications.

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	RIGOROUS INSTRUCTION AND STUDENT ACHIEVEMENT -Continue to provide rigorous instruction aligned to graduation requirements. -Based on data, purchase other curriculum and supplies, as needed throughout the year, to facilitate student engagement and achievement. -Recognize students who demonstrate academic achievement through honor roll and other academic activities that strengthen school connectedness and family engagement. -After each grading period ends, students with honor roll status will be recognized at an awards assembly.	All students	500 Title I 4000-4999: Books And Supplies Curriculum & Supplies to facilitate student achievement 500 Title I 4000-4999: Books And Supplies Awards for academic achievement
3.2	PERSONALIZED STUDENT SUPPORTS AND GRADUATION SUCCESS -MHS Counselor will work with each student to create individualized transition plans, which include multiple interest inventories, identification of strengths and challenges, and comprehensive planning for graduation and their paths beyond. Progress toward graduation and post high school plans will be monitored through established benchmarks and periodic check-ins. -MHS Counselor will also work with students to identify and resolve barriers to graduation, determine future career and education goals, and facilitate college and financial aid applications. -MHS Counselor will meet regularly with all 4th and 5th year and eligible early graduation students to discuss progress, challenges, and plans moving forward. -Counselor will partner with CHS counselors to support student transitions to or from MHS -Student and Family Support Services mentors will work with McKinney-Vento and foster students to inform them of CTE, college, and career opportunities and to support students in pursuing these opportunities.	All students McKinney-Vento and Foster Students	
3.3	COLLEGE, CAREER, and POSTSECONDARY READINESS -Offer annual ASVAB testing. -The counselor will plan and enlist students in tours (in-person and/or virtual) of colleges, schools, and other post-high school pathways.	All students	

	-The counselor will inform students about CTE offerings available at the comprehensive high school and the careers to which these can lead. -MHS counselor will continue to coordinate MHS College and Career Fair -MHS counselor will partner with CHS College/Career Coordinator to ensure MHS students take advantage of the services and offerings and participate in College/Career Fair -Counselor will coordinate visits from local community colleges to support student enrollment in college and help with financial aid applications -Counselor and other staff will work to develop college and career related lessons for Advisory period and other classes as appropriate. -Administrator will coordinate the creation of a College and Career Ready Lab. This lab will provide hands on opportunities for students to explore a variety of careers and trades. Students will explore the labs during elective periods. -Research and expand additional CTE Pathways and industry-recognized certifications based on student interest and workforce needs. -Offer certification completion at school to students such as OSHA 10 hour course, food handlers certification, first aid & CPR training -MHS staff will collaborate with Workability to support transition of special ed students to college and career opportunities. Allocate 60 minutes per year per special ed student for additional in-person college and career instruction.		
3.4	FAMILY ENGAGEMENT AND COMMUNITY PARTNERSHIPS -Invite families to student recognition assemblies and transition planning events. -Maintain regular communication with families regarding attendance, student progress, celebrations, and available resources. Communication will be provided by administration, teachers and support staff. -Increase family participation in transition planning through student led presentations of their career and future interests. -Continue partnerships with community colleges, military representatives, businesses, and community organizations to expand opportunities for students. This could include field trips, guest speakers, presentations or tabling on campus. -Inviting motivational speakers from various fields to speak to students regarding achievement, overcoming obstacles, future planning, and success-related topics.	All students	1000 Title I 4000-4999: Books And Supplies Field trips, guest speakers, presentations

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.

(All strategy numbers refer to the 2025-2026 SPSA)

Graduation rate 2026

- 42 12th grade students were enrolled at MHS in 2025-2026.
- 3 dropped/disenrolled.
- 39 senior students graduated.
- 3 did not graduate.
- 2 11th grade students graduated.

Overall 2025-2026 12th grade grad rate including dropped/disenrolled students: 92.86%. 2024-2025 12th grade grad rate excluding dropped/disenrolled students:

3.1 - Provide recognition for students to maintain good grades
Tri 1A - 20 students recognized for academics; 15 families attended
Tri 1B - 16 students recognized for academics; 19 families attended
Tri 2A - 20 students recognized for academics; 6 families attended
Tri 2B - 20 students recognized for academics; 16 families attended
Tri 3A - 24 students recognized for academics; Unknown number of families attended
After assemblies, families interacted with staff, expressing gratitude and joy at their children's success. Midyear there was a change in leadership and some data was lost with the transition.

3.2 - Counselor will meet with all students to facilitate their graduation and steps beyond graduation. Counselor created an individualized transition plan for each student. 13 students created a career presentation which was displayed and presented during a career walk to peers, staff and school board members. While families were not invited for the 25-26 school year, we hope to invite them for the 26-27 school year. Counselor worked with students to identify and resolve barriers to graduation, determine future career and education goals and facilitate college and financial aid applications. Counselor helped students fill out FAFSA and college/trade school applications. The number of students at MHS filled out college/trade school applications and filled out the FAFSA was unable to be calculated in 2025-2026 as some students filled them out at home or after graduation.

3.3 - Counselor partnered with CHS counselors to support student transitions to or from MHS.

3.4 MHS Staff engaged students in activities that promote college and career choices for students.
-ASVAB was offered to students in the 25-26 school year.
-MHS Counselor will plan and enlist students in tours (in-person and/or virtual) of colleges, schools, and other post-high school pathways. Students had the opportunity to participate in a local trades day field trip as well as field trips to local community colleges including Sierra College and American River College.
-Counselor informed students about CTE offerings available and the careers to which these can lead. MHS students visited the construction tech program at CHS. Three students enrolled in the course, but subsequently disenrolled from the course. MHS offered a pharmacy technology CTE course in the 25-26 school year. Three students enrolled but subsequently disenrolled from the program. Counselor partnered with CHS College/Career Coordinator to ensure MHS students take advantage of the services and offerings and participate in College/Career Fair
-Counselor coordinated the MHS College and Career Fair. MHS seniors also attended the Center High School college career fair.
-Counselor coordinated visits from local community colleges to support student enrollment in college and help with financial aid applications. American River College and Sierra College visited campus giving presentations and providing follow up workshops for completing applications to enroll along with completion of the FAFSA.
-Counselor and other staff worked to develop college and career related lessons for Advisory period and other classes as appropriate. MHS strives for all students to have a prepared resume to bring to the campus college and career fair, so this is a focus of some of these advisory lessons.

3.5 Guest and motivational speakers from a variety of fields will be brought in to address students. Speakers visited MHS from various apprenticeship programs,
Over 12 speakers from local trade schools, the military and local businesses and labor unions came to campus in 2025-2026 to present opportunities to students.

3.6 MHS staff collaborated with Workability to support transition of special ed students to college and career opportunities.

3.7 Attendance secretary and school secretary contacted families in regards to attendance, tardies, and truancy. They made phone calls to invite families to awards ceremonies.

3.8 Staff and students continued to engage in training and implementation or Restorative Practices. MHS has two staff members who are Restorative Practices Trainers. Depending on the incident, restorative practices are often used prior to and in lieu of disciplinary actions. Whereas only two students were suspended in the 24-25 school year, 9 students were suspended in the 25-26 school year. While 24-25 had seen great increases in scores related to school climate, belonging, and engagement, these scores dropped in the spring 2026 Panorama survey.
Spring 2026 Panorama Survey Results:

- Climate: 57% (19% decrease)
- Belonging: 51% (6% decrease)
- Engagement: 27% (8% decrease)

3.10 - MHS administration and staff researched additional CTE pathways but did not begin any new programs or bring any national and local professional certifications to campus as options for students.

3.11 An MHS teacher was scheduled to teach a Pharmacy Tech CTE course. Three students enrolled but subsequently dropped the course leading to 0 students completing the CTE course.

3.12 Supplies and curriculum were purchased as needed , throughout the year to facilitate student engagement and achievement.

3.13 Student and Family Support Services mentors worked with McKinney-Vento and foster students to inform them of CTE, college, and career opportunities and to support them in pursuing these opportunities.

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

There were a few areas of implementation that did not meet our articulated goals. We had intended to support students in completing a pharmacy tech CTE pathway. However, of the three students who enrolled in the course, zero students completed the pathway. Therefore, the course was discontinued for the 26-27 school year.

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

One addition made to this goal is the addition of a career lab. This career lab will be installed and implemented in the fall of 2026. An addition to our metrics will focus on student completion of career lab modules as they participate in the career lab for an elective period. We also adjusted the way that we analyze data for FAFSA, community college and trade school applications. It was difficult to track because some students completed them off campus. Instead, we are going to analyze the number of opportunities we provide for students to learn about the applications and process to complete them.

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.

School Culture
Develop an inclusive school community where students, staff and families experience an increased sense of belonging, value, and connection, with the aim of lowering our suspension rate and increasing student perception of engagement and connectedness.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL 1: BELONG Establish a positive school climate that promotes a sense of belonging for all students, staff and families.

GOAL 3: VALUED Foster and maintain a safe, inclusive, and supportive educational environment that supports our diverse population of staff and students, values individuals, addresses diverse learning needs, and promotes positive behavior through the implementation of a Multiple Tiered System of Supports (MTSS) and Positive Behavior Supports (PBIS).

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.

In past years, our suspension rate has been higher than the state average. Based on the California School Dashboard the suspension rate for McClellan High for 2024-2025 was 2.2%, while the state average was 2.9%. School site data for the 25-26 school year shows that 9 students were suspended, which equates to 13% of students suspended for 1 or more days.

In the spring 2026 Panorama survey, 57% of students reported a favorable perception of school climate (a decline of 19%), 51% of students recorded a favorable perception of belonging (a 6% decline), and 27% reported favorable school engagement (a decline of 8%). An average of 7%-19% of our families attended awards assemblies and Back-to-School Night

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard	Suspension Rates in the Past: 2021-2022 - 14.4% 2022-2023 - 15.4% 2023-2024 - 14% 2024-2025 - 2.9%	For the 2026-2027 school year: Suspension rate will be reduced to 5% or less with no student groups in the RED on the Dashboard
Attendance as measured by our chronic absenteeism rate provided by AERIES.	Chronic Absenteeism Rate: 2024-2025: 59% 2025-2026: 51.5%	For the 2026-2027 school year: The chronic absenteeism rate will be at or below 55%
Panorama Survey, Spring 2026	2025-2026 school year: STUDENT SURVEY (56 responses) 64% report a favorable sense of safety 57% report positive School Climate/Culture	For the 2026-2027 school year: STUDENT SURVEY 70% report a favorable sense of safety 70% report positive School Climate/Culture

	51% report positive teacher-student relationships 51% feel a sense of belonging 27% feel engaged with school STAFF SURVEY (7 responses - Staff responded with district leadership in mind) 64% report positive School Climate/Culture 57% report positive Professional Development 91% report positive School Leadership PARENT SURVEY (5 responses) 67% report positive School Climate/Culture 60% report a favorable sense of safety	60% report positive teacher-student relationships 60% feel a sense of belonging 40% feel engaged with school STAFF SURVEY (Respond with site leadership in mind) 70% report positive School Climate/Culture 65% report positive Professional Development 95% report positive School Leadership PARENT SURVEY (at least 10 responses) 70% report positive School Climate/Culture 65% report a favorable sense of safety
Student Participation in Clubs	25-26 school year: 32 students. The percent varies between 41% and 48% as enrollment fluctuates throughout the year.	For the 2026-2027 school year: At least 45% of students will participate in sports
Student Participation in Athletics	2025-2026 school year: 43% (29/68)	For the 2026-2027 school year: At least 45% of students will participate in sports
Parent and family attendance at awards assemblies and other family events to be determined.	2025-2026 school year: One Back-to-School night was held. 14 Families (19%) attended. Grading Period Awards Assemblies: Tri 1A - 20 students recognized for academics; 10 students recognized for attendance, 15 Families (19.7%) attended. Tri 1B - 16 students recognized for academics; 9 students recognized for attendance, 6 families (7%) signed in for attendance, but more were present. Tri 2A - 20 students recognized for academics; 7 students recognized for attendance, 16 Families (24%) attended. Tri 2B - 20 students recognized for academics; 4 students recognized for attendance, Family attendance total is unknown. Tri 3A - 24 students recognized for academics; 8 students recognized for attendance. Family attendance total is unknown.	For the 2026-2027 school year: One Back-to-School night will be held, with 30% of families attending Awards Assemblies - An average of 35% of our families will attend awards assemblies.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	POSITIVE SCHOOL CLIMATE -We will provide awards for students who avoid suspension and maintain good attendance (as allowed by state and district guidelines)	All students	600 Title I 4000-4999: Books And Supplies

	-Students with excellent or improved attendance each week are given awards. We will celebrate a weekly 100% attendance club as well as a monthly 100% attendance reward. -After each trimester ends, students with excellent attendance will be recognized at an award assembly. -Although research shows awards & recognition to have a small effect size, these activities also bring in factors with a larger effect size on student achievement: positive peer influences, positive teacher-student relationships, and parental involvement. -Staff and students will continue implementing Restorative Practices to build positive relationships, strengthen school connectedness, resolve conflicts through restorative approaches, and reduce suspensions. Staff will reinforce restorative strategies that promote accountability, conflict resolution, and a safe, inclusive school community. -School-wide implementation of PBIS as part of the district-wide implementation of PBIS. -Staff will implement consistent school-wide behavioral expectations -Staff will participate in training with PCOE -Staff will explicitly teach and reinforce expectations -Visual reminders of expectations will be posted in rooms and hallways around campus -Staff will use the SWIS referral system to collect and analyze behavioral data to monitor effectiveness and guide improvement -Implement Minga to establish a centralized, school-wide digital platform that boosts instructional time via streamlined tardy management, reduces absenteeism, and strengthens positive behavior recognition through data-driven tracking. The system aims to enhance campus safety, standardize discipline protocols, and foster a proactive, equitable school climate. -Implement “Why Try” a K-12 social-emotional learning (SEL) and resilience education program that uses visual metaphors, music, and multimedia to help motivate students and improve academic success. -The school counselor will provide Tier 1 and Tier 2 social-emotional supports through the campus Wellness Center, including individual counseling, small group counseling, and restorative check-ins for students experiencing emotional distress or needing support with self-regulation. These services are intended to increase students' sense of belonging, engagement, and connectedness while reducing behaviors that may lead to suspension. -Student visits will be electronically logged to track the frequency and duration of Wellness Center use and the counseling services provided. -An iPad will support efficient, real-time student check-in/check-out, allowing for accurate data collection to monitor program implementation,		Attendance incentives 1600 Title I 4000-4999: Books And Supplies PBIS Signage 800 Title I 4000-4999: Books And Supplies PBIS Materials and Incentives 2600 Title I 4000-4999: Books And Supplies Minga Platform 650 Title I 4000-4999: Books And Supplies Counselor Subscription to "Why Try" Curriculum 1000 Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies Why Try Renewal Fee 2000 Title I 1000-1999: Certificated Personnel Salaries Teacher Salaries for "Why Try" training 660 Title I 3000-3999: Employee Benefits Teacher Benefits for Why Try Training 600 Title I 4000-4999: Books And Supplies Wellness Center iPad

	identify student needs, evaluate the impact of counseling services, and measure progress toward SPSA goals.		
4.2	STUDENT ENGAGEMENT, LEADERSHIP AND BELONGING -Teachers and administration will discuss student concerns on a regular basis, with thought to preventing disciplinary issues that might lead to suspension, and with the intent of increasing students' sense of engagement and belonging at school. -Portions of staff meetings will be devoted to discussion of student concerns among staff, principal, and counselor. -Action steps and persons responsible will be determined. -In addition to discussions at student-focused meetings, staff will discuss programs and methods to improve student achievement and engagement and lower inappropriate student behaviors. -Staff will collaborate with the Community Building (CB) English Class to plan and implement inclusive activities that promote student engagement, academic success, and social-emotional well-being. CB students will provide opportunities for student voice, participation in school decision-making, and activities that strengthen relationships and foster a sense of belonging for all students. -McClellan High School will continue our sports program, giving all students the opportunity to play competitive basketball, flag football, volleyball, and softball against other continuation schools in the Alternative Athletic League. -As student interest and staff availability allow, MHS will offer clubs on campus that interest and engage students. -We offer a cooking club, open to all, where staff will guide students in planning and preparing meals they can make on their own. -MHS will continue to schedule a daily advisory class as a period during the school day. During this class, students will check and reflect on grades, participate in community circles and other culture-building activities, and receive instruction in SEL-related issues and college and career readiness, and provide feedback on a number of campus initiatives and issues, fostering stronger connections among students and between students and staff. -MHS will provide engaging experiences and opportunities that strengthen student engagement, belonging, and connection to school. These may include educational assemblies, field trips, enrichment experiences, and accessible activities during lunch and other non-instructional times, such as sports equipment, games, and recreational opportunities.	All students	750 Title I 1000-1999: Certificated Personnel Salaries Hourly Pay for Leadership Activities Supervision 165 Title I 3000-3999: Employee Benefits Benefits for leadership instructor's hourly pay 1000 Title I 1000-1999: Certificated Personnel Salaries Substitute Salaries for Game Days for Athletics 1344 Title I 2000-2999: Classified Personnel Salaries Cooking Club Advisor Salary 485 Title I 3000-3999: Employee Benefits Cooking Club Advisor Benefits 500 Title I 4000-4999: Books And Supplies Cooking Club Supplies 1800 Title I 5000-5999: Services And Other Operating Expenditures Assemblies and Field Trips

4.3	FAMILY AND COMMUNITY PARTNERSHIPS -MHS will host events that promote family engagement: -Back-to-School Night at least once per year -Awards assemblies after each grading period and invite families of students being recognized for excellence in academics and attendance. -Explore other ways to involve families (picnics with food & music, game nights, etc.) -As needs and occasions arise, Attendance Secretary and School Secretary will contact families: -inviting them to assemblies to celebrate student success each grading period -to discuss attendance concerns when these arise for students -to inform them of school and district events as these occur -regarding other issues, as appropriate, that may impact student success and graduation rates	All students	1000 Title I 4000-4999: Books And Supplies Family Nights Supplies

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.

(All strategy numbers refer to the 2025-2026 SPSA)

4.1 - We will provide awards for students who avoid suspension and maintain good attendance. Our attendance secretary implemented a weekly 100% club for students with no absences or tardies.
Additionally, Attendance awards were given at awards ceremonies for each grading period.
Tri 1A - 10 students recognized
Tri 1B - 9 students recognized
Tri 2A - 7 students recognized
Tri 2B - 4 students recognized
Tri 3A - 8 students recognized

4.2 - Teachers and administration discussed student concerns on a regular basis,
These discussions led to actions that changed student and teacher interactions and sometimes led to phone calls home. Anecdotal evidence for individual students shows these did change student outcomes.

4.3 - Staff members worked with the Leadership program to create and organize activities to engage all students. Students in the leadership program created and facilitated 12 lunch activities, 2 school-wide activities, 6 multiday lessons for advisory and approximately 20 video bulletins. Almost all activities were open to or directed towards all students.

4.5 - Staff and students will engage in training and implementation of Restorative Practices. One site teacher is a trained trainer. They supported the training of other staff members and the implementation of Restorative Practices at MHS. Nine students were suspended this year. While we had hoped to see an improvement in our school climate data, there were declines in student completed surveys. We will continue to make efforts to use our restorative practices to support students. The 2025-2026 school year brought some challenges including a campus move, a long term sub, and leadership change partway through the year which may have impacted these areas.
Spring 2026 Panorama Survey Results:

- Climate: 57% (19% decrease)
- Belonging: 51% (6% decrease)
- Engagement: 27% (8% decrease)

4.6 - School-wide implementation of PBIS
We are in our 4th year of PBIS implementation. One current staff member has been trained intensively in PBIS procedures & philosophies. She led the rest of the staff in implementation. Staff used SWIS Suite to document referrals. Based on SWIS data, 75% of students earned a major referral and 76% of students earned a minor referral during the school year. Thursdays were the day with the highest percent of referrals written, both major (25%) and minor (25%). The primary behaviors that resulted in major referrals were defiance (54% of all referrals), technology misuse(11% of all referrals), being out of bounds (7% of all referrals), and inappropriate language (6% of all referrals). The primary behaviors that resulted in minor referrals were defiance (38% of all referrals), disruption (16% of all referrals), technology misuse (15% of all referrals), and disrespect (15% of all referrals).

4.7 - The athletics program was continued in the 25-26 school year.
Over the course of the year, 29 different students participated in basketball, volleyball, flag football, and softball.

4.8 - We will offer clubs on campus
A cooking club was offered to all students. 30 different students participated throughout the year.

4.9 - An advisory class period was added schoolwide. During Advisory students participate in grade checks, SEL lessons, community circles, and are provided with time to make up assignments and receive instructional support.

4.10 - School will hold events that invite family engagement.
BTSN Family Participation Rate: 19%
Awards Assemblies Participation Rate: Average of Assemblies for Trimesters 1A, 1B, 2A and 2B and 3B was 15%.

4.11 As needed the Attendance Secretary and School Secretary contacted families to invite them to events or to discuss attendance or other school concerns.

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

There were no major differences between intended implementation or budgeted expenditures and the implementation of the action items to meet the articulated goals.

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.

The school staff determined that lessons focused on social emotional learning would be beneficial to students. The team determined that the Why Try curriculum would be ideal to implement during advisory in the 26-27 school year. So, funds from the 25-26 Title 1 budget were used to pay for the training of all four teachers and site administration during the summer of 2026 in preparation for implementation during the 26-27 school year. This action supported continued implementation of the schoolwide advisory period as outlined in action item 4.9.

Additionally, Minga will be implemented for digital hall passes as well as to complement our PBIS system by tracking PBIS points for students. In order to better track the usage of our wellness center we will also improve our tracking by use of Google forms and an iPad for easy check in and out. Details for Minga are outlined in the 26-27 SPSA for action item 4.1 and wellness center tracking is outlined in action item 4.2.

PBIS signage that reflect our expectations throughout campus will be purchased and mounted so that expectations are clear to all who are on our campus. This element is outlined in action item 4.1.

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	$26,380
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$26,053.39
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	$25,053.39
Title IV Part A: Student Support and Academic Enrichment	$1,000.00

Subtotal of additional federal funds included for this school: $26,053.39

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

State or Local Programs	Allocation ($)

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

Total of federal, state, and/or local funds for this school: $26,053.39

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

Expenditures by Funding Source

Funding Source	Amount
Title I	25,053.39
Title IV Part A: Student Support and Academic Enrichment	1,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	6,195.49
2000-2999: Classified Personnel Salaries	1,344.00
3000-3999: Employee Benefits	1,883.90
4000-4999: Books And Supplies	13,350.00
5000-5999: Services And Other Operating Expenditures	3,280.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	6,195.49
2000-2999: Classified Personnel Salaries	Title I	1,344.00
3000-3999: Employee Benefits	Title I	1,883.90
4000-4999: Books And Supplies	Title I	12,350.00
5000-5999: Services And Other Operating Expenditures	Title I	3,280.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,249.39
Goal 2	2,250.00
Goal 3	2,000.00
Goal 4	17,554.00

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

2 Parent or Community Members

1 Secondary Students

Name of Members	Role
Tammy Dyer	Principal
Chris Collins	Classroom Teacher
Jenna Knoll	Other School Staff
Jocelyn Perez	Secondary Student
Jessica Shoup	Parent or Community Member
Mitzi deFer	Parent or Community Member
Michael Nereu	Classroom Teacher
William Graves	Classroom Teacher
Edgar Lopez	Secondary Student
Allison Navarro Rangel	Secondary Student

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: All school staff

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 9-23-26.

Attested:

	Principal, Tammy Dyer on 9-23-26
	SSC Chairperson, Jessica Shoup on 9-23-26

Instructions

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

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 (S*ections: 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 (Se*ctions: 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 (S*ections: 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

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
North Country Elementary	34739736108948	September 8, 2026	October 21, 2026

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

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

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

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

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

- Schoolwide Program

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

Table of Contents

SPSA Title Page 1
Table of Contents....2
Plan Description....4
Educational Partner Involvement....4
Resource Inequities....4
Comprehensive Needs Assessment Components....4
California School Dashboard (Dashboard) Indicators....5
Other Needs....5
School and Student Performance Data....6
Student Enrollment....6
CAASPP Results....9
ELPAC Results....14
Student Population....18
Overall Performance....20
Academic Performance....22
Academic Engagement....30
Conditions & Climate....33
Goals, Strategies, & Proposed Expenditures....35
Goal 1....35
Goal 2....41
Goal 3....49
Goal 4....54
Goal 5....55
Goal 6....56
Goal 7....57
Goal 8....58
Goal 9....59
Goal 10....60
Budget Summary....61
Budget Summary....61
Other Federal, State, and Local Funds....61
Budgeted Funds and Expenditures in this Plan....62
Funds Budgeted to the School by Funding Source....62
Expenditures by Funding Source....62
Expenditures by Budget Reference....62
Expenditures by Budget Reference and Funding Source....62

Expenditures by Goal 63
School Site Council Membership 64
Recommendations and Assurances 65
Instructions 66
Appendix A: Plan Requirements 73
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 76
Appendix C: Select State and Federal Programs 79

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 North Country Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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 Control and Accountability Plan goals of the LEA that are being realized under the state's Local
Control Funding Formula (LCFF).

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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school administrators and School Site Council reviewed survey data and provided input and feedback to help outline our SPSA budget and goals. As part of our School Site Council monthly meetings, the SPSA was reviewed to ensure understanding and agreement on goals and budget.

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.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Chronic Absenteeism for African American's (27.3%) and students with disabilities (28.7%) are below standard.

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.

Chronic Absenteeism for African American's (27.3%) and students with disabilities (28.7%) are below standard.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.50%	0.18%	0.18%	3	1	1
African American	6.66%	8.53%	9.80%	40	48	55
Asian	9.82%	10.66%	12.30%	59	60	69
Filipino	1.33%	1.07%	0.89%	8	6	5
Hispanic/Latino	38.10%	38.90%	37.08%	229	219	208
Pacific Islander	2.00%	1.42%	1.07%	12	8	6
White	33.61%	30.55%	28.52%	202	172	160
Two or More Races	7.99%	8.70%	10.16%	48	49	57
			Total Enrollment	601	563	561

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	45
Kindergarten	70	59	57
Grade 1	64	59	70
Grade 2	74	72	59
Grade3	87	73	73
Grade 4	87	82	72
Grade 5	90	98	89
Grade 6	108	96	96
Total Enrollment	601	563	561

Conclusions based on this data:

1. White and Hispanic/Latino student groups make up the largest portion of our enrollment.
2. Our enrollment maintained from 24-25 to 25-26.
3. Our second grade numbers were low compared to the past two years.

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	115	108	94	19.1%	19.2%	16.8%
Fluent English Proficient (FEP)	56	48	57	9.3%	8.5%	10.2%

Conclusions based on this data:

1. An average of 9.3% of English Learners are classified as Fluent English Proficient (FEP) over the past 3 years.
2. There was a 1.7% growth of English Learners from 24-25 to 25-26 classified as Fluent English Proficient (FEP).
3. Our English Learner population has gone down to 16.8% from the previous two years.

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	80	82	68	76	82	64	76	82	64	95.0	100	94.1
Grade 4	82	87	76	77	86	74	77	86	74	93.9	98.9	97.4
Grade 5	101	92	86	97	90	84	97	90	84	96.0	97.8	97.7
Grade 6	75	101	88	69	99	86	69	99	85	92.0	98	97.7
All Grades	338	362	318	319	357	308	319	357	307	94.4	98.6	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	2376.	2395.	2413.	13.16	15.85	23.44	13.16	15.85	21.88	26.32	30.49	15.63	47.37	37.80	39.06
Grade 4	2434.	2430.	2437.	11.69	17.44	16.22	24.68	20.93	24.32	29.87	15.12	16.22	33.77	46.51	43.24
Grade 5	2484.	2460.	2458.	16.49	4.44	8.33	28.87	31.11	20.24	25.77	23.33	27.38	28.87	41.11	44.05
Grade 6	2501.	2508.	2486.	8.70	12.12	2.35	28.99	34.34	24.71	30.43	26.26	37.65	31.88	27.27	35.29
All Grades	N/A	N/A	N/A	12.85	12.32	11.73	24.14	26.05	22.80	27.90	23.81	25.08	35.11	37.82	40.39

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	5.26	14.63	21.88	61.84	64.63	53.13	32.89	20.73	25.00
Grade 4	10.39	15.12	9.46	68.83	62.79	66.22	20.78	22.09	24.32
Grade 5	14.43	10.00	9.52	64.95	67.78	64.29	20.62	22.22	26.19
Grade 6	10.14	14.14	11.76	60.87	59.60	52.94	28.99	26.26	35.29
All Grades	10.34	13.45	12.70	64.26	63.59	59.28	25.39	22.97	28.01

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	10.53	12.20	17.19	43.42	47.56	43.75	46.05	40.24	39.06
Grade 4	6.49	9.30	9.46	54.55	53.49	54.05	38.96	37.21	36.49
Grade 5	12.37	4.44	7.14	55.67	51.11	47.62	31.96	44.44	45.24
Grade 6	8.70	13.13	7.06	50.72	50.51	47.06	40.58	36.36	45.88
All Grades	9.72	9.80	9.77	51.41	50.70	48.21	38.87	39.50	42.02

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	9.21	12.20	17.19	71.05	71.95	65.63	19.74	15.85	17.19
Grade 4	3.90	10.47	10.81	80.52	70.93	66.22	15.58	18.60	22.97
Grade 5	6.25	8.89	9.52	75.00	74.44	76.19	18.75	16.67	14.29
Grade 6	23.19	14.14	14.12	63.77	73.74	72.94	13.04	12.12	12.94
All Grades	10.06	11.48	12.70	72.96	72.83	70.68	16.98	15.69	16.61

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.89	3.66	7.81	59.21	71.95	68.75	32.89	24.39	23.44
Grade 4	11.69	9.30	9.46	57.14	62.79	78.38	31.17	27.91	12.16
Grade 5	15.46	7.78	5.95	68.04	71.11	73.81	16.49	21.11	20.24
Grade 6	15.94	14.14	4.71	73.91	67.68	72.94	10.14	18.18	22.35
All Grades	12.85	8.96	6.84	64.58	68.35	73.62	22.57	22.69	19.54

Conclusions based on this data:

1. The percentage of Overall Achievement of students meeting or exceeding standards in Reading went up in 3rd, and 4th grade. Emphasis on professional development, and the Wonders program is needed for more positive impact on these scores, especially in 5th & 6th grade.

2. The large percentage of students "At or near standard" in Research/Inquiry allows us to continue with an emphasis on professional development, the Wonders program, and writing development needed for a more positive impact on these scores.

3. The percentage of students reading at or above standard maintained in 3rd, 4th, and 5th grade, while 6th grade shows a decline. This give us an opportunity to continue to strengthen our Tier 1 instruction, especially 6th grade, and at all grade levels to show more academic gains in the future.

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	80	82	68	80	82	67	80	82	67	100.0	100	98.5
Grade 4	82	87	76	79	87	74	79	87	74	96.3	100	97.4
Grade 5	101	92	86	99	89	85	99	89	85	98.0	96.7	98.8
Grade 6	75	101	88	72	99	86	72	99	85	96.0	98	97.7
All Grades	338	362	318	330	357	312	330	357	311	97.6	98.6	98.1

* 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	2380.	2380.	2418.	3.75	2.44	11.94	16.25	19.51	31.34	30.00	32.93	26.87	50.00	45.12	29.85
Grade 4	2433.	2430.	2430.	5.06	4.60	5.41	20.25	18.39	17.57	35.44	39.08	33.78	39.24	37.93	43.24
Grade 5	2459.	2442.	2440.	6.06	5.62	3.53	17.17	6.74	9.41	30.30	26.97	29.41	46.46	60.67	57.65
Grade 6	2502.	2494.	2476.	16.67	10.10	10.59	13.89	21.21	9.41	33.33	27.27	42.35	36.11	41.41	37.65
Grade 11															
All Grades	N/A	N/A	N/A	7.58	5.88	7.72	16.97	16.53	16.08	32.12	31.37	33.44	43.33	46.22	42.77

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	6.25	7.32	16.42	53.75	47.56	53.73	40.00	45.12	29.85
Grade 4	5.06	5.75	8.11	49.37	44.83	39.19	45.57	49.43	52.70
Grade 5	9.09	8.99	3.53	44.44	35.96	42.35	46.46	55.06	54.12
Grade 6	15.28	9.09	10.59	51.39	48.48	45.88	33.33	42.42	43.53
Grade 11									
All Grades	8.79	7.84	9.32	49.39	44.26	45.02	41.82	47.90	45.66

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	10.00	8.54	14.93	45.00	52.44	59.70	45.00	39.02	25.37
Grade 4	8.86	8.05	6.76	54.43	51.72	48.65	36.71	40.23	44.59
Grade 5	5.05	6.74	3.53	56.57	40.45	52.94	38.38	52.81	43.53
Grade 6	11.11	5.05	4.71	56.94	54.55	52.94	31.94	40.40	42.35
All Grades	8.48	7.00	7.07	53.33	49.86	53.38	38.18	43.14	39.55

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	5.00	2.44	10.45	57.50	58.54	61.19	37.50	39.02	28.36
Grade 4	6.33	6.90	4.05	58.23	57.47	51.35	35.44	35.63	44.59
Grade 5	6.06	3.37	2.35	60.61	58.43	52.94	33.33	38.20	44.71
Grade 6	11.11	7.07	8.24	63.89	64.65	52.94	25.00	28.28	38.82
All Grades	6.97	5.04	6.11	60.00	59.94	54.34	33.03	35.01	39.55

Conclusions based on this data:

1. The percentage of Overall Achievement of students meeting or exceeding standards in Math went up in 3rd. Emphasis on professional development, and mathematical strategies from the CA framework are needed for more positive impact on these scores, especially in 4th, 5th, and 6th grade.
2. The large percentage of students "At or Near Standard" in the different math domains gives us a lot of potential to move students and make academic gains. Emphasis on professional development, the MyMath program, number talks, and introducing Building Thinking Classrooms will be needed for a positive impact on these scores.
3. 76.2% of our 3rd-6th grade students are scoring below standard in mathematics. We will continue to make math a focal point this school year and work to increase math intervention and teaching strategies. We will work as Professional Learning Communities (PLCs) to begin looking closely at student progress in mathematics and tracking data/growth throughout the year.

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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1420.4	1378.3	1425.2	1407.7	1386.9	1432.6	1449.8	1357.9	1407.5	20	23	16
1	*	1433.2	1451.5	*	1450.4	1463.6	*	1415.5	1438.9	10	14	14
2	*	1445.4	1481.3	*	1441.8	1484.3	*	1448.4	1477.9	10	11	15
3	1415.6	*	*	1418.2	*	*	1412.7	*	*	18	10	9
4	1483.1	1482.6	*	1484.9	1484.5	*	1481.1	1480.3	*	14	16	9
5	1480.6	1491.4	1498.4	1478.2	1482.3	1505.0	1482.5	1500.1	1491.1	17	16	17
6	*	1502.0	1537.2	*	1489.9	1550.8	*	1513.6	1523.3	10	16	15
All Grades										99	106	95

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	25.00	8.70	18.75	20.00	13.04	18.75	20.00	21.74	50.00	35.00	56.52	12.50	20	23	16
1	*	0.00	14.29	*	35.71	42.86	*	28.57	14.29	*	35.71	28.57	*	14	14
2	*	0.00	6.67	*	36.36	53.33	*	27.27	33.33	*	36.36	6.67	*	11	15
3	11.11	*	*	22.22	*	*	22.22	*	*	44.44	*	*	18	*	*
4	21.43	6.25	*	14.29	25.00	*	21.43	43.75	*	42.86	25.00	*	14	16	*
5	11.76	6.25	5.88	35.29	31.25	35.29	29.41	37.50	47.06	23.53	25.00	11.76	17	16	17
6	*	6.25	26.67	*	37.50	33.33	*	31.25	33.33	*	25.00	6.67	*	16	15
All Grades	16.16	6.60	13.68	22.22	28.30	35.79	26.26	31.13	37.89	35.35	33.96	12.63	99	106	95

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	15.00	8.70	18.75	25.00	8.70	37.50	25.00	26.09	25.00	35.00	56.52	18.75	20	23	16
1	*	28.57	28.57	*	14.29	28.57	*	35.71	35.71	*	21.43	7.14	*	14	14
2	*	18.18	40.00	*	18.18	33.33	*	36.36	20.00	*	27.27	6.67	*	11	15
3	16.67	*	*	33.33	*	*	11.11	*	*	38.89	*	*	18	*	*
4	28.57	25.00	*	14.29	43.75	*	21.43	6.25	*	35.71	25.00	*	14	16	*
5	23.53	31.25	35.29	35.29	31.25	35.29	17.65	12.50	17.65	23.53	25.00	11.76	17	16	17
6	*	31.25	60.00	*	31.25	20.00	*	12.50	13.33	*	25.00	6.67	*	16	15
All Grades	19.19	24.53	37.89	28.28	23.58	30.53	20.20	21.70	21.05	32.32	30.19	10.53	99	106	95

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	25.00	8.70	18.75	25.00	8.70	18.75	41.67	43.48	56.25	8.33	39.13	6.25	12	23	16
1	7.69	0.00	7.14	15.38	28.57	14.29	61.54	21.43	35.71	15.38	50.00	42.86	13	14	14
2	*	0.00	6.67	*	27.27	33.33	*	36.36	46.67	*	36.36	13.33	*	11	15
3	0.00	*	*	17.65	*	*	70.59	*	*	11.76	*	*	17	*	*
4	14.29	0.00	*	21.43	12.50	*	50.00	43.75	*	14.29	43.75	*	14	16	*
5	*	0.00	0.00	*	12.50	0.00	*	56.25	52.94	*	31.25	47.06	*	16	17
6	*	6.25	0.00	*	12.50	33.33	*	50.00	46.67	*	31.25	20.00	*	16	15
All Grades	12.12	2.83	6.32	21.21	16.98	16.84	31.31	42.45	47.37	35.35	37.74	29.47	99	106	95

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	25.00	8.70	18.75	45.00	26.09	68.75	30.00	65.22	12.50	20	23	16
1	*	28.57	42.86	*	64.29	57.14	*	7.14	0.00	*	14	14
2	*	9.09	26.67	*	72.73	66.67	*	18.18	6.67	*	11	15
3	5.56	*	*	61.11	*	*	33.33	*	*	18	*	*
4	21.43	37.50	*	50.00	25.00	*	28.57	37.50	*	14	16	*
5	29.41	12.50	5.88	41.18	62.50	88.24	29.41	25.00	5.88	17	16	17
6	*	6.25	33.33	*	62.50	53.33	*	31.25	13.33	*	16	15
All Grades	23.23	19.81	25.26	48.48	45.28	62.11	28.28	34.91	12.63	99	106	95

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	10.00	17.39	25.00	50.00	17.39	50.00	40.00	65.22	25.00	20	23	16
1	*	14.29	14.29	*	50.00	71.43	*	35.71	14.29	*	14	14
2	*	18.18	33.33	*	54.55	60.00	*	27.27	6.67	*	11	15
3	27.78	*	*	27.78	*	*	44.44	*	*	18	*	*
4	35.71	56.25	*	28.57	18.75	*	35.71	25.00	*	14	16	*
5	52.94	56.25	58.82	23.53	25.00	29.41	23.53	18.75	11.76	17	16	17
6	*	37.50	66.67	*	31.25	26.67	*	31.25	6.67	*	16	15
All Grades	27.27	34.91	43.16	35.35	30.19	44.21	37.37	34.91	12.63	99	106	95

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	25.00	0.00	6.25	55.00	43.48	87.50	20.00	56.52	6.25	20	23	16
1	*	21.43	7.14	*	28.57	42.86	*	50.00	50.00	*	14	14
2	*	0.00	6.67	*	63.64	66.67	*	36.36	26.67	*	11	15
3	11.11	*	*	27.78	*	*	61.11	*	*	18	*	*
4	7.14	0.00	*	35.71	43.75	*	57.14	56.25	*	14	16	*
5	5.88	0.00	0.00	58.82	62.50	41.18	35.29	37.50	58.82	17	16	17
6	*	6.25	0.00	*	37.50	40.00	*	56.25	60.00	*	16	15
All Grades	10.10	3.77	4.21	45.45	46.23	53.68	44.44	50.00	42.11	99	106	95

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	45.00	17.39	37.50	25.00	60.87	43.75	30.00	21.74	18.75	20	23	16
1	*	0.00	21.43	*	64.29	35.71	*	35.71	42.86	*	14	14
2	*	27.27	26.67	*	54.55	60.00	*	18.18	13.33	*	11	15
3	44.44	*	*	22.22	*	*	33.33	*	*	18	*	*
4	21.43	6.25	*	42.86	56.25	*	35.71	37.50	*	14	16	*
5	17.65	6.25	0.00	58.82	62.50	76.47	23.53	31.25	23.53	17	16	17
6	*	18.75	26.67	*	56.25	66.67	*	25.00	6.67	*	16	15
All Grades	30.30	13.21	17.89	36.36	58.49	61.05	33.33	28.30	21.05	99	106	95

Conclusions based on this data:

1. We went from 35% to 49% of students in all grades are at a level 3 or 4 in Overall Language.

2. Written Language presents a big challenge to our English Learner students. There will be an emphasis on vocabulary and writing development during designated English Language Development (ELD) time.

3. 47% of our students are at a Level 2 for Writing, which allows us a lot of potential to move students and make academic gains. More emphasis on professional development is needed for a positive impact on these scores.

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**
563	**62.5%**	**19.2%**	**0.0%**
Total Number of Students enrolled in North Country Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	108	19.2%
Foster Youth	0	0.0%
Homeless	60	10.7%
Socioeconomically Disadvantaged	352	62.5%
Students with Disabilities	74	13.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	48	8.5%
American Indian	1	0.2%
Asian	60	10.7%
Filipino	6	1.1%
Hispanic	219	38.9%
Two or More Races	49	8.7%
Pacific Islander	8	1.4%
White	172	30.6%

Conclusions based on this data:

1. Hispanic and White students are the largest student groups.

2. English Learners make up 19.2% of our student population.
3. Socioeconomically Disadvantaged students make up 62.5% of our student population.

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.

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

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Orange		
English Learner Progress Blue		

Conclusions based on this data:

1. Chronic Absenteeism has grown since last year! We will continue to address this area by focusing on offering short-term independent study contracts, promoting & encouraging regular attendance, and implementing the house system.

2. Mathematics and English Language Arts Progress are primary categories of concern. We will continue to focus on Tier 1 instruction and best practices, offer professional development, focus on Universal Design for Learning, and using the adopted curriculum to enhance student learning and teaching with fidelity.

3. Our Suspension rate is low, but needs improvement.

School and Student Performance Data

Academic Performance
English Language Arts

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 English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	4	0	0

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	**English Learners**	**Long-Term English Learners**
 Orange	 Yellow	 No Performance Color
35.5 points below standard	64.9 points below standard	Fewer than 11 students - No Data for Privacy
Maintained -1.8 points	Increased 10.7 points	1 Student
313 Students	74 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Yellow	 Orange
0 Students	40.2 points below standard	48 points below standard
	Increased 25.1 points	Declined 7 points
	33 Students	208 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
36.5 points below standard	20.8 points below standard	Fewer than 11 students - No Data for Privacy
Maintained 2.1 points	Increased 43.2 points	1 Student
53 Students	22 Students	

Asian	Filipino	Hispanic
 Yellow	 No Performance Color	 Orange
13.3 points below standard	Fewer than 11 students - No Data for Privacy	44.3 points below standard
Increased 7.9 points	3 Students	Declined 13.4 points
36 Students		112 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
24.4 points below standard	Fewer than 11 students - No Data for Privacy	40.8 points below standard
Declined 22.9 points	7 Students	Increased 5.5 points
29 Students		103 Students

Conclusions based on this data:

1. Students with Disabilities increased 28.2 points, Two or more races Increased 21.3 points, and the Hispanic population increased 4.8 points.
2. English Learners are 75.6 points below standard, so they have the opportunity to make the largest academic gains in ELA.
3. Our overall students, and socially economically disadvantaged students maintained their academic performance in ELA. Overall, we have more opportunity to make academic gains in ELA this upcoming year.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	5	2	0	0

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	English Learners	Long-Term English Learners
 Orange	 Orange	 No Performance Color
60.5 points below standard	85 points below standard	Fewer than 11 students - No Data for Privacy
Maintained 0.8 points	Maintained 1.8 points	1 Student
317 Students	78 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Yellow	 Orange
0 Students	64.2 points below standard	67.5 points below standard
	Increased 30.6 points	Maintained -0.2 points
	36 Students	212 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
81.8 points below standard	59 points below standard	Fewer than 11 students - No Data for Privacy
Declined 18 points	Increased 32.1 points	1 Student
53 Students	22 Students	

Asian	Filipino	Hispanic
 Yellow	 No Performance Color	 Orange
35.3 points below standard	Fewer than 11 students - No Data for Privacy	71.1 points below standard
Increased 11.1 points	3 Students	Declined 4.5 points
37 Students		115 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
50 points below standard	Fewer than 11 students - No Data for Privacy	61.3 points below standard
Maintained -2.5 points	7 Students	Maintained -0.4 points
29 Students		103 Students

Conclusions based on this data:

1. Students with Disabilities increased 30.2 points on mathematics.
2. English Learners declined and are 86.8 points below standard, and homeless students are 94.8 points below standards on their performance in Mathematics.
3. African American students declined 48 points, so they have the opportunity to make large academics gains in Mathematics.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	0	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	 No Performance Color
44.4 science points	39.8 science points	0 Students
Maintained 0.3 points	Increased 8.2 points	
83 Students	24 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	Fewer than 11 students - No Data for Privacy	41.4 science points
	6 Students	Maintained -1.2 points
		55 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
33.4 science points	Fewer than 11 students - No Data for Privacy	0 Students
15 Students	9 Students	

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	No Performance Color
50.2 science points	Fewer than 11 students - No Data for Privacy	41.4 science points
11 Students	1 Student	Maintained 0.5 points
		26 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	41.8 science points
6 Students	4 Students	Maintained 0.8 points
		29 Students

Conclusions based on this data:

1. Our overall students maintained their Science scores.
2. Our English Learners increased by 8.2 points!
3. Our Socio-economically disadvantaged students maintained their Science scores.

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**
	
Blue	No Performance Color
64.6 making progress.	making progress.
Number Students: 79 Students	Number Students: 1 Student

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
9.3%	22.7%	0%	68%

Conclusions based on this data:

1. 22.7% of English Learners maintained their Language Acquisition Skills.
2. 68% of English Learners progressed at least 1 English Language Proficiency level.
3. 64.6% of English Learners are making progress towards English Language Proficiency.

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.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 No Performance Color
18.8% Chronically Absent	15.9% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 1.1	Declined 6	2 Students
592 Students	113 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Orange	 Orange
0 Students	31.1% Chronically Absent	21.3% Chronically Absent
	Declined 2.7	Declined 2.3
	74 Students	395 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
28.7% Chronically Absent	27.3% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 1.8	Increased 6.4	2 Students
94 Students	55 Students	

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Yellow
6.3% Chronically Absent	Fewer than 11 students - No Data for Privacy	19.7% Chronically Absent
Declined 8.5	6 Students	Declined 0.6
64 Students		228 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Yellow
21.6% Chronically Absent	Fewer than 11 students - No Data for Privacy	17.4% Chronically Absent
Declined 7	8 Students	Declined 0.9
51 Students		178 Students

Conclusions based on this data:

1. We went from 5 subgroups to 2 subgroups having Chronic Absenteeism.
2. All student groups had a decline in Chronic Absenteeism, except Students with Disabilities and African American.

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.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	1	0	4

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Orange	Orange	No Performance Color
1.3% suspended at least one day	1.6% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 1.1%	Increased 1.6%	2 Students
616 Students	122 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	Blue	Yellow
0 Students	0% suspended at least one day	0.7% suspended at least one day
	Maintained 0%	Increased 0.7%
	74 Students	415 Students

Students with Disabilities	African American	American Indian
 Blue	 Orange	 No Performance Color
0% suspended at least one day	3.4% suspended at least one day	Fewer than 11 students - No Data for Privacy
Maintained 0%	Increased 1.5%	2 Students
97 Students	58 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Orange
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	1.3% suspended at least one day
Maintained 0%	6 Students	Increased 1.3%
64 Students		233 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Orange
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	1.1% suspended at least one day
Maintained 0%	9 Students	Increased 1.1%
54 Students		190 Students

Conclusions based on this data:

1. We need to continue to focus on alternatives to suspension and addressing discipline in a different manner.
2. Five student groups increased in their suspension rate.
3. Our suspension rate increased from 0.2% to 1.3%. While 1.3% is still a strong rate, we want to continue working toward reducing it and returning to our previous level.

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.

LCAP Goal 1
Academic achievement in ELA will increase for all students through a strong literacy program and effective Tier 1 instruction, supported by ongoing professional development, walkthroughs, leadership development, and PLCs, as measured by Caaspp and Iready.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Enhance classroom instruction and increase student engagement to effectively impact all learners through the integration of Multi-Tiered Systems of Support (MTSS), evidence-based practices, and differentiated instruction that meets diverse student needs.

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.

More than half of our 550 students are performing below grade level in Reading (53%) as measured by I-Ready benchmark assessments. On the California dashboard, all students are performing 33.7 points below standard in ELA. I-Ready data & the CA dashboard indicate achievement gaps in ELA for all students, so we will put strategies in place to help all students make progress.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Testing	2025-2026 English Language Arts Students performing advanced or proficient on CAASPP 3rd grade: 41% 4th grade: 45% 5th grade: 31% 6th grade: 36% English Learners: 3rd grade: 75% 4th grade: 60% 5th grade: 66% 6th grade: 59%	Improve our Standards performing advanced or proficient on CAASPP in ELA 3rd grade: 41% to 46% 4th grade: 45% to 50% 5th grade: 31% to 36% 6th grade: 36% to 42% English Learners: 3rd grade: 75% to 80% 4th grade: 60% to 65% 5th grade: 66% to 71% 6th grade: 59% to 65%
CDE Dashboard	Overall, students scored 35.5 points below standard in ELA. Students with Disabilities are 36.5 points below standard in ELA 64.6% of EL students are making progress in ELA	Improve our Overall students scoring 35.5 points below standard in ELA to 28 points. Improve our Students with Disabilities scoring 36.5 points below standard in ELA to 30 points. Improve our EL students from 64.6% to 70% making progress in ELA.
I-Ready Benchmark Assessments	-Overall, 47.8% of our students are performing early on grade	• Improve our Overall 47.8% of students

	level or mid/above grade level in Reading. -28.5% of EL students are performing early on grade level or mid/above grade level in Reading. • 34.8% of our sped students are performing early on grade level or mid/above grade level in Reading. • 86% of Kinder students are performing early on grade level or mid/above grade level in Reading. • 58% of 1st grade students are performing early on grade level or mid/above grade level in Reading. • 52% of 2nd grade students are performing early on grade level or mid/above grade level in Reading. • 58% of 3rd grade students are performing early on grade level or mid/above grade level in Reading. • 47% of 4th grade students are performing early on grade level or mid/above grade level in Reading. • 35% of 5th grade students are performing early on grade level or mid/above grade level in Reading. • 35% of 6th grade students are performing early on grade level or	performing early on grade level or mid/above grade level in Reading to 50% by the end of the school year. • Improve 28.5% of EL students performing early on grade level or mid/above grade level in Reading to 40%. -Improve 34.8% of our sped students performing early on grade level or mid/above grade level in Reading to 40%. • Improve 86% of Kinder students performing early on grade level or mid/above grade level in Reading to 88%. • Improve 58% of 1st grade students performing early on grade level or mid/above grade level in Reading to 63%. • Improve 52% of 2nd grade students performing early on grade level or mid/above grade level in Reading to 57%. • Improve 58% of 3rd grade students performing early on grade level or mid/above grade level in Reading to 63%. • Improve 47% of 4th grade students performing early on grade level or mid/above grade level in Reading to 52%. • Improve 35% of 5th grade students performing early on grade level or mid/above grade level in Reading to 40%.

	mid/above grade level in Reading.	• Improve 35% of 6th grade students performing early on grade level or mid/above grade level in Reading to 40%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	RTI Maintain our Response to Intervention (RTI) block for 45 minutes per grade level supporting learners in reading & writing. We will utilize instructional specialists during RTI time. This will allow us to target the 71% of English Learners performing below grade level in reading.	All Students, but also targeting English Learners	26319 Title I 2000-2999: Classified Personnel Salaries 12115 Title I 3000-3999: Employee Benefits
1.2	Steam/I-ready Teachers' release time aligned with STEAM collaboration days are essential for data analysis, lesson planning, communication, and team building, especially in relation to I-Ready scores. We aim to address the achievement gaps for students on success plans and foster growth in their academic scores. Utilizing I-Ready scores, we will set school-wide, classroom, and individual student goals in English Language Arts. Additionally, providing rewards and incentives to celebrate accomplishments will help motivate our students to achieve the goals they set.	Students who have an identified need as part of the Student Success Plan and are scoring one grade level below on the I-Ready benchmark assessments because they need the targeted support to help address their ELA gaps. The general population.	1500 Title I 4000-4999: Books And Supplies
1.3	Materials/Supplies Purchasing materials, supplies, and programs such as ESGI, Unique, and Curriculum Associates are essential for monitoring student growth in ELA and identifying individual needs, allowing for targeted small group instruction. * Provide the necessary technology to support one-to-one devices in the classroom, including but not limited to iPads, BenQ boards, staff technology, Chromebook carts, and Chromebooks. These tools will ensure that all students have access to online materials and programs aligned to their learning goals, while also providing staff with the technology and resources needed to effectively deliver instruction, monitor progress, and support student learning. *Provide materials and books for students to read at home/school to promote a love for reading across campus. * The ELD teacher will utilize supplemental materials, including Imagine Learning, to strengthen the adopted ELD curriculum, ultimately	Students with Disabilities, Newcomers, English Learners, and the general population.	47,000 Title I 4000-4999: Books And Supplies

	enhancing ELA skills for our newcomers, and all English Learners to increase their academic achievements. *Provide funding for the purchase of library books, instructional materials, and literacy supplies to sustain reading achievement, increase student access to engaging texts, and promote a culture of literacy throughout the school community.		
1.4	ELLevation The ELD teacher will be sharing valuable strategies through the ELLevation program, which will aid our staff in developing and scaffolding writing & vocabulary skills. By focusing on the writing process during designated ELD time, we aim to strengthen students' vocabulary and reduce the percentage of ELs performing below grade level in Reading on the I-ready assessment. The integration of ELLevation modules in designated EL groups will enhance both reading and writing skills. Offering support for staff development to ensure that all teachers can effectively implement these strategies, will contribute to closing the achievement gap and increasing academic achievements for our English Learners.	Long Term English Learners, EL students and the general population	
1.5	Professional Development Opportunities for professional development aimed at enhancing classroom instruction, intervention, and focusing on Tier 1 lesson planning to deliver effective Reading instruction. All students need better access to effective instruction, improving language outcomes and scores on the I-ready and CAASPP assessments. * By utilizing the Universal Design for Learning (UDL) approach, we can create lesson plans that support all students. * Professional development opportunities to target active participation, writing and vocabulary development, which is crucial for our Long-Term English Learners and all students on campus. *Collaborating with our ELD teacher will provide strategies to scaffold writing and vocabulary skills, helping to close the achievement gap in ELA. * Teacher release time to participate in Plan Do Study Act (PDSA) cycles, ensuring we enhance literacy instruction and use FIAB data. This collaboration may also include sub costs and professional development opportunities with local county offices of education. *Conducting monthly walkthroughs to support Tier 1 instruction and focus on Active Participation in the classroom *Continue Partnering with retired SCOE director of curriculum & instruction for TK-6th grade literacy initiatives and training our teachers with their PLCs to strengthen Tier 1 instruction using the district-adopted curriculum, Wonders.	All students	20,000 Title I 5800: Professional/Consulting Services And Operating Expenditures PSA Tami Wilson-20,000 5000 Title I 1000-1999: Certificated Personnel Salaries 1134 Title I 3000-3999: Employee Benefits 5,000 Title I Professional Learning opportunities SCOE/PCOE/Other
1.6			
1.15			

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.

For the 2025-2026 school year, the following results were noted:

- Provided professional development to the whole staff on classroom instruction, intervention, reading workshop time, and tiered intervention. Monitored implementation through walkthroughs, share-outs at staff meetings, and one-on-one meetings with teachers.
- Supported all students in reading and math through a 45 min RTI block, 5 times a week, focusing on English Learners reading and math development.
- Utilized I-Ready results and individualized student goals to measure growth and celebrate individual growth achievements, increasing student motivation, and guiding group intervention/RTI time with next steps for support
- Purchased I-ready, Lexia, Reading Plus, ESGI, and Happy Numbers which supported students in math and reading engagement, foundational skills, comprehension, and fluency. Teachers used these programs to monitor student progress, target specific skills that

students needed support with, and oversaw student motivation and small groups to support identified needs.

- Provided 5 books per student this year to take home to support & encourage a love of reading in order to continue to support academic growth in reading
- Several teachers participated in on campus PD, developing skills in engagement, classroom management, vapa, and increased achievement. Staff shared ideas in staff meetings. Teachers were offered sub time for classroom teachers to observe new learning in

action, and were encouraged to do this during STEAM time as well.

- The ELL teacher partially utilized Ellevation to share teaching strategies with staff to increase achievement for ELs with the particular focus on writing & vocabulary
- STEAM and PDSA cycles allowed time to collaborate as a PLC, analyze data, create groups and plan next steps to address academic gaps
- Provided materials, supplies, and manipulatives to support whole group, and small group ELA instruction.
- Partnered with Tami Wilson, former SCOE director of curriculum & instruction, to support TK-6th grade literacy initiatives and to strengthen Tier 1 instruction through Wonders. Teachers were offered sub release time to meet as a PLC with Tami and strengthen their

Tier 1 instruction, which the staff loved!

Per our I-ready data, we improved our Reading Overall 47% of students performing early on grade level or mid/above grade level in Reading to 47.8%. This is very little growth.
Our Special Education population Improved from 27% of students performing early on grade level or mid/above in Reading to 34.8%. We love this growth. WOW, we went over our projected growth.
Our English Learner population Improved from 40% of EL students performing early on grade level or mid/above in Reading to 28.5%. We did not grow in this area, and need to focus more on EL reading growth for next school year.
Our Kinder students performing early on grade level or mid/above grade level in Reading went from 56% to 86% . We love this growth. WOW, we went over our projected growth. We met & exceeded our expected outcome, and attribute this growth the our focus on explicit direct instruction in the 6-steps of phonics.
Our 1st grade students performing early on grade level or mid/above grade level in Reading went from 46% to 58%. We met & exceeded our expected outcome, and attribute this growth the our focus on explicit direct instruction in the 6-steps of phonics.
Our 2nd grade students performing early on grade level or mid/above grade level in Reading went from 47% to 52%. We met & exceeded our expected outcome, and attribute this growth the our focus on explicit direct instruction in the 6-steps of phonics.
Our 3rd grade students performing early on grade level or mid/above grade level in Reading went from 59% to 58%. This shows no growth. We need to focus on 3rd grade Reading for the 2026-2027 school year.
Our 4th grade students performing early on grade level or mid/above grade level in Reading went from 32% to 47%. We love this growth. WOW, we went over our projected growth. We met & exceeded our expected outcome, and attribute

this growth the our focus on explicit direct instruction in the 6-steps of phonics.
Our 5th grade students performing early on grade level or mid/above grade level in Reading went from 34% to 35%. This is very little growth. We need to focus on 5th grade Reading for the 2026-2027 school year.
Our 6th grade students performing early on grade level or mid/above grade level in Reading went from 41% to 35%. We need to focus on 6th grade Reading for the 2026-2027 school year.

Our overall students that performed proficient and/or advanced on Caaspp English Language Arts went down in 3rd grade from 45% to 41%, and then up in 4th-6th grade! 4th grade went from 39% to 45%, 5th grade went from 28% to 31% and 6th grade made the largest jump from 27% to 36%!

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

There were only a few areas of our intended implementation that did not meet our articulated goal. Although the ELL teacher utilized ELLevation to share teaching strategies with staff to increase achievement for ELs with the particular focus on writing, we had anticipated more strategies being shared with the staff. The EL strategy sharing did not reach the level intended, but we anticipate more sharing of ELLevation strategies with the staff in the future. We want to continue to plan for Tier 1 instruction through the UDL lens. We would like to send more teachers to professional development opportunities that center around Reading instruction and strengthening foundational skills or Tier 1 & 2 teaching.

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.

Data shows that we made overall growth, but students did not make anticipated growth in ELA for 3rd, 5th, 6th, and EL learners. These students need more support for the 26-27 school year. As a result, we will continue to focus on improving our Tier 1 instruction, providing staff PD to support Tier 1 instruction, and consistent walk throughs with PDSA cycles. The EL teacher will support EL students and teaching staff with increased training on ELLevation strategies. We are continuing to partner with Tami Wilson, former director of curriculum and instruction at SCOE, to strengthen K-6 Literacy and UDL strategies school-wide. We will continue with the 45 minute RTI block for intervention, and give strategies and resources to support teachers during Wonders Workshop time. Two instructional specialists will push in during the 45 minute RTI block to support teachers with specific Tier 2 instruction, and the AM/PM TK teacher. We will celebrate achievements, and monitor growth more closely for next year as we look at data on our Monday PLC days. Some teachers may choose to provide after school intervention help, but this would be under the 6-week club option. We will continue with the online ELA support with Curriculum Associates, which is the I-ready ELA lessons next year.

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.

LCAP Goal 2
Develop an inclusive school community where students, staff and families experience an increased sense of belonging, value and connection.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Foster an inclusive and supportive educational environment that values individuals, promotes active classroom engagement, addresses diverse learning needs, and encourages positive behavior through the implementation of a Multi-Tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS).

Identified Need

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

The Panorama student survey results indicate that focus on engagement, school climate, and belonging is a need in grades 3-6. By fostering a supportive environment, we can ensure that every student feels valued and empowered to succeed. Focusing on our Chronic Absenteeism, and reducing behavior referrals/issues will also strengthen student's sense of belonging and school climate. Strengthening the house system and infusing it into our classrooms and campus more is also an area of need for the 2026-2027 school year.

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
Chronic Absenteeism, CDE Dashboard	Overall Chronic Absenteeism is 18.8% 28.6% of Two or More Races are in the Red on the dashboard	Overall Reduce to 17%. Two or More Races Reduce to 25%.
Attendance, EveryDay Pro	Overall Attendance rate is 93.8% Overall Chronic Absenteeism is 17.2%	Overall Attendance Improve to 95%. Overall Chronic Absenteeism Reduce to 15%.
Suspensions, CDE Dashboard	Overall suspension rate is 1.3%	Reduce suspension rate to 0.5%.
PBIS, SWIS	5 students had out of school suspensions.	Maintain or reduce out of school suspensions to no more than 5 students.
Panorama Survey, Spring 2024	3rd-5th Student Survey (207 Responses) 54% report favorable sense of safety 54% report positive school climate/culture 74% report positive teacher-student relationships 56% feel a sense of belonging 49% feel engaged with school 6th grade Student Survey (87 Responses)	3rd-5th Student Survey Increase 54% to 57% reporting favorable sense of safety Increase 54% to 57% reporting positive school climate/culture Increase 74% to 77% reporting positive teacher-student relationships Increase 56% to 59% feeling a sense of belonging Increase 49% to 52% feeling engaged with school

	52% report favorable sense of safety 44% report positive school climate/culture 64% report positive teacher-student relationships 41% feel a sense of belonging 32% feel engaged with school Staff Survey (55 Responses) 74% report positive school climate/culture 63% report positive leadership 54% report positive professional development Parent Survey (113 Responses) 74% report positive school climate/culture 73% report favorable sense of safety	6th grade Student Survey Increase 52% to 55% reporting favorable sense of safety Increase 44% to 47% reporting positive school climate/culture Increase 64% to 67% reporting positive teacher-student relationships Increase 41% to 44% feeling a sense of belonging Increase 32% to 35% feeling engaged with school Staff Survey Maintain a 74% report on positive school climate/culture Increase 63% to 68% reporting positive leadership Increase 54% to 60% reporting positive professional development Parent Survey Maintain a 74% report on positive school climate/culture Maintain a 73% report on sense of safety

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	Social-Emotional Learning Provide Access in all classrooms to Social Emotional Curriculum and practices including, but not limited to, community circles, restorative practices, and Second Step. The school counselor will help foster an SEL community by assembling & distributing Calm Corner Kits to each classroom, providing students with tools and strategies to self-regulate and refocus when experiencing emotional distress. The counselor and belonging committee will spearhead campus-wide efforts around Diversity to organize monthly recognition activities/themes that celebrate the richness of our community. These themes will culminate in a Spring Multicultural Event, inviting families to share and celebrate their cultures and traditions in a vibrant, inclusive gathering. To further support emotional health, the school will open a Wellness Center on campus. This space will include emotion regulation stations—such as mindfulness activities, sensory tools, and reflection areas—designed to help students return to the classroom ready to learn and engage in a more positive, focused mindset. Supplies & Materials needed to support regulation, and/or social emotional learning across campus.	All Students	10000 Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies up to 10,000 4000 Title I 4000-4999: Books And Supplies

	Add communication boards to both the upper- and lower-grade playgrounds to ensure all students have access to communication tools and social-emotional supports that promote belonging, connection, and positive peer interactions.		
2.5	Community Service Learning Opportunities & Strengthening Partnerships We will focus on encouraging students to give back to the community in order to develop empathy, leadership, and collaboration skills. We will strengthen partnerships with our community and continue to build relationships with one another. Using the house system to foster school-wide engagement and friendly competition we will create service challenges that promote participation, school spirit, and community awareness. Community donations, partnering with local business, or purchasing of supplies/materials to host and support events will be needed. Planned family/school Events Include, but not limited to: *Boo-hoo/Yahoo Breakfast for TK/K families *Back to School Meet & Greet *Title 1 Family Literacy, Math, and Science Nights *Family Skate Night *House Family Nights *Dinner with a Loved One *Kona Ice Truck once a month *DJ at lunch once a month *Color Run, Fit Games, Dance Fit To bring learning to life through assemblies, field trips, and community partnerships that support academic and social development we will offer on and off campus field trips & Assemblies. All assemblies and fieldtrips will align with curriculum, SEL initiatives, and enhance student learning. Each class will go on at least one field trip per year, directly tied to academic standards, helping bridge classroom instruction to the real world. To ensure every student has access to a safe, collaborative, and future-ready learning environment: *Every classroom will have access to technology (Ipads, interactive boards, Chromebooks, etc.). *Flexible seating and collaborative furniture will support student-centered learning and promote teamwork. Focusing on community and connections will foster a supportive and inclusive climate that meets the needs of all learners.	General population of students	7000 Title I 4000-4999: Books And Supplies up to 3,000 7000 Title IV Part A: Student Support and Academic Enrichment 5800: Professional/Consulting Services And Operating Expenditures
2.9	Clubs & Academies To support student development in academics, social skills, and relationship-building, we will offer	All Students	5200 Title I 4000-4999: Books And Supplies

	three sessions of extracurricular clubs and activities during the school year. These clubs will provide students with opportunities to explore new interests, deepen existing passions, and form strong peer connections in a supportive, fun environment. Supplies & materials needed to support student's passions will be purchased throughout the year. In addition to the general clubs, we will host two sessions of specialized After-School Academies throughout the year. These academies are designed to be elite enrichment opportunities that further promote academic excellence, social-emotional growth, and collaborative learning. Clubs & Academies will foster a love of learning beyond the classroom, build student confidence and communication skills, promote friendships and teamwork across grade levels, and ultimately strengthen school-family-community partnerships.		52125 Title I 1000-1999: Certificated Personnel Salaries 3000 Title I 2000-2999: Classified Personnel Salaries 4000 Title I 3000-3999: Employee Benefits
2.10	Positive Behavior Interventions & Supports (PBIS) & House System To strengthen Tier 1 instruction and foster a safe, inclusive, and engaging school environment, we will invest in school-wide systems of support. These efforts will directly contribute to improving student outcomes, including reductions in Chronic Absenteeism and suspension rates, as measured by the California Dashboard. Teachers and staff will participate in high-quality professional development and collaboration opportunities including conferences, coaching, peer observations, travel, lodging, substitute coverage, and training. These opportunities will build staff capacity to implement inclusive practices that support student well-being and academic success. The continued implementation of the House System will support PBIS and provide students with a strong sense of belonging by creating smaller, community-based groups on campus. Incentives and supports for the House System include: * Materials and supplies to support House meetings, rallies, student incentives, online points application, and the House vending machine, including but not limited to a shirt cannon, drone, float-building materials, water bottle stickers, spirit items, and other resources that enhance student engagement, school pride, and House participation *Promotional items to reinforce positive behavior expectations & consistency *Student house shirts and promotional materials *Yearbook creation and coordination, including an art contest and promotion of the House System and our school climate & culture *Indoor & Outdoor flags, banners, signage, and swag	General population of students	25000 Title I 4000-4999: Books And Supplies up to 25,000

	*A tiered reward system of incentives tracked through our online app *House breakfasts, family events, field trips, and online school store access *Tokens for our Literacy Book Vending Machine. Students will earn tokens through positive behavior that can be redeemed for books, promoting both literacy and school connectedness. Our campus focus will be to cultivate student leadership, improve daily participation, and build a campus culture rooted in respect, responsibility, and community.		
2.11	Attendance We will implement attendance incentives for students and families to encourage daily participation and punctuality, fostering a culture of commitment and engagement. We will have "Attendance Matters" Surprise Days this year with incentives for students on campus that day. Materials, rewards & incentives, on-campus assemblies/shows will be purchased to promote daily attendance in order to hopefully achieve a 95% attendance rate this school year. Classes with the highest attendance rates will be rewarded with additional prep time and/or rewards & incentives to recognize and reinforce collective student & staff efforts around attendance. We will regularly analyze attendance data for specific student groups to monitor trends and tailor incentives as needed. In addition, we will track suspension rates to ensure all student groups experience a safe, inclusive, and supportive school climate. These efforts are part of our broader commitment to equity, well-being, and academic success for every student.	All students in the general population, but also targeting Students with Disabilities, English Learners, and McKinney Vento students.	5000 Title I 4000-4999: Books And Supplies
2.17	Professional Development To better support the academic, social, and emotional needs of all students, teachers and administrators will engage in ongoing professional development and collaborative learning focused on high-quality school engagement and trauma-informed practices. These opportunities are designed to enhance Tier 1 instruction, build capacity in Positive Behavioral Interventions and Supports (PBIS), and strengthen Multi-Tiered System of Supports (MTSS) implementation. Teachers and staff will participate in high-quality professional development and collaboration opportunities centered around: * Trauma-informed classroom practices * Effective classroom management strategies * Positive school climate and culture * Equity and inclusivity in instruction * Strengthening Tier 1 instruction within MTSS frameworks	All students and staff	24,500 Title I 5800: Professional/Consulting Services And Operating Expenditures Other Costs addressed in goal 1.5 and 3.13 5000 Title I 5800: Professional/Consulting Services And Operating Expenditures Conference

	* PBIS implementation and continuous improvement *Kim Gameroz's Teaching Inside Out through SELebrate Strategies, and fellowship lead teachers involved in SEL By utilizing the Universal Design for Learning (UDL) approach, we can create lesson plans that support all students. Attending and/or hosting professional development workshops, collaborating with county and district leadership, peer classroom observations and coaching cycles, attending conferences and off-site trainings, and participating in Plan-Do-Study-Act (PDSA) cycles to improve PBIS and MTSS systems for professional development opportunities. Funding will cover, but is not limited to sub costs for teacher release time, registration fees, travel & lodging, consultant and coaching fees, and materials/resources needed for collaboration and training. Strengthening professional development is critical to improving student engagement, fostering a positive school environment, and ensuring equitable academic and behavioral outcomes for all students.		
2.24	Steam Teachers' release time aligned with STEAM collaboration days are essential for data analysis, lesson planning, communication, and team building to strengthen our school culture and climate. Integrating Visual & Performing Arts through STEAM (Science, Technology, Engineering, Art, and Mathematics) will increase student engagement, broaden learning opportunities, and promote equity in arts education across all grade levels TK–6. All TK–6 students will participate in structured rotations that incorporate hands-on learning in science, technology, engineering, art, and mathematics. These rotations will occur in a safe, collaborative, and inclusive environment that encourages exploration, problem-solving, and innovation. Music education will be introduced as part of the STEAM rotation schedule, providing students with consistent access to the performing arts and supporting cognitive, social, and emotional development. Students and staff will have additional opportunities to engage with the arts through assemblies, guest speakers, visiting artists, and live performances, enriching the school experience and connecting learning to the broader community.	All Students and Staff	5000 Title I 4000-4999: Books And Supplies

	STEAM and arts integration supports our district's goal of providing a well-rounded education that prepares students for success in a rapidly evolving world.		

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.

For the 2025-2026 school year, the following results were noted:

- School Counselor created calm corner kits for each classroom, a 3rd trimester club to focus on diversity, equity, and inclusion across the campus, and a large culminating Multicultural Fair occurred in April
- We opened our Wellness Center in August, which saw over 4,000 students to help teach coping skills and regulation daily on campus
- Provided materials, supplies, and fidgets to support students with regulation and social emotional learning across campus
- All TK-6th grade teachers participated in PDSA cycles to strengthen tier 1 instruction and were offered professional development opportunities
- All TK-6th grade students were be exposed to cutting-edge ideas and materials during STEAM rotations once a month per grade level.
- All 83 Teachers & staff members continued to Implement the House System to support PBIS and to help over 550 students feel safe, welcome, and part of a smaller community on campus.
- 24 classrooms participated in on-campus Field trips and Assemblies with local organizations.
- 14 students were part of the House Leadership team this year.
- 15 extra-curricular clubs were offered this year in three separate sessions, which gave approximately 201 students an opportunity to be in a club each trimester.
- 15 after school Academies were offered two times this year, which gave approximately 211 students an opportunity to be in a 12-week academy two different times throughout the year.
- Attendance incentives for over 15 students were offered and tracked to promote daily attendance, and reduce chronic absenteeism. An extra 30 minutes of PE & VAPA time weekly were offered to the classes with the highest attendance rates for the previous week.
- All 24 classrooms had Access to Social Emotional Curriculum of Studies Weekly, Second Step, community circles, and restorative practices.
- All classrooms were given access to more technology and/or flexible seating/furniture to allow for more collaborative learning amongst students
- All classrooms participated in on/off campus learning experiences, and school-wide we had 3 service learning projects.
- All 40 certificated staff members concluded two years of CA-ISP training with Placer County Office of Education to strengthen our PBIS practices campus wide
- Professional Development for a cohort of 10 staff teachers, and 1 whole staff meeting occurred through the Teaching Inside Out team to focus on Social-Emotional learning and connecting it to strengthen classroom management, academics, and our school

community. The 10 teachers were offered sub time and released to visit classrooms and observe new learning in action.

- All TK-6th grade students had monthly Music, and exposure during STEAM rotations, that supported music integration into the end of trimester awards ceremonies

Our SWIS referrals show that there was an increase in Tier 1 & Tier 2 supports, which reduced behaviors school wide for the 2025-2026 school year. We also had a decrease of 50% in Admin managed office discipline referrals this year, which demonstrates that the Wellness Center and the coping skills students are being taught are working for students.

Our school engagement average in 3rd-6th grade of students responding favorably, on the Panorama survey, went from 34% to 40.5%. Our School climate average in 3rd-6th grade of students responding favorably, on Panorama survey, went from 43.5% to 49%. The school belonging average in 3rd-6th grade of students responding favorably, on the

Panorama survey, went from 46% to 48.5%. Our efforts to create a safe, welcoming, and positive school culture that focused on engagement, community, and connections for all partners increased in ALL areas of the panorama survey, so we will continue to focus on these areas for the 2026-2027 school year.

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

There were only a few areas of our intended implementation that did not fully meet our articulated goals. One example was the absence of “Coffee with the Principal” events this year, as we wanted to take additional time to research and develop a more purposeful structure that would encourage productive collaboration and meaningful family engagement. We also did not have a "House Breakfast" as we were concerned about meeting the USDA Smart Snack requirements and cannot compete with the National School Lunch or Breakfast Programs (Education Code 15501), so we veered away from food rewards in our house system. Next year we plan to work closely with our cafeteria lead to psosibly put these rewards in place for the 2026-2027 school year.

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

Data shows that North Country students increased in school climate, belonging, and culture. As a result, focus will be continuing to create a larger multi-cultural event for our families in the next school year, and partnering houses to get more attendance at our Family Events. Offering more professional development opportunities to plan for school engagement and trauma informed practices for all staff. Engaging more students in being part of the student & house council teams, and using more SEL lessons from second step, and the SELebrate cohorts to identify our site's needs moving forward with SEL development. We will continue utilizing the Wellness Center on our campus to help prevent behavior outbursts and provide an area for students to regulate, which will help continue to strengthen our PBIS system. We will continue to use the Book Vending Machine as a reading incentive & house reward for next school year.

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.

LCAP Goal 3
Academic achievement in Math will increase for all students through effective Tier 1 instruction, supported by ongoing professional development, walkthroughs, leadership development, and PLCs, as measured by Caaspp and Iready.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Enhance classroom instruction and foster high levels of student engagement to effectively impact all students through the integration of Multi-Tiered Systems of Support (MTSS), evidence-based practices, and differentiated instruction.

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.

More than half of our 550 students are performing below grade level in Math (63%) as measured by I-Ready benchmark assessments. On the California dashboard, all students are performing 61.3 points below standard in Math. I-Ready data & the CA dashboard indicate achievement gaps in Math for all students, so we will put strategies in place to help all students make progress.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Testing	2025-2026 Mathematics Students performing advanced or proficient on CAASPP 3rd grade: 29% 4th grade: 33% 5th grade: 17% 6th grade: 31%	Improve students performing advanced or proficient on CAASPP 3rd grade: 29% to 35% 4th grade: 33% to 35% 5th grade: 17% to 22% 6th grade: 31% to 36%
CDE Dashboard	Overall, students scored 60.5 points below standard in Math.	Improve our Overall students scoring 60.5 points below standard to 50 points.
I-Ready Benchmark Assessments	• Overall, 40% of our students are performing early on grade level or mid/above grade level in Math. • 18.2% of EL students are performing early on grade level or mid/above grade level in Math. • 21.7% of our sped students are	• Improve our Overall 40% of students performing early on grade level or mid/above grade level in Math to 44% by the end of the school year. • Improve 18.2% of EL students performing early on grade level or mid/above grade level in Math to 22%.

	performing early on grade level or mid/above grade level in Math. • 67% of Kinder students are performing early on grade level or mid/above grade level in Math. -35% of 1st grade students are performing early on grade level or mid/above grade level in Math. • 40% of 2nd grade students are performing early on grade level or mid/above grade level in Math. • 33% of 3rd grade students are performing early on grade level or mid/above grade level in Math. • 49% of 4th grade students are performing early on grade level or mid/above grade level in Math. • 36% of 5th grade students are performing early on grade level or mid/above grade level in Math. • 35% of 6th grade students are performing early on grade level or mid/above grade level in Math.	-Improve 21.7% of our sped students performing early on grade level or mid/above grade level in Math to 25%. • Improve 67% of Kinder students performing early on grade level or mid/above grade level in Math to 71%. • Improve 35% of 1st grade students performing early on grade level or mid/above grade level in Math to 39%. • Improve 40% of 2nd grade students performing early on grade level or mid/above grade level in Math to 44%. • Improve 33% of 3rd grade students performing early on grade level or mid/above grade level in Math to 37%. • Improve 49% of 4th grade students performing early on grade level or mid/above grade level in Math to 53%. • Improve 36% of 5th grade students performing early on grade level or mid/above grade level in Math to 40%. • Improve 35% of 6th grade students performing early on grade level or mid/above grade level in Math to 39%.

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
3.2	Response to Intervention Maintain our Response to Intervention (RTI) block for 45 minutes per grade level supporting learners in Math. We will utilize four full time instructional specialists during RTI time. This will allow us to target individual grade levels, special education students, and EL learners who are performing below grade level in Math.	All Students, but target English Learners.	
3.3	Steam/I-ready Teachers' release time aligned with STEAM collaboration days are essential for data analysis, lesson planning, communication, and team building, especially in relation to I-Ready scores. We aim to address the achievement gaps for students on success plans and foster growth in their academic scores. Utilizing I-Ready scores, we will set school-wide, classroom, and individual student goals in Mathematics. Additionally, providing rewards and incentives to celebrate accomplishments will help motivate our students to achieve the goals they set.	All students	Other Costs addressed in goal 1.2
3.5			
3.12	Materials & Supplies Purchasing materials, supplies, and programs such as Gate & STEM kits, Jump 2 Math interactive games, Happy Numbers, and Curriculum Associates to monitor and support student growth in Math and identifying individual needs, allowing for targeted small group instruction. * Provide the necessary technology to support one-to-one devices in the classroom, including iPads, BenQ boards, Chromebook carts, and Chromebooks. These tools will ensure that all students can access online materials and programs tailored to their learning goals. * Provide Mathematics Book Studies to strengthen Tier 1 instruction, support STEAM collaboration time by sharing best practices and implementing Plan Do Study Act (PDSA) cycles and align the framework and Universal Design for Learning (UDL) practices create dynamic and supportive learning environments to challenge and inspire our students.	Students who have an identified need as part of the Student Success Plan and are scoring one grade level below on the I-Ready benchmark assessments because they need the targeted support to help address their Math gaps.	1000 Title I 4000-4999: Books And Supplies Other Costs addressed in goal 1.3
3.13	Professional Development Opportunities for professional development aimed at enhancing classroom instruction, intervention, and focusing on Tier 1 lesson planning to deliver effective math instruction. All students need better access to effective instruction, improving	All Students	Other Costs addressed in goal 1.5 and 2.17

	mathematical outcomes and scores on the I-ready and CAASPP assessments. * By utilizing the Universal Design for Learning (UDL) approach, we can create lesson plans that support all students. * Professional development opportunities including but not limited to exploring the new framework, enhancing instructional strategies, Building Thinking Classrooms, focus on Active Participation in the classroom, engage with district leadership, and collaborate with local county offices of education to help to close the achievement gap in Math. * Teacher release time to participate in Plan Do Study Act (PDSA) cycles, ensuring we enhance math instruction and use FIAB data. This collaboration may also include comprehensive support such as conferences, travel, lodging, sub coverage, coaching, training, and peer classroom observations. *Conducting monthly walkthroughs to support Tier 1 instruction and focus on Active Participation in the classroom *Teachers have release time aligned with STEAM collaboration days to allow additional time for data analysis, lesson planning, communication, and team building related to I-Ready scores and ways to improve instructional strategies. These strategies will help address the achievement gaps for students on success plans so we see growth in their academic scores.		

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.

For the 2025-2026 school year, the following results were noted:

- North Country Gifted and Talented (GATE) students were given chemistry, ice cream making, and bubble gum kits to further expand their knowledge and learning around science, technology, engineering, and mathematics.
- We maintained our 45 minute Response to Intervention (RTI) time with all credentialed grade level teachers, along with 2 instructional specialist pushing in to support students with their Tier 2 learning goals
- 23 out of 23 teachers participated in Graham Fletcher and/or Building Thinking Classroom professional development refreshers at steam and staff meetings
- Over 550 students participated in our monthly STEAM rotations to ensure teachers had release time to prep, and strengthen their Tier 1 instruction in mathematics
- Over 550 students had access to Happy Numbers and the I-Ready Resolve math lessons

Per I-ready data, our efforts in Math achievement show that we made a slight gain in our anticipated levels of students performing early on grade level or mid/above grade level in Math because we went from 37% to 40%. This 3% gains equates to 18 students, moving to grade level, which is exciting.

Our English Learner population went down in math from 29% of EL students performing early on grade level or

mid/above to 18.2% in Math. We need to strengthen our math skills and use of manipulatives for our EL learners.

Our Special Education population went down in math from 26% of students performing early on grade level or mid/above in Math to 21.7%. We need to strengthen our math skills and use of manipulatives for our special education population.

Our Kinder students performing early on grade level or mid/above grade level in Math went from 55% to 67% . We love this growth!!!! WOW, we went over our projected growth!!!! We met & exceeded our expected outcome, and attribute this growth to the use of manipulatives and trying Building Thinking Classrooms regularly.
Our 1st grade students performing early on grade level or mid/above grade level in Math went from 37% to 35%! We need to focus on 1st grade Math for the 2026-2027 school year.
Our 2nd grade students performing early on grade level or mid/above grade level in Math went from 33% to 40%. We met & exceeded our expected outcome.
Our 3rd grade students performing early on grade level or mid/above grade level in Math went from 44% to 33%. We need to focus on 3rd grade Math for the 2026-2027 school year.
Our 4th grade students performing early on grade level or mid/above grade level in Math went from 34% to 49%. We love this growth!!!! WOW, we went over our projected growth. We met & exceeded our expected outcome, and attribute this growth to trying Building Thinking Strategies regularly in the classroom.
Our 5th grade students performing early on grade level or mid/above grade level in Math went from 33% to 36%. We like this growth and will continue striving for more next year.
Our 6th grade students performing early on grade level or mid/above grade level in Math went from 33% to 35%. We like this growth and will continue striving for more next year.

Our overall students that performed proficient and/or advanced on Caaspp Math went down in 3rd grade from 44% to 29%, and then up in 4th-6th grade! 4th grade went from 24% to 33%, 5th grade went from 12% to 17% and 6th grade made the largest jump from 20% to 31%!

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

There were only a few areas of our intended implementation that did not meet our articulated goal. We did not do as many focused walkthroughs during designated math instruction time to help strengthen Tier 1 math instruction. We had all 12 of our 3rd-6th grade teachers give 1 or more math Focused Interim Assessment Blocks (FIAB) to support students in their math instruction to prepare for Caaspp testing and mastering grade level standards.

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.

I-ready data shows that our overall students grew 3% in math this year! As a result, we will continue to focus on improving our Tier 1 instruction, providing staff PD to support Tier 1 instruction, and consistent walk throughs with PDSA cycles. We need to focus on strengthening 1st & 3rd grade math instruction as well as our EL and special education subgroups in mathematics. We will continue with the 45 minute RTI block for intervention, and two instructional specialists, along with the AM/PM TK teacher to help support students during Tier 2 intervention. We will celebrate achievements, and monitor growth more closely for next year as we look at data on our Monday PLC days. Some teachers may choose to provide after school intervention help, but this would be under the 6-week club option. We will be adding online Math support with Curriculum Associates, which is the I-ready Math lessons next year. We will have 4 pilot teachers for the Amplify curriculum, and 3 whole staff professional development trainings to help prepare for the upcoming math adoption in 2027-2028. All 3rd-6th grade teachers will give 2 or more math Focused Interim Assessment Blocks (FIAB) to support students in their math instruction next year, and we will continue to focus our planning time on using the Building Thinking Classrooms math model.

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

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

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

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

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 6

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

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

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 7

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

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

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 8

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

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

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 9

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

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

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 10

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

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

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	$284,393.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$275,893.00
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	$258,893.00
Title IV Part A: Student Support and Academic Enrichment	$17,000.00

Subtotal of additional federal funds included for this school: $275,893.00

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 ($)

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

Total of federal, state, and/or local funds for this school: $275,893.00

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

Expenditures by Funding Source

Funding Source	Amount
Title I	258,893.00
Title IV Part A: Student Support and Academic Enrichment	17,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	5,000.00
1000-1999: Certificated Personnel Salaries	57,125.00
2000-2999: Classified Personnel Salaries	29,319.00
3000-3999: Employee Benefits	17,249.00
4000-4999: Books And Supplies	110,700.00
5800: Professional/Consulting Services And Operating Expenditures	56,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	57,125.00
2000-2999: Classified Personnel Salaries	Title I	29,319.00
3000-3999: Employee Benefits	Title I	17,249.00
4000-4999: Books And Supplies	Title I	100,700.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	49,500.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	10,000.00

5800: Professional/Consulting Services And Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	7,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	118,068.00
Goal 2	156,825.00
Goal 3	1,000.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Tracey Seivert	Principal
Samantha Donaghy	Parent or Community Member
Kelsey Swan	Parent or Community Member
Kourtney Hobart	Parent or Community Member
Jessica Sees	Parent or Community Member
Lisa Prouty	Parent or Community Member
Ryan Headley	Classroom Teacher
Rachel Walsh	Classroom Teacher
Tracy Ho	Other School Staff
Ruben Ybarra	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on September 10, 2024.

Attested:

	Principal, Tracey Seivert on September 9, 2026
	SSC Chairperson, Samantha Donaghy on September 9, 2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
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 the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

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 (S*ections: 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 (Se*ctions: 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 (S*ections: 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

School Year: **2026-27**



REX FORTUNE

ELEMENTARY SCHOOL

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rex Fortune Elementary School	34 73973 0142042	September 8, 2026	October 21, 2026

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

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

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

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

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

Schoolwide Program

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

Table of Contents

SPSA Title Page 1
Table of Contents 3
Plan Description 4
Educational Partner Involvement 4
Resource Inequities 5
Comprehensive Needs Assessment Components 5
    California School Dashboard (Dashboard) Indicators 5
    Other Needs 5
School and Student Performance Data 8
    Student Enrollment 8
    CAASPP Results 11
    ELPAC Results 17
    Student Population 21
    Overall Performance 23
    Academic Performance 24
    Academic Engagement 32
    Conditions & Climate 35
Goals, Strategies, & Proposed Expenditures 37
    Goal 1 37
    Goal 2 48
    Goal 3 55
Budget Summary 61
    Budget Summary 61
    Other Federal, State, and Local Funds 61
Budgeted Funds and Expenditures in this Plan 62
    Funds Budgeted to the School by Funding Source 62
    Expenditures by Funding Source 62
    Expenditures by Budget Reference 62
    Expenditures by Budget Reference and Funding Source 62
    Expenditures by Goal 63
School Site Council Membership 64
Recommendations and Assurances 65

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

☒ Schoolwide Program

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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 Control and Accountability Plan goals of the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

Educational Partner Involvement

How, when, and with whom did Rex Fortune 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

Developing and Maintaining a Collaborative SPSA:

The School Plan for Student Achievement (SPSA) is a cornerstone of our commitment to improving student learning and achievement. We believe in a collaborative approach to SPSA development and annual review, and we value the input of all stakeholders in this process.

Opportunities for Involvement:

- Needs Assessment: We will gather data and feedback through surveys and meetings with parents, teachers, staff, students, and community members to identify student needs and priorities. This information will inform the development of SPSA goals.
- Goal Development and Review: The SPSA will be developed by a representative committee composed of parents, teachers, staff, and administrators. Draft goals and strategies will be shared with the school community for feedback before finalization.
- Annual Review and Update: The SPSA will be reviewed annually to assess progress towards goals and make adjustments as needed. This review process will include opportunities for stakeholder input through public meetings including School Site Council and English Language Advisory Committee.

Communication and Transparency:

- The SPSA will be available on the school website for public access.
- We will communicate SPSA goals, strategies, and progress updates through school newsletters, meetings, and the school website.
- We encourage open communication and welcome feedback from all stakeholders throughout the year.

Working Together for Student Success:

We believe that by working together, we can create a strong SPSA that effectively addresses the needs of our students and promotes a positive learning environment. We encourage all stakeholders to participate in the SPSA development and review process.

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.

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.

English Language Arts- Orange, declined 13.3 points

Mathematics-Orange, declined 19.2 points

English Learner Progress- Orange, declined 6.8 points

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.

N/A

Other Needs

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

i-Ready diagnostic assessments are administered three times a year in both math and reading to provide teachers with a clear picture of student progress. This data is then analyzed to set individualized learning goals, both short-term and long-term, and to ensure students receive targeted instruction that precisely meets their needs. Diagnostic 3 results for Reading indicate:

PHONOLOGICAL AWARENESS

- 11% of Kindergarten students scored one or more grade levels below
- 31% of students in 1st grade students scored one or more grade levels below

PHONICS

- 9% of Kindergarten students scored one or more grade levels below

- 25% of 1st grade students scored one or more grade levels below
- 15% of 2nd grade students scored one or more grade levels below
- 33% of 3rd grade students scored one or more grade levels below (increase from previous year)
- 13% of 4th grade students scored one or more grade levels below
- 16% of 5th grade students scored one or more grade levels below
- 16% of 6th grade students scored one or more grade levels below

VOCABULARY
- 28% of Kindergarten students scored one or more grade levels below
- 42% of 1st grade students scored one or more grade levels below
- 26% of 2nd grade students scored one or more grade levels below
- 40% of 3rd grade students scored one or more grade levels below (increase from previous year)
- 56% of 4th grade students scored one or more grade levels below
- 70% of 5th grade students scored one or more grade levels below (increase from previous year)
- 54% of 6th grade students scored one or more grade levels below (increase from previous year)

i-Ready Math data indicates deficiencies across all math domains for all grade levels.

Numbers and Operations
- 29% of Kindergarten students scored one or more grade levels below
- 36% of 1st grade students scored one or more grade levels below
- 27% of 2nd grade students scored one or more grade levels below
- 49% of 3rd grade students scored one or more grade levels below
- 18% of 4th grade students scored one or more grade levels below
- 49% of 5th grade students scored one or more grade levels below
- 48% of 6th grade students scored one or more grade levels below

Algebra and Algebraic Thinking
- 17% of Kindergarten students scored one or more grade levels below
- 28% of 1st grade students scored one or more grade levels below
- 38% of 2nd grade students scored one or more grade levels below
- 50% of 3rd grade students scored one or more grade levels below
- 30% of 4th grade students scored one or more grade levels below
- 48% of 5th grade students scored one or more grade levels below
- 46% of 6th grade students scored one or more grade levels below

Measurement and Data
- 29% of Kindergarten students scored one or more grade levels below
- 41% of 1st grade students scored one or more grade levels below
- 36% of 2nd grade students scored one or more grade levels below
- 50% of 3rd grade students scored one or more grade levels below
- 38% of 4th grade students scored one or more grade levels below
- 54% of 5th grade students scored one or more grade levels below
- 38% of 6th grade students scored one or more grade levels below

Geometry
- 24% of Kindergarten students scored one or more grade levels below
- 54% of 1st grade students scored one or more grade levels below

- 58% of 2nd grade students scored one or more grade levels below
- 63% of 3rd grade students scored one or more grade levels below
- 51% of 4th grade students scored one or more grade levels below
- 61% of 5th grade students scored one or more grade levels below
- 52% of 6th grade students scored one or more grade levels below

Panorama student survey results for 3rd - 5th grade show a decrease in School Climate and minimal growth in School Engagement. 6th grade results show a decrease in all survey topics with school engagement being the lowest.

Panorama staff survey results show a decrease in all surveyed topics with the lowest results in Professional Learning.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Rex Fortune 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	1.37%	0.97%	0.35%	3	4	2
African American	6.39%	5.10%	5.66%	14	21	32
Asian	27.40%	29.13%	24.60%	60	120	139
Filipino	10.50%	7.77%	11.33%	23	32	64
Hispanic/Latino	15.07%	18.69%	16.99%	33	77	96
Pacific Islander	0.46%	0.24%	0.35%	1	1	2
White	32.88%	34.22%	34.87%	72	141	197
Two or More Races	5.94%	3.88%	5.84%	13	16	33
			Total Enrollment	219	412	565

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		50	87
Kindergarten	40	74	90
Grade 1	29	52	89
Grade 2	26	55	63
Grade3	31	51	72
Grade 4	27	47	56
Grade 5	26	45	59
Grade 6	18	38	49
Total Enrollment	219	412	565

Conclusions based on this data:

1. Total Enrollment Growth: School enrollment increased rapidly year-over-year, growing from 219 students in 2023-24 to 412 in 2024-25, and reaching 565 students in 2025-26.
2. Demographic Diversity: White (34.87%) and Asian (24.60%) represent the largest student ethnic subgroups in 2025-26, followed by Hispanic/Latino (16.99%) and Filipino (11.33%).

3. Grade Expansion: Every grade level experienced steady numerical increases, with Transitional Kindergarten through 2nd grade showing the largest overall student cohorts in 2025-26.

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	60	121	121	27.2%	29.4%	21.4%
Fluent English Proficient (FEP)	31	56	81	14.2%	13.6%	14.3%

Conclusions based on this data:

1. EL Population Expansion: The total number of English Learners doubled from 60 students in 2023-24 to 121 students in 2024-25, maintaining 121 students (21.4% of total enrollment) in 2025-26.
2. Fluent English Proficient Growth: Fluent English Proficient (FEP) students steadily increased from 31 students (14.2%) in 2023-24 to 81 students (14.3%) in 2025-26.

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		38	54		36	54		36	54		94.7	100
Grade 4		34	55		30	54		30	54		88.2	98.2
Grade 5		30	46		28	46		28	46		93.3	100
Grade 6		25	36		25	34		25	34		100	94.4
All Grades		127	191		119	188		119	188		93.7	98.4

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		2419.	2389.		25.00	14.81		22.22	22.22		27.78	25.93		25.00	37.04
Grade 4		2476.	2472.		26.67	35.19		30.00	18.52		23.33	12.96		20.00	33.33
Grade 5		2477.	2482.		14.29	23.91		32.14	30.43		17.86	4.35		35.71	41.30
Grade 6		2548.	2529.		16.00	26.47		48.00	26.47		24.00	14.71		12.00	32.35
All Grades	N/A	N/A	N/A		21.01	25.00		31.93	23.94		23.53	14.89		23.53	36.17

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		22.22	16.67		58.33	51.85		19.44	31.48
Grade 4		20.00	24.07		70.00	53.70		10.00	22.22
Grade 5		*	13.04		*	54.35		*	32.61
Grade 6		*	32.35		*	32.35		*	35.29
All Grades		19.33	20.74		64.71	49.47		15.97	29.79

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		13.89	7.41		58.33	55.56		27.78	37.04
Grade 4		16.67	22.22		66.67	57.41		16.67	20.37
Grade 5		*	17.39		*	43.48		*	39.13
Grade 6		*	26.47		*	47.06		*	26.47
All Grades		15.13	17.55		58.82	51.60		26.05	30.85

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		8.33	7.41		86.11	74.07		5.56	18.52
Grade 4		3.33	11.11		86.67	70.37		10.00	18.52
Grade 5		*	13.04		*	67.39		*	19.57
Grade 6		*	11.76		*	73.53		*	14.71
All Grades		8.40	10.64		80.67	71.28		10.92	18.09

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		13.89	9.26		69.44	64.81		16.67	25.93
Grade 4		13.33	14.81		76.67	62.96		10.00	22.22
Grade 5		*	26.09		*	41.30		*	32.61
Grade 6		*	17.65		*	50.00		*	32.35
All Grades		15.13	16.49		70.59	55.85		14.29	27.66

Conclusions based on this data:

1. Across all grades, the percentage of students exceeding the standard fell from 21.01% in 2022–23 to 25.00% in 2023–24, then to 14.89% in 2024–25, while the percentage below standard increased to 36.17% in 2024–25.

2. In reading, the percentage of students above standard changed from 19.33% to 20.74% to 15.97%, while below-standard performance increased from 15.97% to 29.79%. Writing followed a similar pattern, with below-standard performance increasing from 26.05% to 30.85% by 2024–25.

3. Across all grades, students performing at or near standard in listening remained relatively high across the reported years, while the percentage below standard increased from 10.92% to 18.09%. In research/inquiry, the percentage below standard nearly doubled from 14.29% in 2022–23 to 27.66% in 2024–25, indicating an important area for improvement.

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		38	54		37	54		37	54		97.4	100
Grade 4		34	55		33	55		33	55		97.1	100
Grade 5		30	46		30	46		30	46		100	100
Grade 6		25	36		25	36		25	36		100	100
All Grades		127	191		125	191		125	191		98.4	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3		2424.	2415.		18.92	12.96		29.73	29.63		18.92	24.07		32.43	33.33
Grade 4		2477.	2476.		21.21	18.18		24.24	29.09		30.30	30.91		24.24	21.82
Grade 5		2478.	2470.		10.00	19.57		20.00	10.87		23.33	26.09		46.67	43.48
Grade 6		2545.	2508.		20.00	25.00		28.00	11.11		36.00	25.00		16.00	38.89
Grade 11															
All Grades	N/A	N/A	N/A		17.60	18.32		25.60	21.47		26.40	26.70		30.40	33.51

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		29.73	22.22		40.54	46.30		29.73	31.48
Grade 4		30.30	27.27		45.45	49.09		24.24	23.64
Grade 5		6.67	19.57		53.33	30.43		40.00	50.00
Grade 6		*	25.00		*	47.22		*	27.78
Grade 11									
All Grades		24.80	23.56		47.20	43.46		28.00	32.98

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		16.22	14.81		54.05	51.85		29.73	33.33
Grade 4		12.12	25.45		57.58	50.91		30.30	23.64
Grade 5		16.67	17.39		46.67	45.65		36.67	36.96
Grade 6		*	16.67		*	44.44		*	38.89
All Grades		15.20	18.85		55.20	48.69		29.60	32.46

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		18.92	14.81		62.16	55.56		18.92	29.63
Grade 4		15.15	23.64		51.52	52.73		33.33	23.64
Grade 5		6.67	10.87		56.67	50.00		36.67	39.13
Grade 6		*	16.67		*	47.22		*	36.11
All Grades		14.40	16.75		59.20	51.83		26.40	31.41

Conclusions based on this data:

1. Overall Mathematics Performance: Mathematics achievement demonstrated an overall decline across the available years. While the percentage of students exceeding the standard increased slightly from 17.60% in 2023-24 to 18.32% in 2024-25, the percentage declined in the most recent available data. Additionally, the percentage of students scoring below standard increased from 30.40% in 2023-24 to 33.51%, indicating a continued need for targeted mathematics instruction and intervention.

2. Problem Solving and Data Analysis: Performance in Problem Solving and Modeling/Data Analysis showed mixed results across the available years. Although the percentage of students performing above standard increased from 15.20% in 2023-24 to 18.85% in 2024-25, the percentage of students performing below standard also increased from 29.60% to 32.46%. These results indicate a need to strengthen students' ability to apply mathematical concepts and strategies to real-world and complex problem-solving situations.

3. Mathematical Concepts and Reasoning: Multiple mathematics domains demonstrated an increase in the percentage of students performing below standard. In Concepts & Procedures, the percentage of students below standard increased from 28.00% in 2023-24 to 32.98% in the most recent available data. Similarly, in Communicating Reasoning, the percentage below standard increased from 26.40% to 31.41%. These trends suggest a need for continued emphasis on foundational mathematical skills, conceptual understanding, and students' ability to explain and justify mathematical reasoning.

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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		1425.1	1462.1		1437.6	1472.0		1396.0	1439.2		27	26
1		1428.9	1448.7		1447.4	1450.7		1410.1	1446.2		12	19
2		1457.0	1464.5		1466.4	1466.3		1447.3	1462.2		12	18
3		*	1474.8		*	1474.0		*	1475.1		7	20
4		1490.4	1488.7		1491.0	1484.8		1489.4	1492.3		13	18
5		*	1494.5		*	1492.3		*	1496.2		9	12
6		*	1510.2		*	1502.7		*	1517.1		6	11
All Grades											86	124

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		11.11	38.46		40.74	42.31		29.63	19.23		18.52	0.00		27	26
1		8.33	0.00		16.67	47.37		41.67	36.84		33.33	15.79		12	19
2		0.00	11.11		50.00	33.33		33.33	22.22		16.67	33.33		12	18
3		*	0.00		*	45.00		*	30.00		*	25.00		*	20
4		38.46	5.56		15.38	44.44		0.00	22.22		46.15	27.78		13	18
5		*	33.33		*	0.00		*	16.67		*	50.00		*	12
6		*	18.18		*	18.18		*	18.18		*	45.45		*	11
All Grades		16.28	15.32		32.56	36.29		24.42	24.19		26.74	24.19		86	124

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		22.22	46.15		40.74	30.77		18.52	23.08		18.52	0.00		27	26
1		33.33	10.53		0.00	42.11		41.67	42.11		25.00	5.26		12	19
2		16.67	22.22		50.00	27.78		16.67	33.33		16.67	16.67		12	18
3		*	25.00		*	25.00		*	30.00		*	20.00		*	20
4		46.15	33.33		7.69	27.78		7.69	11.11		38.46	27.78		13	18
5		*	33.33		*	0.00		*	25.00		*	41.67		*	12
6		*	36.36		*	18.18		*	18.18		*	27.27		*	11
All Grades		33.72	29.84		25.58	26.61		16.28	26.61		24.42	16.94		86	124

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		11.11	30.77		18.52	30.77		48.15	34.62		22.22	3.85		27	26
1		0.00	10.53		16.67	26.32		25.00	36.84		58.33	26.32		12	19
2		0.00	5.56		33.33	38.89		41.67	27.78		25.00	27.78		12	18
3		*	0.00		*	20.00		*	50.00		*	30.00		*	20
4		7.69	0.00		23.08	33.33		23.08	33.33		46.15	33.33		13	18
5		*	16.67		*	16.67		*	25.00		*	41.67		*	12
6		*	9.09		*	18.18		*	27.27		*	45.45		*	11
All Grades		5.81	11.29		23.26	27.42		34.88	34.68		36.05	26.61		86	124

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		14.81	38.46		62.96	61.54		22.22	0.00		27	26
1		25.00	26.32		50.00	68.42		25.00	5.26		12	19
2		16.67	16.67		75.00	61.11		8.33	22.22		12	18
3		*	10.00		*	55.00		*	35.00		*	20
4		30.77	22.22		46.15	38.89		23.08	38.89		13	18
5		*	16.67		*	41.67		*	41.67		*	12
6		*	27.27		*	27.27		*	45.45		*	11
All Grades		22.09	23.39		55.81	53.23		22.09	23.39		86	124

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		22.22	38.46		59.26	61.54		18.52	0.00		27	26
1		25.00	15.79		58.33	73.68		16.67	10.53		12	19
2		41.67	27.78		33.33	61.11		25.00	11.11		12	18
3		*	40.00		*	40.00		*	20.00		*	20
4		53.85	33.33		7.69	33.33		38.46	33.33		13	18
5		*	33.33		*	8.33		*	58.33		*	12
6		*	45.45		*	27.27		*	27.27		*	11
All Grades		38.37	33.06		37.21	47.58		24.42	19.35		86	124

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		7.41	7.69		70.37	88.46		22.22	3.85		27	26
1		8.33	26.32		25.00	42.11		66.67	31.58		12	19
2		0.00	5.56		75.00	61.11		25.00	33.33		12	18
3		*	0.00		*	50.00		*	50.00		*	20
4		7.69	0.00		46.15	55.56		46.15	44.44		13	18
5		*	16.67		*	33.33		*	50.00		*	12
6		*	9.09		*	27.27		*	63.64		*	11
All Grades		5.81	8.87		54.65	55.65		39.53	35.48		86	124

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		37.04	65.38		37.04	26.92		25.93	7.69		27	26
1		0.00	10.53		58.33	73.68		41.67	15.79		12	19
2		8.33	16.67		66.67	55.56		25.00	27.78		12	18
3		*	0.00		*	70.00		*	30.00		*	20
4		7.69	0.00		53.85	77.78		38.46	22.22		13	18
5		*	8.33		*	50.00		*	41.67		*	12
6		*	18.18		*	72.73		*	9.09		*	11
All Grades		17.44	20.16		50.00	58.87		32.56	20.97		86	124

Conclusions based on this data:

1. Overall ELPAC Performance: The percentage of students performing at Level 4 decreased from 16.28% in 2023–24 to 15.32% in 2024–25. However, the percentage performing at Level 1 decreased from 26.74% to 24.19%

across the same years The total number of students tested also increased from 86 students in 2023–24 to 124 students in 2024–25, reflecting substantial growth in the English Learner population represented in the assessment data.

2. Oral and Written Language Performance: Oral Language performance remained stronger than Written Language in the available data. In 2024-25, 29.84% of students scored at Level 4 in Oral Language compared with 11.29% in Written Language. In 2024–25, the percentage of students at Level 1 declined to 16.94% in Oral Language, while Written Language Level 1 performance decreased to 26.61%. Overall, the data indicate a continued need to strengthen English Learners' written language development while maintaining progress in oral language skills.

3. Domain Performance Trends: Domain-level results indicate areas of both strength and continued need. From 2023–24 to 2024–25, the percentage of students performing at the Well Developed level decreased in Speaking from 38.37% to 33.06% and increased slightly in Reading from 5.81% to 8.87%. Writing increased from 17.44% to 20.16%, while Listening increased slightly from 22.09% to 23.39%. Reading remained the lowest-performing domain, indicating a continued need for targeted instruction to strengthen English Learners' reading comprehension and academic language development.

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**
412	**42%**	**29.4%**	**0.0%**
Total Number of Students enrolled in Rex Fortune 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	121	29.4%
Foster Youth	0	0.0%
Homeless	11	2.7%
Socioeconomically Disadvantaged	173	42%
Students with Disabilities	43	10.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	21	5.1%
American Indian	4	1%
Asian	120	29.1%
Filipino	32	7.8%
Hispanic	77	18.7%
Two or More Races	16	3.9%
Pacific Islander	1	0.2%
White	141	34.2%

Conclusions based on this data:

1. High Need Subgroups: High proportions of students belong to targeted support groups, including Socioeconomically Disadvantaged (42%) and English Learners (29.4%).

2. Special Populations: Students with Disabilities make up 10.4% of enrollment, while Homeless students account for 2.7% and Foster Youth 0.0%.

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.

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

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Academic & Language Reductions: Academic indicators (English Language Arts, Mathematics, and English Learner Progress) are all in the "Orange" performance category.
2. Positive Climate Metrics: School climate and engagement metrics performed higher, with Chronic Absenteeism rated "Yellow" and Suspension Rate rated "Green".

School and Student Performance Data

Academic Performance
English Language Arts

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 English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	3	0	0	0

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	English Learners	Long-Term English Learners
 Orange	 Orange	
17.5 points below standard	60.4 points below standard	
Declined 13.3 points	Declined 27.3 points	
167 Students	73 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	Fewer than 11 students - No Data for Privacy	39.5 points below standard
	7 Students	Declined 23.6 points
		80 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
114.5 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 34.6 points	10 Students	1 Student
23 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 No Performance Color
29.1 points below standard	83.6 points above standard	35.5 points below standard
Declined 32.9 points	Increased 30 points	Increased 10.1 points
52 Students	11 Students	27 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	24.1 points below standard
10 Students	1 Student	Declined 9.5 points
		55 Students

Conclusions based on this data:

1. Overall Status: All Students placed in the "Orange" indicator, performing 17.5 points below standard and declining by 13.3 points.
2. Subgroup Gaps: English Learners (60.4 points below), Socioeconomically Disadvantaged (39.5 points below), and Students with Disabilities (114.5 points below) face significant performance deficits.
3. Growth Subgroups: Filipino students achieved the highest performance (83.6 points above standard, +30 points), and Hispanic students demonstrated positive growth (+10.1 points).

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.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	0	0

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	English Learners	Long-Term English Learners
 Orange	 Orange	
32 points below standard	66.2 points below standard	
Declined 19.2 points	Declined 30 points	
173 Students	79 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	Fewer than 11 students - No Data for Privacy	55.8 points below standard
	8 Students	Declined 32.1 points
		86 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
122.4 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 85 points	10 Students	1 Student
24 Students		

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	No Performance Color
39.8 points below standard	64.9 points above standard	51.5 points below standard
Declined 23.6 points	Increased 25.9 points	Declined 3.5 points
54 Students	12 Students	27 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	31.9 points below standard
10 Students	1 Student	Declined 20.6 points
		58 Students

Conclusions based on this data:

1. Overall Status: All Students placed in the "Orange" indicator, declining 19.2 points to sit 32 points below standard.
2. Systemic Subgroup Declines: Severe drops occurred across major subgroups, including English Learners (-30 points), Socioeconomically Disadvantaged (-32.1 points), White (-20.6 points), and Students with Disabilities (-85 points).
3. Filipino Outlier: Filipino students were the only subgroup to show positive growth (+25.9 points), performing 64.9 points above standard.

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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
No Performance Color	No Performance Color	No Performance Color
48.5 science points	42.1 science points	0 Students
Maintained 0.3 points	Maintained 1.4 points	
42 Students	19 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	41.4 science points
		Increased 3.9 points
		22 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color 42.1 science points 12 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 45.5 science points 12 Students

Conclusions based on this data:

1. Overall Status: All Students maintained performance (+0.3 points) with an average scale score of 48.5 points.
2. Subgroup Stability: English Learners (42.1 points) and Socioeconomically Disadvantaged students (41.4 points, +3.9 points) held stable results across tested grade levels.

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**
	
Orange	No Performance Color
46.3 making progress.	making progress.
Number Students: 80 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**
16.3%	37.5%	0%	46.3%

Conclusions based on this data:

1. Overall Indicator: English Learner Progress sits in the "Orange" performance tier, with 46.3% of 80 tested EL students making progress toward proficiency.
2. ELPI Movement Details: While 46.3% progressed at least one ELPI level, 37.5% maintained lower ELPI levels and 16.3% decreased by one level.

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.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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	English Learners	Long-Term English Learners
 Yellow	 Green	
9.7% Chronically Absent	8.3% Chronically Absent	
Maintained 0.1	Declined 3.5	
464 Students	144 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	11.1% Chronically Absent	13.7% Chronically Absent
	Increased 2	Increased 0.9
	18 Students	211 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
20% Chronically Absent	18.5% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 1.8	Declined 1.5	4 Students
65 Students	27 Students	

Asian	Filipino	Hispanic
		
Orange	No Performance Color	Orange
8.4% Chronically Absent	4.8% Chronically Absent	12.2% Chronically Absent
Increased 1.3	Increased 0.9	Maintained 0.4
131 Students	42 Students	82 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Orange
5.6% Chronically Absent	Fewer than 11 students - No Data for Privacy	10.1% Chronically Absent
Declined 2.1	2 Students	Increased 1
18 Students		158 Students

Conclusions based on this data:

1. Overall Status: Chronic absenteeism achieved a "Yellow" status overall, holding steady at 9.7% (-0.1%).
2. Subgroup Variations: English Learners improved to "Green" (8.3% chronically absent, -3.5%), whereas Socioeconomically Disadvantaged (13.7%), Asian (8.4%), Hispanic (12.2%), and White (10.1%) fell into "Orange."
3. Highest Need Groups: Students with Disabilities (20.0%) and African American students (18.5%) registered the highest rates of chronic absenteeism on campus.

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.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	3	2	0	0

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Orange	
0.8% suspended at least one day	1.4% suspended at least one day	
Maintained 0.2%	Increased 1.4%	
477 Students	148 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	0% suspended at least one day	1.8% suspended at least one day
	Maintained 0%	Increased 0.5%
	18 Students	218 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
0% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Maintained 0%	Maintained 0%	4 Students
67 Students	29 Students	

Asian	Filipino	Hispanic
		
Yellow	No Performance Color	Orange
0.7% suspended at least one day	0% suspended at least one day	1.2% suspended at least one day
Increased 0.7%	Maintained 0%	Increased 1.2%
138 Students	42 Students	83 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Yellow
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	1.2% suspended at least one day
Declined 7.1%	2 Students	Maintained 0.1%
18 Students		161 Students

Conclusions based on this data:

1. Overall Low Rate: The school achieved a "Green" status overall with a low suspension rate of 0.8%.
2. Group Status: English Learners (1.4%), Socioeconomically Disadvantaged (1.8%), and Hispanic students (1.2%) fell into the "Orange" performance level due to slight increases.
3. Zero-Suspension Groups: Multiple student groups maintained a 0% suspension rate, including Homeless, Students with Disabilities, African American, Filipino, and Two or More Races.

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.

You Belong Here | You Are Valued
Develop an inclusive school community where students, staff and families experience an increased sense of belonging, value and connection.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Establish a positive school climate that promotes a sense of belonging for all students, staff, and families.
- Foster an inclusive and supportive educational environment that values individuals, addresses diverse learning needs, and promotes positive behavior through the implementation of a Multiple Tiered System of Supports (MTSS) and Positive Behavior Supports (PBIS).

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.

- Survey results for School Engagement are low across all students 3rd-6th grade.
- Family survey feedback identifies a strong interest in having more family night offerings.
- There is a need to implement strategies to ensure all students feel valued and respected for their unique identities.
- We currently do not have a system in place to track behavior referrals.
- While overall attendance is strong, we have a number of students who are considered chronically absent.
- Interest in after school clubs consistently exceeds our capacity. We want to continue providing extracurricular offerings to our students as budget allows..

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
Panorama Survey-Spring 2026	3rd-5th Grade Student Results (182 responses) • School Teacher-Student Relationships 74% • School Climate 60% • School Safety 64% • School Belonging 60% • School Engagement 51% 6th Grade Student Results (35 responses) • School Safety 61% • School Climate 46% • School Belonging 41% • School Teacher-Student Relationships 46% • School Engagement 32% Staff Results (37 responses) • School Climate 68% • School Leadership 54% • Professional Learning 43% Family Results • School Climate 86% • School Safety 83%	Increase School Engagement marks by 3% 3rd-5th Grade Student Results • School Engagement 54% 6th Grade Student Results (35 responses) • School Engagement 35%
Office Discipline Referrals-SWIS	Major: 41 referrals per 100 students Minor: 64 referrals per 100 students	By May 2027, the total number of office discipline referrals (ODRs) will decrease by 15% as measured by SWIS data. Specifically, Major referrals will decrease from 41 to 35 per 100 students, and Minor referrals will decrease from 64 to 54 per 100 students, through the implementation of school-wide restorative practices and reinforced Tier 1 PBIS expectations.
CA Dashboard-Chronic Absenteeism Aeries-Chronic Absenteeism	2024-2025: 9.7% 2025-2026: 11.7%	By May 2027, reduce chronic absenteeism rate in Aeries to 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
1.1	SCHOOL CULTURE Continue implementation of the Tier 1	All students TK-6th Grade	2000 General Fund

	school-wide PBIS framework through formalized consultation and classroom-level coaching with the Placer County Office of Education (PCOE) Technical Assistance Center. • School teams will attend PCOE cohort training sessions. The school site will use SWIS data dashboards to identify behavioral trends, adapt school-wide behavior matrices, and run specific classroom-level behavioral systems to reduce instructional disruptions. • Site administrator will attend district level PBIS team meetings. Intentionally incorporate structured background music during historically high-stress transition periods, specifically morning student drop-off and recess zones. • Sound systems will play upbeat music during morning entry, daily, and outdoor play times, at least once weekly. This environmental shift aims to ease student separation anxiety, promote a welcoming environment, and lower physiological stress before academic learning blocks begin. Dedicate the first 5-10 minutes of all monthly contractual staff meetings strictly to structured team-building and adult social-emotional connections. • Rather than starting with administrative operational logistics, leadership will incorporate a variety of team building activities to grow staff morale and build unified collaboration across grade-level teams as part of our initial in-service training. Purchase and implement the Sami's Circuit interactive K–6 web program and live event experiences to bridge physical health and social-emotional resilience. Classrooms will utilize the digital web		5000-5999: Services And Other Operating Expenditures District funded, includes: Substitute Teachers Professional Development 300 General Fund 0000: Unrestricted Copies, resources for team building activities 4000 Other None Specified Sami's Circuit: Student Body-Fundraising

	portal to engage in weekly, 20-minute interactive video lessons combining high-intensity movement with positive self-talk and resilience coping strategies. Host the live, in-person Sami's Circuit motivational exercise assembly to maximize student engagement and build home-school partnerships via the program's family guides.		
1.2	OUTREACH AND PARTNERSHIPS Partner systematically with the Fortune Flyer PTO and the CJUSD Bridging Committee to host high-impact family nights throughout the school year. Events include: • PTO Fall Festival, Family Dinner Nights, and a variety of family outings (i.e. skate nights, dine out nights, etc.) • Back to School Bash: Establish an early-year community touchpoint to introduce academic resources, hand out school-wide active participation tools, and establish positive staff-family relationships. • CHS Homecoming: Foster district-wide community pride and K–12 system alignment by coordinating student and family participation in the Center High School homecoming network. • Multicultural Event at WCR: Partner with the district and local sites to host a campus-wide celebration of diversity. This event will feature culturally responsive student work displays and community-led educational booths to deepen the sense of belonging for our diverse student subgroups. Partner with the PTO to procure and maintain a diverse inventory of high-interest incentives for the school-wide PBIS rewards matrix.	All students TK-6th Grade	Other None Specified Student Body

	• PTO funds will be used to purchase tangible rewards. These incentives will be systematically tied to the behavior expectations developed as part of our PBIS structure. This ensures immediate positive reinforcement for students demonstrating safety, respect, and responsibility across all campus settings. Secure and schedule a diverse array of school-wide educational assemblies that align physical health, social-emotional learning, and arts integration. • Sami's Circuit: Launch an interactive, high-energy physical fitness and mindset assembly to build student resilience, positive self-talk, and school-wide motivation. • Mobile Dairy Classroom: Provide an on-site, hands-on science and agriculture experience detailing anatomy, food science, and healthy nutritional habits. • Kovar's Karate (Character Education): Deliver a structured assembly focusing on self-discipline, conflict resolution, anti-bullying strategies, and personal accountability. • Draw-Along Art: Implement an inclusive, school-wide creative session to boost student confidence in fine motor skills, visual arts standards, and focus.		
1.3	STUDENT AND FAMILY SUPPORTS Establish a diverse menu of interest-driven, enrichment after-school clubs to expand student engagement beyond core instructional hours. • Partner with certificated staff to run targeted after-school clubs (e.g., STEM, art, fitness, or strategic board games).	TK-6th Grade	5149 General Fund 1000-1999: Certificated Personnel Salaries Supplemental Concentration Funds 1168 General Fund 3000-3999: Employee Benefits 1500 Lottery: Instructional Materials

	• Targeted Access: While open to all students to foster a strong sense of school connectedness, priority enrollment will go to students demonstrating chronic absenteeism or those identified as needing additional Tier 2 social-emotional support. Transition traditional parent-teacher conferences to a student-led conference (SLC) model for all students in 3rd through 6th grade. • Student Agency: Throughout the grading period, students will maintain data folders tracking their own progress, including their school-wide i-Ready Diagnostic data, math performance trends, and personal behavioral goals. • The Conference Routine: During conference weeks, students will directly lead the conversation with their parents/guardians, utilizing structured reflection portfolios to explain their academic growth areas, celebrate progress, and outline specific steps for improvement. This explicitly builds self-efficacy and strengthens the home-school connection. Utilize the referral process to the District's Student and Family Support Services department to assist families experiencing significant hardships. • Case Management: The school coordination of services team (including administration, office staff, and counseling staff) will review local data to identify families in need of intensive housing, mental health, or clothing resources. • Direct Referral Pipeline: Provide a seamless connection to district social workers and community liaisons. This ensures that families facing economic,		4000-4999: Books And Supplies

	housing, or psychological crises receive direct, rapid assistance, minimizing the disruptive impact of out-of-school factors on student chronic absenteeism.		
1.4	ATTENDANCE AND ENGAGEMENT Execute formal SART agreements for students who fail to meet state and district attendance expectations. • Tiered Tracking: Once a student reaches designated unexcused absence thresholds, the administration and attendance clerk will trigger a formal SART meeting invitation to the parents/guardians. • Contractual Intervention: In alignment with California Education Code standards, the school team, student, and family will collaboratively draft and sign a SART agreement. This document will outline explicit attendance goals, identify unique barriers to attendance (e.g., transportation, health), and connect the family to necessary school or district support resources. Maintain a continuous, proactive communication campaign across all primary school media platforms to educate families on the direct link between daily attendance and academic achievement. • ClassDojo: Teachers and administration will utilize ClassDojo for immediate, localized attendance reminders, celebration of class-wide attendance streaks, and direct parent outreach. • Weekly Flyer Newsletters: The digital weekly school newsletter will feature a dedicated "Attendance Corner" displaying school-wide attendance data trends, chronic absenteeism impacts, and upcoming school	TK-6th Grade	0

	events that incentivize attendance. • Social Media: The school's social media channels will be used to push out engaging graphic campaigns highlighting attendance milestones and a welcoming school culture. Require instructional staff to intentionally embed at least one structured active participation opportunity for every 5–10 minutes of direct instruction. • Pacing & Cognitive Load: To maintain high engagement and match the developmental attention spans of elementary students, teachers will strictly limit uninterrupted lecture blocks. • Strategy Embedding: Every 5–10 minutes, the teacher will pause instruction to deploy an output routine from the high-leverage active participation menu (e.g., an all-student whiteboard Hold Up, a Structured Turn-and-Talk, or a Choral Response cue). This ensures 100% of students process the micro-concept before moving forward.		
1.5	SOCIAL EMOTIONAL SUPPORT Mandate and protect time for weekly classroom Community Circles in all grade levels to systematically cultivate empathy, self-regulation, and strong peer-to-peer relationships. • Frequency and Duration: Every teacher will incorporate a minimum of one dedicated 20–30 minute Community Circle per week, embedded within a protected social-emotional learning (SEL) block. • Structure & Purpose: Using restorative practice guidelines, students will sit in a circle without desks or barriers to engage in low-stakes, high-empathy	TK-6th Grade	0

	prompts using a talking piece. These circles will serve as a proactive space for students to practice active listening, perspective-taking, and collaborative problem-solving before classroom conflicts arise, moving the focus away from reactive behavior management. Utilize the Care Solace mental health coordination service to seamlessly connect students, staff, and their families with verified, local mental health providers. • Warm Handoff Referral: When a student or family exhibits signs of significant emotional distress, trauma, or mental health crisis, school counselors or administrators will initiate a warm handoff referral through the Care Solace platform. • Case Management & Advocacy: Care Solace's 24/7 multilingual care companions will navigate insurance networks, manage intake barriers, secure appointments, and follow up with the family. This ensures that non-academic barriers to mental wellness are minimized and students receive swift, specialized clinical care that extends beyond the school day.		
1.6	BELONGING GROUPS Update the site's annual adjunct duties matrix to include explicitly defined leadership roles for the Belonging Committee and the Sunshine Group. • At the start of the school year, certificated staff members will select or be assigned to these committees as part of their required adjunct service hours. Each committee will have a chairperson to coordinate efforts, and serve as a direct liaison to the site administrative team.	TK-6th Grade	1500 General Fund 0000: Unrestricted

	• The staff-led Belonging Committee will be tasked with auditing campus culture and designing inclusive school-wide structures. • Culturally Responsive Campus: This committee will review school-wide data to ensure that campus environments, visuals, and student events are culturally affirming and representative of all student subgroups (including English Learners, Foster Youth, and Socioeconomically Disadvantaged students). • SPSA Alignment: The committee will collaborate with the Bridging Task Force to help coordinate the District wide Multicultural Event and evaluate whether school systems promote equitable access and a deep sense of belonging for all families and staff. Operationalize a staff-led Sunshine Group dedicated to cultivating a positive workplace climate and supporting adult social-emotional wellness. • Morale Cultivation: Research directly links high teacher morale and collective efficacy to increased student achievement and decreased behavioral disruptions. The Sunshine Group will organize staff recognition milestones, coordinate life-event support (e.g., illness, personal achievements), and plan the team-building activities embedded at the start of contractual staff meetings. • Stress Reduction: The group will advocate for staff wellness initiatives to reduce burnout, ensuring teachers feel valued, connected, and emotionally regulated.		

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.

Panorama Survey Result Goals: School Safety -Met, All others for 3rd-5th and 6th grade were not met.

SCHOOL CULTURE: PBIS Tier 1 framework was established. Site Staff received training, substitute teachers did not. Monthly themed bulletin boards were not implemented.
OUTREACH AND PARTNERSHIPS: Goal met, all planned events were held.
STUDENT AND FAMILY SUPPORTS: We offered 16 different club sessions serving 237 unduplicated students. 4th grade successfully implemented leadership notebooks and student led conferences.
ATTENDANCE AND ENGAGEMENT: Attendance rates were monitored weekly and were reported in the weekly newsletter to families. Target groups in EveryDay Pro were not implemented with fidelity.
SOCIAL EMOTIONAL SUPPORT: Staff participated in a series of professional development sessions specifically focused on Trauma Informed Practices. Principal submitted seven Care Solace Referrals resulting in 5 appointments being booked.
BELONGING GROUPS: The family photo wall was established in the school office. Yard signs were displayed around campus. The Belonging Committee was established and met almost monthly.

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

SCHOOL CULTURE: Substitute teachers were not trained. This proved to be incredibly challenging with the inconsistent nature of substitute teachers. Monthly themed bulletin boards were not implemented as the Belonging Committee transitioned to different strategies
ATTENDANCE AND ENGAGEMENT: Target groups in EveryDay Pro were not implemented with fidelity. A group was created to track Chronic Absenteeism for un-housed students but there was no follow-up due to limited staffing.
SOCIAL EMOTIONAL SUPPORT: Staff participated in a series of professional development sessions specifically focused on Trauma Informed Practices. Principal submitted seven Care Solace Referrals resulting in 5 appointments being booked.
BELONGING GROUPS: The photo wall is challenging to maintain as capturing photos of families in the office not effective.

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.

PBIS will continue in the 2026-2027 school year with an emphasis on data analysis, reinforcing the referral process with staff, and exploring additional training related to PBIS implementation in the classroom. Goal 1 will continue next year. Rather than focusing on a wide variety of metrics related to the Panorama Survey, we will look closely at the School Engagement measure. Strategies to meet our goal will include a focus on active participation strategies in the classroom and implementation of a Buddy Program, implementation the 2x10 Strategy: staff will identify their two most "at-risk" students and spend 2 minutes a day for 10 days talking to them about anything except school or behavior.

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.

You Make an Impact | You Thrive Here
Academic achievement in ELA will increase for all students through a strong literacy program and effective Tier I instruction, supported by ongoing professional development, walkthroughs, leadership development, and PLCs, as measured by CAASPP and iReady.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Enhance classroom instruction to effectively impact all students through the integration of Multi-Tiered Systems of Support (MTSS), evidence-based practices, and differentiated instruction.
- Establish environments that cultivate learning experiences and provide paths to college and career readiness, ensuring that all students thrive.

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.

i-Ready diagnostic assessments are administered three times a year in both math and reading to provide teachers with a clear picture of student progress. This data is then analyzed to set individualized learning goals, both short-term and long-term, and to ensure students receive targeted instruction that precisely meets their needs. Phonological Awareness and Phonics are a district focus area.

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
i-Ready Diagnostic Reading Assessment-Spring 2027	2025-2026 Baseline (Typical / Stretch): 61% / 32%	At least 70% of K–6 students enrolled from Diagnostic 1 to Diagnostic 3 will achieve 100% of their i-Ready Annual Typical Growth target, and 40% will meet their Stretch Growth target.
CAASPP 2025-2026	• 3rd Grade (Cohort A: Rising 4th Graders) 39% of students meet or exceed standards • 4th Grade (Cohort B: Rising 5th Graders) 59% of students meet or exceed standards • 5th Grade (Cohort C: Rising 6th Graders) 54% of students meet or exceed standards	By June 2027, the school will increase overall ELA proficiency and close transition gaps by achieving targeted, year-over-year cohort growth, specifically focusing on mitigating the 13% proficiency drop that currently occurs during the 5th-grade transition. • Cohort A: 44% or higher (+5% cohort growth as 4th graders)

		• Cohort B: 62% or higher (+3% cohort growth to prevent the historic 13% drop) • Cohort C: 59% or higher (+5% cohort growth as 6th graders)
CA Dashboard	2024-2025: English Language Arts 17.5 points below standard; declined 13.3 points English Learners: 60.4 points below standard; declined 27.3 points Socioeconomically Disadvantaged: 39.5 points below standard, declined 23.6 points White: 24.1 points below standard; declined 9.5 points	By the conclusion of the 2026-2027 school year, the English Learner subgroup will increase its distance from standard by a minimum of 20.0 scale points, reducing the overall deficit to 40.4 points below standard or fewer, thereby shifting the subgroup's California Dashboard indicator from Orange to Yellow. By the conclusion of the 2026-2027 school year, the Socioeconomically Disadvantaged student subgroup will increase its academic performance by a minimum of 15.0 scale points, reducing the overall gap to 24.5 points below standard or fewer, moving the subgroup from Orange to Yellow. By the conclusion of the 2026-2027 school year, the White student subgroup will increase its academic performance by a minimum of 10.0 scale points, bringing the group to 14.1 points below standard or fewer, achieving a performance color shift from Orange to Yellow.

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
2.7	LITERACY FOCUS • Implement systematic, explicit phonics and morphology instruction using the 6-Step Lesson framework to strengthen students' foundational reading skills, decoding, spelling, vocabulary development, and reading comprehension.	K-6th	
2.8	TIERED INSTRUCTION • Implement a school wide master schedule that prioritizes protected instructional time for core literacy and mathematics instruction, including dedicated ELA	TK-6th Grade Students	25000 Lottery: Instructional Materials 4000-4999: Books And Supplies

	Workshop and WIN (What I Need) intervention blocks, to ensure students receive timely Tier 1 and targeted Tier 2 support. • Grade 3–6 teachers will administer and analyze Smarter Balanced Focused Interim Assessment Blocks (FIABs) aligned to Wonders ELA units to inform data-driven instructional decisions. Assessment results will be used to identify students requiring additional support or enrichment, implement targeted interventions within the MTSS framework, and monitor progress toward grade-level proficiency in English Language Arts. • Provide targeted Tier 2 intervention for identified rising 6th-grade students focused on reading comprehension and written expression. Intervention services will be informed by assessment data and progress monitoring to address learning gaps, strengthen literacy skills, and accelerate progress toward grade-level proficiency in English Language Arts. English Language Development Designated English Language Development • To ensure Multilingual Learners (MLs) across all grade levels receive targeted Designated English Language Development (ELD) without missing core grade-level content, the school will deploy Transitional Kindergarten (TK) teachers to provide structured pull-out support during staggered WIN (What I Need) intervention blocks in Grades K–6.		

	• Because TK instructional hours operate on early/late schedules or flexible morning/afternoon windows, TK teachers can be scheduled across non-overlapping WIN time blocks from primary through upper elementary classrooms. Deploying credentialed teachers into K–6 classrooms lowers student-to-teacher ratios during designated language time, allows for targeted proficiency grouping (Emerging Level 1–2 vs. Expanding/Bridging Level 3–4), and accelerates language acquisition tied directly to state ELD standards. Our ELD teacher will provide training for the TK teachers and monitor student progress.		
2.9	CLASSROOM WALKTHROUGHS • Conduct ongoing classroom walkthroughs to assess the implementation of district instructional expectations, provide feedback to teachers, and identify trends that inform professional learning and instructional support.	TK-6th Grade Students	0
2.10	PROFESSIONAL LEARNING • Ensure teacher participation in district-provided professional learning opportunities in English Language Arts and writing. • Teacher release time for peer observation	TK-6TH Grade Students	1500 General Fund 1000-1999: Certificated Personnel Salaries Substitute teachers 341 General Fund 3000-3999: Employee Benefits
2.11	LEADER DEVELOPMENT • Participate in the district Literacy Leaders Committee to support literacy improvement efforts through collaboration, data analysis, and the implementation of effective instructional practices. • Participate in district Data Culture meetings to collaborate on the analysis of student performance data, monitor progress toward school and district goals, and	TK-6th Grade Students	0

	inform data-driven instructional and organizational improvement efforts. • Actively participate in the Sacramento County Office of Education (SCOE) Differentiated Assistance Team to strengthen leadership capacity, engage in data-driven continuous improvement processes, and support the implementation of evidence-based practices that increase student achievement. • Serve as an Administrative Coach for the Sacramento County Office of Education (SCOE) Clear Administrative Services Credential Program to strengthen instructional leadership, support the development of site leaders, and contribute to continuous improvement efforts that enhance teaching and learning.		
2.12	PROFESSIONAL LEARNING COMMUNITIES Utilize a grade-level PDSA (Plan-Do-Study-Act) cycle to improve Tier 1 instruction and address the needs of all students in ELA. This will involve: • Data Analysis: Regularly analyzing i-Ready data and classroom assessments to identify student strengths, weaknesses, and areas for improvement. • Differentiated Instruction: Developing and implementing differentiated instruction strategies within Tier 1 instruction to meet the diverse needs of all learners. • Vertical Alignment: Facilitate collaboration meetings between the 3rd, 4th, 5th, and 6th-grade teachers to identify where the gaps widened in 5th grade (e.g., shifting from "learning to read" to "reading to learn" complex texts). • Targeted Small Group Instruction: Implementing Tier 2 MTSS interventions for students	TK-6th Grade Students	1365 General Fund 5000-5999: Services And Other Operating Expenditures ESGI licensing

	identified as needing additional support in phonics, decoding, and fluency. • Use of ESGI assessment platform for TK-K.		

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.

PHONOLOGICAL AWARENESS

- Kindergarten actual 90%, expected 93% of students are early on grade level or above
- 1st grade actual 68%, expected 80% of students are early on grade level or above
- 2nd grade actual 100%, expected 99% of students are early on grade level or above

PHONICS

- Kindergarten actual 92%, expected 94% of students are early on grade level or above
- 1st grade actual 75%, expected 77% of students are early on grade level or above
- 2nd grade actual 85%, expected 79% of students are early on grade level or above

CAASPP-Increase the percentage of students who meet standards or above by 5% in each grade level.
Goal not met: increase 2%
Goal met: increase 5%
Goal not met: decrease 13%
Goal not met: no change

All teachers K-6th implemented 6 step phonics and morphology lessons. Additional training and support is necessary to ensure lessons are taught with fidelity.

TIERED INSTRUCTION

- Implement schoolwide master schedule to maximize instructional blocks to ensure adequate time for Tiered instruction. The schedule allows

for ELA workshop time, WIN (What I Need) intervention time. This strategy was effective and will be implemented for the 2026-2027 school year.

- Develop a plan to bolster integrated English Language Development: teachers were provided with seven professional Learning opportunities during staff meetings throughout the year.
- To accelerate student proficiency in English Language Arts, 3rd-6th grade teachers will systematically align and embed Smarter Balanced Focused Interim Assessment Blocks (FIABs) within their Wonders ELA curriculum. This strategy is foundational to our MTSS framework, utilizing FIAB data for universal screening, targeted identification of student strengths and needs, and the precise differentiation of instruction and intervention across all tiers, ensuring responsive support for every learner in reading, writing, speaking, and listening. FIABs were administered by all Gen Ed classrooms in 3rd-6th grade. Some grade levels need more follow up. This strategy will continue for for the 2026-2027 school year and will focus on using the FIABs as part of the grade level PDSA cycles.
- Weekly Instructional Plans for all classes. This was a district level expectation and was not enforced mid year. This strategy will not be implemented in the 2026-2027 school year.

CLASSROOM WALKTHROUGHS

- Conduct walkthroughs to ensure consistent implementation of district wide instructional expectations in classrooms. This strategy was implemented with fidelity with nearly 100% of classrooms visited each month.

PROFESSIONAL LEARNING

- District provided professional learning opportunities in ELA and Writing. Select teachers attended the training offered by the District.

LEADER DEVELOPMENT: all aspects were implemented as planned.

PROFESSIONAL LEARNING COMMUNITIES: PDSA cycles were implemented as planned. This strategy will continue in the 2026-2027 school year.
Utilize a grade-level PDSA (Plan-Do-Study-Act) cycle to improve Tier 1 instruction and address the needs of all students in ELA. This will involve:

- Data Analysis: Regularly analyzing i-Ready data and classroom assessments to identify student strengths, weaknesses, and areas for improvement.
- Differentiated Instruction: Developing and implementing differentiated instruction strategies within Tier 1 instruction to meet the diverse needs of all learners.
- Targeted Small Group Instruction: Implementing Tier 2 MTSS interventions for students identified as needing additional support in phonics, decoding, and fluency.
- Use of ESGI assessment platform for TK-K.

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

Weekly instructional plans were not implemented fully.
In regards to PDSA Cycles:
3 cycles were established during the year. We refined the process to try and make it more manageable and meaningful for the teachers. Our cycle review dates were not well established, due in part to confusion on the proposed schedule that was provided at the beginning of the school year. This led to inconsistent follow through with some grade levels.

Our cycles need to be refined with an increased emphasis on staff training to better understand the intricacies of the process and the importance of consistent follow through. We will ensure that a schedule is clearly established and time set aside for staff to collaborate.

In regards to FIABs:

- 3rd grade administered 7 total FIABs over the course of the school year; 1 ELA, 6 math. Of these only two of the math FIABs were administered by all teachers.
- 4th grade administered 13 total FIABs over the course of the year; 6 ELA, 7 math of which all students participated.
- 5th grade administered only 3 FIABs over the course of the year, all math. Only one FIAB was administered by both teachers.
- 6th grade administered 16 FIABs over the course of the year; 7 ELA, 9 math. All but two assessments were administered by both teachers.

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.

Aside from weekly instructional plans not being required, this goal will remain in effect for the 2026-2027 school year.

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.

You Make an Impact | You Thrive Here
Academic achievement in MATH will increase for all students through effective Tier I instruction, supported by ongoing professional development, walkthroughs, leadership development, and PLCs, as measured by CAASPP and iReady.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Enhance classroom instruction to effectively impact all students through the integration of Multi-Tiered Systems of Support (MTSS), evidence-based practices, and differentiated instruction.
- Establish environments that cultivate learning experiences and provide paths to college and career readiness, ensuring that all students thrive.

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.

Less than half of our students are performing below grade level in Math.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Diagnostic Math Assessment-Spring 2027	2025-2026 Baseline (Typical / Stretch): 52% / 24%	By May 2027, at least 60% of K–6 students enrolled from Diagnostic 1 to Diagnostic 3 will achieve 100% of their i-Ready Annual Typical Growth target, and 30% will meet their Stretch Growth target.
CAASPP 2025-2026	• 3rd Grade (Cohort A: Rising 4th Graders) 35% of students meet or exceed standards • 4th Grade (Cohort B: Rising 5th Graders) 53% of students meet or exceed standards • 5th Grade (Cohort C: Rising 6th Graders) 29% of students meet or exceed standards • 6th Grade 46% of students met standards or above	By May 2027, the school will increase overall mathematics proficiency and eliminate achievement dips by achieving targeted, year-over-year cohort growth, specifically addressing foundational gaps in 3rd grade and accelerating performance during the 5th-grade transition. • Cohort A: 40% or higher (+5% cohort growth as 4th graders) • Cohort B: 56% or higher (+3% growth to disrupt

		the historic 5th-grade floor) -Cohort C: 36% or higher (+7% cohort acceleration as 6th graders)
CA Dashboard	2024-2025: English Learners 66.2 points below standard; declined 30 points Socioeconomically Disadvantaged: 55.8 points below standard; declined 32.1 points White: 31.9 points below standard; declined 20.6 points	By May 2027, the school will increase the distance from standard in Mathematics for all student groups currently in the 'Orange' category. Specifically, English Learners will decrease their distance from standard by at least 10 points, Socioeconomically Disadvantaged students by 12 points, and White students by 15 points, as measured by the California School Dashboard.

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
3.8	TIERED INSTRUCTION Universal Screening & Tier 1 Support (Core Instruction) • Master Schedule Optimization: Implement a schoolwide master schedule to maximize instructional blocks, ensuring adequate daily time for core math instruction and a dedicated, schoolwide WIN (What I Need) or Math Intervention block for targeted math intervention and acceleration. • Building Thinking Classrooms: Execute schoolwide implementation of Building Thinking Classrooms (BTC) frameworks to increase mathematical discourse, collaborative problem-solving, and conceptual understanding during Tier 1 core instruction. Curriculum & Assessment Integration: Strengthen 3rd–6th grade mathematics core instruction through the systematic integration of Smarter Balanced Focused Interim Assessment Blocks (FIABs)	TK-6th Grade unless otherwise specified	600 Lottery: Instructional Materials 0000: Unrestricted Roboplay Printing Costs 2000 Other 0000: Unrestricted Roboplay resources

	Tier 2 and Tier 3 Instruction (Targeted Intervention) • Evidence-Based Math Interventions: Utilize the dedicated WIN block or Math Intervention time to provide targeted Tier 2 and Tier 3 math support using evidence-based intervention resources (e.g., i-Ready Tools for Instruction, foundational skill kits) tied directly to student diagnostic deficits. • Concrete-Representational-Abstract (CRA) Framework: Incorporate hands-on, physical math manipulatives (such as fraction tiles, algebra tiles, and base-ten blocks) during small-group interventions to build concrete conceptual understanding before moving to abstract algorithms. • Targeted Software & Extension: Utilize Roboblocky in small-group settings as a supplementary tool for conceptual modeling or tier-1 math enrichment, ensuring that the primary intervention block remains focused on intensive remediation of core arithmetic and numerical operations. • Roboplay Competition: Coordinate a Roboplay competition for students in grades 3rd–6th. Students will apply classroom mathematical concepts to design, build, and program robots to complete specific challenges, bridging abstract math concepts with real-world application.		
3.9	CLASSROOM WALKTHROUGHS • Conduct routine classroom walkthroughs to ensure the consistent, high-fidelity implementation of districtwide math instructional expectations, focusing specifically on the		0

	execution of Building Thinking Classrooms strategies and data-driven WIN /Workshop time structures.		
3.10	PROFESSIONAL LEARNING • C-STEM / Roboblocky Pathway: Provide C-STEM and Roboblocky professional development for incoming teachers, alongside refresher training for returning staff, to ensure cohesive schoolwide implementation. Building Thinking Classrooms: • Deliver ongoing professional learning and coaching cycles focused on Building Thinking Classrooms strategies to support teachers in shifting from passive lecturing to active student discourse. • Target 4 teachers and Assistant Principal for Initial Building Thinking Classrooms training	K-6th grades	10000 District Funded 3300 General Fund 0000: Unrestricted BTC Registration and substitute costs
3.11	LEADER DEVELOPMENT • Participation in district Data Culture meetings focused on data analysis and improvement • Member of district Sacramento County Office of Education (SCOE) Differentiated Assistance team • Administrative Coach for the SCOE Clear Administrative Services Credential Program • Attend SCOE math workshop(s)	TK-6th Grade	500 General Fund 0000: Unrestricted Workshop registration fees
3.12	PROFESSIONAL LEARNING COMMUNITIES • Utilize a collaborative grade-level PDSA (Plan-Do-Study-Act) cycle to regularly analyze i-Ready data, FIAB performance reports, and classroom formative assessments to dynamically adjust core teaching and shift intervention groupings every 3–4 weeks. • Vertical Math Alignment Teams: Establish quarterly vertical PLC meetings between 3rd, 4th, 5th, and 6th-grade math teachers to	TK-6th Grade	0

	explicitly trace the progression of heavy-hitting domains (such as Fractions and Numbers & Operations) to proactively address the historic drop in 5th-grade performance. • Data Analysis: Regularly analyzing i-Ready data and classroom assessments to identify student strengths, weaknesses, and areas for improvement. • Differentiated Instruction: Developing and implementing differentiated instruction strategies within Tier 1 instruction to meet the diverse needs of all learners. • Targeted Small Group Instruction: Implementing Tier 2 MTSS interventions for students identified as needing additional support.		

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.

i-ready results indicate 57% of students scored early on grade level or above, resulting in a 2% drop from the 2024-2025 school year.

SBAC Student performance Expected outcome versus actual

- 3rd Grade 43% of students met standard or above; 35% (decrease of 8%)
- 4th Grade 47% of students met standards or above; 53% (increase of 6%)
- 5th Grade 30% of students met standards or above; 29% (decrease of 1%)
- 6th Grade 36% of students met standards or above; 46% (increase of 10%)

Overall, the implementation of planned strategies was successful.

TIERED INSTRUCTION

- Implement schoolwide master schedule to maximize instructional blocks to ensure adequate time for Tiered instruction. The schedule allows

for a set math time and WIN (What I Need) intervention time. This strategy was effective and will be implemented for the 2026-2027 school year.

- Roboblocky and Roboplay components were integrated accordingly.
- Weekly Instructional Plans for all classes. This was a district level expectation and was not enforced mid year. This strategy will not be implemented in the 2026-2027 school year.

CLASSROOM WALKTHROUGHS

- Conduct walkthroughs to ensure consistent implementation of district wide instructional expectations in classrooms. This strategy was implemented with fidelity with nearly 100% of classrooms visited each month.

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

Weekly instructional plans were not implemented fully.

Roboblocky was not implemented at the same levels across all grades. This strategy, as it relates to math support, will be adjusted for the 2026-2027 school year.

In regards to PDSA Cycles:
3 cycles were established during the year. We refined the process to try and make it more manageable and meaningful for the teachers. Our cycle review dates were not well established, due in part to confusion on the proposed schedule that was provided at the beginning of the school year. This led to inconsistent follow through with some grade levels.

Our cycles need to be refined with an increased emphasis on staff training to better understand the intricacies of the process and the importance of consistent follow through. We will ensure that a schedule is clearly established and time set aside for staff to collaborate.

In regards to FIABs:

- 3rd grade administered 7 total FIABs over the course of the school year; 1 ELA, 6 math. Of these only two of the math FIABs were administered by all teachers.
- 4th grade administered 13 total FIABs over the course of the year; 6 ELA, 7 math of which all students participated.
- 5th grade administered only 3 FIABs over the course of the year, all math. Only one FIAB was administered by both teachers.
- 6th grade administered 16 FIABs over the course of the year; 7 ELA, 9 math. All but two assessments were administered by both teachers.

Implementation of math strategies was not successful. Mid-year we shifted our focus to Building Thinking Classrooms.

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.

Weekly instructional plans will not be required in the coming school year.
Use of Roboblocky for math will be limited to enrichment opportunities to provide students opportunities to apply learned math skills.
We will explore vertical collaboration in 3rd-6th grades to help address low student performance in 3rd and 5th grades.
Building Thinking Classrooms will be a primary focus for math in the 2026-2027 school year.

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	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$60,223.00
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 ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
	$0.00
District Funded	$10,000.00
General Fund	$17,123.00
Lottery: Instructional Materials	$27,100.00
Other	$6,000.00

Subtotal of state or local funds included for this school: $60,223.00

Total of federal, state, and/or local funds for this school: $60,223.00

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

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	10,000.00
General Fund	17,123.00
Lottery: Instructional Materials	27,100.00
Other	6,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	10,000.00
0000: Unrestricted	8,200.00
1000-1999: Certificated Personnel Salaries	6,649.00
3000-3999: Employee Benefits	1,509.00
4000-4999: Books And Supplies	26,500.00
5000-5999: Services And Other Operating Expenditures	3,365.00
None Specified	4,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	District Funded	10,000.00
0000: Unrestricted	General Fund	5,600.00
1000-1999: Certificated Personnel Salaries	General Fund	6,649.00

3000-3999: Employee Benefits	General Fund	1,509.00
5000-5999: Services And Other Operating Expenditures	General Fund	3,365.00
0000: Unrestricted	Lottery: Instructional Materials	600.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	26,500.00
0000: Unrestricted	Other	2,000.00
None Specified	Other	4,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	15,617.00
Goal 2	28,206.00
Goal 3	16,400.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

N/A Secondary Students

Name of Members	Role
Jason Farrel	Principal
Lori Day	Classroom Teacher
Stephanie Cook	Classroom Teacher
Kathy Brown	Classroom Teacher
Alyssa Domalakes	Other School Staff
Leeza Leemus	Parent or Community Member
Teresa Beurer	Parent or Community Member
Mark Kobrya	Parent or Community Member
Sagan Bachtold	Parent or Community Member
Alayzha Hipolito	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on September 8, 2026.

Attested:

	Principal, Jason Farrel on September 8, 2026
	SSC Chairperson, Teresa Beurer on September8, 2026

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Wilson C. Riles MS	34739730108621	September 29, 2026	October 21, 2026

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

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

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

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

This plan is being used by Wilson C. Riles MS for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

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

Table of Contents

SPSA Title Page 1
Table of Contents....2
Plan Description....4
Educational Partner Involvement....4
Resource Inequities....4
Comprehensive Needs Assessment Components....4
California School Dashboard (Dashboard) Indicators....4
Other Needs....5
School and Student Performance Data....6
Student Enrollment....6
CAASPP Results....8
ELPAC Results....12
Student Population....14
Overall Performance....16
Academic Performance....17
Academic Engagement....25
Conditions & Climate....28
Goals, Strategies, & Proposed Expenditures....30
Goal 1....30
Goal 2....36
Goal 3....41
Goal 4....45
Goal 5....46
Goal 6....47
Goal 7....48
Goal 8....49
Goal 9....50
Goal 10....51
Budget Summary....52
Budget Summary....52
Other Federal, State, and Local Funds....52
Budgeted Funds and Expenditures in this Plan....53
Funds Budgeted to the School by Funding Source....53
Expenditures by Funding Source....53
Expenditures by Budget Reference....53
Expenditures by Budget Reference and Funding Source....53

Expenditures by Goal 54
School Site Council Membership 55
Recommendations and Assurances 56
Instructions 57
Appendix A: Plan Requirements 64
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 67
Appendix C: Select State and Federal Programs 70

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 Wilson C. Riles MS for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students and support an all-inclusive school culture. California Education Codes 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Educational Partner Involvement

How, when, and with whom did Wilson C. Riles MS consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Through the School Site Council parents, teachers, students and staff participate in planning, implementing and evaluating school programs. The SSC will meet twice per year. ELAC meetings are conducted twice per year to gain feedback from community members.

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.

N/A

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

chronic absenteeism-orange

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.

red-African American, Homeless, Long Term English Learners, Students with Disablities, White

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.65%	0.14%	0.14%	4	4	1
African American	15.85%	10.99%	10.68%	97	89	75
Asian	9.48%	13.3%	13.82%	58	77	97
Filipino	2.61%	33.51%	2.85%	16	28	20
Hispanic/Latino	30.07%	29.62%	29.77%	184	202	209
Pacific Islander	0.98%	1.63%	1.42%	6	11	10
White	32.35%	31.52%	33.19%	198	215	233
Two or More Races	8.01%	9.09%	8.12%	49	56	57
			Total Enrollment	612	682	702

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 7	307	356	353
Grade 8	305	326	349
Total Enrollment	612	682	702

Conclusions based on this data:

1. Total Enrollment continues to grow from 612 in 23-24 to 702 in 25-26.
2. White and Hispanic/Latino students are our two highest populated sub groups.

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	75	106	112	12.3%	15.5%	16.0%
Fluent English Proficient (FEP)	130	132	154	21.2%	19.4%	21.9%

Conclusions based on this data:

1. The number of EL students in all years is steadily increasing.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	288	312	347	277	296	338	276	296	338	96.2	94.9	97.4
Grade 8	299	303	316	285	282	302	285	280	301	95.3	93.1	95.6
All Grades	587	615	663	562	578	640	561	576	639	95.7	94	96.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	2508.	2498.	2513.	6.52	7.43	10.36	30.07	25.34	26.33	27.17	28.38	26.33	36.23	38.85	36.98
Grade 8	2514.	2513.	2516.	7.02	6.79	8.97	26.67	22.86	25.58	25.61	33.57	26.25	40.70	36.79	39.20
All Grades	N/A	N/A	N/A	6.77	7.12	9.70	28.34	24.13	25.98	26.38	30.90	26.29	38.50	37.85	38.03

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	12.00	11.49	14.84	61.09	58.78	60.53	26.91	29.73	24.63
Grade 8	11.23	8.21	15.00	52.28	58.93	53.33	36.49	32.86	31.67
All Grades	11.61	9.90	14.91	56.61	58.85	57.14	31.79	31.25	27.94

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	10.18	6.76	12.50	55.27	48.31	50.00	34.55	44.93	37.50
Grade 8	7.72	6.79	9.63	48.42	50.36	45.85	43.86	42.86	44.52
All Grades	8.93	6.77	11.15	51.79	49.31	48.04	39.29	43.92	40.82

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	8.73	11.15	7.42	70.18	66.89	73.89	21.09	21.96	18.69
Grade 8	10.18	12.14	9.63	70.53	68.93	67.11	19.30	18.93	23.26
All Grades	9.46	11.63	8.46	70.36	67.88	70.69	20.18	20.49	20.85

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	8.00	7.77	13.61	70.91	65.20	60.65	21.09	27.03	25.74
Grade 8	11.58	11.79	14.95	58.60	66.43	61.13	29.82	21.79	23.92
All Grades	9.82	9.72	14.24	64.64	65.80	60.88	25.54	24.48	24.88

Conclusions based on this data:

1. Writing is our lowest domain of the four area of Reading, Writing, Listening, and Research/Inquiry.
2. Largest percentage of students are in the "at or near standard" mark.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	288	311	348	276	299	334	275	299	334	95.8	96.1	96
Grade 8	299	303	316	283	283	302	282	282	302	94.6	93.4	95.6
All Grades	587	614	664	559	582	636	557	581	636	95.2	94.8	95.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	2501.	2483.	2494.	9.82	9.70	11.38	16.73	13.04	13.47	29.82	28.76	28.74	43.64	48.49	46.41
Grade 8	2506.	2505.	2512.	12.06	10.64	16.23	13.12	16.31	12.58	26.95	21.63	23.84	47.87	51.42	47.35
Grade 11															
All Grades	N/A	N/A	N/A	10.95	10.15	13.68	14.90	14.63	13.05	28.37	25.30	26.42	45.78	49.91	46.86

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	12.73	13.04	13.51	42.91	38.13	39.64	44.36	48.83	46.85
Grade 8	11.70	10.99	15.95	46.10	44.33	39.53	42.20	44.68	44.52
Grade 11									
All Grades	12.21	12.05	14.67	44.52	41.14	39.59	43.27	46.82	45.74

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	10.91	4.68	8.98	54.55	52.84	50.30	34.55	42.47	40.72
Grade 8	9.57	10.99	11.92	52.84	53.55	49.34	37.59	35.46	38.74
All Grades	10.23	7.75	10.38	53.68	53.18	49.84	36.09	39.07	39.78

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	10.91	7.36	8.68	64.00	63.88	57.49	25.09	28.76	33.83
Grade 8	8.16	11.70	11.59	61.70	61.70	55.96	30.14	26.60	32.45
All Grades	9.52	9.47	10.06	62.84	62.82	56.76	27.65	27.71	33.18

Conclusions based on this data:

1. Largest percentage of students are in the "standard not met" category.
2. Concepts and procedures has the fewest students at or above standard.
3. Communicating Reasoning that the most students at or above standard.

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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	1533.2	1485.0	1536.1	1527.0	1473.7	1536.0	1539.0	1495.9	1535.6	36	43	55
8	1511.7	1502.3	1508.0	1501.3	1491.0	1494.3	1521.6	1513.1	1521.2	33	44	48
All Grades										69	87	103

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
7	27.78	4.65	20.00	33.33	32.56	41.82	11.11	16.28	23.64	27.78	46.51	14.55	36	43	55
8	18.18	9.09	8.33	21.21	27.27	31.25	21.21	25.00	18.75	39.39	38.64	41.67	33	44	48
All Grades	23.19	6.90	14.56	27.54	29.89	36.89	15.94	20.69	21.36	33.33	42.53	27.18	69	87	103

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
7	44.44	20.93	40.00	25.00	25.58	30.91	2.78	6.98	12.73	27.78	46.51	16.36	36	43	55
8	30.30	15.91	25.00	15.15	34.09	22.92	15.15	13.64	16.67	39.39	36.36	35.42	33	44	48
All Grades	37.68	18.39	33.01	20.29	29.89	27.18	8.70	10.34	14.56	33.33	41.38	25.24	69	87	103

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
7	13.89	0.00	10.91	33.33	16.28	21.82	25.00	30.23	43.64	27.78	53.49	23.64	36	43	55
8	6.06	0.00	6.25	18.18	15.91	16.67	30.30	34.09	33.33	45.45	50.00	43.75	33	44	48
All Grades	10.14	0.00	8.74	26.09	16.09	19.42	27.54	32.18	38.83	36.23	51.72	33.01	69	87	103

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
7	13.89	11.63	20.00	63.89	44.19	60.00	22.22	44.19	20.00	36	43	55
8	18.18	15.91	6.25	42.42	47.73	54.17	39.39	36.36	39.58	33	44	48
All Grades	15.94	13.79	13.59	53.62	45.98	57.28	30.43	40.23	29.13	69	87	103

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
7	60.00	41.86	58.18	17.14	9.30	29.09	22.86	48.84	12.73	35	43	55
8	33.33	44.19	42.55	27.27	20.93	29.79	39.39	34.88	27.66	33	43	47
All Grades	47.06	43.02	50.98	22.06	15.12	29.41	30.88	41.86	19.61	68	86	102

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
7	16.67	2.33	14.55	38.89	34.88	32.73	44.44	62.79	52.73	36	43	55
8	15.15	6.82	14.58	18.18	34.09	18.75	66.67	59.09	66.67	33	44	48
All Grades	15.94	4.60	14.56	28.99	34.48	26.21	55.07	60.92	59.22	69	87	103

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
7	22.22	0.00	14.55	47.22	62.79	72.73	30.56	37.21	12.73	36	43	55
8	0.00	0.00	2.08	75.76	76.74	68.75	24.24	23.26	29.17	33	43	48
All Grades	11.59	0.00	8.74	60.87	69.77	70.87	27.54	30.23	20.39	69	86	103

Conclusions based on this data:

1. The number of EL students has continued to increase.
2. The percentage of students scoring at level 4 increased from 23-24 to 24-25

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**
682	**56.6%**	**15.5%**	**0.0%**
Total Number of Students enrolled in Wilson C. Riles MS.	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	106	15.5%
Foster Youth	0	0.0%
Homeless	56	8.2%
Socioeconomically Disadvantaged	386	56.6%
Students with Disabilities	101	14.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	89	13%
American Indian	4	0.6%
Asian	77	11.3%
Filipino	28	4.1%
Hispanic	202	29.6%
Two or More Races	56	8.2%
Pacific Islander	11	1.6%
White	215	31.5%

Conclusions based on this data:

1. The percentage of students with disabilities continues to increase.

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.

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

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. English Learner Progress in green shows our efforts in ELD classes is making progress.
2. Green suspension rate shows our improvement in of school climate with the re-established PBIS.

School and Student Performance Data

Academic Performance
English Language Arts

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 English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
1	6	3	0	0

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	English Learners	Long-Term English Learners
 Yellow	 Orange	 Orange
38.6 points below standard	82.2 points below standard	104.5 points below standard
Increased 9.3 points	Increased 10.1 points	Increased 8.7 points
601 Students	151 Students	43 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Red	 Orange
Fewer than 11 students - No Data for Privacy	79.6 points below standard	59.8 points below standard
1 Student	Declined 11.7 points	Maintained 2.2 points
	49 Students	349 Students

Students with Disabilities	African American	American Indian
 Orange	 Orange	 No Performance Color
119.9 points below standard	70.5 points below standard	Fewer than 11 students - No Data for Privacy
Increased 10.8 points	Increased 5.1 points	4 Students
87 Students	75 Students	

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Yellow
52.2 points below standard	36.2 points above standard	44.9 points below standard
Declined 26.5 points	Declined 17.8 points	Increased 26.9 points
72 Students	26 Students	179 Students

Two or More Races	Pacific Islander	White
 Yellow	 No Performance Color	 Yellow
23.6 points below standard	Fewer than 11 students - No Data for Privacy	29.7 points below standard
Increased 10.2 points	8 Students	Increased 11.9 points
47 Students		191 Students

Conclusions based on this data:

1. Homeless, Asian, and Filipino are the only sub groups that declined.
2. Homeless students are the only sub group in the red.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	4	4	0	0

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	English Learners	Long-Term English Learners
		
Yellow	Orange	Orange
66 points below standard	106.6 points below standard	137 points below standard
Increased 10.4 points	Increased 13.7 points	Increased 6.4 points
600 Students	155 Students	43 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	Yellow	Yellow
Fewer than 11 students - No Data for Privacy	91.2 points below standard	83.3 points below standard
1 Student	Increased 17.4 points	Increased 11.1 points
	49 Students	350 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
161.3 points below standard	122 points below standard	Fewer than 11 students - No Data for Privacy
Declined 11.4 points	Declined 11.7 points	4 Students
87 Students	76 Students	

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Yellow
79.7 points below standard	8.5 points below standard	68 points below standard
Declined 13.1 points	Declined 15.2 points	Increased 37.3 points
72 Students	26 Students	180 Students

Two or More Races	Pacific Islander	White
 Yellow	 No Performance Color	 Orange
53.5 points below standard	Fewer than 11 students - No Data for Privacy	56.2 points below standard
Increased 15.5 points	8 Students	Maintained 1.3 points
47 Students		193 Students

Conclusions based on this data:

1. Math scores a lower than English scores.
2. Students with disabilities, African American, Asian, and Filipino subgroups all declined.
3. Students with disabilities and Homeless subgroups are both in the red.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	5	2	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Yellow	 No Performance Color
50.5 science points	43.1 science points	34.9 science points
Increased 2.9 points	Increased 3.1 points	Maintained 0.1 points
286 Students	72 Students	16 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	45.8 science points	47.2 science points
	Increased 10.7 points	Maintained 1.7 points
	27 Students	170 Students

Students with Disabilities	African American	American Indian
 Yellow	 Yellow	 No Performance Color
38.7 science points	47 science points	Fewer than 11 students - No Data for Privacy
Increased 4.7 points	Maintained -0.2 points	3 Students
45 Students	31 Students	

Asian	Filipino	Hispanic
 Yellow	 No Performance Color	 Green
47.6 science points	58.5 science points	50.7 science points
Declined 9.4 points	15 Students	Increased 8.7 points
34 Students		83 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
48.3 science points	Fewer than 11 students - No Data for Privacy	52.7 science points
Maintained -1.7 points	3 Students	Increased 4.8 points
26 Students		91 Students

Conclusions based on this data:

1. Asian students were the only sub group to decline.
2. Overall students were in the green.

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**
	
Green	Green
47.3 making progress.	48.7 making progress.
Number Students: 91 Students	Number Students: 39 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**
16.5%	36.3%	0%	47.3%

Conclusions based on this data:

1. More or students progressed on ELPI than maintained.
2. All of our level 4s were reclassified that is why 0% maintained at that level.

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.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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	English Learners	Long-Term English Learners
 Orange	 Orange	 Red
26.6% Chronically Absent	22.6% Chronically Absent	29.2% Chronically Absent
Declined 1.8	Declined 2.4	Increased 1.4
730 Students	115 Students	48 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Red	 Orange
Fewer than 11 students - No Data for Privacy	44.8% Chronically Absent	32.3% Chronically Absent
2 Students	Increased 5.1	Declined 0.5
	67 Students	452 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
38.7% Chronically Absent	38% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 3.7	Increased 4.1	4 Students
111 Students	100 Students	

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Yellow
11% Chronically Absent	0% Chronically Absent	28.4% Chronically Absent
Increased 1.3	Declined 10.5	Declined 5.1
82 Students	30 Students	211 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Red
25.8% Chronically Absent	41.7% Chronically Absent	28.4% Chronically Absent
Declined 5.6	0	Increased 1.1
62 Students	12 Students	229 Students

Conclusions based on this data:

1. All sub groups show significate chronic absenteeism.
2. Homeless sub group has the highest level of chronic absenteeism.
3. Students with disabilities and African American students are also significantly above the school average.

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.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	3	3	0

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Orange	 Green
7.9% suspended at least one day	6.7% suspended at least one day	2% suspended at least one day
Declined 5.7%	Increased 1.4%	Declined 3.6%
757 Students	120 Students	50 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Yellow	 Yellow
Fewer than 11 students - No Data for Privacy	10% suspended at least one day	9.5% suspended at least one day
2 Students	Declined 6.2%	Declined 6.1%
	70 Students	472 Students

Students with Disabilities	African American	American Indian
 Orange	 Orange	 No Performance Color
12.2% suspended at least one day	16.8% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 4.3%	Declined 6.6%	4 Students
115 Students	101 Students	

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Yellow
3.5% suspended at least one day	0% suspended at least one day	9.4% suspended at least one day
Increased 0.8%	Declined 5%	Declined 5.3%
85 Students	30 Students	223 Students

Two or More Races	Pacific Islander	White
 Green	 No Performance Color	 Green
1.6% suspended at least one day	0% suspended at least one day	7.5% suspended at least one day
Declined 16.1%	12 Students	Declined 3.9%
63 Students		239 Students

Conclusions based on this data:

1. No sub groups are in the red category.
2. English Learners is the only category where suspensions increased by more than 1% and is is a 1.4% increase.

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 Climate
Develop an inclusive school community where students, staff and families experience an increased sense of belonging, value and connection.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL 1: BELONG Establish a positive school climate that promotes a sense of belonging for all students, staff and families.

GOAL 3: VALUED Foster an inclusive and supportive educational environment that values individuals, addresses diverse learning needs, and promotes positive behavior through the implementation of a Multiple Tiered System of Supports (MTSS) and Positive Behavior Supports (PBIS).

Identified Need

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

The overall rate for chronic absenteeism on the Dashboard is Orange, with 26.6% of students chronically absent; this declined by 1.8%.

The overall suspension rate is ranked Green on the Dashboard, with 7.9% of students suspended for at least one day, this declined by 5.7%. White, Two or More Races, and Long Term English Learners are in Green. Hispanic, Homeless and Socioeconomically Disadvantages are in Yellow. African American, Asian, English Learners, and students with Disabilities are in the Orange. There are no subgroups in the Red category.

Panorama Student Survey: Sense of belonging, positive school culture and school engagement are low.

Panorama Staff Survey: Positive school culture, positive work environment and positive relationships between staff-to-students are low. Staff-to-staff connections are high.

Panorama Family Survey: Positive perceptions of school climate and school safety are low.

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
CDE Dashboard 2025	Suspensions on the Dashboard for subgroups in Orange Students suspended at least one day: African American 16.8% declined by 6.6% Asian 3.5% an increase of .8% English Learners 6.7% an increase of 1.4% Students with Disabilities 12.2% declined by 4.3% Yellow Hispanic 9.4% declined 5.3% Homeless 10% declined by 6.2% Socioeconomically Disadvantaged 9.5% declined by 6.1%	Suspensions on the Dashboard overall rating of 5% Students suspended at least one day in the Orange ranking: African American 12% Asian 2.5% English Learners 5% Students with Disabilities 10% In the Yellow ranking: Hispanic 8% Homeless 8% Socioeconomically Disadvantaged 8%
Panorama Survey, Spring 2026	STUDENT SURVEY 53% report a positive Sense of Safety a 13% positive change 40% report a positive Teacher-Student Relationship a 4% positive change 38% report a positive Sense of School Belonging a 6% positive change 38% report positive School Climate/Culture a 11% positive change 25% feel Engaged with School a 4% positive change STAFF SURVEY 88% report positive School Leadership a 12% positive change 87% report positive School Climate/Culture a 14% positive change 61% report positive Professional Learning a 6% positive change PARENT SURVEY 60% report positive School Climate/Culture a 12% positive change 50% report a positive Sense of Safety a 3% positive change	STUDENT SURVEY 60% report a positive Sense of Safety 45% report a positive Teacher-Student Relationship 45% report a positive Sense of School Belonging 45% report positive School Climate/Culture 30% feel Engaged with School STAFF SURVEY 90% report positive School Leadership 90% report positive School Climate/Culture 65% report positive Professional Learning PARENT SURVEY 65% report positive School Climate/Culture 55% report positive Sense of Safety
Aeries/SWIS	2818 referrals and no more than 92 suspension incidents	2500 referrals and reduce suspensions to 88 incidents
Aeries Attendance Dashboard	96% attendance rate and 15% chronic absenteeism rate.	98% attendance rate and 12% chronic absenteeism rate.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	MTSS AND DATA WCR will foster a positive climate through MTSS, PBIS, and Student Leadership Teams, holding	All Students	0

	meetings to reflect on and adjust practices to keep students engaged and improve learning outcomes. The administrative team will lead the review of Panorama Student, Staff, and Family Survey data with staff and student leadership to build awareness and identify key needs. They will collaborate with staff and students to amplify their voices in proposing changes to structures, practices, and policies, aiming to enhance school culture, boost students' sense of belonging, increase school engagement, and strengthen student-staff connections.		
1.2	PBIS PBIS Team will review school-wide student behavior data, develop its structures and processes, and create an action plan to increase academic engagement and reduce problematic behavior. This year, our PBIS team will also be focusing on acknowledging and rewarding students for GPA and positive academic growth on the many assessments we use to support teaching and learning. Teachers will utilize the 5-star program to provide positive feedback and build belonging. Teachers will do this by awarding digital Husky Bucks to students who are on time to class, help other students, make good choices, etc. WCR will continue to build and strengthen the MTSS/PBIS Tier 2 team. The team will maintain a solid foundation for conducting routine meetings and providing additional support to students who need more than Tier 1 intervention. The Principal has developed a reward called Husky of the Month. Each month, teachers nominate one student for each department who has displayed exemplary behavior and student skills as set forth in our PBIS standards of "Be Safe", "Be Responsible", "Be Respectful". Students are displayed in the office and are recognized to the school and community. The administrative team will monitor and manage tardies and support students identified with chronic absenteeism. Small intervention groups will be created to identify barriers and develop supports to improve student attendance and class participation. The team will utilize the district system to follow and monitor these students and develop plans to support them. We have set SART dates for engaging with these families. We will reward students for a positive increase in attendance. Tier 2/3 supports include: Pro Youth, group counseling, individual counseling, Check-in-Check-out (CICO), Parent meetings, and utilizing the Family Resource Center for families in need.	All Students	2000 Title I 4000-4999: Books And Supplies 3000 Title I 5000-5999: Services And Other Operating Expenditures up to 3000 1500 Title I 5000-5999: Services And Other Operating Expenditures up to 1500 1500 Title I 4000-4999: Books And Supplies 1500 Title I 4000-4999: Books And Supplies

	The MTSS Team will add a check-in to the biweekly agenda to monitor students exiting IEPs and transitioning to 504s, ensuring the new 504 is in place in a timely manner and includes all needed continuing accommodations. Activity Directors and PBIS team will create rally and free time opportunities for students who are meeting the "Big 3" expectations.		
1.3	SAFETY SUPPORTS Administrators will use SWIS and Aeries data to monitor behavior, reviewing the data at least monthly and applying PBIS Tier 1, 2, or 3 strategies based on individual student needs. 5 Star Electronic Hall Pass program will be used to manage and track students on campus. As well as manage a token economy to support PBIS. WCR will be purchasing more handheld radios to monitor the campus.	All Students	1850 Title I 5000-5999: Services And Other Operating Expenditures 6538.16 Title I 4000-4999: Books And Supplies 6538.16
1.4	TUTORING AND MENTORING Husky Help will be utilized to support students by providing a space after school for students to get help on homework and unfinished assignments. Riles plans to continue our partnership with ETS to support students' academic engagement, Clubs and athletics offer extracurricular opportunities that foster connections and increase students' sense of belonging. Improve Your Tomorrow is a program designed to uplift young men of color, aiming to boost college attendance and graduation rates. It supports academic achievement and promotes greater engagement in school.	All Students	19000 Title IV Part A: Student Support and Academic Enrichment 1000-1999: Certificated Personnel Salaries 5000 Title IV Part A: Student Support and Academic Enrichment 3000-3999: Employee Benefits 25000 Title I 5000-5999: Services And Other Operating Expenditures
1.5	CAMPUS COMMUNICATION Our Leadership students and Activities Directors will produce video bulletins for students and families that will increase student and community connections. Our leadership class will provide information on upcoming events, important student announcements, as well as feature pieces that will bring new learning to students and families. Our Leadership students and Activity Directors will create visual reminders to students about activities on campus. Using posters, sidewalk chalk, window paint, etc.	All Students	5000 Title I 4000-4999: Books And Supplies 1500 Title I 4000-4999: Books And Supplies
1.6	CAMPUS PROGRAM ENHANCEMENTS Music Program will provide improved scores on school climate survey items regarding "sense of		6500 Title I 4000-4999: Books And Supplies

	belonging" and "feeling valued at school" among music students. As well as increase family engagement at music events. Music director will utilize enhanced equipment and materials to provide music opportunities to more students in classes and extra curricular music clubs.		
1.7			0

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.

Based on the data, we made exceptional growth. We are looking to build on the foundation that we have created. We are adding an additional strategy to increase our students' self-rating scale of student engagement.

Our student leadership program made a positive impact on our campus and climate. Students discussed and promoted "see something, do something." This year we are continuing to develop leadership and utilizing the students to build that positive climate. One of the strategies that the students developed was a reward for GPS, students that consistantly had a 3.5-4.0 got a gold punch card. 3.0 -3.4 students got a silver card. This was a reward punch card that students could use on campus.

PBIS tier 2 team participated in a 3-day training to build on the resources that we have been using. Our tier 2 team was observed by the trauma response consultant and engaged in a debrief on how we support students.

We developed Husky of the Month. Each month, teachers nominate one student for each department who has displayed exemplary behavior and student skills. Students are displayed in the office and are recognized by the school and community.

We also identified students with no tardies, and we did raffles for their punctuality.

25-26 was the second year that we had an e hall pass. We did change vendors from Securely to 5 Star to align with CHS and build familiarity to the program. This would support students moving from the middle school to our high school. 5 star tracks and monitors students out of class, offers and digital ID card, and many more features.

We held PBIS Tier 1 meetings monthly to monitor student climate utilizing SWIS data and create Tier 1 strategies to support students.

We held Tier 2 meetings every other week to identify and monitor students that needed addition supports. These served MTSS, PBIS Tier 2 and SCOE COST meetings.

Last year to Monitor attendance we had 2 rounds of targeted intervention groups to support and monitor students with attendance challenges. We also did home visits and made refferals to the family resource center to support family needs.

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

We started the year with a belonging committee that we ended up not implementing. It was redundant to our PBIS team, and this year we are planning to utilizing the PBIS tier 1 team to focus, and increase the sense of belonging.

25-26 we added our EL Coordinator and SST Coordinator to our MTSS meeting team. This bridged a gap of students that we are monitoring and seemless transition to addition supports for SST meetings.We did lose our Special Education Department chair because her schedule did not allow her to be present in the meetings.

We added an athletic program for another opportunity to participate. We added cross country and had 10 athletes participate.

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 are increasing Husky Help, our academic support program, from 45 mins to one hour after school on Tuesdays, Wednesdays, and Thursdays.

We are adding another athletic program. This year we are offering Boys' Volleyball.

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.

English Language Arts
Academic achievement in ELA will increase for all students through effective Tier I instruction, supported by ongoing professional development, walkthroughs, leadership development, and PLCs, as measured by CAASPP and iReady.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL 2: IMPACT: Enhance classroom instruction to effectively impact all students through the integration of Multi-Tiered Systems of Support (MTSS), evidence-based practices, and differentiated instruction.

GOAL 4: THRIVE: Establish environments that cultivate learning experiences and provide paths to college and career readiness, ensuring that all students thrive."

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.

In English/Language Arts, the overall performance is ranked Yellow on the Dashboard, with students scoring 38.6 points below standard this was a 9.3 point increase. Students that met the requirement to be in Yellow include: Hispanic 44.9, two or more races 23.6, and White 29.7 (All of these are points below standard). Students that met the requirement to be in Orange: African American 70.5, Asian 52.2, English Learners 82.2, Long-term English Learners 104.5, Socioeconomically Disadvantaged Students 59.8, and Students with Disabilities 119.9 (All of these are points below standard). Students that met the requirement to be in Red: Homeless 79.6 points below average.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	Students Proficient or Advanced on CAASPP Spring 2026 7th grade: 36% 8th grade: 33% Students with Disabilities 7th grade: 9 % 8th grade: 8.5% English Learners 7th grade: 7% 8th grade: 4%	Students Proficient or Advanced on CAASPP 7th grade: 40% 8th grade: 40% Students with Disabilities 7th grade: 15% 8th grade: 15% English Learners 7th grade: 10 % 8th grade: 10 %
CDE Dashboard	CDE Dashboard Yellow status: 38.6 points below standard	CDE Dashboard: 29 points below starndard
ELPAC & iReady	ELPAC Overall Scores 2026 Level 4 - 15% Level 3 - 36% Level 2 - 21% Level 1 - 27%	ELPAC Level 4 - 20% Level 3 - 40% Level 2 - 20% Level 1 - 20%

	iReady English Learners 7th grade: 1% 8th grade: 26%	iReady English Learners 7th grade: 6% 8th grade: 10%
iReady	7th grade- 30% at or above grade level 8th grade- 38% at or above grade level	7th grade- 40% at or above grade level 8th grade- 38% at or above grade level
iReady - EL Students	iReady English Learners 7th grade: 1% 8th grade: 26%	iReady English Learners 7th grade: 6% 8th grade: 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
2.1	LITERACY Implementation of AVID strategies across all core and elective courses: Riles teachers will foster a strong focus on literacy by implementing AVID reading comprehension and literary analysis strategies, increasing students' overall academic access. "Talk Like a Husky" will be added to the Read and Write Like a Husky strategy. In the first semester, Riles teachers will help develop the Discuss Like a Husky initiative. This focuses on students using academic language to engage in peer-to-peer collaboration and demonstrate verbal mastery of content. Corrective Reading is Riles' program to help identified students improve their reading skills. Students are screened and placed in specific Corrective Reading levels based on their needs of the screener. Corrective Reading lessons are provided daily. English Learner students who qualify will receive Corrective Reading instruction to increase their ability to read, write, and speak proficiently. Purchase high-interest, culturally responsive, and varied-level reading materials for the school library to increase student access to diverse informational and instructional texts.	All students	2000 Title I 4000-4999: Books And Supplies
2.2	TIERED INSTRUCTION Mandatory PLC time to engage in student data conversations, evaluate students' baseline and learning progress, and plan informed lessons that meet students' needs and improve learning outcomes. AVID, IYT, and ETS students participate in annual college tours, which will offer valuable exposure to higher education opportunities. English learners receive designated ELD instruction and Integrated instruction in ELA. Using student ELPAC levels, ELD students are placed in	All Students	8000 Title I 5000-5999: Services And Other Operating Expenditures 1500 Title I 1000-1999: Certificated Personnel Salaries

	ELD courses; learners receive direct, explicit instruction to support language acquisition and the development of reading and writing skills. The Academic Coordinator offers curriculum expertise and supports staff through training in meetings and one-on-one sessions, ensuring lessons are implemented as intended. Additionally, the coordinator provides individualized guidance to new teachers on classroom management systems and helps all teachers incorporate UDL strategies into their instruction. The Academic Coordinator supports teachers of intervention classes by providing materials and guidance. Riles teachers will administer 2 FIAB interim assessments. The interim assessments support teaching and learning throughout the year.		
2.3	PROFESSIONAL DEVELOPMENT StudySync: To strengthen Tier I ELA instruction and increase student literacy, the English department will work with the Academic Coordinator to ensure all teachers adhere to the curriculum and the agreed-upon scope and sequence. AVID strategies: Five staff members attended an AVID Summer Institute to strengthen our AVID program and college readiness initiatives. These staff members will then train others to implement AVID reading strategies, contributing to our school's literacy efforts. Peer Training: To improve student reading skills, staff will lead training sessions on literacy initiatives. These sessions will focus on "Read and Write Like a Husky" (AVID strategies) and Universal Design for Learning (UDL). We are also developing "Talk like a Husky" to develop students' academic language. Our Read, Write, and Talk like a Husky will help to promote the initiative that every day, in every class, every student participates by speaking, writing, and doing. The Academic Coordinator will identify and facilitate professional development initiatives for staff, departments, and individuals. To strengthen Tier 1 instruction and increase academic achievement for all students, teachers will embed at least three evidence based active participation strategies into daily lessons. The strategies will be modeled and implementation support provided by the Academic Coordinator. Student engagement and strategy implementation will be monitored and supported through monthly administrative walkthroughs. PROFESSIONAL LEARNING COMMUNITIES	All Students	6000 Title I 5800: Professional/Consulting Services And Operating Expenditures up to $6000 122144 Title I 1000-1999: Certificated Personnel Salaries 29500 Title I 3000-3999: Employee Benefits 1000 Title I 5800: Professional/Consulting Services And Operating Expenditures up to 1000 1000 Title I 5000-5999: Services And Other Operating Expenditures up to 1000

	Structured PLCs: Riles admin staff and teachers will engage in the PLC process with protected time and structured meetings. We will start the year working together as a staff, and as the year progresses, we will separate into departments and run their PLCs individually once the process is refined. A teacher was sent to Solution Tree's PLC Institute to support our continued PLC development. WCR staff will work together in all department meetings using the Plan-Do-Study-Act (PDSA) model to analyze student data and enhance curriculum support and student outcomes. The Academic Coordinator will guide departments through the PDSA cycle and continue to serve as an active member of the district's Data Culture team.		
2.4	WALKTHROUGHS The Principal, Assistant Principal, and Academic Coordinator will visit each classroom at least once a month to provide constructive feedback. These visits aim to strengthen teachers' skills and enhance Tier I instruction, ultimately leading to improved learning outcomes for all students.	All Students	0
2.5	LEADER GROWTH and DEVELOPMENT Principal will increase her understanding of the Foundations of Instruction through AVID Certified Educator training. This knowledge will be used for school wide professional development as well as individual coaching.	All Students	0
2.6			0

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 were able to implement the overall plan with success.

Last year, we developed and engaged in mandatory PLCs to collect, manage and plan for future lessons using student learning outcomes.

All of our ELD students received Designated instruction in ELD and Integrated instruction in ELA.

Our Academic Coordinator worked with the English Department to build and implement a scope and sequence.

Two of our AVID trained teachers provided peer presentation to further site expectations of Read and Write like a Husky.

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

This year we are not going to get college tutors. It's been difficult to find tutors who work with our schedule.

We started the year with teachers having to plan out their week of instruction and provide a schedule to the administration team, but the district worked with the unions and changed that policy.

UDL wasn't a top priority because we had to focus more strongly on aligning with the district literacy priority.

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 are adding 3 strategies: FIAB, Talk Like a Husky, and Corrective Reading for our English learners.

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.

MATH
Academic achievement in MATH will increase for all students through effective Tier I instruction, supported by ongoing professional development, walkthroughs, leadership development, and PLCs, as measured by CAASPP and iReady

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL 2: IMPACT: Enhance classroom instruction to effectively impact all students through the integration of Multi-Tiered Systems of Support (MTSS), evidence-based practices, and differentiated instruction.

GOAL 4: THRIVE Establish environments that cultivate learning experiences and provide paths to college and career readiness, ensuring that all students thrive.

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.

In math, the overall performance is ranked Yellow on the Dashboard, with students scoring 66.0 points below standard, this increased by 10.4 points. Students that met the requirement to be in Yellow include: Hispanic students 68, Homeless students 91.2, Students of Two or More Races 53.5, and Socioeconomically Disadvantaged students 83.3 (these are all points below standard). Students that met the requirement to be in Orange include: Asian 79.7, English Learners 106.6, Long-term English Learners 137.0 and White 56.2 (these are all points below standard). Students that met the requirement to be in Red include: African American 122.0, and Students with Disabilities 161.3, (these are all points below standard).

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	Students Proficient or Advanced on CAASPP 2026 7th grade: 24% 8th grade: 28% Students with Disabilities 7th grade: 9% 8th grade: 6% English Learners 7th grade:3% 8th grade:14%	Students Proficient or Advanced on CAASPP 7th grade: 30% 8th grade: 35% Students with Disabilities 7th grade: 15% 8th grade: 15% English Learners 7th grade: 7% 8th grade: 20%
CDE Dashboard	CDE Dashboard Yellow status: 66 points below standard	CDE Dashboard: 50 points below standard
iReady	7th grade 22% at or above grade level 8th 36% at or above grade level	7th grade 30% at or above grade level 8th 36% at or above grade level

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	TIER I INSTRUCTION Mandatory PLC time to engage in data conversations, evaluate students' baseline and learning progress, and plan informed lessons that meet students' needs and improve learning outcomes. Administer 2 math FIAB interim assessments. The interim assessments support teaching and learning throughout the year. Math teachers will be fully implementing the new curriculum. The admin team, including the Academic Coordinator, will work with the team to support not only the new curriculum but the CA Framework as a whole. All math teachers will participate in a three-part series presented by SCOE to facilitate the instructional shift in the new CA Math Framework. Implementation of Amplify Desmos Math: Use backward mapping from students' current skill levels; small-group instruction will ensure students master key skills. The math team will implement Building Thinking Classroom as a strategy for delivering the Amplify curriculum. Advanced Computer Science will develop and provide students with 21st-century skills: The Computer Science 2 class provides additional opportunities for students to utilize math and problem-solving thinking outside of the math classroom. Science hands-on lab resource: Science labs provide additional opportunities for students to utilize math and problem-solving thinking outside of the math classroom. This additional practice supports deeper math learning. Project Lead The Way, PLTW Gateway: PLTW classes provide additional opportunities for students to utilize math and problem-solving thinking outside of the math classroom. This additional practice supports deeper math learning. Gizmos Investigations: Gizmos provides additional opportunities for students to utilize math and problem-solving thinking outside of the math classroom. This additional practice supports deeper math learning.	All Students	400 Title I 4000-4999: Books And Supplies up to 400 7540.35 Title I 4000-4999: Books And Supplies up to $3000 450 Title I 5000-5999: Services And Other Operating Expenditures up to 500 1600 Title I 4000-4999: Books And Supplies up to 1600 3600 Title I 4000-4999: Books And Supplies up to 3600
3.2	PROFESSIONAL DEVELOPMENT Structured PLCs: Riles admin staff and teachers will engage in the PLC process with protected time and structured meetings. We will start the year	All Students	2500 Title I 1000-1999: Certificated Personnel Salaries

	working together as a staff, and as the year progresses, we will separate into departments and run their PLCs individually once the process is refined. Math Department teachers will attend Amplify Desmos Implementation Training. Math Department will attend the district's after-school sessions to develop a deeper understanding of the 2023 CA math framework presented by SCOE. The math department will participate in Building Thinking Classroom professional development, led by a peer trained in the strategy, who will teach the team how to implement it. Additionally, teachers will have the opportunity to attend virtual and in-person events through SCOE to continue to build their BTC skills.		1500 Title I 5000-5999: Services And Other Operating Expenditures
3.3	WALKTHROUGHS The Principal, Assistant Principal, and Academic Coordinator will visit each classroom at least once a month to provide constructive feedback. These visits aim to strengthen teachers' skills and enhance Tier I instruction, ultimately leading to improved learning outcomes for all students.	All Students	0
3.4	LEADER GROWTH & DEVELOPMENT The admin team will participate in the new math training. Monitor and support the math training while utilizing the classroom walkthroughs to provide feedback for the teachers. These funds are to support professional Development in Amplify Math and Building Thinking Classroom. Principal and Academic Coordinator will participate in Data Culture and use knowledge gained through book study and data review to guide Riles PLCs in developing stronger tier 1 instruction.	All Students	1000 Title I 5000-5999: Services And Other Operating Expenditures up to 1000
3.5	PROFESSIONAL LEARNING COMMUNITIES WCR staff will work together in math department meetings using the Plan-Do-Study-Act (PDSA) model to analyze student data and enhance curriculum support and student outcomes. The Academic Coordinator will guide departments through the PDSA cycle and continue to serve as an active member of the district's Data Culture team.	All Students	0
3.7			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Our math department is implementing the Building Thinking Classroom strategy. In order to do BTC, teachers need vertical whiteboards for the program. We added 7 whiteboards to 5 classes. Two staff members are new to BTC and involved in entry-level PD, and 3 staff members are a couple of years into BTC and engaged in building on their foundation.

Last year was the first year that we fully implemented PLCs & PDSA cycles; this was guided by the Principal and Academic Coordinator. We built the routine and got to understand the process to build this year. We did build a routine of PLCs and PDSA cycles that all staff participated.

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

We started the year with Weekly instructional plans, but there was a change in the district mandate. The mandate changed to they are completed by the teacher and are accessible if an administration if requested.

Since we had a grant to support our math adoption, we had a team that attended the SCOE math framework workshop. By November/December, our team identified 3 curricula that met our needs. In this process, we built a vision statement and criteria that help us pick the right curriculum for our students.

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

This year, we are doing a consistent dept chair meeting.

This year, we purchased Lego steam kits to build a new course of Computer Science 2. This is a new course that provides additional opportunities for students to utilize math and problem solving thinking out side of the math classroom. This additional practice will provide for deeper math learning,

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

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

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

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

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 6

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

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

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 7

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

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

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 8

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

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

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 9

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

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

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 10

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

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

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	$239,924
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$269,622.51
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	$245,622.51
Title IV Part A: Student Support and Academic Enrichment	$24,000.00

Subtotal of additional federal funds included for this school: $269,622.51

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

State or Local Programs	Allocation ($)
	$0.00

Subtotal of state or local funds included for this school: $0.00

Total of federal, state, and/or local funds for this school: $269,622.51

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
Title I	293,263	47,640.49
Lottery: Instructional Materials	51,845	51,845.00
General Fund	106,443	106,443.00
Title IV Part A: Student Support and Academic Enrichment	24,154	154.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Title I	245,622.51
Title IV Part A: Student Support and Academic Enrichment	24,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	145,144.00
3000-3999: Employee Benefits	34,500.00
4000-4999: Books And Supplies	39,678.51
5000-5999: Services And Other Operating Expenditures	43,300.00
5800: Professional/Consulting Services And Operating Expenditures	7,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	Title I	126,144.00
3000-3999: Employee Benefits	Title I	29,500.00

4000-4999: Books And Supplies	Title I	39,678.51
5000-5999: Services And Other Operating Expenditures	Title I	43,300.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	7,000.00
1000-1999: Certificated Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	19,000.00
3000-3999: Employee Benefits	Title IV Part A: Student Support and Academic Enrichment	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	79,888.16
Goal 2	171,144.00
Goal 3	18,590.35

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Jennifer Slay	Principal
Nickea Stalter	Other School Staff
Caryn Kennedy	Classroom Teacher
Jason Dupree	Classroom Teacher
Annelies Verhagen	Classroom Teacher
April Anderson	Parent or Community Member
Courtney Martin	Parent or Community Member
Que-Shawn Issacs	Parent or Community Member
	Secondary Student
	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 9/29/2026.

Attested:



Principal, Jennifer Slay on 9/29/2026



SSC Chairperson, Nickea Stalter on 9/29/2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
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 the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

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 (S*ections: 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 (Se*ctions: 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 (S*ections: 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

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Oak Hill Elementary	34 73973 6107734	September 23, 2026	October 21, 2026

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

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

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

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

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

- Schoolwide Program

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

Table of Contents

SPSA Title Page 1
Table of Contents....2
Plan Description....4
Educational Partner Involvement....4
Resource Inequities....4
Comprehensive Needs Assessment Components....4
California School Dashboard (Dashboard) Indicators....4
Other Needs....4
School and Student Performance Data....5
Student Enrollment....5
CAASPP Results....8
ELPAC Results....13
Student Population....17
Overall Performance....19
Academic Performance....21
Academic Engagement....29
Conditions & Climate....32
Goals, Strategies, & Proposed Expenditures....34
Goal 1....34
Goal 2....40
Goal 3....45
Goal 4....52
Goal 5....53
Goal 6....54
Goal 7....55
Goal 8....56
Goal 9....57
Goal 10....58
Budget Summary....59
Budget Summary....59
Other Federal, State, and Local Funds....59
Budgeted Funds and Expenditures in this Plan....60
Funds Budgeted to the School by Funding Source....60
Expenditures by Funding Source....60
Expenditures by Budget Reference....60
Expenditures by Budget Reference and Funding Source....60

Expenditures by Goal 61
School Site Council Membership 62
Recommendations and Assurances 63
Instructions 64
Appendix A: Plan Requirements 71
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 74
Appendix C: Select State and Federal Programs 77

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 Oak Hill Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students and support an all-inclusive school culture. California Education Codes 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council and the the English Learner Advisory Council met to review and update the SPSA. As part of our School Site Council monthly meetings, the SPSA was reviewed to ensure understanding and agreement on goals and budget.

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.

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.

English Language Arts, Mathematics, Suspension = Orange

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.

English Language Arts = Students w/ Disabilities
Math = Students w/Disablitites
Chronic Absenteeism = Students w/Disablities, African American
Suspensions = African American, Students w/ Disabilities, Two or more races

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.29%	0.14%	0.30%	2	1	2
African American	12.09%	12.00%	11.68%	82	84	78
Asian	11.95%	12.57%	13.62%	81	88	91
Filipino	3.10%	3.71%	3.59%	21	26	24
Hispanic/Latino	26.84%	26.00%	25.60%	182	182	171
Pacific Islander	0.88%	0.71%	0.75%	6	5	5
White	37.02%	36.71%	35.48%	251	257	237
Two or More Races	7.82%	8.14%	8.83%	53	57	59
Not Reported	%	%	0.15%			1
			Total Enrollment	678	700	668

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		44	45
Kindergarten	72	79	71
Grade 1	79	76	78
Grade 2	95	87	81
Grade3	104	103	91
Grade 4	95	100	102
Grade 5	119	93	98
Grade 6	90	118	102
Total Enrollment	678	700	668

Conclusions based on this data:

1. Oak Hill Elementary School serves a diverse student population which provides unique educational opportunities for the entire student body.
2. Enrollment by subgroup has remained fairly steady.

3. 60% of our students are in the white subgroup (35%) or hispanic subgroup (25%)

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	99	107	102	14.6%	15.3%	15.3%
Fluent English Proficient (FEP)	89	82	85	13.1%	11.7%	12.7%

Conclusions based on this data:

1. Oak Hill Elementary provides a designated and undesignated model to support the needs of our English Language Learners.
2. The number of students coming in who are Fluent Engligh Proficient (FEP) has steadily increased.
3. We have a full-time English Language Learner Specialist and a Bilingual Aide to support our English Language Development Program.

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	95	106	107	93	104	102	93	104	101	97.9	98.1	95.3
Grade 4	125	98	102	120	95	101	120	95	101	96.0	96.9	99
Grade 5	95	120	103	94	118	98	94	118	98	98.9	98.3	95.1
Grade 6	120	95	122	113	90	121	113	90	121	94.2	94.7	99.2
All Grades	435	419	434	420	407	422	420	407	421	96.6	97.1	97.2

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	2397.	2393.	2396.	12.90	14.42	19.80	27.96	20.19	19.80	21.51	27.88	18.81	37.63	37.50	41.58
Grade 4	2437.	2402.	2427.	16.67	11.58	14.85	23.33	11.58	15.84	16.67	17.89	25.74	43.33	58.95	43.56
Grade 5	2465.	2433.	2440.	20.21	5.08	7.14	12.77	19.49	28.57	23.40	20.34	22.45	43.62	55.08	41.84
Grade 6	2512.	2504.	2506.	21.24	13.33	14.05	23.89	24.44	29.75	24.78	24.44	24.79	30.09	37.78	31.40
All Grades	N/A	N/A	N/A	17.86	10.81	14.01	22.14	18.92	23.75	21.43	22.60	23.04	38.57	47.67	39.19

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	15.05	11.54	14.85	59.14	54.81	59.41	25.81	33.65	25.74
Grade 4	14.17	9.47	15.84	62.50	55.79	62.38	23.33	34.74	21.78
Grade 5	18.09	2.54	11.22	50.00	66.10	58.16	31.91	31.36	30.61
Grade 6	12.39	12.22	17.36	60.18	48.89	49.59	27.43	38.89	33.06
All Grades	14.76	8.60	14.96	58.33	57.00	57.01	26.90	34.40	28.03

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	9.68	9.62	7.92	52.69	57.69	54.46	37.63	32.69	37.62
Grade 4	7.50	6.38	3.96	53.33	46.81	56.44	39.17	46.81	39.60
Grade 5	13.83	5.08	5.10	45.74	50.00	52.04	40.43	44.92	42.86
Grade 6	22.12	12.22	14.05	49.56	53.33	53.72	28.32	34.44	32.23
All Grades	13.33	8.13	8.08	50.48	51.97	54.16	36.19	39.90	37.77

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	8.60	12.50	7.00	75.27	62.50	72.00	16.13	25.00	21.00
Grade 4	5.83	4.21	4.95	75.83	69.47	75.25	18.33	26.32	19.80
Grade 5	14.89	8.47	8.16	61.70	70.34	68.37	23.40	21.19	23.47
Grade 6	11.50	17.78	7.44	72.57	63.33	75.21	15.93	18.89	17.36
All Grades	10.00	10.57	6.90	71.67	66.58	72.86	18.33	22.85	20.24

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	8.60	9.62	10.89	68.82	67.31	64.36	22.58	23.08	24.75
Grade 4	9.17	8.42	8.91	71.67	50.53	68.32	19.17	41.05	22.77
Grade 5	11.70	4.24	7.14	54.26	59.32	55.10	34.04	36.44	37.76
Grade 6	9.73	12.22	14.88	69.91	65.56	66.94	20.35	22.22	18.18
All Grades	9.76	8.35	10.69	66.67	60.69	63.90	23.57	30.96	25.42

Conclusions based on this data:

1. Of the 4 domains, reading has the highest % of students achieving above standard at 15%.

2. Overall ELA CAASPP results improved in the 24-25 SY compared to 23-24 SY - with an increase of 3.2% above standard and a decrease of 8% of students below standard.

3. Tier 1 ELA needs remain an area that need to be addressed to further strengthen ELA achievement in all domains.

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	95	106	107	94	105	106	94	105	106	98.9	99.1	99.1
Grade 4	125	98	102	124	98	102	124	98	102	99.2	100	100
Grade 5	95	120	103	95	119	101	94	119	101	100.0	99.2	98.1
Grade 6	120	95	122	118	92	120	118	92	120	98.3	96.8	98.4
All Grades	435	419	434	431	414	429	430	414	429	99.1	98.8	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2411.	2405.	2399.	12.77	11.43	8.49	25.53	23.81	27.36	28.72	29.52	26.42	32.98	35.24	37.74
Grade 4	2434.	2418.	2425.	6.45	7.14	4.90	19.35	18.37	18.63	38.71	29.59	39.22	35.48	44.90	37.25
Grade 5	2472.	2437.	2429.	12.77	5.04	3.96	15.96	10.92	8.91	26.60	21.85	33.66	44.68	62.18	53.47
Grade 6	2478.	2485.	2463.	8.47	18.48	6.67	22.88	10.87	10.83	25.42	20.65	31.67	43.22	50.00	50.83
Grade 11															
All Grades	N/A	N/A	N/A	9.77	10.14	6.06	20.93	15.94	16.32	30.23	25.36	32.63	39.07	48.55	44.99

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	18.09	15.24	16.98	55.32	53.33	55.66	26.60	31.43	27.36
Grade 4	8.06	9.18	5.88	50.00	39.80	52.94	41.94	51.02	41.18
Grade 5	12.77	8.40	3.96	44.68	36.13	41.58	42.55	55.46	54.46
Grade 6	9.32	20.65	5.00	43.22	28.26	36.67	47.46	51.09	58.33
Grade 11									
All Grades	11.63	13.04	7.93	48.14	39.61	46.39	40.23	47.34	45.69

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	18.09	10.48	10.38	47.87	56.19	52.83	34.04	33.33	36.79
Grade 4	10.48	8.16	11.76	54.03	44.90	47.06	35.48	46.94	41.18
Grade 5	14.89	7.56	5.94	47.87	47.06	41.58	37.23	45.38	52.48
Grade 6	10.17	16.30	5.00	48.31	40.22	48.33	41.53	43.48	46.67
All Grades	13.02	10.39	8.16	49.77	47.34	47.55	37.21	42.27	44.29

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	9.57	18.10	8.49	64.89	60.00	68.87	25.53	21.90	22.64
Grade 4	8.87	11.22	5.88	56.45	37.76	51.96	34.68	51.02	42.16
Grade 5	11.70	1.68	3.96	60.64	56.30	54.46	27.66	42.02	41.58
Grade 6	3.39	16.30	5.83	67.80	47.83	52.50	28.81	35.87	41.67
All Grades	8.14	11.35	6.06	62.33	50.97	56.88	29.53	37.68	37.06

Conclusions based on this data:

1. Students who exceeded standards in math have decreased overall and in all domains during the 24-25 SY.
2. There was a reduction in students who had not met standards by 3.21% during the 24-25 SY.
3. Strengthening of Tier 1 Math instruction is necessary to improve math achievement. Our focus on direct, explicit teaching strategies, active participation and math connected professional development including Building Thinking Classrooms and the Math Framework will support this need.

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1473.9	1445.0	1479.6	1459.0	1444.8	1470.9	1508.6	1444.9	1500.1	23	21	18
1	1428.8	*	1409.6	1427.9	*	1408.0	1429.4	*	1410.8	13	8	12
2	1499.6	1447.8	1414.1	1510.9	1437.9	1402.5	1487.8	1457.1	1425.2	16	20	14
3	1511.9	1486.4	1478.6	1526.0	1490.4	1479.6	1497.6	1481.8	1477.3	12	13	18
4	1505.6	1467.9	1492.3	1505.5	1457.5	1499.7	1505.2	1477.5	1484.4	28	15	15
5	1520.4	1520.0	1476.6	1519.9	1528.6	1475.6	1520.4	1511.0	1477.1	14	23	19
6	1471.4	1479.9	1535.2	1465.6	1476.8	1547.4	1476.8	1482.5	1522.3	15	13	23
All Grades										121	113	119

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	47.83	33.33	61.11	17.39	14.29	22.22	21.74	28.57	11.11	13.04	23.81	5.56	23	21	18
1	0.00	*	8.33	46.15	*	25.00	15.38	*	33.33	38.46	*	33.33	13	*	12
2	31.25	5.00	0.00	31.25	60.00	35.71	25.00	10.00	21.43	12.50	25.00	42.86	16	20	14
3	41.67	15.38	11.11	33.33	46.15	55.56	16.67	15.38	16.67	8.33	23.08	16.67	12	13	18
4	25.00	6.67	40.00	35.71	40.00	20.00	7.14	26.67	13.33	32.14	26.67	26.67	28	15	15
5	42.86	21.74	26.32	14.29	43.48	21.05	21.43	13.04	15.79	21.43	21.74	36.84	14	23	19
6	33.33	0.00	30.43	13.33	38.46	39.13	13.33	38.46	26.09	40.00	23.08	4.35	15	13	23
All Grades	32.23	15.04	26.89	27.27	38.05	31.93	16.53	22.12	19.33	23.97	24.78	21.85	121	113	119

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	39.13	33.33	44.44	26.09	14.29	38.89	21.74	33.33	5.56	13.04	19.05	11.11	23	21	18
1	0.00	*	25.00	46.15	*	16.67	30.77	*	25.00	23.08	*	33.33	13	*	12
2	50.00	30.00	0.00	25.00	40.00	35.71	25.00	5.00	28.57	0.00	25.00	35.71	16	20	14
3	41.67	46.15	33.33	41.67	15.38	38.89	8.33	23.08	16.67	8.33	15.38	11.11	12	13	18
4	53.57	26.67	46.67	14.29	40.00	26.67	7.14	6.67	13.33	25.00	26.67	13.33	28	15	15
5	50.00	43.48	36.84	28.57	34.78	21.05	0.00	8.70	5.26	21.43	13.04	36.84	14	23	19
6	46.67	15.38	56.52	13.33	46.15	30.43	6.67	15.38	8.70	33.33	23.08	4.35	15	13	23
All Grades	42.15	31.86	36.97	25.62	31.86	30.25	14.05	15.93	13.45	18.18	20.35	19.33	121	113	119

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	36.36	38.10	66.67	31.82	9.52	5.56	27.27	33.33	22.22	4.55	19.05	5.56	22	21	18
1	0.00	*	8.33	52.94	*	16.67	23.53	*	33.33	23.53	*	41.67	17	*	12
2	11.76	5.00	0.00	41.18	40.00	21.43	11.76	30.00	35.71	35.29	25.00	42.86	17	20	14
3	*	0.00	5.56	*	30.77	33.33	*	38.46	44.44	*	30.77	16.67	*	13	18
4	16.67	0.00	0.00	58.33	20.00	46.67	8.33	46.67	13.33	16.67	33.33	40.00	12	15	15
5	0.00	4.35	5.26	30.77	17.39	26.32	61.54	47.83	21.05	7.69	30.43	47.37	13	23	19
6	6.67	0.00	8.70	33.33	0.00	17.39	0.00	69.23	43.48	60.00	30.77	30.43	15	13	23
All Grades	17.36	9.73	14.29	29.75	19.47	23.53	19.83	43.36	31.09	33.06	27.43	31.09	121	113	119

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	47.83	33.33	27.78	34.78	28.57	66.67	17.39	38.10	5.56	23	21	18
1	7.69	*	33.33	76.92	*	33.33	15.38	*	33.33	13	*	12
2	37.50	10.00	14.29	56.25	65.00	50.00	6.25	25.00	35.71	16	20	14
3	33.33	30.77	33.33	50.00	53.85	50.00	16.67	15.38	16.67	12	13	18
4	39.29	40.00	53.33	46.43	33.33	20.00	14.29	26.67	26.67	28	15	15
5	35.71	21.74	21.05	42.86	65.22	47.37	21.43	13.04	31.58	14	23	19
6	26.67	0.00	21.74	40.00	69.23	69.57	33.33	30.77	8.70	15	13	23
All Grades	34.71	22.12	28.57	47.93	53.10	50.42	17.36	24.78	21.01	121	113	119

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	43.48	38.10	61.11	34.78	42.86	27.78	21.74	19.05	11.11	23	21	18
1	30.77	*	8.33	23.08	*	58.33	46.15	*	33.33	13	*	12
2	56.25	50.00	7.14	43.75	25.00	50.00	0.00	25.00	42.86	16	20	14
3	75.00	61.54	55.56	16.67	23.08	27.78	8.33	15.38	16.67	12	13	18
4	60.71	26.67	60.00	10.71	40.00	20.00	28.57	33.33	20.00	28	15	15
5	78.57	65.22	57.89	7.14	21.74	5.26	14.29	13.04	36.84	14	23	19
6	60.00	53.85	78.26	0.00	30.77	17.39	40.00	15.38	4.35	15	13	23
All Grades	57.02	46.02	51.26	19.83	33.63	26.89	23.14	20.35	21.85	121	113	119

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	43.48	28.57	38.89	43.48	38.10	55.56	13.04	33.33	5.56	23	21	18
1	7.69	*	8.33	46.15	*	50.00	46.15	*	41.67	13	*	12
2	25.00	5.00	0.00	56.25	65.00	42.86	18.75	30.00	57.14	16	20	14
3	0.00	0.00	0.00	83.33	53.85	72.22	16.67	46.15	27.78	12	13	18
4	17.86	0.00	0.00	42.86	53.33	46.67	39.29	46.67	53.33	28	15	15
5	7.14	4.35	5.26	42.86	65.22	47.37	50.00	30.43	47.37	14	23	19
6	6.67	0.00	8.70	33.33	23.08	30.43	60.00	76.92	60.87	15	13	23
All Grades	18.18	7.96	9.24	47.93	51.33	48.74	33.88	40.71	42.02	121	113	119

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	65.22	42.86	88.89	21.74	47.62	0.00	13.04	9.52	11.11	23	21	18
1	0.00	*	8.33	69.23	*	58.33	30.77	*	33.33	13	*	12
2	25.00	30.00	7.14	56.25	45.00	50.00	18.75	25.00	42.86	16	20	14
3	8.33	15.38	5.56	83.33	61.54	77.78	8.33	23.08	16.67	12	13	18
4	25.00	6.67	13.33	53.57	73.33	53.33	21.43	20.00	33.33	28	15	15
5	35.71	13.04	5.26	42.86	65.22	47.37	21.43	21.74	47.37	14	23	19
6	26.67	7.69	13.04	33.33	84.62	78.26	40.00	7.69	8.70	15	13	23
All Grades	29.75	20.35	21.01	48.76	61.06	52.94	21.49	18.58	26.05	121	113	119

Conclusions based on this data:

1. Overall there was an 11% improvement in English Learner achievement in the 24-25 SY and an increase in Level 4 achievement in every domain.

2. 2nd, 3rd and 5th grade students demonstrated a decrease in performance in the 24-25 SY vs. the 23-24 SY in the speaking domain. 2nd (-43%) 3rd (6%) 5th (7%). Supporting EL students through Tier 1 speaking strategies throughout the school day can support achievement in this area.

3. Reading Domain has the lowest percentage of students performing at the "Well Developed" stage, with only 9.24% of students achieving this level. This highlights a key area of focus for instructional efforts.

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**
700	**61.4%**	**15.3%**	**0.4%**
Total Number of Students enrolled in Oak Hill Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	107	15.3%
Foster Youth	3	0.4%
Homeless	59	8.4%
Socioeconomically Disadvantaged	430	61.4%
Students with Disabilities	108	15.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	84	12%
American Indian	1	0.1%
Asian	88	12.6%
Filipino	26	3.7%
Hispanic	182	26%
Two or More Races	57	8.1%
Pacific Islander	5	0.7%
White	257	36.7%

Conclusions based on this data:

1. The majority of students (62%) fall within the white (36%) or hispanic (26%) subgroups.

2. Of the 700 students, 61% are socioeconomically disadvantaged, 15% are English Learners, 15% are students with disabilities, 8% are homeless.

3. Oak Hill Elementary serves a diverse student population, representing a variety of cultural, linguistic, and socioeconomic backgrounds. The school's commitment to inclusivity and equity is reflected in its efforts to meet the needs of all students, with particular attention to identified subgroups.

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.

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

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The California School Dashboard indicates that performance at Oak Hill Elementary is mixed with English Learners in the green, ELA in the yellow, Chronic Absenteeism, Math, and Suspension rates are in the Orange.
2. Efforts to support ELA instruction are having a positive impact. We can continue to strengthen achievement and growth in all areas.

3. The English Learner Progress Indicator (ELPI) is a key state measure on the California School Dashboard that tracks the percentage of English learner (EL) students making progress toward English language proficiency. At Oak Hill Elementary, the ELPI is an area of strength, demonstrating the effectiveness of the school's efforts to support its English learners.

School and Student Performance Data

Academic Performance
English Language Arts

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 English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	7	0	0

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	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 No Performance Color
38.9 points below standard	57 points below standard	Fewer than 11 students - No Data for Privacy
Increased 10.6 points	Increased 10.1 points	2 Students
394 Students	98 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Yellow	 Yellow
Fewer than 11 students - No Data for Privacy	58 points below standard	55.3 points below standard
0 Students	Increased 12.2 points	Increased 4.2 points
	34 Students	247 Students

Students with Disabilities	African American	American Indian
 Red	 Yellow	 No Performance Color
127.3 points below standard	56.9 points below standard	Fewer than 11 students - No Data for Privacy
Declined 21.5 points	Increased 17.2 points	1 Student
60 Students	43 Students	

Asian	Filipino	Hispanic
 Yellow	 No Performance Color	 Yellow
25.4 points below standard	10.4 points above standard	45.6 points below standard
Increased 18.8 points	Declined 21.4 points	Increased 16.8 points
52 Students	16 Students	95 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Yellow
32 points below standard	Fewer than 11 students - No Data for Privacy	42.3 points below standard
Maintained -1.9 points	3 Students	Increased 3.5 points
34 Students		150 Students

Conclusions based on this data:

1. Dashboard data by subgroup reveal an overall increase of 10.6 points, although we remain behind standard by 39 points.
2. All subgroups demonstrated an increase in achievement with the exception of Students With disabilities who demonstrated a decrease of 21.5 points and Students who were classified as Two or More Races who maintained with a decrease of 1.9 points.
3. Tier 1 ELA instruction remains a priority and an area of need. Strengthening understanding of ELA instruction through the science of reading as well as teaching through explicit instruction and active participation strategies will support all learners in this area.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	7	1	0	0

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	English Learners	Long-Term English Learners
 Orange	 Orange	 No Performance Color
67.5 points below standard	71.6 points below standard	Fewer than 11 students - No Data for Privacy
Declined 7.5 points	Maintained -1 points	2 Students
396 Students	99 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Orange	 Orange
Fewer than 11 students - No Data for Privacy	83.7 points below standard	81.7 points below standard
0 Students	Declined 17.7 points	Declined 14 points
	33 Students	251 Students

Students with Disabilities	African American	American Indian
 Red	 Yellow	 No Performance Color
132.3 points below standard	78.9 points below standard	Fewer than 11 students - No Data for Privacy
Declined 14 points	Increased 21.6 points	1 Student
62 Students	42 Students	

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Orange
58.4 points below standard	22 points below standard	83.1 points below standard
Declined 8.6 points	Declined 68.9 points	Declined 8.3 points
53 Students	16 Students	96 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Orange
78.4 points below standard	Fewer than 11 students - No Data for Privacy	63.9 points below standard
Declined 14.3 points	3 Students	Declined 15 points
34 Students		152 Students

Conclusions based on this data:

1. Overall Oak Hill Elementary scored in the Orange in this area with a decrease of 7.5 points and overall 67.5 points below standard.
2. All subgroups declined or maintained achievement with the exception of African American students who demonstrated in increase of 21.6 points in achievement.
3. Tier 1 Math instruction remains a priority and an area of need. Strengthening understanding of the mathematical framework and Building Thinking Classroom teaching strategies coupled with our focus on explicit instruction and active participation strategies will support all learners in this area.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
51.3 science points	44.1 science points	0 Students
Increased 6.6 points	Increased 4.5 points	
91 Students	24 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	47 science points
1 Student	10 Students	Increased 5.5 points
		49 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
40.2 science points	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 4.1 points	7 Students	1 Student
11 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 No Performance Color
51.8 science points	Fewer than 11 students - No Data for Privacy	47.7 science points
12 Students	5 Students	Increased 7 points
		20 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	0 Students	50.6 science points
10 Students		Increased 2.2 points
		36 Students

Conclusions based on this data:

1. Oak Hill scored in the green in this content area demonstrating an increase of 6.6 points with an overall of 51.3 points.
2. All reported subgroups: white, hispanic, students with disabilities, socioeconomically disadvantaged and students with disabilities demonstrated an increase in points.
3. Continued focus on Tier 1 instructional practices including direct instruction and active participation strategies will continue to support achievement in this area.

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**
	
Green	No Performance Color
61.4 making progress.	making progress.
Number Students: 88 Students	Number Students: 1 Student

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**
11.6%	25.6%	1.2%	61.6%

Conclusions based on this data:

1. Oak Hill remains in the green band in the California Dashboard reporting with 61.4 making progress.
2. 61.6% of students improved at least on ELPI level.
3. 11.6% of English Language Leaners decreased by one ELPI level.

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.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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	English Learners	Long-Term English Learners
 Orange	 Green	 No Performance Color
17.9% Chronically Absent	9.3% Chronically Absent	Fewer than 11 students - No Data for Privacy
Maintained -0.4	Declined 10	2 Students
759 Students	140 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Orange	 Orange
Fewer than 11 students - No Data for Privacy	28.9% Chronically Absent	21.2% Chronically Absent
3 Students	Declined 0.9	Declined 0.5
	76 Students	491 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
23.7% Chronically Absent	30.1% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 1.9	Increased 7.3	1 Student
131 Students	93 Students	

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Orange
6.1% Chronically Absent	26.9% Chronically Absent	21.5% Chronically Absent
Declined 5.7	Increased 13.9	Declined 2.7
98 Students	26 Students	195 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Yellow
15% Chronically Absent	Fewer than 11 students - No Data for Privacy	14.6% Chronically Absent
Increased 3.9	5 Students	Declined 1.4
60 Students		281 Students

Conclusions based on this data:

1. The California Dashboard places Oak Hill Elementary in the orange for Chronic absenteeism with 17.9% of students being chronically absent. Despite the rate falling into the orange tier, it represents a significant improvement, having declined by 4.9% from previous years.
2. Data shows a decline in chronic absenteeism for all student subgroups at Oak Hill Elementary, with the exception of students identifying as Two or More Races, African American Students, Students with Disabilities
3. The Asian subgroup has the lowest chronic absenteeism rate at 6.1%. This indicates that a smaller proportion of Asian students are chronically absent compared to other subgroups. The Hispanic subgroup has a 21.5% chronic absenteeism rate, which is higher compared to other subgroups.

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

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
3	3	1	1	1

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Green	 No Performance Color
4.5% suspended at least one day	1.4% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 1.4%	Declined 0.6%	2 Students
784 Students	147 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Yellow	 Orange
Fewer than 11 students - No Data for Privacy	5.1% suspended at least one day	4.9% suspended at least one day
4 Students	Declined 4.9%	Increased 0.9%
	78 Students	510 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
7.5% suspended at least one day	11.1% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 0.5%	Increased 5%	1 Student
134 Students	99 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Orange
0% suspended at least one day	3.4% suspended at least one day	4.5% suspended at least one day
Maintained 0%	Increased 3.4%	Maintained 0.2%
103 Students	29 Students	199 Students

Two or More Races	Pacific Islander	White
 Red	 No Performance Color	 Orange
6.6% suspended at least one day	Fewer than 11 students - No Data for Privacy	3.1% suspended at least one day
Increased 3.1%	5 Students	Increased 1%
61 Students		287 Students

Conclusions based on this data:

1. Oak Hill Elementary is Orange in the Dashboard Data for suspension rates, demonstrating a 1.4% increase from the prior school year.
2. The latest data reveals that Students with Disabilities and African American students have the highest suspension rates at Oak Hill Elementary. Specifically, Students with Disabilities have a suspension rate of 7.5%, while African American students have a rate of 11.1%.
3. Suspension rates for all subgroups increased or maintained, with the exception of English Learners who declined by .6% and students categorized as homeless who declined by 4.9%

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.

English Language Arts
Academic achievement in ELA will increase for all students through a strong literacy program and effective Tier I instruction, supported by ongoing professional development, walkthroughs, leadership development, and PLCs, as measured by CAASPP and iReady.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL 2: IMPACT
Enhance classroom instruction to effectively impact all students through the integration of Multi-Tiered Systems of Support (MTSS), evidence-based practices, and differentiated instruction.

GOAL 4: THRIVE
Establish environments that cultivate learning experiences and provide paths to college and career readiness, ensuring that all students thrive.

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.

Based on 2025–2026 i-Ready ELA year-end data, 50% of K–6 students are performing at grade level. Although evidence confirms significant student responsiveness to targeted foundational phonics interventions, a critical deficit remains in vocabulary and overall reading comprehension. To address this, there is an identified need to implement evidence-based comprehension strategies and academic vocabulary instruction across all tiers, while continuing to support and monitor our foundational reading structures.

California Dashboard (At-Risk RED subgroups):
-- Students with Disabilities (CAASPP 2025 Data)

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
iReady	Overall I-Ready ELA Achievement - % of students scoring Early on, Mid or Above Grade Level for 25-26 SY: Overall (All Grades) - 50% Kinder - 81% 1st Grade - 58% 2nd Grade - 51% 3rd Grade - 60% 4th Grade - 34% 5th Grade - 44% 6th Grade - 36%	By May 2027, students scoring Early on, Mid or Above Grade Level on Diagnostic #3 of the I-Ready ELA Assessment will improve by 5% overall and for all grades.
CAASPP	Percentage of Students who scored Advanced or Proficient in ELA CAASPP Summative Assessment during the 25-26 SY: • 3rd Grade: 39% • 4th Grade: 29% • 5th Grade: 35% • 6th Grade: 42%	By May 2027, students scoring Advanced or Proficient on ELA CAASPP Summative Assessment will increase by 5% resulting in the following: • 3rd Grade: 44% • 4th Grade: 34% • 5th Grade: 40% • 6th Grade: 46%
CDE Dashboard	California Dashboard Data in ELA reveals the following data for achievement below standard by the following points: • Overall (ORANGE) - 38.9 points below standard • Students with Disabilities (RED) = 127.3 points below standard	Dashboard scores will improve by 10 points for the following groups: • Overall - 28.9 points below standard • Students with Disabilities - 117.3 points below standard

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional Learning, Collaboration & Tier 1 Instruction • Staff will participate in Professional Learning Communities (PLCs) and engage in Plan, Do, Study, Act (PDSA) cycles to analyze student data, plan instruction and monitor progress.	All students with particular attention to the following subgroups: SWD.	125198 Title I 1000-1999: Certificated Personnel Salaries Academic Coordinator 16,230 Title I 1000-1999: Certificated Personnel Salaries Subs for Release Time 3,000 Title I

	• Professional development, coaching and release time will support explicit instruction, science of reading, literacy practices and the use of at least 3 active participation strategies within daily lessons. • Grade level teams will administer at least 2 standards-aligned Focused Interim Assessment Blocks (FIAB), developing PDSA cycles to be evaluated during PLCs and adjust Tier 1 instruction and identify targeted academic needs. Implementation active participation strategies and direct, explicit teaching will be monitored and supported through monthly administrative walkthroughs and feedback. Evidence of PLCs and PDSA work will be housed in grade level digital PLC Binders which will be reviewed and supported through administrator review. PLCs will be a combination of guided through site leadership team and prompted through PLC Binders. Support personnel include: • 1 FTE Academic Coordinator • 2 Stipends for SST Coodinator/Admin Designee • Certificated substitutes to provide release and planning time • Classified sustitutes to provide class supervision and assessment support.		1000-1999: Certificated Personnel Salaries Admin Designee/SST Support 10,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Professional Development 40,000 Title I 2000-2999: Classified Personnel Salaries Title I 3000-3999: Employee Benefits 30128
1.2	Targeted Supports for Diverse Learners • Staff will utilize CJUSD MTSS Blueprint including the Pre-Referral and Referral to intervention system to document support provied to address student needs. • Provide targeted literacy supports for English Learners through collaboration with ELD Teacher and General Education teachers	All students, SWD, English Learners	Title I 1000-1999: Certificated Personnel Salaries PLC Release Time

	that include goal setting and use of Ellevation and Imagine Learning learning program • Provide targeted literacy supports for students with disabilities through implementation of use of Sonday and Unique with fidelity.		
1.3	Schedule & Dedicated Academic Time • Oak Hill will maintain a dedicated ELA block within the master schedule focused on standards-aligned,evidenced based Tier 1 literacy instruction. • At least 30 minutes of WIN rotation to provide targeted Tier 1 support within the ELA block	All students with particular attention to SWD.	
1.4	Instructional Resources & Technology Continue to provide access to the following: • Chromebooks and accessories • Digital devices, as needed, such as Ipads or Tablets • Provide class, students and school library collections with high-quality multicultural literature and resources that authentically reflect and celebrate the diverse backgrounds, experiences, and identities of our student population and the broader world.	All Students	5,000 Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies Technology, Books
1.5	Student Recognition & Goal Setting Continue to promote and celebrate academic achievement through: • Goal Setting with students to build ownership and awareness in learning • Award ceremonies and other student acknowledgement to celebrate student achievement *See Goal #2 for Funding Information	All Students	
1.8			

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.

Goal #2 Goal Partially Met

I-Ready - Goal Partially Met
ELA Achievement overall at Oak Hill improved in the 25-26 SY by 3% overall

2023-24 - 46% on grade level
2024-25 - 47% on grade level
2025-26 - 50% on grade level

ELA Overall I-Ready Diagnostic #3 scores for students at or above grade level comparison from 24-25 SY to 25-26 SY:

- Kindergarten - +1% from prior year
- 1st grade improved 15% from prior year
- 2nd grade decreased by 7% from prior year
- 3rd grade improved by 10% from prior year
- 4th grade decreased by 7% from prior year
- 5th grade improved by 6% from prior year
- 6th improved by 3% from prior year

ELA Phonics Domain I-Ready Diagnostic #3 scores for students at or above grade level comparison from 24-25 SY to 25-26 SY:

- Overall improved by 3% from prior year

CAASPP - Goal Not Met
ELA Summative Assessment
3rd Grade - Goal Not Met - 39% (-1% from prior year) were proficient or advanced
4th Grade - Goal Not Met - 29% (-2% from prior year) were proficient or advanced
5th Grade - Goal Not Met - 35% (-2% from prior year) were proficient of advanced
6th Grade - Goal Not Met - 42% (-2% from prior year) were proficient or advanced

STRATEGY REVIEW:
1.1 - Designated math instructional block was implemented.
1.2 - WIN was implemented with a focus on grouping based on instructional needs.
1.3 - PLCs were implemented and focused on grouping students based on needs. Some grade levels engaged in deeper PLC dives with administrative support.
1.4 - Learning Walkthroughs were not fully implemented with 100% of teachers receiving a monthly feedback 5 out of 10 months.
1.5 - MTSS process was followed with students receiving targeted support and progress monitoring of goals.
1.6 - English Language Development teacher utilized Ellevation and Imagine Learning data to support student achievements and provided additional phonics support to ELD students.
1.7 Implemention of Sonday and Unique in Special Education classrooms was implemented.
1.8 Professional development in Science of Reading practices were provided to staff.
1.9 Support including data tracking platforms, books and materials were provided.

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

Budgeted expenditures were aligned to meet the articulated goals.

Implementation of the following strategies did not occur as planned:

- Intervention team was reduced from by 1 FTE in January due to site staffing needs in a 1st grade classroom
- ELD program had a long term substitute for approximately 10 school weeks.

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.

Based on analysis of the 25-26 school year data and changes to our intervention team due to budget changes, we are moving forward with the following adjustments in the 26-27 School Year:

Combined Strategies 1.1, 1.3, 1.4 and 1.8 to focus on PLCs, Tier 1 & Professional Development
Combined Strategies 1.1 and 1.2
Combined Strategies 1.4 and 1.5
Combined Strategies 1.6 and 1.7
Combined Strategies 1.5 and 1.10

- During designated collaboration time our grade level PLCs will work on plans to administer 2 FIABs in ELA. The purpose is to target specific areas and develop a PDSA cycle to monitor student growth and achievement based on implementation of an identified strategy to improve student learning and strengthen Tier 1 instruction.
- Active participation and explicit teaching strategies will be implemented into daily lessons to support student engagement. Strategies will be shared through professional development during staff meetings.
- Transition of Title 1 Teacher position to Academic Coordinator

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.

Mathematics
Academic achievement in MATH will increase for all students through effective Tier I instruction, supported by ongoing professional development, walkthroughs, leadership development,, and PLCs, as measured by CAASPP and iReady.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL 2: IMPACT
Enhance classroom instruction to effectively impact all students through the integration of Multi-Tiered Systems of Support (MTSS), evidence-based practices, and differentiated instruction.

GOAL 4: THRIVE
Establish environments that cultivate learning experiences and provide paths to college and career readiness, ensuring that all students thrive.

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.

Based on the 2025–2026 year-end i-Ready Mathematics diagnostic, 38% of K–6 students are performing at or above grade level. This data indicates that schoolwide mathematical understanding and overall proficiency remain critical areas of focus and targeted growth across all grade levels.

California Dashboard (At-Risk RED subgroups):
-- Although no student subgroups performed within the Red tier, overall performance declined schoolwide. With the exception of the African American student group, all other subgroups experienced a decrease in achievement metrics.(CAASPP 2025 Data)

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
I-Ready	iReady (Overall) 25-26 Baseline: School-wide: 38% green (on or above grade level) Grade K = 60% green (on or above grade level) Grade 1 = 36% green (on or above grade level) Grade 2 = 36% green (on or above grade level) Grade 3 = 50% green (on or above grade level) Grade 4 = 21% green (on or above grade level) Grade 5 = 34% green (on or above grade level) Grade 6 = 36% green (on or above grade level)	By May 2027 students scoring Early on, Mid or Above Grade Level on Diagnostic #3 of the I-Ready Math Assessment will improve by 5% overall and for all grades.
CAASPP	Math ELA - % of Students Proficient or Advanced: • 3rd Grade: 39% • 4th Grade: 18% • 5th Grade: 13% • 6th Grade: 29%	By May 2027 CAASPP achievement will improve by 5% for students in 3rd through 6th grade scoring proficient or advanced.
CDE Dashboard	2025 Calfornia Dashboard: • Overall - 67.5 points below standard, Orange Band • Students with Disabilities - 118.3 points below standard, Red Band	Dashboard scores will improve by 10 points for the following groups: • Overall - 57.5 points below standard • Students with Disabilities - 108.3 points below standard

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	Tier 1 Math Instruction, Collaboration & Professional Learning Strengthen Tier 1 Math through: • Staff will participate in Professional Learning Communities (PLCs) and engage in Plan, Do, Study, Act (PDSA) cycles to analyze student data, plan instruction and monitor progress. • Professional development in Explicit Instruction, Math Framework training in partnership with Sacramento County Office of	All students with particular attention to the following subgroups: SWD	

	Education, and Building Thinking Classrooms strategies. • Coaching and support to implement evidence-based practices within Tier 1 Instruction including explicit instruction and embedding at least three active participation strategies in daily lessons. • Grade level teams will administer at least 2 standards-aligned Focused Interim Assessment Blocks (FIABs), developing PDSA cycles to be evaluated during PLCs and adjust Tier 1 instruction and identify targeted academic needs. • Provide access to math materials and manipulatives to support active participation strategies • Implementation active participation strategies and direct, explicit teaching will be monitored and supported through monthly administrative walkthroughs and feedback. • Evidence of PLCs and PDSA work will be housed in grade level digital PLC Binders which will be reviewed and supported through administrator review. PLCs will be a combination of guided through site leadership team and prompted through PLC Binders. See Strategy 1.1 for support team and funding information.		
2.2	Dedicated Math Block Maintain a designed Math block embedded within the master school schedule for TK-6th grade which will be focused on Tier 1 Instructional practices.	All students with particular attention to the following subgroups: SWD	
2.3	Student Recognition & Goal Setting Continue to promote and celebrate academic achievement through: • Goal Setting with students to build ownership and awareness in learning • Award ceremonies and student acknowledgement celebrations	All students with particular attention to the following subgroups: SWD	13,650 Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies Recognition Prizes, awards, incentives, assemblies

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.

Goal #2 Not Met

I-Ready:
Math Achievement overall at Oak Hill declined in the 25-26 SY by 2% overall

2023-24 - 34% on grade level
2024-25 - 38% on grade level
2025-26 - 36% on grade level

Grade Level I-Ready Diagnostic #3 students at or above grade level comparison from 24-25 SY to 25-26 SY:

- Kindergarten - +5% from prior year
- 1st grade improved 0% from prior year
- 2nd grade decreased by 1% from prior year
- 3rd grade decreased by 14% from prior year
- 4th grade improved 15% from prior year
- 5th grade decreased by 2% from prior year
- 6th improved by 0% from prior year

CAASPP:
Math Summative Assessment
3rd Grade - Goal Partially Met - 39% (+3% from prior year) were proficient or advanced
4th Grade - Goal Not Met - 18% (-6% from prior year) were proficient or advanced
5th Grade - Goal Not Met - 13% (+0% from prior year) were proficient of advanced
6th Grade - Goal Met - 29% (+11% from prior year) were proficient or advanced

STRATEGY REVIEW:
2.1 - Designated math instructional block was implemented.
2.2 - WIN was minimally implemented due to the site's focus on ELA instruction and strategies
2.3 - PLCs focused on math were minimally implemented due to the site's focus on ELA instruction and strategies.
2.4 - Learning Walkthroughs for 100% of teachers were provided 5 out of 10 months.
2.5 - Professional development focused on math strategies was not fully implemented. PD time focused primarily on ELA instructional strategies and trauma informed practices
2.6 - Family nights and school assemblies and events with math/science themes were fully implemented.

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

Budgeted expenditures and intended implementation were aligned to meet the articulated goals.

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.

Refining, condensing and aligning the following strategies:

2.1 - includes elements from 2.1, 2.4, 2.5
2.2 - includes elements from 2.1, 2.2
2.4 - Includes elements from 2.6

Additions for the 26-27 School Year include:

- Implementation of 2 FIABs in math within each grade level 3rd-6th
- Math Framework professional development for all teachers

- Building Thinking Classrooms professional development
- "Math Champions" implementing Amplify Math curriculum within the classroom
- Explicit Instruction and Active Participation training for teaching staff

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.

School Culture
Develop an inclusive school community where students, staff and families experience an increased sense of belonging, value and connection.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL 1: BELONG Establish a positive school climate that promotes a sense of belonging for all students, staff and families.

GOAL 3: VALUED Foster an inclusive and supportive educational environment that values individuals, addresses diverse learning needs, and promotes positive behavior through the implementation of a Multiple Tiered System of Supports (MTSS) and Positive Behavior Supports (PBIS).

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.

ATTENDANCE
The school missed its attendance targets for the 2025–2026 school year. The overall attendance rate declined to 93% (down from 94% in 2024–2025), while chronic absenteeism rose from 17% to 19% over the same period.
California Dashboard (At-Risk RED subgroups):
-- Students with Disabilities, African American (CAASPP 2025 Data)

DISCIPLINE
SWIS discipline referrals showed a consistent decline over a three-year period, dropping from 687 in 2023-2024, to 571 in 2024-2025, and down to 305 in 2025-2026.
California Dashboard (At-Risk RED Subgroups):
-- Students with Disabilities, African American (CAASPP 2025 Data)

PANORAMA SURVEYS
Based on recent Panorama survey data, there is a critical need to boost school engagement particularly in grade 6 where engagement sits at 31% and grades 3–5 at 38%. Staff perception data indicates a significant need for targeted support, as declines were noted across three key areas: Professional Learning (45%), School Leadership (47%), and School Climate (60%). While family perceptions of School Climate (69%) and School Safety (72%) have shown positive growth and align with district averages, continued efforts are needed to sustain this upward trend and bridge remaining gaps.

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
Aeries	Aeries Attendance Rate for the 25-26 SY: • 93% for All Students	By May 2026 attendance rates will improve overall and for all subgroups by 1%.
CDE Dashboard & Aeries	Current (2025) CDE Data reports that Oak Hill is at a 17.9% Chronic Absenteeism Rate based on prior year data. Current (2025-26) Aeries Chronic Absenteeism Rate is 16.5% or 111/676 CDE 2025 Dashboard Red Subgroups: • 30.1% - African American • 23.7% Students with Disabilities	By May 2027 chronic absenteeism will decrease by 1% overall and for all subgroups.
CDE Dashboard	Current (2025) CDE suspension rate data reveals the following: • 4.5% Overall (Dashboard Orange) • 11.1% African American (Red) • 6.6% Two or More Races (Red) • 7.5% Students with Disabilities (Red)	By May 2027, suspension rates will decrease by 1% in all areas.
Panorama Survey	Spring 2026 Panorama Survey Data: Student Survey: 3rd-5th Grade: 55% - favorable sense of safety 43% - positive school climate/culture 59% - positive teacher-student relationships 46% - sense of belonging 38% - engaged with school 6th Grade: 54% - favorable sense of safety 37% - positive school climate/culture 57% - positive teacher-student relationships 40% - sense of belonging 31% - engaged with school Staff Survey: 60% - positive school climate/culture 47% - positive school leadership 45% - professional learning	By spring 2026, Panorama survey data will improve by 3% for climate and culture for all groups.

	Parent Survey: 69% - positive school climate/culture 72% - favorable sense of safety	

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	Attendance & Chronic Absenteeism • Communicating attendance data and policies with families • Attendance initiatives and incentives to reward students for improved attendance and strong attendance • Field Trips and Assemblies • Attendance Improvement Meetings to develop Tier 1 and Tier 2 strategies to support students and families. • Attendance initiatives for the school, classes and individual students • Individual and class prizes and rewards for school attendance	All students with particular attention to the following subgroups: African American	10,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Assemblies: BMX, Mad Science, Wild Things, Skydome Planeterium 15,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Field Trip Transportation Allocation 7100 Title I 1000-1999: Certificated Personnel Salaries Club Stipends 12,500 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Field Trips, Student and Family Activities 2,500 Title I 4000-4999: Books And Supplies Student Incentives Materials and Prizes
3.2	Positive Behavioral Supports & Interventions (PBIS) Promote positive behavior, school engagement, and a sense of belonging by: • Implementing Tier 2 PBIS practices including Check-In/Check-out • Analyze student data with Tier 1 and 2 teams to review all data • Address disproportionality in PBIS data during PBIS meetings and with whole staff	All students with particular attention to the following subgroups: African American	5000 Title I 4000-4999: Books And Supplies PBIS Incentives

	• Promote implementing PBIS initiatives, including a student store, • Otter Day rally, and various PBIS incentives. • Offer structured alternatives during Friday lunch recess by providing a wider range of activities including music, art, books and more for students who prefer options beyond traditional recess activities. • Signage and PBIS Materials to be posted, distributed and shared		
3.3	SEL, Belonging & School Climates Strenghten student belonging and school climate through: • Greetings at the Door • Schoolwide SEL instruction embedded throughout the day and supported with at least two curriculum based SEL lessons per week • Tier 1 & Tier 2 counseling suports accessed through referral and the MTSS process • Integration of a "belonging' member in all school site planning events whose focus is to foster a sense of belonging amongst students, staff and family. • Provide access to students to SEL related books and materials and prizes • Provide extension activities to students including access to field trips including 6th grade camp, assemblies, guest speakers, clubs and similar	All students with particular attention to the following subgroups: African American	
3.4	Family Engagement & Welcoming • Provide at least 3 events outside of the regular school day, welcoming families to campus • Promote via social media and newsletters	All students with particular attention to the following subgroups: African American	

	• Recruit participants to join the School Site Council and site based teams • Encourage positive staff participation in PTA events and activities		
3.5	Provide dedicated art and music instruction to increase student engagement, strengthen school connectedness, and promote a positive and inclusive campus climate.	All students	108275 1000-1999: Certificated Personnel Salaries Prop 28 Funds for .60 FTE Art Teacher and .50 FTE Music Teacher

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.

Goal Analysis by Metric:

Attendance - Goals Partially Met
Attendance Aeries Data
- Overall Attendance - Did Not Meet Goal

25-26 SY Overall Rate - 93% (1% less than prior year)
- Chronic Absenteeism - Goal Partially Met

25-26 SY Overall Chronic Absenteeism - 16.5% (reduced by .5% from prior year)

Attendance Analysis : Oak Hill reduced Chronic Absenteeism by .5% but struggled to increase overall attendance rates. Short Term independent study practices were not consistently implemented. Brag Tags were implemented but failed to result in an increase in attendance rates. The focus was on students achieving 95% attendance vs. incentivizing and supporting those with lower attendance rates.

California Dashboard Data
Suspension Rate - Did Not Meet Goal
- 4.5% Suspension Rate Overall (Most current CDE Data is for the 24-25 SY)

Suspension Rate Analysis: PBIS practices were implemented and staff received trauma informed practices training to reinforce a restorative approach. Despite following our schoolwide behavioral management program, suspension rates rose. While SEL was a strategy to be integrated throughout the school day, there was no measure to ensure SEL practices through regular curriculum lessons and daily practice were in place.

Panorama Survey Data
Student Belonging - Goal Not Met
- Grades 3-5 - 46% (decreased by 3% from prior year)
- Grade 6 - 40% (decreased by 1% from prior year)

Student Survey Results: Despite a focus on trauma informed practices, greetings and the door and field trips/programs student sense of belonging for 3rd through 6th graders declined.

Family Survey - Goal Not Met
- 20% of families responded to the survey (a decrease of 15%)

Family Survey Participation Goal: Turnover in office staff and reduction in certificated support staff by 1 FTE may have contributed to the lower than expected participation rate.

Overall Survey Data:
Student Survey - (Grades 3-5)

- 46% - BELONGING (decreased by 3% since last survey)
- 43% - SCHOOL CLIMATE (decreased by 3% since last survey)
- 38% - ENGAGED (decreased by 6% since last survey)
- 55% - SAFETY (decreased by 5% since last survey)
- 59% - TEACHER-STUDENT RELATIONSHIPS (decreased by 10%)

STUDENT SURVEY (Grade 6) - 95 Responses

- 40% - BELONGING (decreased by 1% since last survey)
- 37% - SCHOOL CLIMATE (decreased by 2% since last survey)
- 31% - ENGAGED (decreased by 1% since last survey)
- 54% - SAFETY (increased by 1% since last survey)
- 57% - TEACHER-STUDENT RELATIONSHIPS (decreased by 4%)

STAFF SURVEY - 27 Responses

- 45% - PROFESSIONAL LEARNING (decreased by 21%)
- 60% - SCHOOL CLIMATE (decreased by 22%)
- 47% - SCHOOL LEADERSHIP (decreased by 29%)

FAMILY SURVEY - 136 Responses

- 69% - SCHOOL CLIMATE (increased by 1%)
- 72% - SCHOOL SAFETY (increased by 3%

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

Budgeted expenditures were aligned to meet the articulated goals.

Implementation of strategies occurred due to the following:

- Operational constraints due to office secretary and office assistant turnover and shortages which impacted training in attendance procedures, including short term independent study and follow-up/administrative support for survey collection.
- TK cohorts did not participate in attendance incentives
- Despite offering of clubs and activities, students still reported a decrease in a sense of belonging

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.

Based on the review of implementation and effectiveness, the following changes will be made to this goal:

ATTENDANCE

- Refine the implementation of attendance Intervention Meetings (Monday/Friday Campaign, October Break Campaign, February Tuesday Campaign)
- Personalized phone calls to support attendance goal
- Survey students to identify the type of clubs they prefer
- Teachers submit a bright green "perfect attendance" sheet if all students are present; weekly raffle (primary/intermediate)
- Weekly school-wide/grade level Attendance Tracker Frame Sign in the front office
- Monthly Attendance Brag Tags
- Monthly Highest Attendance Rate (Primary/Intermediate) Trophies with Incentives

CHRONIC ABSENTEEISM

- Counseling services
- Hold SART meetings and submit referrals to the Family Resource Center to help remove barriers

PANORAMA SCHOOL CLIMATE SURVEY - ENGAGEMENT

- Professional Development
- Townhall meetings with students to refine action plans

SUSPENSION RATES

- Tiered SEL Supports
- PBIS school-wide expectations lessons
- School-wide assemblies to address anti-bullying, kindness, and conflict resolution strategies
- Alternatives to suspension
- Equipment and structured activities provided during recess

PANORAMA SCHOOL CLIMATE SURVEY - FAMILY

- Increase parent response rates so that the data is valid
- Launch an awareness campaign (stickers, QR codes, Catapult)
- Send out survey reminders at 5pm
- Offer prize to the classroom with highest participation rate

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

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

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

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

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

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 6

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

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

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 7

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

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

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 8

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

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

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 9

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

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

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 10

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

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

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	$323616
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$373,453.00
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	$234,028.00
Title I Part A: Allocation	$12,500.00
Title IV Part A: Student Support and Academic Enrichment	$18,650.00

Subtotal of additional federal funds included for this school: $265,178.00

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 ($)
	$108,275.00

Subtotal of state or local funds included for this school: $108,275.00

Total of federal, state, and/or local funds for this school: $373,453.00

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

Expenditures by Funding Source

Funding Source	Amount
	108,275.00
Title I	234,028.00
Title I Part A: Allocation	12,500.00
Title IV Part A: Student Support and Academic Enrichment	18,650.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	259,803.00
2000-2999: Classified Personnel Salaries	40,000.00
4000-4999: Books And Supplies	26,150.00
5000-5999: Services And Other Operating Expenditures	12,500.00
5800: Professional/Consulting Services And Operating Expenditures	35,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries		108,275.00
1000-1999: Certificated Personnel Salaries	Title I	151,528.00
2000-2999: Classified Personnel Salaries	Title I	40,000.00
4000-4999: Books And Supplies	Title I	7,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	35,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	12,500.00

4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	18,650.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	199,428.00
Goal 2	13,650.00
Goal 3	160,375.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Parveen Saenz	Principal
Carol Campbell	Other School Staff
Dana Bourgeois	Classroom Teacher
Lacey Lopez	Classroom Teacher
Monica Smith	Classroom Teacher
Autumn Best	Parent or Community Member
Fonte Lideros	Parent or Community Member
Seth Gordon	Parent or Community Member
Elvin William	Parent or Community Member
Catalina Owens	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	Other: bb

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 September 24, 2025.

Attested:



Principal, Melissa Oliver on September 24, 2026 2025



SSC Chairperson, Rick Giddings on September 24, 2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
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 the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

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 (S*ections: 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 (Se*ctions: 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 (S*ections: 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

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 10/21/2026

TO: Center Joint Unified School District Board of Trustees

FROM: LISA CORONADO Initials: LC

SUBJECT: FINANCIAL REPORTS - WARRANTS AND PAYROLL

☒ **Action Item** ☐ **Information Item** **Attached Pages** 38

Company/Consultant's Name:

Background/Services to be Rendered:

In accordance with Education Code section 3460, Fiscal Services will report the warrants and payroll expenditures for the prior month. Education Code 42632 requires that all payments from the funds of a school district shall be made by written order of the governing board of the district.

Date(s) of Service:

Funding Amount:

Funding Source:

RECOMMENDED BOARD ACTION:

It is recommended that the board approve the vendor, contract, and payroll warrants for the month of September 2026.

PAYNAME: VAR PAYROLL LABOR SUMMARY BY OBJECT
DISTRICT: 081 CENTER UNIFIED SCHOOL DISTRICT FOR WARRANTS DATED 09/10/2026 FUND : 01 GENERAL FUND

OBJECT	DESCRIPTION	AMOUNT
1100	CERTIFICATED TEACHERS SALARIES	59,895.70
1200	CERT PUPIL SUPPORT SALARIES	96.56
1300	CERT SUPERV & ADMIN SALARIES	1,250.00
1900	OTHER CERTIFICATED SALARIES	1,832.40
2100	CLASS INSTRUCTIONAL SALARIES	11,608.18
2200	CLASSIFIED SUPPORT SALARIES	36,647.38
2300	CLASS SUPERV & ADMIN SALARIES	1,672.88
2400	CLERICAL, TECH, OFFICE STAFF	4,813.87
2900	OTHER CLASSIFIED SALARIES	3,519.43
4300	SUPPLIES	75.32
5200	Staff Travel & Conference	207.57
	TOTAL FUND	121,619.29

PAYNAME: VAR PAYROLL LABOR SUMMARY BY OBJECT
DISTRICT: 081 CENTER UNIFIED SCHOOL DISTRICT FOR WARRANTS DATED 09/10/2026 FUND : 13 CAFETERIA FUND

OBJECT	DESCRIPTION	AMOUNT
2200	CLASSIFIED SUPPORT SALARIES	10,690.62
	TOTAL FUND	10,690.62
	TOTAL DISTRICT:	132,309.91

SALARY EXPENDITURE:	$132,309.91		
01-9110		$132,309.91	
99-9621		$2,678.99	
	$132,309.91	$134,988.90	

PAYNAME: REG PAYROLL LABOR SUMMARY BY OBJECT
DISTRICT: 081 CENTER UNIFIED SCHOOL DISTRICT FOR WARRANTS DATED 09/30/2026 FUND : 01 GENERAL FUND

OBJECT	DESCRIPTION	AMOUNT
1100	CERTIFICATED TEACHERS SALARIES	2,191,609.90
1200	CERT PUPIL SUPPORT SALARIES	193,130.28
1300	CERT SUPERV & ADMIN SALARIES	240,791.95
1900	OTHER CERTIFICATED SALARIES	66,251.38
2100	CLASS INSTRUCTIONAL SALARIES	339,585.81
2200	CLASSIFIED SUPPORT SALARIES	429,190.43
2300	CLASS SUPERV & ADMIN SALARIES	87,719.03
2400	CLERICAL, TECH, OFFICE STAFF	182,158.88
2500	CONFIDENTIAL EMPLOYEES	35,015.96
2900	OTHER CLASSIFIED SALARIES	39,364.89
3400	*** NOT ON FILE ***	364.80
3700	*** NOT ON FILE ***	817.02
3900	*** NOT ON FILE ***	1,083.51
5200	Staff Travel & Conference	500.00
	TOTAL FUND	3,807,583.84

PAYNAME: REG PAYROLL LABOR SUMMARY BY OBJECT
DISTRICT: 081 CENTER UNIFIED SCHOOL DISTRICT FOR WARRANTS DATED 09/30/2026 FUND : 13 CAFETERIA FUND

OBJECT	DESCRIPTION	AMOUNT
2200	CLASSIFIED SUPPORT SALARIES	106,498.58
2300	CLASS SUPERV & ADMIN SALARIES	10,403.15
2400	CLERICAL, TECH, OFFICE STAFF	11,167.32
	TOTAL FUND	128,069.05
	TOTAL DISTRICT:	3,935,652.89

SALARY EXPENDITURE:	$3,935,652.89		
01-9110		$3,660,842.38	
99-9621		$253,446.83	
99-9621		$377,816.19	
	$3,935,652.89	$4,292,105.40	

Sept Warrants WARRANT REGISTER FOR APY WARRANTS WITH Issue Date 09/01/26 - 09/30/26

WARRANT NUMBER	S T	VENDOR NUMBER	PAYEE NAME	DI NO	ENTERED DATE	PAID DATE	ACCOUNT CODE FD RESO P OBJE SIT GOAL FUNC RES DEP	AMOUNT
27212041	O	023140	AIR SYSTEMS SERVICE & CONST	81	09/03/26	09/03/26	01-8150-0-5600-106-9265-8100-007-000	560.00
							01-8150-0-4300-106-9265-8100-007-000	220.74
							01-8150-0-5600-106-9265-8100-007-000	1,520.00
								2,300.74 *
27212042	O	019362	AMAZON CAPITAL SERVICES INC	81	09/03/26	09/03/26	01-6300-0-4300-371-1110-1000-012-856	0.29-
							01-6300-0-4300-371-1110-1000-012-856	39.66
							01-6300-0-4300-371-1110-1000-012-856	19.83
							01-6300-0-4300-371-1110-1000-012-856	0.81-
							01-6300-0-4300-371-1110-1000-012-856	0.02-
							01-6300-0-4300-371-1110-1000-012-856	0.39-
							01-6300-0-4300-371-1110-1000-012-856	0.75-
							01-6300-0-4300-371-1110-1000-012-856	0.01-
							01-6300-0-4300-371-1110-1000-012-856	0.12-
							01-6300-0-4300-371-1110-1000-012-856	42.69-
							01-6300-0-4300-371-1110-1000-012-856	19.83-
							01-6300-0-4300-371-1110-1000-012-856	0.16-
							01-6300-0-4300-371-1110-1000-012-856	1,096.21
							01-6300-0-4300-371-1110-1000-012-856	1.38-
							01-6300-0-4300-371-1110-1000-012-856	1.65-
							01-6300-0-4300-371-1110-1000-012-856	1.50-
							01-0000-0-4300-472-1110-1000-014-854	23.21
							01-0740-0-4300-104-0000-3140-004-000	107.74
							01-6770-5-4300-475-3200-1000-015-856	401.03
							01-0000-0-4300-472-1550-1000-014-000	98.00
							01-6300-0-4300-475-3200-1000-015-000	233.67
							01-0000-0-4300-472-0000-3120-014-000	15.02
							01-6300-0-4300-472-1110-1000-014-000	121.30
							01-0000-0-4300-472-0000-3120-014-000	182.19
							01-0000-0-4300-472-1260-1000-014-000	483.54
							01-6770-5-4300-238-1110-1000-010-856	374.98
							01-0000-0-4300-240-0000-2420-011-000	208.54
							01-6300-0-4300-240-1110-1000-011-000	102.68
							01-6300-0-4300-240-1110-1000-011-000	79.30
							01-6770-5-4300-240-1110-1000-011-856	252.92
							01-6770-5-4300-240-1110-1000-011-856	14.52
							01-0000-0-4300-236-0000-2700-009-000	24.58
							01-3010-7-4300-236-1110-4000-009-931	333.38
							01-6770-5-4300-475-3200-1000-015-856	138.44
							01-3010-7-4300-236-1110-1000-009-000	67.60
								4,348.74 *
27212043	O	022910	AMIRI MOHAMMAD	81	09/03/26	09/03/26	01-0000-0-5210-115-0000-2420-021-000	23.56 *
27212044	O	011726	AMPLIFY EDUCATION INC	81	09/03/26	09/03/26	01-6019-0-4100-103-1110-1000-040-000	85,584.48 *
27212045	O	023465	ANTHEM SPORTS LLC	81	09/03/26	09/03/26	01-6300-0-4300-238-1110-1000-010-000	1,586.40 *
27212046	O	023216	AREY JONES EDUCATIONAL SOLUTIO	81	09/03/26	09/03/26	01-0201-0-4300-603-3300-1000-015-000	1,997.60
							01-0201-0-5800-603-3300-1000-015-000	5.00

Sept Warrants WARRANT REGISTER FOR APY WARRANTS WITH Issue Date 09/01/26 - 09/30/26

01 GENERAL FUND

WARRANT NUMBER	S T	VENDOR NUMBER	PAYEE NAME	DI NO	ENTERED DATE	PAID DATE	ACCOUNT CODE FD RESO P OBJE SIT GOAL FUNC RES DEP	AMOUNT
							01-0740-0-4300-104-0000-3140-004-000	1,283.74
							01-0740-0-5800-104-0000-3140-004-000	5.00
								3,291.34 *
27212047	O	021097	ASSOCIATED VALUATION SERVICES	81	09/03/26	09/03/26	01-0000-0-5810-105-0000-7200-005-000	2,747.88 *
27212048	O	021669	BAIONI RON	81	09/03/26	09/03/26	01-0000-0-5210-115-0000-7700-021-000	16.11 *
27212049	O	022937	BIDWELL H2O	81	09/03/26	09/03/26	01-0000-0-4300-103-0000-7200-040-000	59.50
							01-0000-0-5800-103-0000-7200-040-000	26.85
								86.35 *
27212050	O	023321	BOGDAN MAYSTRYSHIN	81	09/03/26	09/03/26	01-0000-0-5210-115-0000-7700-021-000	50.62 *
27212051	O	013988	BUTTES/CENTER STATE PIPE &	81	09/03/26	09/03/26	01-8150-0-4300-106-9527-8100-007-000	575.33
							01-8150-0-4300-106-9527-8100-007-000	142.59
								717.92 *
27212052	O	020540	CALIFORNIA AMERICAN WATER CO	81	09/03/26	09/03/26	01-1400-0-5520-106-0000-8100-007-000	74,397.51 *
27212053	O	014371	CENGAGE LEARNING	81	09/03/26	09/03/26	01-0000-0-4100-103-4760-1000-040-000	536.25 *
27212054	O	014449	CENTER HIGH SCHOOL STUDENT	81	09/03/26	09/03/26	01-0000-0-4300-105-0000-2700-005-000	20,840.00 *
27212055	O	019910	CHANEY AMY	81	09/03/26	09/03/26	01-7220-7-5800-472-1110-1000-014-000	657.70 *
27212056	O	010625	CULLIGAN WATER OF SACRAMENTO	81	09/03/26	09/03/26	01-0740-0-5610-112-0000-3600-022-000	15.00 *
27212057	O	022905	CURALINC LLC	81	09/03/26	09/03/26	01-0000-0-9552-000-0000-0000-000-000	2,538.96 *
27212058	O	010583	DEL PASO PIPE & STEEL CO.	81	09/03/26	09/03/26	01-8150-0-5800-106-0000-8100-007-000	253.82 *
27212059	O	014138	DIESEL EMISSIONS SERVICE	81	09/03/26	09/03/26	01-0740-0-5600-112-0000-3600-022-000	286.86 *
27212060	O	023243	E3 DIAGNOSTICS INC	81	09/03/26	09/03/26	01-0740-0-5800-104-0000-3140-004-000	991.76 *
27212061	O	010336	ECOTECH PEST MANAGEMENT INC	81	09/03/26	09/03/26	01-1400-0-5500-106-0000-8100-007-000	802.00 *
27212062	O	023331	ESC	81	09/03/26	09/03/26	01-1400-0-5800-102-5760-1110-041-000	650.00
							01-1400-0-5800-102-5760-1110-041-000	7,500.00
								8,150.00 *
27212063	O	022766	EVERDRIVEN TECHNOLOGIES LLC	81	09/03/26	09/03/26	01-6500-0-5800-102-5001-3600-041-000	935.02
							01-6500-0-5800-102-5001-3600-041-000	4,723.42
							01-6500-0-5800-102-5001-3600-041-000	3,341.26
								8,999.70 *
27212064	O	018355	FOUNDATION BUILDING	81	09/03/26	09/03/26	01-1400-0-4300-106-0000-8100-007-000	7,140.37
							01-1400-0-4300-106-0000-8100-007-000	632.90
								7,773.27 *

Sept Warrants WARRANT REGISTER FOR APY WARRANTS WITH Issue Date 09/01/26 - 09/30/26

01 GENERAL FUND

WARRANT NUMBER	S T	VENDOR NUMBER	PAYEE NAME	DI NO	ENTERED DATE	PAID DATE	ACCOUNT CODE FD RESO P OBJE SIT GOAL FUNC RES DEP	AMOUNT
27212065	O	022914	G & T TRUCK REPAIR INC	81	09/03/26	09/03/26	01-0740-0-5600-112-0000-3600-022-000	274.64
							01-0740-0-5600-112-0000-3600-022-000	258.00
							01-0740-0-5600-112-0000-3600-022-000	172.00
							01-0740-0-5600-112-0000-3600-022-000	259.50
								964.14 *
27212066	O	022068	GETTLER-RYAN INC	81	09/03/26	09/03/26	01-0740-0-5800-112-0000-3600-022-000	250.00 *
27212067	O	010191	GRAINGER	81	09/03/26	09/03/26	01-8150-0-4300-106-0000-8100-007-000	106.38
							01-8150-0-4300-106-0000-8100-007-000	388.42
								494.80 *
27212068	O	016963	HEARTLAND ALLIANCE HEALTH	81	09/03/26	09/03/26	01-0740-0-5800-103-4760-1000-040-201	46.50 *
27212069	O	022885	HUCKLEBERRY'S BRKFAST & LUNCH	81	09/03/26	09/03/26	01-0000-0-5800-472-0000-2700-014-000	1,058.31 *
27212070	O	014693	INTECH MECHANICAL COMPANY LLC	81	09/03/26	09/03/26	01-1400-0-5800-106-9265-8100-007-000	3,530.00 *
27212071	O	022820	JUDGE TECHNICAL STAFFING	81	09/03/26	09/03/26	01-6500-0-5800-102-5760-1130-041-000	4,674.82
							01-6500-0-5800-102-5760-1130-041-000	4,420.04
							01-6500-0-5800-102-5760-1130-041-000	2,014.14
								11,109.00 *
27212072	O	017828	KASAI ANDREA	81	09/03/26	09/03/26	01-0000-0-4300-234-0000-2700-008-000	92.84
							01-4127-7-5200-234-1110-1000-008-000	1,317.38
								1,410.22 *
27212073	O	020783	KIMBALL MIDWEST	81	09/03/26	09/03/26	01-8150-0-4300-106-0000-8100-007-000	1,389.59 *
27212074	O	023145	LAKE HOUSE SPEECH THERAPY INC	81	09/03/26	09/03/26	01-6500-0-5800-102-5730-3150-041-000	11,000.00 *
27212075	O	013989	MAGEDMAN JAMES	81	09/03/26	09/03/26	01-0000-0-4300-472-1260-1000-014-000	28.00 *
27212076	O	022756	MCGOWAN IMPACT CONSULTING	81	09/03/26	09/03/26	01-0000-0-5800-101-0000-7180-002-102	787.50 *
27212077	O	020602	MCGRAW HILL SCHOOL EDUCATION	81	09/03/26	09/03/26	01-7435-0-5800-103-1110-1000-040-206	3,500.00 *
27212078	O	015732	MULTI-HEALTH SYSTEMS INC.	81	09/03/26	09/03/26	01-6500-0-5810-102-5001-3120-041-302	275.00 *
27212079	O	016717	MUNN JOSEPH	81	09/03/26	09/03/26	01-0000-0-5210-472-1110-1000-014-000	17.45
							01-0000-0-5210-472-1110-1000-014-000	76.61
								94.06 *
27212080	O	017576	ODP BUSINESS SOLUTIONS LLC	81	09/03/26	09/03/26	01-0000-0-4300-242-0000-2700-013-000	250.06 *
27212081	O	018516	PAR	81	09/03/26	09/03/26	01-6500-0-5800-102-5001-3120-041-302	3,635.51 *
27212082	O	022525	POST-IT LLC	81	09/03/26	09/03/26	01-0000-0-5800-110-0000-7200-004-000	840.00 *
27212083	O	022839	PURDY MICHAEL	81	09/03/26	09/03/26	01-0000-0-5210-115-0000-2420-021-000	136.65

Sept Warrants WARRANT REGISTER FOR APY WARRANTS WITH Issue Date 09/01/26 - 09/30/26

01 GENERAL FUND

WARRANT NUMBER	S T	VENDOR NUMBER	PAYEE NAME	DI NO	ENTERED DATE	PAID DATE	ACCOUNT CODE FD RESO P OBJE SIT GOAL FUNC RES DEP	AMOUNT
							01-0000-0-5210-115-0000-7700-021-000	57.42
								194.07 *
27212084	O	016341	R & S OVERHEAD DOORS & GATES	81	09/03/26	09/03/26	01-1400-0-5810-106-0000-8100-007-000	299.00 *
27212085	O	022617	RIVERSIDE TECHNOLOGIES INC.	81	09/03/26	09/03/26	01-0000-0-5800-115-0000-7200-021-000	581.29 *
27212086	O	010242	ROTOCO LLC	81	09/03/26	09/03/26	01-8150-0-5800-106-9527-8100-007-000	3,600.00 *
27212087	O	010315	SACRAMENTO COUNTY OFFICE OF ED	81	09/03/26	09/03/26	01-0000-0-5800-105-0000-7200-005-000	1,400.00
							01-0000-0-5800-105-0000-7200-005-000	15,000.00
								16,400.00 *
27212088	O	021672	SASHA	81	09/03/26	09/03/26	01-6500-0-5200-102-5760-1190-041-000	75.00 *
27212089	O	022908	SHRED CITY LLC	81	09/03/26	09/03/26	01-0000-0-5800-106-0000-7200-007-000	135.00
							01-0000-0-5800-103-0000-7200-040-000	170.00
								305.00 *
27212090	O	022887	SIERRA BUILDING SYS INC	81	09/03/26	09/03/26	01-1400-0-5800-106-0000-8100-007-000	262.50
							01-1400-0-5800-106-0000-8100-007-000	262.50
							01-1400-0-5800-106-0000-8100-007-000	175.00
							01-1400-0-5800-106-0000-8100-007-000	437.50
								1,137.50 *
27212091	O	019683	SIERRA FOOTHILLS ACADEMY	81	09/03/26	09/03/26	01-6500-0-5800-102-5760-1180-041-000	69,879.80
							01-6500-0-5800-102-5760-1180-041-000	3,540.01
							01-6500-0-5800-102-5760-1180-041-000	2,776.66
							01-6500-0-5800-102-5760-1180-041-000	2,564.16
							01-6500-0-5800-102-5760-1180-041-000	42,170.50
								120,931.13 *
27212092	O	023349	STEPHEN JOHNSON	81	09/03/26	09/03/26	01-0000-0-5210-115-0000-2420-021-000	41.50
							01-0000-0-5210-115-0000-2420-021-000	36.94
								78.44 *
27212093	O	022064	T-MOBILE	81	09/03/26	09/03/26	01-0000-0-5930-115-0000-2420-021-000	202.37
							01-0000-0-5930-115-0000-7700-021-000	202.37
							01-1400-0-5930-106-0000-8100-007-000	689.78
							01-1400-0-5930-106-0000-8100-007-000	48.82
							01-0000-0-5930-101-0000-7180-002-102	59.78
							01-0000-0-5930-101-0000-7150-002-000	60.18
							01-0740-0-5930-104-0000-3140-004-000	338.63
							01-0000-0-5930-105-0000-7200-005-000	30.06
							01-6500-0-5930-102-5060-2100-041-000	121.26
							01-6500-0-5930-102-5001-3600-041-000	35.36
							01-6500-0-5930-102-5760-1110-041-000	40.42
							01-6500-0-5930-102-5001-3120-041-302	323.36
							01-3010-7-5930-236-0000-2700-009-000	40.42
							01-3010-7-5930-236-0000-3110-009-000	40.42

Sept Warrants WARRANT REGISTER FOR APY WARRANTS WITH Issue Date 09/01/26 - 09/30/26

01 GENERAL FUND

WARRANT NUMBER	S T	VENDOR NUMBER	PAYEE NAME	DI NO	ENTERED DATE	PAID DATE	ACCOUNT CODE FD RESO P OBJE SIT GOAL FUNC RES DEP	AMOUNT
							01-6387-7-5930-472-1110-1000-006-403	108.60
							01-0000-0-5930-603-3300-1000-015-000	128.83
							01-0000-0-5930-240-0000-3120-011-000	40.42
							01-2600-6-5930-601-1110-4000-017-000	167.56
							01-0000-0-5930-472-0000-3120-014-000	26.61
							01-0000-0-5930-242-0000-2700-013-000	35.36
								2,740.61 *
27212094	O	014972	TACKETT-OLIVER MELISSA	81	09/03/26	09/03/26	01-0000-0-4300-234-0000-2700-008-000	740.56
							01-3010-7-4300-234-1110-1000-008-302	156.70
							01-0000-0-4300-238-0000-2700-010-000	1,605.79
								2,503.05 *
27212095	O	023354	TAMMY DYER	81	09/03/26	09/03/26	01-0740-0-5800-475-3200-2700-015-000	40.00 *
27212096	O	022404	THE STANDARD	81	09/03/26	09/03/26	01-0000-0-9552-000-0000-0000-000-000	5,462.40 *
27212097	O	022969	TRUSTMARK VOL BENEFIT SOLUTION	81	09/03/26	09/03/26	01-0000-0-9552-000-0000-0000-000-000	2,770.88 *
27212098	O	010902	U.S. BANK	81	09/03/26	09/03/26	01-0000-0-5810-115-0000-7200-021-000	20.00
							01-0000-0-5810-101-0000-7150-002-000	20.00
							01-0000-0-5800-101-0000-7150-002-000	19.99
							01-1400-0-5810-106-0000-8100-007-000	20.00
							01-2600-6-4300-601-1110-1000-017-000	1,130.62
							01-2600-6-4300-601-1110-1000-017-000	3,015.07
							01-5630-0-4300-601-1421-1000-017-000	3,512.26
							01-3010-6-4300-601-1421-1000-017-000	1,588.70
							01-0000-0-4400-101-0000-7180-002-102	2,721.66
							01-4201-7-4300-103-4760-7200-040-000	55.25
							01-1400-0-5800-106-0000-8100-007-000	61.99
							01-1400-0-5900-106-0000-8100-007-000	168.53
							01-2600-6-4300-601-1110-4000-017-000	565.31
							01-1400-0-5810-106-9265-8100-007-000	12.00
							01-0000-0-5300-101-0000-7180-002-102	327.60
							01-0000-0-4300-110-0000-7200-004-000	47.98
							01-0759-0-4300-101-0000-7200-002-000	401.88
							01-0000-0-5810-115-0000-7200-021-000	449.95
							01-0000-0-4300-101-0000-7150-002-000	196.00
							01-0000-0-4300-110-0000-7200-004-000	804.25
							01-0000-0-5200-110-0000-7200-004-000	1,158.90
							01-3010-7-4300-601-1421-1000-017-000	602.12
							01-0740-0-4300-601-0000-2700-017-000	54.95
							01-2600-6-4300-601-1110-4000-017-000	1,911.70
							01-2600-6-4300-601-1110-4000-017-000	836.91
							01-6387-7-5200-472-1110-1000-006-403	4,863.80
							01-0000-0-5800-101-0000-7180-002-102	51.64
								24,619.06 *
27212099	O	010552	WAXIE SANITARY SUPPLY	81	09/03/26	09/03/26	01-1400-0-4300-111-0000-8100-007-931	220.00 *

Sept Warrants WARRANT REGISTER FOR APY WARRANTS WITH Issue Date 09/01/26 - 09/30/26

01 GENERAL FUND

WARRANT NUMBER	S T	VENDOR NUMBER	PAYEE NAME	DI NO	ENTERED DATE	PAID DATE	ACCOUNT CODE FD RESO P OBJE SIT GOAL FUNC RES DEP	AMOUNT
27212100	O	023246	WEISSMAN	81	09/03/26	09/03/26	01-6300-0-4300-472-1110-1000-014-000	51.43 *
27212101	O	010116	WESTERN PSYCHOLOGICAL SERVICES	81	09/03/26	09/03/26	01-6500-0-5810-102-5001-3120-041-302	125.00 *
27212102	O	017313	XEROX	81	09/03/26	09/03/26	01-0000-0-4300-115-0000-7200-021-000	9,215.87
							01-0000-0-5600-115-0000-2700-021-000	6,134.63
							01-0000-0-5620-115-0000-7200-021-000	44,202.82
							01-0000-0-5600-115-0000-7200-021-000	1,931.59
								61,484.91 *
27212103	O	023299	ZEN EDUCATE INC	81	09/03/26	09/03/26	01-6500-0-5800-102-5760-1130-041-000	19,752.72
							01-6500-0-5800-102-5760-1130-041-000	17,378.60
							01-6500-0-5800-102-5760-1130-041-000	8,244.36
								45,375.68 *
27212115	O	019362	AMAZON CAPITAL SERVICES INC	81	09/03/26	09/03/26	01-0000-0-4300-371-1110-1000-012-000	17.82
							01-0740-0-4300-475-3200-2700-015-000	392.56
							01-0740-0-4300-475-3200-2700-015-000	15.40
							01-0000-0-4300-234-1110-1000-008-000	19.02
							01-0000-0-4300-234-1110-1000-008-000	224.98
							01-6300-0-4300-234-1110-1000-008-000	62.88
							01-2600-6-4200-601-1110-4000-017-000	50.87
							01-2600-6-4300-601-1110-4000-017-000	485.10
							01-0000-0-4300-103-0000-2100-040-000	55.40
							01-6500-0-4300-102-5760-3140-041-000	20.45
							01-6500-0-4300-102-5760-3140-041-000	450.46
							01-0000-0-4300-103-0000-7200-040-000	184.56
							01-0740-0-4300-601-0000-2700-017-000	42.86
							01-0000-0-4300-472-0000-2700-014-000	17.23
							01-0000-0-4300-472-1600-1000-014-000	27.14
							01-0000-0-4300-371-1110-1000-012-856	86.83
							01-0000-0-4300-371-1110-1000-012-856	48.25-
							01-0000-0-4300-371-1110-1000-012-856	48.25-
							01-0000-0-4300-371-1110-1000-012-856	96.50
							01-0000-0-4300-371-0000-2420-012-000	21.11
							01-0000-0-4300-371-0000-2420-012-000	42.45
							01-0000-0-4300-371-0000-2700-012-000	71.63
								2,288.75 *
27212116	O	023414	ALESSANDRO ELECTRIC INC	81	09/10/26	09/10/26	01-8150-0-5800-106-0000-8100-007-000	14,995.00 *
27212117	O	019362	AMAZON CAPITAL SERVICES INC	81	09/10/26	09/10/26	01-6300-0-4300-242-1110-1000-013-000	296.22
							01-6300-0-4300-242-1110-1000-013-000	26.90
							01-6300-0-4300-242-1110-1000-013-000	75.41
							01-0201-0-4300-242-1110-1000-013-000	735.85
							01-6300-0-4200-242-1110-1000-013-000	33.86
							01-6300-0-4200-242-1110-1000-013-000	73.80
							01-0000-0-4300-472-0000-2700-014-000	728.69
							01-0076-0-4300-472-1110-4200-014-000	58.97
							01-6300-0-4300-472-1110-1000-014-000	43.09

Sept Warrants WARRANT REGISTER FOR APY WARRANTS WITH Issue Date 09/01/26 - 09/30/26

01 GENERAL FUND

WARRANT NUMBER	S T	VENDOR NUMBER	PAYEE NAME	DI NO	ENTERED DATE	PAID DATE	ACCOUNT CODE FD RESO P OBJE SIT GOAL FUNC RES DEP	AMOUNT
							01-0000-0-4300-240-0000-2700-011-000	19.16
							01-0000-0-4300-240-0000-2700-011-000	226.58
							01-6770-5-4300-472-1110-1000-014-856	1,296.37
							01-6770-5-4300-472-1110-1000-014-856	476.77
							01-6770-5-4300-472-1110-1000-014-856	2,076.30
							01-0000-0-4300-242-1110-1000-013-000	75.38
							01-0000-0-4300-242-1110-1000-013-000	32.82
							01-6300-0-4300-242-1110-1000-013-000	61.69
							01-0000-0-4300-472-1110-1000-014-000	700.97
							01-0000-0-5800-472-1260-1000-014-000	240.63
							01-0000-0-4300-242-0000-2700-013-000	351.06
							01-0000-0-4300-242-0000-2700-013-000	35.48
							01-0000-0-4300-240-0000-2700-011-000	36.00
							01-0000-0-4300-240-0000-2700-011-000	77.56
							01-6500-0-4300-102-5001-3120-041-302	106.47
							01-6500-0-4300-102-5760-3140-041-000	302.60
							01-6300-0-4300-472-0000-2420-014-000	161.18
							01-0076-0-4300-472-1110-4200-014-825	580.76
							01-0000-0-4300-472-5760-1110-014-000	73.98
							01-0000-0-4300-472-1110-1000-014-854	45.48
							01-6300-0-4300-472-1110-1000-014-000	124.18
							01-0000-0-4300-472-1110-1000-014-854	161.56
							01-6770-5-4300-238-1110-1000-010-856	54.61
							01-6300-0-4300-234-1110-1000-008-000	68.16
							01-0000-0-4300-238-0000-3110-010-000	27.88
							01-0000-0-4300-103-0000-2100-040-000	117.52
								9,603.94 *
27212118	O	010564	APPLE COMPUTER	81	09/10/26	09/10/26	01-0000-0-4300-603-3300-1000-015-000	1,088.15 *
27212119	O	015525	BERCO REDWOOD INC	81	09/10/26	09/10/26	01-8150-0-4300-106-0000-8100-007-000	116.79 *
27212120	O	011248	CARDIO PARTNERS	81	09/10/26	09/10/26	01-0000-0-4300-242-0000-2700-013-000	461.60 *
27212121	O	020305	CDW GOVERNMENT INC.	81	09/10/26	09/10/26	01-6387-7-5810-472-1110-1000-006-403	2,500.00 *
27212122	O	010407	CENTER UNIFIED REVOLVING FUND	81	09/10/26	09/10/26	01-1400-0-2900-242-1540-1000-000-000	907.44
							01-1400-0-2900-242-1540-1000-000-900	279.84
							01-6500-0-1100-102-5760-1190-000-900	574.56
							01-0000-0-9621-000-0000-0000-000-000	1,350.00
							01-0000-0-1100-472-1110-1000-000-000	9,190.49
								12,302.33 *
27212123	O	022767	CITY OF ROSEVILLE UTILITIES	81	09/10/26	09/10/26	01-1400-0-5510-106-0000-8100-007-000	12,043.96
							01-1400-0-5520-106-0000-8100-007-000	1,862.53
							01-1400-0-5525-106-0000-8100-007-000	1,264.35
							01-1400-0-5530-106-0000-8100-007-000	246.98
								15,417.82 *
27212124	O	018035	CLEAR VIEW WINDOWS	81	09/10/26	09/10/26	01-1400-0-5800-106-0000-8100-007-000	495.00 *

Sept Warrants WARRANT REGISTER FOR APY WARRANTS WITH Issue Date 09/01/26 - 09/30/26

01 GENERAL FUND

WARRANT NUMBER	S T	VENDOR NUMBER	PAYEE NAME	DI NO	ENTERED DATE	PAID DATE	ACCOUNT CODE FD RESO P OBJE SIT GOAL FUNC RES DEP	AMOUNT
27212125	O	010998	COASTAL ENTERPRISES	81	09/10/26	09/10/26	01-0000-0-5800-371-1110-1000-012-801	1,140.60 *
27212126	O	023034	COSCO FIRE PROTECTION INC	81	09/10/26	09/10/26	01-1400-0-5800-106-0000-8100-007-000	414.75 *
27212127	O	021979	COUNTY OF SACRAMENTO	81	09/10/26	09/10/26	01-0000-0-5800-105-0000-7200-005-000	2,166.87
							01-0000-0-5800-105-0000-7200-005-000	746.99
							01-0000-0-5800-105-0000-7200-005-000	746.99
							01-0000-0-5800-105-0000-7200-005-000	746.99
							01-0000-0-5800-105-0000-7200-005-000	746.99
							01-0000-0-5800-105-0000-7200-005-000	746.99
								6,648.81 *
27212128	O	014138	DIESEL EMISSIONS SERVICE	81	09/10/26	09/10/26	01-0740-0-5600-112-0000-3600-022-000	172.12 *
27212129	O	016142	DODSON DAWN	81	09/10/26	09/10/26	01-6300-0-4300-234-1110-1000-008-000	96.93 *
27212130	O	023436	EDGES ELECTRICAL GROUP LLC	81	09/10/26	09/10/26	01-8150-0-4300-106-0000-8100-007-000	2,154.21 *
27212131	O	011768	EDWARDS STEVENS & TUCKER LLP	81	09/10/26	09/10/26	01-0000-0-5877-105-0000-7200-005-000	4,092.00 *
27212132	O	017064	ESGI LLC	81	09/10/26	09/10/26	01-6300-0-5810-242-1110-1000-013-000	1,365.00 *
27212133	O	022914	G & T TRUCK REPAIR INC	81	09/10/26	09/10/26	01-8150-0-5600-113-0000-8100-007-000	262.50
							01-8150-0-5600-113-0000-8100-007-000	926.22
							01-8150-0-5600-113-0000-8100-007-000	175.00
							01-0740-0-5800-112-0000-3600-022-000	480.00
								1,843.72 *
27212134	O	022068	GETTLER-RYAN INC	81	09/10/26	09/10/26	01-0740-0-5800-112-0000-3600-022-000	5,907.05 *
27212135	O	011328	HARGROVE KATRINA	81	09/10/26	09/10/26	01-0000-0-5800-238-0000-2700-010-000	215.45 *
27212136	O	022437	HUMMBLE TRANSLATIONS LLC	81	09/10/26	09/10/26	01-0740-0-5800-103-4760-1000-040-201	249.52
							01-0740-0-5800-103-4760-1000-040-201	210.00
							01-0740-0-5800-103-4760-1000-040-201	210.00
							01-0740-0-5800-103-4760-1000-040-201	210.00
								879.52 *
27212137	O	020306	J.W. PEPPER & SON INC	81	09/10/26	09/10/26	01-6770-5-4300-371-1110-1000-012-856	366.78
							01-6770-5-4300-371-1110-1000-012-856	100.00
							01-6770-5-4300-371-1110-1000-012-856	53.63
								520.41 *
27212138	O	019816	KENNEDY CARYN	81	09/10/26	09/10/26	01-3010-7-5200-371-1110-1000-012-206	799.00 *
27212139	O	011456	LIMINEX INC	81	09/10/26	09/10/26	01-0000-0-5810-115-0000-7700-021-000	19,078.01 *
27212140	O	022756	MCGOWAN IMPACT CONSULTING	81	09/10/26	09/10/26	01-0000-0-5800-101-0000-7180-002-102	743.75 *

Sept Warrants WARRANT REGISTER FOR APY WARRANTS WITH Issue Date 09/01/26 - 09/30/26

01 GENERAL FUND

WARRANT NUMBER	S T	VENDOR NUMBER	PAYEE NAME	DI NO	ENTERED DATE	PAID DATE	ACCOUNT CODE FD RESO P OBJE SIT GOAL FUNC RES DEP	AMOUNT
27212141	O	023005	MILLER JENNIFER L	81	09/10/26	09/10/26	01-0000-0-4300-238-0000-3110-010-000	72.88 *
27212142	O	022801	MOBILE ED PRODUCTIONS INC	81	09/10/26	09/10/26	01-4127-7-5800-236-1110-1000-009-000	1,595.00
							01-4127-7-5800-236-1110-1000-009-000	1,895.00
								3,490.00 *
27212143	O	015343	NORTH HIGHLANDS RECREATION AND	81	09/10/26	09/10/26	01-2600-6-5800-601-1110-4000-017-000	88,524.36 *
27212144	O	017576	ODP BUSINESS SOLUTIONS LLC	81	09/10/26	09/10/26	01-0000-0-4300-371-1110-1000-012-000	10.71
							01-6300-0-4300-371-1110-1000-012-856	72.71
								83.42 *
27212145	O	010426	PAULS SAFE & LOCK	81	09/10/26	09/10/26	01-8150-0-5800-106-0000-8100-007-000	25.86 *
27212146	O	014069	PLATT ELECTRIC SUPPLY INC	81	09/10/26	09/10/26	01-8150-0-4300-106-0000-8100-007-000	134.56 *
27212147	O	018199	PRESTWICK HOUSE INC	81	09/10/26	09/10/26	01-6300-0-5810-472-1110-1000-014-000	551.26
							01-6300-0-4200-472-1110-1000-014-000	771.91
								1,323.17 *
27212148	O	023392	PROPS AND MEASURES	81	09/10/26	09/10/26	01-0201-0-5800-120-0000-7110-000-000	9,409.37 *
27212149	O	021194	PRUDENTIAL OVERALL SUPPLY INC	81	09/10/26	09/10/26	01-0740-0-5800-112-0000-3600-022-000	110.05
							01-0740-0-5800-112-0000-3600-022-000	57.97
								168.02 *
27212150	O	022617	RIVERSIDE TECHNOLOGIES INC.	81	09/10/26	09/10/26	01-0000-0-5800-115-0000-7200-021-000	2,113.79 *
27212151	O	010315	SACRAMENTO COUNTY OFFICE OF ED	81	09/10/26	09/10/26	01-7399-5-5800-475-3200-1000-015-000	12,500.00 *
27212152	O	016916	SAVVAS LEARNING COMPANY LLC	81	09/10/26	09/10/26	01-6300-0-4200-103-1110-1000-040-000	6,600.55 *
27212153	O	023204	SAWIN NICOLE	81	09/10/26	09/10/26	01-5630-0-5800-601-1421-1000-017-000	53.53 *
27212154	O	016235	SEIVERT TRACEY	81	09/10/26	09/10/26	01-3010-7-5200-236-1110-1000-009-206	336.92 *
27212155	O	011527	SIERRA OFFICE SUPPLY	81	09/10/26	09/10/26	01-0000-0-5800-105-0000-7200-005-000	193.95 *
27212156	O	010010	SIERRA SCHOOL OF SACRAMENTO	81	09/10/26	09/10/26	01-6500-0-5800-102-5760-1130-019-000	9,415.77 *
27212157	O	022377	STERICYCLE INC	81	09/10/26	09/10/26	01-0000-0-5800-371-0000-2700-012-000	57.92 *
27212158	O	016874	SUTTER BUTTES COMMUNICATIONS	81	09/10/26	09/10/26	01-0000-0-4300-238-0000-2700-010-000	471.32 *
27212159	O	014972	TACKETT-OLIVER MELISSA	81	09/10/26	09/10/26	01-0000-0-4300-234-1110-1000-008-000	45.98 *
27212160	O	023282	TEACHING INSIDE OUT LLC	81	09/10/26	09/10/26	01-3010-6-5800-236-1110-1000-009-206	1,924.90
							01-4127-6-5800-236-1110-1000-009-206	525.10
								2,450.00 *

Sept Warrants WARRANT REGISTER FOR APY WARRANTS WITH Issue Date 09/01/26 - 09/30/26

01 GENERAL FUND

WARRANT NUMBER	S T	VENDOR NUMBER	PAYEE NAME	DI NO	ENTERED DATE	PAID DATE	ACCOUNT CODE FD RESO P OBJE SIT GOAL FUNC RES DEP	AMOUNT
27212161	O	010519	TIM'S MUSIC	81	09/10/26	09/10/26	01-0000-0-5800-472-1520-1000-014-856	674.01 *
27212162	O	014079	TK ELEVATOR	81	09/10/26	09/10/26	01-8150-0-5800-106-0000-8100-007-000	482.52 *
27212163	O	022923	TOFT KAYLA	81	09/10/26	09/10/26	01-6300-0-4300-242-1110-1000-013-000	26.17 *
27212164	O	011554	TRACTOR SUPPLY CREDIT PLAN	81	09/10/26	09/10/26	01-8150-0-4300-106-0000-8100-007-000	96.94 *
27212165	O	018279	UNIVERSITY OF OREGON	81	09/10/26	09/10/26	01-0000-0-5810-103-1110-1000-040-302	6,625.00 *
27212166	O	022338	WARRINER JILL	81	09/10/26	09/10/26	01-0000-0-4300-234-0000-2700-008-000	62.46
							01-0000-0-4300-234-0000-2700-008-000	99.18
								161.64 *
27212167	O	010552	WAXIE SANITARY SUPPLY	81	09/10/26	09/10/26	01-1400-0-4300-111-0000-8100-007-931	2,091.55
							01-1400-0-4300-111-0000-8100-007-931	17.97
							01-1400-0-4300-111-0000-8100-007-931	1,963.85
								4,073.37 *
27212185	O	023462	ABDUAL SEDIQI	81	09/17/26	09/17/26	01-6500-0-5800-102-5001-3600-041-000	98.50 *
27212186	O	010002	ALDAR ACADEMY	81	09/17/26	09/17/26	01-6500-0-5800-102-5760-1180-041-000	13,908.40 *
27212187	O	023434	ALHAMBRA MAIL & PARCEL INC	81	09/17/26	09/17/26	01-4127-6-4300-234-1110-1000-008-000	200.00 *
27212188	O	020392	ALPHA CERAMIC SUPPLIES INC	81	09/17/26	09/17/26	01-6300-0-4300-371-1110-1000-012-856	2,711.00 *
27212189	O	019362	AMAZON CAPITAL SERVICES INC	81	09/17/26	09/17/26	01-0201-0-4300-242-1110-1000-013-000	58.17
							01-0201-0-4300-242-1110-1000-013-000	75.41
							01-0201-0-4300-242-1110-1000-013-000	906.50
							01-6300-0-4300-242-1110-1000-013-000	762.97
							01-6300-0-4300-242-1110-1000-013-000	75.41
							01-6770-5-4300-236-1110-1000-009-856	1,084.20
							01-0000-0-4300-371-0000-2700-012-000	7.99
							01-0000-0-4300-371-0000-2700-012-000	171.58
							01-0000-0-4300-371-0000-2700-012-000	69.54
							01-0000-0-4300-371-1110-1000-012-000	248.93
							01-0000-0-4300-472-1500-1000-014-000	468.68
							01-0000-0-4300-472-1500-1000-014-000	64.64
							01-6300-0-4300-472-1500-1000-014-000	248.92
							01-6500-0-4300-102-5001-2700-041-000	1,317.67
							01-6500-0-4300-102-5001-2700-041-000	31.28
							01-6500-0-4300-102-5001-2700-041-000	286.60
							01-0000-0-4300-371-1110-1000-012-000	115.29
							01-6770-5-4300-371-1110-1000-012-856	637.13
							01-0000-0-4300-234-0000-2700-008-000	133.21
							01-0000-0-4300-234-0000-2700-008-000	116.30-
							01-6300-0-4300-242-1110-1000-013-000	161.71
							01-6300-0-4300-242-1110-1000-013-000	126.40
							01-6300-0-4300-242-1110-1000-013-000	511.22

Sept Warrants WARRANT REGISTER FOR APY WARRANTS WITH Issue Date 09/01/26 - 09/30/26

01 GENERAL FUND

WARRANT NUMBER	S T	VENDOR NUMBER	PAYEE NAME	DI NO	ENTERED DATE	PAID DATE	ACCOUNT CODE FD RESO P OBJE SIT GOAL FUNC RES DEP	AMOUNT
							01-6300-0-4300-242-1110-1000-013-000	122.82
							01-6300-0-4300-242-1110-1000-013-000	107.14
							01-6500-0-4300-602-5730-1110-041-000	89.86
							01-3010-7-4300-236-1110-1000-009-000	314.33
							01-3010-7-4300-236-1110-4000-009-931	57.72
							01-6500-0-4300-102-5001-3120-041-302	258.02
							01-6770-5-4300-238-1110-1000-010-856	153.05
							01-6770-5-4300-238-1110-1000-010-856	39.84-
							01-6770-5-4300-238-1110-1000-010-856	79.69-
							01-6770-5-4300-236-1110-1000-009-856	1,108.10
								9,538.66 *
27212190	O	022406	AMERGIS HEALTHCARE STAFFING IN	81	09/17/26	09/17/26	01-6500-0-5800-102-5760-1130-041-000	68,705.14
							01-6500-0-5800-102-5760-1130-041-000	960.00
								69,665.14 *
27212191	O	021604	ATLAS DISPOSAL INDUSTRIES	81	09/17/26	09/17/26	01-1400-0-5525-106-0000-8100-007-000	437.74
							01-1400-0-5525-106-0000-8100-007-000	1,101.85
							01-1400-0-5525-106-0000-8100-007-000	2,043.01
							01-1400-0-5525-106-0000-8100-007-000	2,298.24
							01-1400-0-5525-106-0000-8100-007-000	1,664.88
							01-1400-0-5525-106-0000-8100-007-000	1,070.83
							01-1400-0-5525-106-0000-8100-007-000	1,690.47
							01-1400-0-5525-106-0000-8100-007-000	1,360.21
							01-1400-0-5525-106-0000-8100-007-000	745.97
							01-1400-0-5525-106-0000-8100-007-000	654.14
							01-1400-0-5525-106-0000-8100-007-000	233.25
								13,300.59 *
27212192	O	019504	B&H PHOTO-VIDEO	81	09/17/26	09/17/26	01-6387-7-4300-472-1110-1000-006-403	2,934.55
							01-6387-7-4300-472-1110-1000-006-403	200.39
								3,134.94 *
27212193	O	021095	B.T. MANCINI CO. INC	81	09/17/26	09/17/26	01-1400-0-4300-106-0000-8100-007-000	2,058.00 *
27212194	O	023312	BLUETRITON BRANDS INC	81	09/17/26	09/17/26	01-0000-0-4300-105-0000-7200-005-000	351.36
							01-0000-0-5610-105-0000-7200-005-000	89.72
								441.08 *
27212195	O	013988	BUTTES/CENTER STATE PIPE &	81	09/17/26	09/17/26	01-8150-0-4300-106-9527-8100-007-000	78.45 *
27212196	O	010575	CAPITOL CLUTCH & BRAKE INC.	81	09/17/26	09/17/26	01-0740-0-4300-112-0000-3600-022-000	249.54
							01-0740-0-4300-112-0000-3600-022-000	451.13
								700.67 *
27212197	O	023159	COLON ALISA	81	09/17/26	09/17/26	01-6500-0-5800-102-5001-3600-041-000	240.77 *
27212198	O	021813	CONSOLIDATED COMMUNICATIONS	81	09/17/26	09/17/26	01-0000-0-5900-115-0000-7200-021-000	1,748.51 *
27212199	O	023464	CRUZ KAMRYN	81	09/17/26	09/17/26	01-3010-7-5200-236-1110-1000-009-206	818.95 *

Sept Warrants WARRANT REGISTER FOR APY WARRANTS WITH Issue Date 09/01/26 - 09/30/26

01 GENERAL FUND

WARRANT NUMBER	S T	VENDOR NUMBER	PAYEE NAME	DI NO	ENTERED DATE	PAID DATE	ACCOUNT CODE FD RESO P OBJE SIT GOAL FUNC RES DEP	AMOUNT
27212200	O	020358	DEAN LEAH	81	09/17/26	09/17/26	01-4127-7-5200-234-1110-1000-008-000	1,219.09 *
27212201	O	014138	DIESEL EMISSIONS SERVICE	81	09/17/26	09/17/26	01-0740-0-5600-112-0000-3600-022-000	172.12 *
27212202	O	016142	DODSON DAWN	81	09/17/26	09/17/26	01-4127-6-5200-234-1110-1000-008-000	352.80 *
27212203	O	023331	ESC	81	09/17/26	09/17/26	01-1400-0-5800-102-5760-1110-041-000	7,275.00
							01-1400-0-5800-102-5760-1110-041-000	6,450.00
							01-1400-0-5800-102-5760-1110-041-000	7,663.00
								21,388.00 *
27212204	O	022766	EVERDRIVEN TECHNOLOGIES LLC	81	09/17/26	09/17/26	01-6500-0-5800-102-5001-3600-041-000	4,820.88
							01-6500-0-5800-102-5001-3600-041-000	6,226.02
								11,046.90 *
27212205	O	018236	EXPLORE LEARNING	81	09/17/26	09/17/26	01-3010-7-5810-371-1110-1000-012-000	3,565.30 *
27212206	O	015567	FERGUSON JERALD	81	09/17/26	09/17/26	01-0000-0-4300-472-0000-2700-014-000	79.30 *
27212207	O	022914	G & T TRUCK REPAIR INC	81	09/17/26	09/17/26	01-0740-0-5600-112-0000-3600-022-000	175.00
							01-0740-0-5600-112-0000-3600-022-000	259.50
							01-0740-0-5600-112-0000-3600-022-000	172.00
								606.50 *
27212208	O	023470	GORR KARA	81	09/17/26	09/17/26	01-6770-6-5810-242-1110-1000-013-856	200.00 *
27212209	O	023466	GRAUTH MARQUETTA	81	09/17/26	09/17/26	01-6500-0-5800-102-5001-3600-041-000	41.04 *
27212210	O	015040	GRIMES DAVID	81	09/17/26	09/17/26	01-0000-0-9511-000-0000-0000-000-000	368.40 *
27212211	O	023420	IC REFRIGERATION SERVICE INC	81	09/17/26	09/17/26	01-8150-0-5800-106-0000-8100-007-000	893.75 *
27212212	O	016330	IMAGINE LEARNING LLC	81	09/17/26	09/17/26	01-6500-0-5800-102-5001-2700-041-206	3,500.00 *
27212213	O	021789	JABBERGYM LLC	81	09/17/26	09/17/26	01-6500-0-5800-102-5760-3140-041-000	15,309.75
							01-6500-0-5800-102-5760-3150-041-000	53,648.00
							01-6500-0-5800-102-5760-3140-041-000	85,354.00
								154,311.75 *
27212214	O	015370	JEEO HEALTH CENTER	81	09/17/26	09/17/26	01-0740-0-5800-112-0000-3600-022-000	240.00
							01-0740-0-5800-112-0000-3600-022-000	60.00
							01-0740-0-5800-112-0000-3600-022-000	480.00
							01-0740-0-5800-112-0000-3600-022-000	160.00
								940.00 *
27212215	O	022820	JUDGE TECHNICAL STAFFING	81	09/17/26	09/17/26	01-6500-0-5800-102-5760-1130-041-000	3,874.14 *
27212216	O	023162	KUDRIASHOVA EKATERINA	81	09/17/26	09/17/26	01-6500-0-5800-102-5001-3600-041-000	258.40 *
27212217	O	023145	LAKE HOUSE SPEECH THERAPY INC	81	09/17/26	09/17/26	01-6500-0-5800-102-5730-3150-041-000	11,000.00 *

Sept Warrants WARRANT REGISTER FOR APY WARRANTS WITH Issue Date 09/01/26 - 09/30/26

01 GENERAL FUND

WARRANT NUMBER	S T	VENDOR NUMBER	PAYEE NAME	DI NO	ENTERED DATE	PAID DATE	ACCOUNT CODE FD RESO P OBJE SIT GOAL FUNC RES DEP	AMOUNT
27212218	O	023109	LIWANAG BILLY	81	09/17/26	09/17/26	01-6500-0-5800-102-5001-3600-041-000	592.80 *
27212219	O	022948	LORY BRENDA	81	09/17/26	09/17/26	01-6500-0-5800-102-5001-3600-041-000	551.76
							01-6500-0-5800-102-5001-3600-041-000	953.04
								1,504.80 *
27212220	O	017726	LOS ANGELES FREIGHTLINER	81	09/17/26	09/17/26	01-0740-0-4300-112-0000-3600-022-000	161.60
							01-0740-0-4300-112-0000-3600-022-000	1,167.71
							01-0740-0-4300-112-0000-3600-022-000	55.36
							01-0740-0-4300-112-0000-3600-022-000	422.23
							01-0740-0-4300-112-0000-3600-022-000	622.22
								2,429.12 *
27212221	O	023454	MASCOT JUNCTION INC	81	09/17/26	09/17/26	01-7399-5-5800-475-3200-1000-015-000	1,526.28 *
27212222	O	020602	MCGRAW HILL SCHOOL EDUCATION	81	09/17/26	09/17/26	01-6300-0-4100-103-1110-1000-040-000	126.93
							01-6300-0-4100-103-1110-1000-040-000	126.93
								253.86 *
27212223	O	021154	MILLER KATRINA	81	09/17/26	09/17/26	01-6500-0-5800-102-5001-3600-041-000	11.86 *
27212224	O	010359	NATIONWIDE	81	09/17/26	09/17/26	01-0000-0-9552-000-0000-0000-000-000	1,395.13 *
27212225	O	019252	NCS PEARSON INC.	81	09/17/26	09/17/26	01-6500-0-4300-102-5001-3140-041-000	1,741.20 *
27212226	O	018419	NORTHERN CA PREPARATORY SCHOOL	81	09/17/26	09/17/26	01-6500-0-5800-102-5760-1180-041-000	13,580.00
							01-6500-0-5800-102-5760-1180-041-000	140.00
								13,720.00 *
27212227	O	023472	PEREZ GISELLE	81	09/17/26	09/17/26	01-6500-0-5800-102-5001-3600-041-000	130.42
							01-6500-0-5800-102-5001-3600-041-000	15.81
								146.23 *
27212228	O	022918	PIEGARO CYNTHIA	81	09/17/26	09/17/26	01-4127-6-5200-234-1110-1000-008-000	337.80 *
27212229	O	011345	PLACER LEARNING CENTER	81	09/17/26	09/17/26	01-6500-0-5800-102-5760-1180-041-000	16,894.00 *
27212230	O	022990	POINT QUEST ED DEPOT PARK	81	09/17/26	09/17/26	01-6500-0-5800-102-5760-1180-041-000	6,732.00
							01-6500-0-5800-102-5760-1180-041-000	70.00
							01-6500-0-5800-102-5760-1180-041-000	280.00
								7,082.00 *
27212231	O	023344	POINT QUEST EDUCATIO EDH LLC	81	09/17/26	09/17/26	01-6500-0-5800-102-5760-1180-041-000	27,324.00
							01-6500-0-5800-102-5760-1180-041-000	70.00
							01-6500-0-5800-102-5760-1180-041-000	5,904.00
							01-6500-0-5800-102-5760-1180-041-000	4,176.00
							01-6500-0-5800-102-5760-1180-041-000	350.00
								37,824.00 *
27212232	O	017987	POOR BERNADETTE	81	09/17/26	09/17/26	01-0000-0-4300-472-0000-2700-014-000	59.54 *

Sept Warrants WARRANT REGISTER FOR APY WARRANTS WITH Issue Date 09/01/26 - 09/30/26

01 GENERAL FUND

WARRANT NUMBER	S T	VENDOR NUMBER	PAYEE NAME	DI NO	ENTERED DATE	PAID DATE	ACCOUNT CODE FD RESO P OBJE SIT GOAL FUNC RES DEP	AMOUNT
27212233	O	021194	PRUDENTIAL OVERALL SUPPLY INC	81	09/17/26	09/17/26	01-0740-0-5800-112-0000-3600-022-000	57.97
							01-0740-0-5800-112-0000-3600-022-000	57.97
								115.94 *
27212234	O	018417	REDDING, BONNIE	81	09/17/26	09/17/26	01-6300-0-4300-238-1110-1000-010-000	205.20 *
27212235	O	023079	RODRIGUEZ ALICIA	81	09/17/26	09/17/26	01-6300-0-4300-238-1110-1000-010-000	250.00 *
27212236	O	010315	SACRAMENTO COUNTY OFFICE OF ED	81	09/17/26	09/17/26	01-0000-0-4300-101-0000-7150-002-000	25.00
							01-0000-0-4300-120-0000-7110-000-000	100.00
								125.00 *
27212237	O	019683	SIERRA FOOTHILLS ACADEMY	81	09/17/26	09/17/26	01-6500-0-5800-102-5760-1180-041-000	2,436.64
							01-6500-0-5800-102-5760-1180-041-000	45,940.90
							01-6500-0-5800-102-5760-1180-041-000	5,265.00
							01-6500-0-5800-102-5760-1180-041-000	2,159.00
							01-6500-0-5800-102-5760-1180-041-000	1,473.34
							01-6500-0-5800-102-5760-1180-041-000	32,257.50
								89,532.38 *
27212238	O	023318	SLP TOOLKIT LLC	81	09/17/26	09/17/26	01-6500-0-5810-102-5001-3150-041-000	225.00 *
27212239	O	010263	SMUD	81	09/17/26	09/17/26	01-1400-0-5510-106-0000-8100-007-000	100,028.28 *
27212240	O	023478	THE STABILE CORPORATION	81	09/17/26	09/17/26	01-0000-0-9552-000-0000-0000-000-000	300.00 *
27212241	O	010519	TIM'S MUSIC	81	09/17/26	09/17/26	01-6770-5-4300-472-1110-1000-014-856	1,025.35 *
27212242	O	014079	TK ELEVATOR	81	09/17/26	09/17/26	01-8150-0-5800-106-0000-8100-007-000	100.00 *
27212243	O	010902	U.S. BANK	81	09/17/26	09/17/26	01-4127-7-5200-234-1110-1000-008-000	2,595.17 *
27212244	O	022338	WARRINER JILL	81	09/17/26	09/17/26	01-0000-0-4300-234-0000-2700-008-000	72.75
							01-0000-0-4300-234-0000-2700-008-000	180.05
							01-6300-0-4300-234-1110-1000-008-000	28.26
								281.06 *
27212245	O	010116	WESTERN PSYCHOLOGICAL SERVICES	81	09/17/26	09/17/26	01-6500-0-4300-102-5001-3120-041-302	1,308.51 *
27212246	O	011017	WeVIDEO INC	81	09/17/26	09/17/26	01-6300-0-5810-371-1110-1000-012-000	682.63 *
27212247	O	023299	ZEN EDUCATE INC	81	09/17/26	09/17/26	01-6500-0-5800-102-5760-1130-041-000	17,432.82
							01-6500-0-5800-102-5760-1130-041-000	17,034.15
								34,466.97 *
27212253	O	018533	AALRR	81	09/24/26	09/24/26	01-0000-0-5877-105-0000-7200-005-000	16,231.52 *
27212254	O	023140	AIR SYSTEMS SERVICE & CONST	81	09/24/26	09/24/26	01-8150-0-5600-106-9265-8100-007-000	1,150.00
							01-8150-0-5600-106-9265-8100-007-000	720.00
							01-8150-0-5600-106-9265-8100-007-000	740.00

Sept Warrants WARRANT REGISTER FOR APY WARRANTS WITH Issue Date 09/01/26 - 09/30/26

01 GENERAL FUND

WARRANT NUMBER	S T	VENDOR NUMBER	PAYEE NAME	DI NO	ENTERED DATE	PAID DATE	ACCOUNT CODE FD RESO P OBJE SIT GOAL FUNC RES DEP	AMOUNT
								2,610.00 *
27212255	O	019362	AMAZON CAPITAL SERVICES INC	81	09/24/26	09/24/26	01-0000-0-4300-236-0000-2700-009-000	630.54
							01-0000-0-4300-472-1260-1000-014-000	171.08
							01-0000-0-4300-472-1260-1000-014-000	252.12
							01-6300-0-4300-472-1260-1000-014-000	119.81
							01-0000-0-4300-472-1655-1000-014-000	489.57
							01-0000-0-4300-472-1655-1000-014-000	100.35
							01-0076-0-4300-472-1110-4200-014-000	567.78
							01-0076-0-4300-472-1110-4200-014-000	468.42
							01-0076-0-4300-472-1110-4200-014-000	922.08
							01-0000-0-4300-472-1355-1000-014-000	168.83
							01-6300-0-4300-472-1110-1000-014-000	71.64
							01-6300-0-4300-472-1110-1000-014-000	140.14
							01-3010-7-4300-475-3200-2700-015-000	182.28-
							01-3010-7-4300-475-3200-2700-015-000	151.03
							01-3010-7-4300-475-3200-2700-015-000	32.30
							01-3010-7-4300-475-3200-2700-015-000	176.75
							01-0000-0-4300-472-1110-1000-014-000	208.60
							01-6300-0-4300-472-1110-1000-014-000	737.97
							01-6300-0-4300-472-1110-1000-014-000	43.09
							01-6300-0-4300-472-1110-1000-014-000	126.29
							01-1400-0-4300-106-0000-8100-007-000	298.58
							01-5630-0-4300-601-1421-1000-017-000	389.99
							01-5630-0-4300-601-1421-1000-017-000	31.21
							01-5630-0-4300-601-1421-1000-017-000	444.52
							01-6500-0-4300-102-5760-3140-041-000	14.58
							01-0740-0-4300-475-3200-2700-015-000	155.14
							01-6770-7-4300-371-1110-1000-012-856	58.42
							01-6500-0-4300-102-5001-3120-041-302	66.82
							01-6770-6-4300-236-1110-4000-009-856	84.06
							01-6770-6-4300-240-1110-1000-011-856	124.57
							01-0000-0-4300-234-1110-1000-008-000	207.51
							01-0000-0-4300-234-1110-1000-008-000	116.30-
							01-6770-5-4300-240-1110-1000-011-856	1,599.30
							01-6770-5-4300-238-1110-1000-010-856	34.45
							01-6500-0-4300-102-5001-2700-041-000	202.40
							01-0000-0-4300-240-0000-2700-011-000	169.93
							01-0000-0-4300-240-0000-2700-011-000	24.30
								9,185.59 *
27212256	O	011726	AMPLIFY EDUCATION INC	81	09/24/26	09/24/26	01-6019-0-4100-103-1110-1000-040-000	6,390.38 *
27212257	O	010564	APPLE COMPUTER	81	09/24/26	09/24/26	01-3010-6-4300-601-0000-7200-017-000	432.00
							01-0740-0-4300-601-0000-7200-017-000	432.00
							01-2600-6-4300-601-0000-7200-017-000	431.92
								1,295.92 *
27212258	O	022976	Almin Velasco Vargas	81	09/24/26	09/24/26	01-0740-0-5210-104-0000-3140-004-000	53.81 *

Sept Warrants WARRANT REGISTER FOR APY WARRANTS WITH Issue Date 09/01/26 - 09/30/26

01 GENERAL FUND

WARRANT NUMBER	S T	VENDOR NUMBER	PAYEE NAME	DI NO	ENTERED DATE	PAID DATE	ACCOUNT CODE FD RESO P OBJE SIT GOAL FUNC RES DEP	AMOUNT
27212259	O	013988	BUTTES/CENTER STATE PIPE &	81	09/24/26	09/24/26	01-8150-0-4300-106-9527-8100-007-000	97.26 *
27212260	O	010340	CA DEPT OF JUSTICE	81	09/24/26	09/24/26	01-0000-0-5800-110-0000-7200-004-000	1,232.00
							01-0000-0-5800-110-0000-7200-004-000	833.00
								2,065.00 *
27212261	O	022977	CABRERA EDWARD	81	09/24/26	09/24/26	01-0740-0-5210-104-0000-3140-004-000	22.34 *
27212262	O	017639	CDT INC.	81	09/24/26	09/24/26	01-0000-0-5800-110-0000-7200-004-000	132.00 *
27212263	O	019920	CHERRY ISLAND GOLF COURSE	81	09/24/26	09/24/26	01-0076-0-5800-472-1110-4200-014-000	800.00 *
27212264	O	018180	CITRUS HEIGHTS SAW & MOWER	81	09/24/26	09/24/26	01-1400-0-4300-113-0000-8100-007-000	1,265.38 *
27212265	O	023477	CORE CARE	81	09/24/26	09/24/26	01-6387-5-5800-472-1110-1000-006-403	150.00
							01-6387-5-4300-472-1110-1000-006-403	870.00
							01-6387-5-5800-472-1110-1000-006-403	226.13
								1,246.13 *
27212266	O	023449	DIABLO ROOFING INC	81	09/24/26	09/24/26	01-8150-0-6243-236-9585-8500-007-650	169,517.05
							01-8150-0-6243-236-9585-8500-007-650	178,498.45
								348,015.50 *
27212267	O	021646	EDPUZZLE INC	81	09/24/26	09/24/26	01-6300-0-5810-472-1110-1000-014-000	6,180.00 *
27212268	O	023394	ELISA BOLDT	81	09/24/26	09/24/26	01-6500-0-4300-102-5001-3120-041-302	30.44 *
27212269	O	022766	EVERDRIVEN TECHNOLOGIES LLC	81	09/24/26	09/24/26	01-6500-0-4340-102-5001-3600-041-000	336.91 *
27212270	O	022914	G & T TRUCK REPAIR INC	81	09/24/26	09/24/26	01-0740-0-5600-112-0000-3600-022-000	218.75
							01-0740-0-5600-112-0000-3600-022-000	259.50
							01-0740-0-5600-112-0000-3600-022-000	259.50
							01-0740-0-5600-112-0000-3600-022-000	259.50
							01-0740-0-5600-112-0000-3600-022-000	259.50
							01-0740-0-5600-112-0000-3600-022-000	259.50
							01-0740-0-5600-112-0000-3600-022-000	259.50
							01-0740-0-4300-112-0000-3600-022-000	15.14
							01-0740-0-4300-112-0000-3600-022-000	15.14
							01-0740-0-4300-112-0000-3600-022-000	15.14
							01-0740-0-4300-112-0000-3600-022-000	15.14
							01-0740-0-4300-112-0000-3600-022-000	15.14
							01-0740-0-4300-112-0000-3600-022-000	192.32
							01-0740-0-4300-112-0000-3600-022-000	40.47
							01-0740-0-5600-112-0000-3600-022-000	210.00
							01-0740-0-5600-112-0000-3600-022-000	697.00
							01-0740-0-5600-112-0000-3600-022-000	1,575.00
							01-0740-0-5600-112-0000-3600-022-000	172.00
							01-0740-0-5600-112-0000-3600-022-000	350.00
							01-0740-0-5600-112-0000-3600-022-000	172.00
							01-0740-0-5600-112-0000-3600-022-000	172.00

Sept Warrants WARRANT REGISTER FOR APY WARRANTS WITH Issue Date 09/01/26 - 09/30/26

01 GENERAL FUND

WARRANT NUMBER	S T	VENDOR NUMBER	PAYEE NAME	DI NO	ENTERED DATE	PAID DATE	ACCOUNT CODE FD RESO P OBJE SIT GOAL FUNC RES DEP	AMOUNT
							01-0740-0-5600-112-0000-3600-022-000	350.00
							01-0740-0-4300-112-0000-3600-022-000	183.40
							01-0740-0-4300-112-0000-3600-022-000	15.14
								5,980.78 *
27212271	O	022068	GETTLER-RYAN INC	81	09/24/26	09/24/26	01-0740-0-5800-112-0000-3600-022-000	538.16 *
27212272	O	017002	HOME DEPOT CREDIT SERVICES	81	09/24/26	09/24/26	01-1400-0-4300-113-0000-8100-007-000	252.56
							01-8150-0-4300-106-0000-8100-007-000	1,912.50
							01-0740-0-4300-112-0000-3600-022-000	146.01
								2,311.07 *
27212273	O	022437	HUMMBLE TRANSLATIONS LLC	81	09/24/26	09/24/26	01-0740-0-5800-103-4760-1000-040-201	262.50 *
27212274	O	014693	INTECH MECHANICAL COMPANY LLC	81	09/24/26	09/24/26	01-8150-0-5600-106-9265-8100-007-000	14,100.00 *
27212275	O	020306	J.W. PEPPER & SON INC	81	09/24/26	09/24/26	01-6770-6-4300-472-1110-1000-014-856	978.25 *
27212276	O	010355	KAISER FOUNDATION HEALTH PLAN	81	09/24/26	09/24/26	01-0000-0-9511-000-0000-0000-000-000	16,637.67
							01-0000-0-9552-000-0000-0000-000-000	157,723.09
								174,360.76 *
27212277	O	017828	KASAI ANDREA	81	09/24/26	09/24/26	01-4127-6-5200-234-1110-1000-008-000	299.80 *
27212278	O	020635	LISA VELORIA	81	09/24/26	09/24/26	01-6300-0-4300-238-1110-1000-010-000	77.58 *
27212279	O	017726	LOS ANGELES FREIGHTLINER	81	09/24/26	09/24/26	01-0740-0-4300-112-0000-3600-022-000	215.48 *
27212280	O	023215	LUMINOUS MINDS INC	81	09/24/26	09/24/26	01-3010-7-4300-236-1110-1000-009-000	565.69 *
27212281	O	022873	MAILHO KATHERINE	81	09/24/26	09/24/26	01-6300-0-4300-238-1110-1000-010-000	245.50 *
27212282	O	023044	MARTINEZ EMILY ANNE	81	09/24/26	09/24/26	01-0740-0-5210-104-0000-3140-004-000	26.14 *
27212283	O	017727	MASON L. DONALDSON	81	09/24/26	09/24/26	01-8150-0-6290-106-0000-8500-007-613	1,320.00 *
27212284	O	020602	MCGRAW HILL SCHOOL EDUCATION	81	09/24/26	09/24/26	01-6300-0-4110-103-1110-1000-040-000	446.25 *
27212285	O	023065	MFAC LLC	81	09/24/26	09/24/26	01-0831-0-4300-105-1110-4200-005-000	822.13
							01-0831-0-6400-105-1110-4200-005-000	19,174.12
								19,996.25 *
27212286	O	019252	NCS PEARSON INC.	81	09/24/26	09/24/26	01-6500-0-4300-102-5001-3120-041-302	288.55
							01-6500-0-4300-102-5001-3120-041-302	4,394.54
								4,683.09 *
27212287	O	015373	OTC BRANDS INC	81	09/24/26	09/24/26	01-0000-0-4300-240-1110-1000-011-000	119.60 *
27212288	O	023188	PG&E	81	09/24/26	09/24/26	01-1400-0-5515-106-0000-8100-007-000	1,262.49 *

Sept Warrants WARRANT REGISTER FOR APY WARRANTS WITH Issue Date 09/01/26 - 09/30/26

01 GENERAL FUND

WARRANT NUMBER	S T	VENDOR NUMBER	PAYEE NAME	DI NO	ENTERED DATE	PAID DATE	ACCOUNT CODE FD RESO P OBJE SIT GOAL FUNC RES DEP	AMOUNT
27212289	O	022734	PISOR FENCE DIVISION INC	81	09/24/26	09/24/26	01-8150-0-6170-106-0000-8500-007-000	2,247.50 *
27212290	O	019700	PITNEY BOWES GLOBAL FINANCIAL	81	09/24/26	09/24/26	01-0000-0-5620-105-0000-7200-005-000	930.10 *
27212291	O	014069	PLATT ELECTRIC SUPPLY INC	81	09/24/26	09/24/26	01-8150-0-4300-106-0000-8100-007-000	135.09
							01-8150-0-4300-106-0000-8100-007-000	1,036.06
							01-8150-0-4300-106-0000-8100-007-000	184.45
							01-8150-0-4300-106-0000-8100-007-000	3.09
							01-8150-0-4300-106-0000-8100-007-000	58.68
								1,417.37 *
27212292	O	022525	POST-IT LLC	81	09/24/26	09/24/26	01-0000-0-5800-110-0000-7200-004-000	476.00 *
27212293	O	021194	PRUDENTIAL OVERALL SUPPLY INC	81	09/24/26	09/24/26	01-0740-0-5800-112-0000-3600-022-000	57.97 *
27212294	O	022614	RALLY FACTORY	81	09/24/26	09/24/26	01-0076-0-5800-472-1110-4200-014-823	1,491.08 *
27212295	O	022812	RELIANCE STANDARD	81	09/24/26	09/24/26	01-0000-0-9552-000-0000-0000-000-000	8,103.27 *
27212296	O	022617	RIVERSIDE TECHNOLOGIES INC.	81	09/24/26	09/24/26	01-1400-0-4300-106-0000-8100-007-000	2,690.51
							01-1400-0-4400-106-0000-8100-007-000	6,165.44
							01-1400-0-5810-106-0000-8100-007-000	4,773.00
								13,628.95 *
27212297	O	016231	RUCKER CARLA	81	09/24/26	09/24/26	01-0000-0-4300-240-1110-1000-011-000	38.78 *
27212298	O	010266	SACRAMENTO COUNTY UTILITIES	81	09/24/26	09/24/26	01-1400-0-5530-106-0000-8100-007-000	13.49 *
27212299	O	022691	SAVCHUK IGOR	81	09/24/26	09/24/26	01-6500-0-5800-102-5001-3600-041-000	364.80 *
27212300	O	016971	SCREENCASTIFY LLC	81	09/24/26	09/24/26	01-0000-0-5810-472-1110-1000-014-000	1,188.00 *
27212301	O	021248	SHEPARD DAWN	81	09/24/26	09/24/26	01-3010-7-4300-236-1110-1000-009-000	770.97 *
27212302	O	010376	SLAKEY BROS INC	81	09/24/26	09/24/26	01-8150-0-4300-106-9265-8100-007-000	691.61 *
27212303	O	021452	SLAY JENNIFER	81	09/24/26	09/24/26	01-3010-6-4200-371-1110-1000-012-000	207.36 *
27212304	O	017769	SPINELLI ELEMENTARY	81	09/24/26	09/24/26	01-0759-0-8699-240-0000-0000-011-000	500.00 *
27212305	O	022377	STERICYCLE INC	81	09/24/26	09/24/26	01-1400-0-5525-106-0000-8100-007-000	1,387.96
							01-0000-0-5800-472-0000-2700-014-000	57.92
								1,445.88 *
27212306	O	022807	STRETZ JESSE	81	09/24/26	09/24/26	01-6300-0-4300-371-1110-1000-012-000	118.81 *
27212307	O	016874	SUTTER BUTTES COMMUNICATIONS	81	09/24/26	09/24/26	01-1400-0-4300-106-0000-8100-007-000	2,502.73 *
27212308	O	019383	SUTTER HEALTH PLAN	81	09/24/26	09/24/26	01-0000-0-9552-000-0000-0000-000-000	41,805.96 *

Sept Warrants WARRANT REGISTER FOR APY WARRANTS WITH Issue Date 09/01/26 - 09/30/26

01 GENERAL FUND

WARRANT NUMBER	S T	VENDOR NUMBER	PAYEE NAME	DI NO	ENTERED DATE	PAID DATE	ACCOUNT CODE FD RESO P OBJE SIT GOAL FUNC RES DEP	AMOUNT
27212309	O	014972	TACKETT-OLIVER MELISSA	81	09/24/26	09/24/26	01-0000-0-4300-238-0000-2700-010-000	154.33 *
27212310	O	018867	THE BANK OF NEW YORK MELLON	81	09/24/26	09/24/26	01-0000-0-5800-105-0000-7200-005-000	825.00
							01-0000-0-5800-105-0000-7200-005-000	825.00
								1,650.00 *
27212311	O	010519	TIM'S MUSIC	81	09/24/26	09/24/26	01-0000-0-5800-472-1520-1000-014-856	80.00
							01-0000-0-5800-472-1520-1000-014-856	75.00
								155.00 *
27212312	O	023476	TOTAL CAPTURE PHOTOGRAPHY	81	09/24/26	09/24/26	01-0740-0-5800-475-3200-2700-015-000	200.00 *
27212313	O	010902	U.S. BANK	81	09/24/26	09/24/26	01-0000-0-5810-115-0000-7200-021-000	20.00
							01-0000-0-5810-101-0000-7150-002-000	20.00
							01-1400-0-5810-106-0000-8100-007-000	20.00
							01-1400-0-5800-106-0000-8100-007-000	61.99
							01-1400-0-5900-106-0000-8100-007-000	168.51
							01-1400-0-5810-106-9265-8100-007-000	12.00
							01-5630-0-4300-601-1421-1000-017-000	242.23
							01-8150-0-4300-106-0000-8100-007-000	590.52
							01-2600-6-4300-601-1110-4000-017-000	1,536.10
							01-2600-6-4200-601-1110-4000-017-000	535.35
							01-0000-0-5200-103-1110-1000-040-206	248.80
							01-8150-0-4300-106-0000-8100-007-613	589.86
							01-1400-0-4300-106-0000-8100-007-000	261.11
							01-0000-0-5800-110-0000-7200-004-000	87.02
							01-0000-0-4300-105-0000-7200-005-000	129.28
							01-0000-0-4300-110-0000-7200-004-000	45.24
							01-8150-0-4300-106-0000-8100-007-000	485.68
							01-2600-6-4300-601-1110-4000-017-000	569.45
							01-0740-0-5800-601-1110-2490-017-000	228.34
							01-2600-6-5800-601-1110-4000-017-000	266.40
							01-5630-0-5800-601-1421-1000-017-000	266.39
							01-0740-0-5800-112-0000-3600-022-000	66.18
							01-0740-0-5800-601-1110-2490-017-000	22.54
							01-2600-6-5800-601-1110-4000-017-000	26.30
							01-5630-0-5800-601-1421-1000-017-000	26.30
							01-6500-0-5810-102-5001-2700-041-000	144.00
							01-2600-6-4300-601-1110-4000-017-000	2,115.53
							01-0000-0-8699-000-0000-0000-000-000	132.54
								8,917.66 *
27212314	O	022338	WARRINER JILL	81	09/24/26	09/24/26	01-4127-6-5200-234-1110-1000-008-000	484.56 *
27212315	O	010552	WAXIE SANITARY SUPPLY	81	09/24/26	09/24/26	01-1400-0-4300-111-0000-8100-007-931	3,535.63
							01-1400-0-4300-111-0000-8100-007-931	6,027.94
							01-1400-0-4300-111-0000-8100-007-931	189.14
							01-1400-0-4300-111-0000-8100-007-931	657.29
							01-1400-0-4300-111-0000-8100-007-931	1,004.35
								11,414.35 *

Sept Warrants WARRANT REGISTER FOR APY WARRANTS WITH Issue Date 09/01/26 - 09/30/26

01 GENERAL FUND

WARRANT NUMBER	S T	VENDOR NUMBER	PAYEE NAME	DI NO	ENTERED DATE	PAID DATE	ACCOUNT CODE FD RESO P OBJE SIT GOAL FUNC RES DEP	AMOUNT
27212316	O	022221	WESTERN HEALTH ADVANTAGE	81	09/24/26	09/24/26	01-0000-0-9552-000-0000-0000-000-000	79,797.25 *
27212317	O	022221	WESTERN HEALTH ADVANTAGE	81	09/24/26	09/24/26	01-0000-0-9511-000-0000-0000-000-000	11,656.39 *
27513402	O	999999	CSDTF - PERS	81	09/02/26	09/10/26	01-0000-0-9626-000-0000-0000-000-000	1,884.11 *
27513403	O	999999	CSDTF - STRS	81	09/02/26	09/10/26	01-0000-0-9625-000-0000-0000-000-000	5,703.23 *
27513404	O	999999	CSDTF - FEDERAL INCOME TAX	81	09/02/26	09/10/26	01-0000-0-9623-000-0000-0000-000-000	8,065.15 *
27513405	O	999999	CSDTF - OASDI	81	09/02/26	09/10/26	01-0000-0-9627-000-0000-0000-000-000	4,160.50 *
27513406	O	999999	CSDTF - MEDICARE	81	09/02/26	09/10/26	01-0000-0-9629-000-0000-0000-000-000	1,914.66 *
27513407	O	999999	CSDTF - STATE INCOME TAX	81	09/02/26	09/10/26	01-0000-0-9624-000-0000-0000-000-000	3,650.41 *
27513408	O	999999	CENTER UNIFIED REVOLVING FUND	81	09/02/26	09/10/26	01-0000-0-9621-000-0000-0000-000-000	2,410.14 *
27513409	O	999999	SIA/DELTA DENTAL	81	09/02/26	09/10/26	01-0000-0-9621-000-0000-0000-000-000	18.60 *
27513410	O	999999	SIA/VISION SERVICE PLAN	81	09/02/26	09/10/26	01-0000-0-9621-000-0000-0000-000-000	25.04 *
27513411	O	999999	KAISER FOUND HEALTH PLAN	81	09/02/26	09/10/26	01-0000-0-9621-000-0000-0000-000-000	73.46 *
27513412	O	999999	CENTER JUSD - TP HSA EMPLOYEE	81	09/02/26	09/10/26	01-0000-0-9621-000-0000-0000-000-000	150.00 *
27513413	O	999999	CENTER JUSD - TP HSA SVC FEE10	81	09/02/26	09/10/26	01-0000-0-9621-000-0000-0000-000-000	1.75 *
27513414	O	999999	COUNTY TREASURER	81	09/02/26	09/10/26	01-0000-0-9622-000-0000-0000-000-000	92,371.39 *
27513474	O	999999	CSDTF - PERS	81	09/22/26	09/30/26	01-0000-0-9626-000-0000-0000-000-000	86,666.29 *
27513475	O	999999	CSDTF - STRS	81	09/22/26	09/30/26	01-0000-0-9625-000-0000-0000-000-000	271,012.16 *
27513476	O	999999	CSDTF - FEDERAL INCOME TAX	81	09/22/26	09/30/26	01-0000-0-9623-000-0000-0000-000-000	269,791.33 *
27513477	O	999999	CSDTF - OASDI	81	09/22/26	09/30/26	01-0000-0-9627-000-0000-0000-000-000	74,476.50 *
27513478	O	999999	CSDTF - MEDICARE	81	09/22/26	09/30/26	01-0000-0-9629-000-0000-0000-000-000	54,333.74 *
27513479	O	999999	CSDTF - STATE INCOME TAX	81	09/22/26	09/30/26	01-0000-0-9624-000-0000-0000-000-000	105,029.90 *
27513480	O	999999	FRANCHISE TAX BOARD	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	920.00 *
27513481	O	999999	CA STATE DISBURSEMENT UNIT	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	315.00 *
27513482	O	999999	CENTER JUSD - MENTOR STIPEND	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	3,778.60 *
27513483	O	999999	CENTER UNIFIED REVOLVING FUND	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	8.09 *

Sept Warrants WARRANT REGISTER FOR APY WARRANTS WITH Issue Date 09/01/26 - 09/30/26

01 GENERAL FUND

WARRANT NUMBER	S T	VENDOR NUMBER	PAYEE NAME	DI NO	ENTERED DATE	PAID DATE	ACCOUNT CODE FD RESO P OBJE SIT GOAL FUNC RES DEP	AMOUNT
27513484	O	999999	SIA/DELTA DENTAL	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	10,496.97 *
27513485	O	999999	SIA/VISION SERVICE PLAN	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	3,979.14 *
27513486	O	999999	KAISER FOUND HEALTH PLAN	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	77,309.23 *
27513487	O	999999	WHA - DEPT 134668	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	30,863.52 *
27513488	O	999999	SUTTER HEALTH PLAN	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	45,721.24 *
27513489	O	999999	STANDARD INSURANCE COMPANY	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	403.20 *
27513490	O	999999	STANDARD INSURANCE COMPANY	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	2,276.40 *
27513491	O	999999	STANDARD INSURANCE COMPANY	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	86.40 *
27513492	O	999999	STANDARD INSURANCE COMPANY	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	7.20 *
27513493	O	999999	AFLAC	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	57.33 *
27513494	O	999999	STANDARD INSURANCE COMPANY	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	7,288.07 *
27513495	O	999999	AMER FID ASSUR CO	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	608.41 *
27513496	O	999999	AFLAC	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	45.24 *
27513497	O	999999	AFLAC GROUP INSURANCE	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	83.16 *
27513498	O	999999	AFLAC	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	39.26 *
27513499	O	999999	THE STABILE CORPORATION	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	300.00 *
27513500	O	999999	CENTER JUSD - RSLI ACCIDENT	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	2,484.86 *
27513501	O	999999	CENTER JUSD - RSLI CI	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	2,868.29 *
27513502	O	999999	CENTER JUSD - RSLI HOSP INDEMN	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	1,426.62 *
27513503	O	999999	CENTER JUSD - RSLI LTD	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	1,942.87 *
27513504	O	999999	CENTER JUSD - RSLI STD	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	603.95 *
27513505	O	999999	INFOARMOR, INC. DEPT 3189	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	317.90 *
27513506	O	999999	Center JUSD - ThrivePass FSADC	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	3,066.67 *
27513507	O	999999	Center JUSD- ThrivePass FSAURM	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	1,355.01 *
27513508	O	999999	CENTER JUSD - TP FSA SVC FEE	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	52.64 *

Sept Warrants WARRANT REGISTER FOR APY WARRANTS WITH Issue Date 09/01/26 - 09/30/26

01 GENERAL FUND

WARRANT NUMBER	S T	VENDOR NUMBER	PAYEE NAME	DI NO	ENTERED DATE	PAID DATE	ACCOUNT CODE FD RESO P OBJE SIT GOAL FUNC RES DEP	AMOUNT
27513509	O	999999	Center JUSD - ThrivePass LPFSA	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	200.00 *
27513510	O	999999	TRUSTMARK VOL BENEFIT SOLUTION	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	2,612.30 *
27513511	O	999999	SCHOOLSFIRST FCU	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	7,087.00 *
27513512	O	999999	NATIONWIDE	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	1,409.34 *
27513513	O	999999	SchoolsFirstPlanAdministration	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	11,915.78 *
27513514	O	999999	SchoolsFirstPlanAdministration	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	2,773.00 *
27513515	O	999999	AMERICAN FIDELITY ASSURANCE CO	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	996.04 *
27513516	O	999999	CA TEACHERS ASSOCIATION	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	28,566.20 *
27513517	O	999999	CALIFORNIA SCHOOL EMPL. ASSN.	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	9,812.07 *
27513518	O	999999	CASP	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	15.50 *
27513519	O	999999	CENTER UNIFIED TEACHERS ASSOC.	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	2,525.00 *
27513520	O	999999	CA SCHOOLS EMPLOYEES ASSOC 610	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	464.00 *
27513521	O	999999	ASSN OF CA SCHOOL ADMIN (ACSA)	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	126.86 *
27513522	O	999999	CSEA VICTORY CLUB MEMBER DUES	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	136.00 *
27513523	O	999999	FORTUNE SCHOOL OF EDUCATION	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	945.00 *
27513524	O	999999	CENTER JUSD - TP HSA EMPLOYEE	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	28,992.42 *
27513525	O	999999	CENTER JUSD - TP HSA SVC FEE12	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	87.44 *
27513526	O	999999	CENTER JUSD - TP HSA SVC FEE10	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	250.25 *
27513527	O	999999	AFA - Annuity Premium Trust	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	4,100.00 *
27513528	O	999999	SchoolsFirstPlanAdministration	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	50,508.04 *
27513529	O	999999	SchoolsFirstPlanAdministration	81	09/22/26	09/30/26	01-0000-0-9621-000-0000-0000-000-000	4,225.00 *
27513530	O	999999	COUNTY TREASURER	81	09/22/26	09/30/26	01-0000-0-9622-000-0000-0000-000-000	2,330,538.54 *
77000718	O	010939	IML SECURITY SUPPLY	81	09/03/26	09/03/26	01-8150-0-4300-106-0000-8100-007-000	121.74 *
77000719	O	010212	LAKESHORE LEARNING MATERIA LLC	81	09/03/26	09/03/26	01-0201-0-4300-242-1110-1000-013-000	1,351.16 *
77000720	O	021173	NORTH STATE TIRE CO. INC	81	09/03/26	09/03/26	01-0740-0-4300-112-0000-3600-022-000	1,290.77
							01-0740-0-4300-112-0000-3600-022-000	2,384.43

Sept Warrants WARRANT REGISTER FOR APY WARRANTS WITH Issue Date 09/01/26 - 09/30/26

01 GENERAL FUND

WARRANT NUMBER	S T	VENDOR NUMBER	PAYEE NAME	DI NO	ENTERED DATE	PAID DATE	ACCOUNT CODE FD RESO P OBJE SIT GOAL FUNC RES DEP	AMOUNT
							01-0740-0-4300-112-0000-3600-022-000	1,150.12
							01-0740-0-4300-112-0000-3600-022-000	292.51
							01-0740-0-4300-112-0000-3600-022-000	721.38
							01-0740-0-4300-112-0000-3600-022-000	637.86
							01-0740-0-4300-112-0000-3600-022-000	776.45
								7,253.52 *
77000721	O	015787	O'REILLY AUTO PARTS	81	09/03/26	09/03/26	01-0740-0-4300-112-0000-3600-022-000	22.60
							01-0740-0-4300-112-0000-3600-022-000	101.63
								124.23 *
77000722	O	014786	SCHOOL SPECIALTY LLC	81	09/03/26	09/03/26	01-6300-0-4300-242-1110-1000-013-000	218.27
							01-0000-0-4100-103-1110-1000-040-000	255.00
								473.27 *
77000724	O	010592	EWING IRRIGATION PRODUCTS INC	81	09/10/26	09/10/26	01-1400-0-4300-113-0000-8100-007-000	1,423.46 *
77000725	O	010212	LAKESHORE LEARNING MATERIA LLC	81	09/10/26	09/10/26	01-0201-0-4300-242-1110-1000-013-000	2,069.82 *
77000726	O	021705	LUX BUS AMERICA CO	81	09/10/26	09/10/26	01-0740-0-5865-112-1110-4200-022-301	2,267.40 *
77000727	O	021173	NORTH STATE TIRE CO. INC	81	09/10/26	09/10/26	01-1400-0-5800-106-0000-8100-007-000	453.27 *
77000728	O	015787	O'REILLY AUTO PARTS	81	09/10/26	09/10/26	01-0740-0-4300-112-0000-3600-022-000	116.31 *
77000729	O	010627	RIVERVIEW INTERNATIONAL TRUCKS	81	09/10/26	09/10/26	01-0740-0-4300-112-0000-3600-022-000	484.79 *
77000730	O	021111	ULINE	81	09/10/26	09/10/26	01-0000-0-4300-242-0000-2700-013-000	620.50 *
77000731	O	010939	IML SECURITY SUPPLY	81	09/17/26	09/17/26	01-8150-0-4300-106-0000-8100-007-000	54.59
							01-8150-0-4300-106-0000-8100-007-000	264.34
							01-8150-0-4300-106-0000-8100-007-000	650.68
							01-8150-0-4300-106-0000-8100-007-000	236.56
							01-8150-0-4300-106-0000-8100-007-000	137.04
								1,343.21 *
77000732	O	021705	LUX BUS AMERICA CO	81	09/17/26	09/17/26	01-0740-0-5865-112-1110-1000-022-301	1,505.62 *
77000733	O	016087	MICHAEL'S TRANSPORTATION SERV.	81	09/17/26	09/17/26	01-0740-0-5800-112-0000-3600-022-000	2,180.00 *
77000734	O	015787	O'REILLY AUTO PARTS	81	09/17/26	09/17/26	01-0740-0-4300-112-0000-3600-022-000	135.69
							01-8150-0-4300-106-0000-8100-007-000	140.08
								275.77 *
77000735	O	010627	RIVERVIEW INTERNATIONAL TRUCKS	81	09/17/26	09/17/26	01-0740-0-4300-112-0000-3600-022-000	347.85
							01-0740-0-4300-112-0000-3600-022-000	215.07
								562.92 *
77000737	O	010592	EWING IRRIGATION PRODUCTS INC	81	09/24/26	09/24/26	01-1400-0-4300-113-0000-8100-007-000	92.71
							01-1400-0-4300-113-0000-8100-007-000	689.24

Sept Warrants WARRANT REGISTER FOR APY WARRANTS WITH Issue Date 09/01/26 - 09/30/26

01 GENERAL FUND

WARRANT NUMBER	S T	VENDOR NUMBER	PAYEE NAME	DI NO	ENTERED DATE	PAID DATE	ACCOUNT CODE FD RESO P OBJE SIT GOAL FUNC RES DEP	AMOUNT
								781.95 *
77000738	O	010939	IML SECURITY SUPPLY	81	09/24/26	09/24/26	01-8150-0-4300-106-0000-8100-007-000	1,951.12-
							01-8150-0-4300-106-0000-8100-007-000	2,053.48
								102.36 *
77000739	O	021705	LUX BUS AMERICA CO	81	09/24/26	09/24/26	01-0740-0-5865-112-1110-1000-022-301	1,505.62 *
77000740	O	016087	MICHAEL'S TRANSPORTATION SERV.	81	09/24/26	09/24/26	01-0740-0-5800-112-0000-3600-022-000	2,180.00 *
77000741	O	015787	O'REILLY AUTO PARTS	81	09/24/26	09/24/26	01-0740-0-4300-112-0000-3600-022-000	116.31 *

FUND 00000001 Warrant TOTAL $5,973,047.48 **
FUND 00000001 Cancelled TOTAL $.00 **

Sept Warrants WARRANT REGISTER FOR APY WARRANTS WITH Issue Date 09/01/26 - 09/30/26

12 CHILD DEVELOPMEN FUND

WARRANT NUMBER	S T	VENDOR NUMBER	PAYEE NAME	DI NO	ENTERED DATE	PAID DATE	ACCOUNT CODE FD RESO P OBJE SIT GOAL FUNC RES DEP	AMOUNT
27212168	O	018143	CATALYST FAMILY INC	81	09/10/26	09/10/26	12-5025-0-5800-100-8500-1000-005-000	52,986.14 *

FUND 00000012 Warrant TOTAL $52,986.14 **
FUND 00000012 Cancelled TOTAL $.00 **

Sept Warrants WARRANT REGISTER FOR APY WARRANTS WITH Issue Date 09/01/26 - 09/30/26

13 CAFETERIA FUND

WARRANT NUMBER	S T	VENDOR NUMBER	PAYEE NAME	DI NO	ENTERED DATE	PAID DATE	ACCOUNT CODE FD RESO P OBJE SIT GOAL FUNC RES DEP	AMOUNT
27212104	O	023140	AIR SYSTEMS SERVICE & CONST	81	09/03/26	09/03/26	13-5310-0-5600-108-0000-3700-020-000	1,714.90
							13-5310-0-5600-108-0000-3700-020-000	1,142.07
							13-5310-0-5600-108-0000-3700-020-000	400.00
								3,256.97 *
27212105	O	019362	AMAZON CAPITAL SERVICES INC	81	09/03/26	09/03/26	13-5310-0-4300-108-0000-3700-020-000	201.97 *
27212106	O	023467	DATO DIANNE	81	09/03/26	09/03/26	13-5310-0-8634-000-0000-0000-000-000	49.77 *
27212107	O	021194	PRUDENTIAL OVERALL SUPPLY INC	81	09/03/26	09/03/26	13-5310-0-5800-108-0000-3700-020-000	120.08 *
27212108	O	023249	SHANNON WELCH	81	09/03/26	09/03/26	13-5310-0-5210-108-0000-3700-020-000	54.26 *
27212109	O	011422	SYSCO FOOD SVCS OF SACRAMENTO	81	09/03/26	09/03/26	13-5310-0-4700-108-0000-3700-020-000	1,518.15 *
27212110	O	022064	T-MOBILE	81	09/03/26	09/03/26	13-5310-0-5930-108-0000-3700-020-000	48.82 *
27212111	O	010902	U.S. BANK	81	09/03/26	09/03/26	13-5310-0-5200-108-0000-3700-020-000	999.76
							13-5310-0-5200-108-0000-3700-020-000	999.76
							13-5310-0-5200-108-0000-3700-020-000	999.76
							13-5310-0-5200-108-0000-3700-020-000	105.00
							13-5310-0-5200-108-0000-3700-020-000	810.47
							13-5310-0-5300-108-0000-3700-020-000	65.00
							13-5310-0-5300-108-0000-3700-020-000	50.00
							13-5310-0-5300-108-0000-3700-020-000	45.00
							13-5310-0-4400-108-0000-3700-020-000	1,745.40
							13-5310-0-4300-108-0000-3700-020-000	1,020.00
							13-5310-0-4700-108-0000-3700-020-000	413.01
							13-5310-0-4300-108-0000-3700-020-000	88.00
							13-5310-0-4700-108-0000-3700-020-000	127.74
								7,468.90 *
27212169	O	023140	AIR SYSTEMS SERVICE & CONST	81	09/10/26	09/10/26	13-5310-0-5600-108-0000-3700-020-000	4,017.35
							13-5310-0-5600-108-0000-3700-020-000	3,250.00
								7,267.35 *
27212170	O	022707	CHEFS TOYS	81	09/10/26	09/10/26	13-5310-0-4400-108-0000-3700-020-000	11,511.53 *
27212171	O	014156	COUNTY OF SACRAMENTO	81	09/10/26	09/10/26	13-5310-0-5800-108-0000-3700-020-000	765.00 *
27212172	O	022586	D&P CREAMERY	81	09/10/26	09/10/26	13-5310-0-4700-108-0000-3700-020-000	627.51
							13-5310-0-4700-108-0000-3700-020-000	627.51
							13-5310-0-4700-108-0000-3700-020-000	223.65
							13-5310-0-4700-108-0000-3700-020-000	584.07
							13-5310-0-4700-108-0000-3700-020-000	538.48
							13-5310-0-4700-108-0000-3700-020-000	627.51
							13-5310-0-4700-108-0000-3700-020-000	492.89
							13-5310-0-4700-108-0000-3700-020-000	635.23
							13-5310-0-4700-108-0000-3700-020-000	619.17
							13-5310-0-4700-108-0000-3700-020-000	220.04

Sept Warrants WARRANT REGISTER FOR APY WARRANTS WITH Issue Date 09/01/26 - 09/30/26

13 CAFETERIA FUND

WARRANT NUMBER	S T	VENDOR NUMBER	PAYEE NAME	DI NO	ENTERED DATE	PAID DATE	ACCOUNT CODE FD RESO P OBJE SIT GOAL FUNC RES DEP	AMOUNT
							13-5310-0-4700-108-0000-3700-020-000	541.25
							13-5310-0-4700-108-0000-3700-020-000	388.20
							13-5310-0-4700-108-0000-3700-020-000	495.66
							13-5310-0-4700-108-0000-3700-020-000	388.62
							13-5310-0-4700-108-0000-3700-020-000	603.25
							13-5310-0-4700-108-0000-3700-020-000	538.48
							13-5310-0-4700-108-0000-3700-020-000	473.10
							13-5310-0-4700-108-0000-3700-020-000	451.60
							13-5310-0-4700-108-0000-3700-020-000	451.60
							13-5310-0-4700-108-0000-3700-020-000	423.21
							13-5310-0-4700-108-0000-3700-020-000	358.27
							13-5310-0-4700-108-0000-3700-020-000	403.86
							13-5310-0-4700-108-0000-3700-020-000	687.07
							13-5310-0-4700-108-0000-3700-020-000	544.93
							13-5310-0-4700-108-0000-3700-020-000	402.79
							13-5310-0-4700-108-0000-3700-020-000	8.69-
							13-5310-0-4700-108-0000-3700-020-000	604.26
							13-5310-0-4700-108-0000-3700-020-000	383.22
							13-5310-0-4700-108-0000-3700-020-000	382.14
							13-5310-0-4700-108-0000-3700-020-000	566.91
							13-5310-0-4700-108-0000-3700-020-000	358.27
								14,634.06 *
27212173	O	021080	GOLD STAR FOODS	81	09/10/26	09/10/26	13-5310-0-4700-108-0000-3700-020-000	1,426.60
							13-5310-0-4700-108-0000-3700-020-000	193.60
							13-5310-0-4700-108-0000-3700-020-000	973.50
							13-5310-0-4700-108-0000-3700-020-000	12,448.74
							13-5310-0-4700-108-0000-3700-020-000	160.95
							13-5310-0-4700-108-0000-3700-020-000	16,233.12
								31,436.51 *
27212174	O	023420	IC REFRIGERATION SERVICE INC	81	09/10/26	09/10/26	13-5310-0-5800-108-0000-3700-020-000	960.08 *
27212175	O	016279	IMPERIAL DADE LLC	81	09/10/26	09/10/26	13-5310-0-4300-108-0000-3700-020-000	4,009.82 *
27212176	O	015608	KNUTSON KARI	81	09/10/26	09/10/26	13-5310-0-5210-108-0000-3700-020-000	13.45 *
27212177	O	018033	MICHELLE SWETT	81	09/10/26	09/10/26	13-5310-0-5210-108-0000-3700-020-000	54.19 *
27212178	O	019993	PROPACIFIC FRESH	81	09/10/26	09/10/26	13-5310-0-4700-108-0000-3700-020-000	2,244.62
							13-5310-0-4700-108-0000-3700-020-000	1,301.83
							13-5310-0-4700-108-0000-3700-020-000	1,354.11
							13-5310-0-4700-108-0000-3700-020-000	2,229.04
							13-5310-0-4700-108-0000-3700-020-000	1,933.87
							13-5310-0-4700-108-0000-3700-020-000	1,923.22
							13-5310-0-4700-108-0000-3700-020-000	1,401.35
								12,388.04 *
27212179	O	021194	PRUDENTIAL OVERALL SUPPLY INC	81	09/10/26	09/10/26	13-5310-0-5800-108-0000-3700-020-000	120.08 *

Sept Warrants WARRANT REGISTER FOR APY WARRANTS WITH Issue Date 09/01/26 - 09/30/26

13 CAFETERIA FUND

WARRANT NUMBER	S T	VENDOR NUMBER	PAYEE NAME	DI NO	ENTERED DATE	PAID DATE	ACCOUNT CODE FD RESO P OBJE SIT GOAL FUNC RES DEP	AMOUNT
27212180	O	011422	SYSCO FOOD SVCS OF SACRAMENTO	81	09/10/26	09/10/26	13-5310-0-4700-108-0000-3700-020-000	19.72-
							13-5310-0-4700-108-0000-3700-020-000	7,258.72
							13-5310-0-4700-108-0000-3700-020-000	7,702.78
								14,941.78 *
27212181	O	022586	D&P CREAMERY	81	09/10/26	09/10/26	13-5310-0-4700-108-0000-3700-020-000	383.22
							13-5310-0-4700-108-0000-3700-020-000	225.80
							13-5310-0-4700-108-0000-3700-020-000	275.69
							13-5310-0-4700-108-0000-3700-020-000	225.80
							13-5310-0-4700-108-0000-3700-020-000	270.32
							13-5310-0-4700-108-0000-3700-020-000	67.31
							13-5310-0-4700-108-0000-3700-020-000	67.31
							13-5310-0-4700-108-0000-3700-020-000	67.31
							13-5310-0-4700-108-0000-3700-020-000	44.52
							13-5310-0-4700-108-0000-3700-020-000	448.53
							13-5310-0-4700-108-0000-3700-020-000	471.79
							13-5310-0-4700-108-0000-3700-020-000	369.44
							13-5310-0-4700-108-0000-3700-020-000	313.76
							13-5310-0-4700-108-0000-3700-020-000	290.96
							13-5310-0-4700-108-0000-3700-020-000	449.45
							13-5310-0-4700-108-0000-3700-020-000	667.50
							13-5310-0-4700-108-0000-3700-020-000	252.89
							13-5310-0-4700-108-0000-3700-020-000	269.24
							13-5310-0-4700-108-0000-3700-020-000	314.83
							13-5310-0-4700-108-0000-3700-020-000	449.45
							13-5310-0-4700-108-0000-3700-020-000	471.85
							13-5310-0-4700-108-0000-3700-020-000	360.42
							13-5310-0-4700-108-0000-3700-020-000	477.62
							13-5310-0-4700-108-0000-3700-020-000	492.89
							13-5310-0-4700-108-0000-3700-020-000	446.85
							13-5310-0-4700-108-0000-3700-020-000	315.91
							13-5310-0-4700-108-0000-3700-020-000	383.22
							13-5310-0-4700-108-0000-3700-020-000	270.32
							13-5310-0-4700-108-0000-3700-020-000	111.83
							13-5310-0-4700-108-0000-3700-020-000	471.79
								9,727.82 *
27212182	O	019993	PROPACIFIC FRESH	81	09/10/26	09/10/26	13-5310-0-4700-108-0000-3700-020-000	1,465.09
							13-5310-0-4700-108-0000-3700-020-000	1,387.92
							13-5310-0-4700-108-0000-3700-020-000	69.00-
							13-5310-0-4700-108-0000-3700-020-000	1,267.80
							13-5310-0-4700-108-0000-3700-020-000	278.93
							13-5310-0-4700-108-0000-3700-020-000	893.29
							13-5310-0-4700-108-0000-3700-020-000	920.11
							13-5310-0-4700-108-0000-3700-020-000	982.63
							13-5310-0-4700-108-0000-3700-020-000	265.27
							13-5310-0-4700-108-0000-3700-020-000	69.00-
							13-5310-0-4700-108-0000-3700-020-000	1,269.37
							13-5310-0-4700-108-0000-3700-020-000	2,788.02
							13-5310-0-4700-108-0000-3700-020-000	1,615.72

Sept Warrants WARRANT REGISTER FOR APY WARRANTS WITH Issue Date 09/01/26 - 09/30/26

13 CAFETERIA FUND

WARRANT NUMBER	S T	VENDOR NUMBER	PAYEE NAME	DI NO	ENTERED DATE	PAID DATE	ACCOUNT CODE FD RESO P OBJE SIT GOAL FUNC RES DEP	AMOUNT
							13-5310-0-4700-108-0000-3700-020-000	1,339.27
								14,335.42 *
27212183	O	019993	PROPACIFIC FRESH	81	09/10/26	09/10/26	13-5310-0-4700-108-0000-3700-020-000	276.32
							13-5310-0-4700-108-0000-3700-020-000	438.06
							13-5310-0-4700-108-0000-3700-020-000	1,074.16
							13-5310-0-4700-108-0000-3700-020-000	592.21
							13-5310-0-4700-108-0000-3700-020-000	696.88
							13-5310-0-4700-108-0000-3700-020-000	1,072.90
							13-5310-0-4700-108-0000-3700-020-000	1,556.44
							13-5310-0-4700-108-0000-3700-020-000	265.59
							13-5310-0-4700-108-0000-3700-020-000	7.27-
							13-5310-0-4700-108-0000-3700-020-000	914.60
							13-5310-0-4700-108-0000-3700-020-000	748.70
							13-5310-0-4700-108-0000-3700-020-000	933.09
							13-5310-0-4700-108-0000-3700-020-000	1,678.55
							13-5310-0-4700-108-0000-3700-020-000	13.65-
							13-5310-0-4700-108-0000-3700-020-000	825.29
							13-5310-0-4700-108-0000-3700-020-000	263.20
							13-5310-0-4700-108-0000-3700-020-000	255.22
							13-5310-0-4700-108-0000-3700-020-000	219.23
							13-5310-0-4700-108-0000-3700-020-000	160.22
							13-5310-0-4700-108-0000-3700-020-000	26.50-
							13-5310-0-4700-108-0000-3700-020-000	15.71-
							13-5310-0-4700-108-0000-3700-020-000	1,134.08
							13-5310-0-4700-108-0000-3700-020-000	307.64
							13-5310-0-4700-108-0000-3700-020-000	611.56
							13-5310-0-4700-108-0000-3700-020-000	998.24
								14,959.05 *
27212184	O	019993	PROPACIFIC FRESH	81	09/10/26	09/10/26	13-5310-0-4700-108-0000-3700-020-000	547.47
							13-5310-0-4700-108-0000-3700-020-000	686.96
							13-5310-0-4700-108-0000-3700-020-000	622.95
							13-5310-0-4700-108-0000-3700-020-000	20.66-
							13-5310-0-4700-108-0000-3700-020-000	1,388.56
							13-5310-0-4700-108-0000-3700-020-000	1,693.97
							13-5310-0-4700-108-0000-3700-020-000	1,247.02
							13-5310-0-4700-108-0000-3700-020-000	1,223.76
							13-5310-0-4700-108-0000-3700-020-000	442.50
								7,832.53 *
27212248	O	023140	AIR SYSTEMS SERVICE & CONST	81	09/17/26	09/17/26	13-5310-0-5600-108-0000-3700-020-000	410.00 *
27212249	O	022707	CHEFS TOYS	81	09/17/26	09/17/26	13-5310-0-4300-108-0000-3700-020-000	840.45 *
27212250	O	014156	COUNTY OF SACRAMENTO	81	09/17/26	09/17/26	13-5310-0-5800-108-0000-3700-020-000	317.00 *
27212251	O	023420	IC REFRIGERATION SERVICE INC	81	09/17/26	09/17/26	13-5310-0-6500-108-0000-8500-020-000	14,481.00 *
27212252	O	021194	PRUDENTIAL OVERALL SUPPLY INC	81	09/17/26	09/17/26	13-5310-0-5800-108-0000-3700-020-000	120.08 *

Sept Warrants WARRANT REGISTER FOR APY WARRANTS WITH Issue Date 09/01/26 - 09/30/26

13 CAFETERIA FUND

WARRANT NUMBER	S T	VENDOR NUMBER	PAYEE NAME	DI NO	ENTERED DATE	PAID DATE	ACCOUNT CODE FD RESO P OBJE SIT GOAL FUNC RES DEP	AMOUNT
27212318	O	015534	ADVANCED SEPTIC SERVICE LLC	81	09/24/26	09/24/26	13-5310-0-5800-108-0000-3700-020-000	625.00
							13-5310-0-5800-108-0000-3700-020-000	450.00
							13-5310-0-5800-108-0000-3700-020-000	625.00
								1,700.00 *
27212319	O	023140	AIR SYSTEMS SERVICE & CONST	81	09/24/26	09/24/26	13-5310-0-5600-108-0000-3700-020-000	7,195.00 *
27212320	O	022707	CHEFS TOYS	81	09/24/26	09/24/26	13-5310-0-4300-108-0000-3700-020-000	186.64 *
27212321	O	021080	GOLD STAR FOODS	81	09/24/26	09/24/26	13-5310-0-4700-108-0000-3700-020-000	375.16
							13-5310-0-4700-108-0000-3700-020-000	1,544.81
							13-5310-0-4700-108-0000-3700-020-000	588.20
							13-5310-0-4700-108-0000-3700-020-000	368.25
							13-5310-0-4700-108-0000-3700-020-000	23,186.86
							13-5310-0-4700-108-0000-3700-020-000	28,419.13
								54,482.41 *
27212322	O	016279	IMPERIAL DADE LLC	81	09/24/26	09/24/26	13-5310-0-4300-108-0000-3700-020-000	4,992.30 *
27212323	O	021194	PRUDENTIAL OVERALL SUPPLY INC	81	09/24/26	09/24/26	13-5310-0-5800-108-0000-3700-020-000	120.08 *
27212324	O	011422	SYSCO FOOD SVCS OF SACRAMENTO	81	09/24/26	09/24/26	13-5310-0-4300-108-0000-3700-020-000	16.07
							13-5310-0-4700-108-0000-3700-020-000	265.14-
							13-5310-0-4700-108-0000-3700-020-000	6,144.44
								5,895.37 *
27212325	O	010902	U.S. BANK	81	09/24/26	09/24/26	13-5310-0-4700-108-0000-3700-020-000	307.53
							13-5310-0-4700-108-0000-3700-020-000	147.17
							13-5310-0-5200-108-0000-3700-020-000	149.00
							13-5310-0-5200-108-0000-3700-020-000	149.00
							13-5310-0-5200-108-0000-3700-020-000	149.00
							13-5310-0-5200-108-0000-3700-020-000	149.00
							13-5310-0-5200-108-0000-3700-020-000	149.00
							13-5310-0-5200-108-0000-3700-020-000	149.00
								1,348.70 *
77000723	O	010523	BUTLER CHEMICALS INC	81	09/03/26	09/03/26	13-5310-0-4300-108-0000-3700-020-000	1,140.90 *
77000736	O	010523	BUTLER CHEMICALS INC	81	09/17/26	09/17/26	13-5310-0-4300-108-0000-3700-020-000	1,105.95 *

FUND 00000013 Warrant TOTAL $252,011.51 **
FUND 00000013 Cancelled TOTAL $.00 **

Sept Warrants WARRANT REGISTER FOR APY WARRANTS WITH Issue Date 09/01/26 - 09/30/26

25 CAPITAL FACILITIES FUND

WARRANT NUMBER	S T	VENDOR NUMBER	PAYEE NAME	DI NO	ENTERED DATE	PAID DATE	ACCOUNT CODE FD RESO P OBJE SIT GOAL FUNC RES DEP	AMOUNT
27212112	O	014446	GEOCON CONSULTANTS INC	81	09/03/26	09/03/26	25-9010-0-6160-244-0000-8500-007-603	1,125.00
							25-9010-0-6160-244-0000-8500-007-603	3,375.00
							25-9010-0-6160-244-0000-8500-007-603	6,225.00
								10,725.00 *

FUND 00000025 Warrant TOTAL $10,725.00 **
FUND 00000025 Cancelled TOTAL $.00 **

Sept Warrants WARRANT REGISTER FOR APY WARRANTS WITH Issue Date 09/01/26 - 09/30/26

40 SPECIAL RESERVE FUND

WARRANT NUMBER	S T	VENDOR NUMBER	PAYEE NAME	DI NO	ENTERED DATE	PAID DATE	ACCOUNT CODE FD RESO P OBJE SIT GOAL FUNC RES DEP	AMOUNT
27212113	O	017727	MASON L. DONALDSON	81	09/03/26	09/03/26	40-0000-0-6290-238-0000-8500-007-604	4,290.00 *
27212114	O	023452	PRIDEX CONSTRUCTION GROUP INC	81	09/03/26	09/03/26	40-0000-0-6243-238-0000-8500-007-612	77,311.00 *

FUND 00000040	Warrant TOTAL	$81,601.00 **
FUND 00000040	Cancelled TOTAL	$.00 **
DISTRICT 81	Issued TOTAL	$6,370,371.13 **
DISTRICT 81	Cancelled TOTAL	$.00 **

Sept Warrants WARRANT REGISTER FOR APY WARRANTS WITH Issue Date 09/01/26 - 09/30/26

WARRANT NUMBER	S T	VENDOR NUMBER	PAYEE NAME	DI NO	ENTERED DATE	PAID DATE	ACCOUNT CODE FD RESO P OBJE SIT GOAL FUNC RES DEP	AMOUNT

TOTAL AMOUNT OF ALL APY WARRANTS $6,370,371.13 ***
TOTAL AMOUNT OF ALL Cancelled WARRANTS $.00 ***

CENTER JOINT UNIFIED SCHOOL DISTRICT

Business Services

WARRANTS & PAYROLL

VENDOR AND CONTRACT WARRANTS		
Fund		**September 2026**
01	General Fund	$ 5,973,047.48
12	Child Development Fund	$ 52,986.14
13	Cafeteria Fund	$ 252,011.51
25	Capital Facilities Fund	$ 10,725.00
35	Schools Facilities Fund	$ -
40	Special Reserve Fund	$ 81,601.00
	TOTAL	**$ 6,370,371.13**

PAYROLL	
All Funds	**September 2026**
Certificated Payroll	$ 2,753,648.16
Classified Payroll	$ 1,275,906.83
Board	$ 28,725.00
Student Payroll	$ -
Retired Substitutes	$ 8,865.79
Retiree CIL	$ 817.02
TOTAL	**$ 4,067,962.80**

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 10/21/2026

TO: Center Joint Unified School District Board of Trustees

FROM: LISA CORONADO Initials: LC

SUBJECT: PURCHASING REPORTS

☒ **Action Item** ☐ **Information Item** **Attached Pages** 8

Company/Consultant's Name:

Background/Services to be Rendered:

Purchase orders and change orders have been processed pursuant to the authority granted under Education Code 17605 and Board Policy 3300, which authorizes the Superintendent or designee to purchase supplies, materials, equipment, services and public works projects up to the amounts specified in Public Contract Code 20111 and 22032. Attached are the lists of Purchase Orders for the month of September 2026.

Date(s) of Service:

Funding Amount:

Funding Source:

RECOMMENDED BOARD ACTION:

It is recommended that the board ratify the purchasing reports for September 2026.

01 GENERAL FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
270882	AIMEE OBRIEN & KIM KEEHLEY	STU/STAFF ID CARDS	200.00	MCCLELLAN HIGH SCHOOL
270899	AIR SYSTEMS SERVICE & CONST	HVAC Repair at Oak Hill	1,150.00	MAINTENANCE
270900	AIR SYSTEMS SERVICE & CONST	HVAC for Rex Fortune	720.00	MAINTENANCE
270901	AIR SYSTEMS SERVICE & CONST	HVAC Repair at Oak Hill	740.00	MAINTENANCE
270916	AIR SYSTEMS SERVICE & CONST	HVAC Repair at Oak Hill	932.26	MAINTENANCE
270724	ALESSANDRO ELECTRIC INC	Ansul System at McClellan	14,995.00	MAINTENANCE
270799	ALHAMBRA MAIL & PARCEL INC	SIGNS	200.00	ARTHUR S. DUDLEY ELEMENTARY
270716	ALL PRO BACKFLOW INC	Repair Backflow - DO	834.71	MAINTENANCE
270857	ALTERNATIVE LOGISTICS TECH HOL	EVERDRIVEN FUEL CHARGE	336.91	SPECIAL EDUCATION
270710	AMAZON CAPITAL SERVICES INC	Counselor Supplies	27.89	OAK HILL ELEMENTARY
270713	AMAZON CAPITAL SERVICES INC	VAPA-Music supplies	772.08	WILSON RILES MIDDLE SCHOOL
270714	AMAZON CAPITAL SERVICES INC	Supplies for MOT	298.58	MAINTENANCE
270720	AMAZON CAPITAL SERVICES INC	SUPPLIES	133.21	ARTHUR S. DUDLEY ELEMENTARY
270721	AMAZON CAPITAL SERVICES INC	SUPPLIES	161.72	REX FORTUNE ELEMENTARY
270722	AMAZON CAPITAL SERVICES INC	CLASSROOM SUPPLES	126.40	REX FORTUNE ELEMENTARY
270729	AMAZON CAPITAL SERVICES INC	SUPPLIES- FAR/BAR	511.23	REX FORTUNE ELEMENTARY
270730	AMAZON CAPITAL SERVICES INC	C&I MEETING ROOM SUPPLIES	117.52	CURRICULUM & INSTRUCTION
270735	AMAZON CAPITAL SERVICES INC	CLASSROOM SUPPLIES	122.82	REX FORTUNE ELEMENTARY
270736	AMAZON CAPITAL SERVICES INC	CLASSROOM SUPPLIES/PHOENIX	107.14	REX FORTUNE ELEMENTARY
270737	AMAZON CAPITAL SERVICES INC	AMAZON ORDER TO SUPPORT MV STU	905.61	FAMILY RESOURCE CENTER
270748	AMAZON CAPITAL SERVICES INC	CELP SUPPLIES	89.86	SPECIAL EDUCATION
270757	AMAZON CAPITAL SERVICES INC	TK-6 ELA SUPPLIES FAMILY EVENT	372.60	NORTH COUNTRY ELEMENTARY
270759	AMAZON CAPITAL SERVICES INC	OT PENCIL GRIPS	14.58	SPECIAL EDUCATION
270761	AMAZON CAPITAL SERVICES INC	VAPA SUPPLIES	1,010.14	NORTH COUNTRY ELEMENTARY
270764	AMAZON CAPITAL SERVICES INC	BCBA CLASSROOM SUPPLIES	258.00	SPECIAL EDUCATION
270774	AMAZON CAPITAL SERVICES INC	Art Supplies	153.06	OAK HILL ELEMENTARY
270779	AMAZON CAPITAL SERVICES INC	TW0 CHAIRS (CREDIT MEMO)	155.14	MCCLELLAN HIGH SCHOOL
270784	AMAZON CAPITAL SERVICES INC	Art class-poster paper	58.69	WILSON RILES MIDDLE SCHOOL
270785	AMAZON CAPITAL SERVICES INC	TECH THUMB DRIVES AND ADAPTER	91.56	COMPUTER SERVICES
270787	AMAZON CAPITAL SERVICES INC	MUSIC SUPPLIES	1,108.07	NORTH COUNTRY ELEMENTARY
270788	AMAZON CAPITAL SERVICES INC	ACADEMY SUPPLIES	223.75	NORTH COUNTRY ELEMENTARY
270789	AMAZON CAPITAL SERVICES INC	AMAZON ORDER FOR WELLNESS SUPP	1,279.66	FAMILY RESOURCE CENTER
270792	AMAZON CAPITAL SERVICES INC	BCBA SUPPLIES	66.82	SPECIAL EDUCATION
270797	AMAZON CAPITAL SERVICES INC	C&I OFFICE SUPPLIES	154.24	CURRICULUM & INSTRUCTION
270802	AMAZON CAPITAL SERVICES INC	folders/rack/tongs/pans/bottle	1,264.34	CENTER HIGH SCHOOL
270807	AMAZON CAPITAL SERVICES INC	E.L. SUPPLIES FOR CHS	1,047.71	CURRICULUM & INSTRUCTION
270808	AMAZON CAPITAL SERVICES INC	ART AND SCULPTING ACADEMY	84.06	NORTH COUNTRY ELEMENTARY
270812	AMAZON CAPITAL SERVICES INC	charger/cords/port	368.01	CENTER HIGH SCHOOL
270813	AMAZON CAPITAL SERVICES INC	balls/pump/flags	1,092.19	CENTER HIGH SCHOOL
270824	AMAZON CAPITAL SERVICES INC	TECH SUPPLIES FOR STUDENTS	539.78	SPINELLI ELEMENTARY
270825	AMAZON CAPITAL SERVICES INC	LIBRARY FILM ROLLS	140.06	SPINELLI ELEMENTARY
270826	AMAZON CAPITAL SERVICES INC	DOOR STOPS	88.33	NORTH COUNTRY ELEMENTARY
270827	AMAZON CAPITAL SERVICES INC	ELA AND MATH SUPPLIES	170.07	NORTH COUNTRY ELEMENTARY
270828	AMAZON CAPITAL SERVICES INC	ART SUPPLIES	117.02	SPINELLI ELEMENTARY
270837	AMAZON CAPITAL SERVICES INC	Site Gen Supplies	266.99	WILSON RILES MIDDLE SCHOOL
270840	AMAZON CAPITAL SERVICES INC	Flag Football Field	403.79	WILSON RILES MIDDLE SCHOOL
270844	AMAZON CAPITAL SERVICES INC	SUPPLIES	207.52	ARTHUR S. DUDLEY ELEMENTARY
270846	AMAZON CAPITAL SERVICES INC	MUSIC EQUIPMENT	1,599.44	SPINELLI ELEMENTARY
270849	AMAZON CAPITAL SERVICES INC	Art Supplies	34.45	OAK HILL ELEMENTARY
270854	AMAZON CAPITAL SERVICES INC	SPED MEETING TABLE	202.40	SPECIAL EDUCATION
270855	AMAZON CAPITAL SERVICES INC	AMAZON ORDER FOR WELLNESS SUPP	495.45	FAMILY RESOURCE CENTER

01 GENERAL FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
270856	AMAZON CAPITAL SERVICES INC	CTEIG ENGINEERING SUPPLIES	2,273.18	CURRICULUM & INSTRUCTION
270862	AMAZON CAPITAL SERVICES INC	OT SUPPLIES	120.79	SPECIAL EDUCATION
270864	AMAZON CAPITAL SERVICES INC	SPED OFFICE SUPPLIES	1,401.87	SPECIAL EDUCATION
270866	AMAZON CAPITAL SERVICES INC	OFFICE SUPPLIES	170.95	SPINELLI ELEMENTARY
270867	AMAZON CAPITAL SERVICES INC	Art Paint Supply	166.33	WILSON RILES MIDDLE SCHOOL
270868	AMAZON CAPITAL SERVICES INC	OFFICE SUPPLIES	24.30	SPINELLI ELEMENTARY
270873	AMAZON CAPITAL SERVICES INC	P.E. SUPPLIES	78.12	SPINELLI ELEMENTARY
270874	AMAZON CAPITAL SERVICES INC	MUSIC EQUIPMENT FOR CLASS	440.91	SPINELLI ELEMENTARY
270875	AMAZON CAPITAL SERVICES INC	MUSIC SUPPLIES AND EQUIPMENT	1,456.45	SPINELLI ELEMENTARY
270876	AMAZON CAPITAL SERVICES INC	Flash drives	283.94	CENTER HIGH SCHOOL
270878	AMAZON CAPITAL SERVICES INC	stand/tab/erasers/activity	102.08	CENTER HIGH SCHOOL
270880	AMAZON CAPITAL SERVICES INC	Red Ribbon week, fidget	129.27	CENTER HIGH SCHOOL
270883	AMAZON CAPITAL SERVICES INC	CLASSROOM SUPPLIES	144.81	MCCLELLAN HIGH SCHOOL
270885	AMAZON CAPITAL SERVICES INC	SUPPLIES FOR STUDENTS	335.59	SPINELLI ELEMENTARY
270886	AMAZON CAPITAL SERVICES INC	ENGINEERING SUPPLIES FOR CTEIG	846.04	CENTER HIGH SCHOOL
270888	AMAZON CAPITAL SERVICES INC	AMAZON ORDER FOR WELLNESS	2,928.86	FAMILY RESOURCE CENTER
270894	AMAZON CAPITAL SERVICES INC	markers/basketball net	30.35	CENTER HIGH SCHOOL
270895	AMAZON CAPITAL SERVICES INC	file cabinet	366.34	CENTER HIGH SCHOOL
270896	AMAZON CAPITAL SERVICES INC	Admin Supplies	63.14	OAK HILL ELEMENTARY
270902	AMAZON CAPITAL SERVICES INC	ART SUPPLIES	133.10	ARTHUR S. DUDLEY ELEMENTARY
270903	AMAZON CAPITAL SERVICES INC	BUSINESS OFFICE SUPPLIES	184.23	BUSINESS SERVICES
270904	AMAZON CAPITAL SERVICES INC	SUPPLIES	1,361.95	MCCLELLAN HIGH SCHOOL
270905	AMAZON CAPITAL SERVICES INC	SUPPLIES	41.62	MCCLELLAN HIGH SCHOOL
270909	AMAZON CAPITAL SERVICES INC	BOOKSHELVES FOR TK CLASS	609.30	SPINELLI ELEMENTARY
270927	AMAZON CAPITAL SERVICES INC	Classroom Supplies	172.84	OAK HILL ELEMENTARY
270931	AMAZON CAPITAL SERVICES INC	PAYROLL FOLDERS	64.64	BUSINESS SERVICES
270935	AMAZON CAPITAL SERVICES INC	Blinds	791.96	CENTER HIGH SCHOOL
270936	AMAZON CAPITAL SERVICES INC	files/card holder/ footrest	65.40	PERSONNEL SERVICES
270940	AMAZON CAPITAL SERVICES INC	OT SUPPLIES	247.80	SPECIAL EDUCATION
270941	AMAZON CAPITAL SERVICES INC	Admin/Teacher supply	114.07	WILSON RILES MIDDLE SCHOOL
270943	AMAZON CAPITAL SERVICES INC	Testing kits-audio	2,085.29	WILSON RILES MIDDLE SCHOOL
270944	AMAZON CAPITAL SERVICES INC	5TH GRADE SUPPLIES	216.61	NORTH COUNTRY ELEMENTARY
270947	AMAZON CAPITAL SERVICES INC	glue sticks sheet protectors	75.46	CENTER HIGH SCHOOL
270948	AMAZON CAPITAL SERVICES INC	Laminator Supplies	197.09	WILSON RILES MIDDLE SCHOOL
270949	AMAZON CAPITAL SERVICES INC	3RD GRADE SUPPLIES	268.45	NORTH COUNTRY ELEMENTARY
270955	AMAZON CAPITAL SERVICES INC	bandaids/juice/sanitizer/gauze	409.11	PERSONNEL SERVICES
270957	AMAZON CAPITAL SERVICES INC	ADAPTER FOR LAPTOP	32.68	SPECIAL EDUCATION
270962	AMAZON CAPITAL SERVICES INC	STUDENT SUPPLIES FOR CLASS	87.99	SPINELLI ELEMENTARY
270963	AMAZON CAPITAL SERVICES INC	AMAZON ORDER FOR ELOP SUPPLIES	1,372.84	FAMILY RESOURCE CENTER
270967	AMAZON CAPITAL SERVICES INC	SUPPLIES	893.54	MCCLELLAN HIGH SCHOOL
270973	AMAZON CAPITAL SERVICES INC	Husky of Month	46.17	WILSON RILES MIDDLE SCHOOL
270975	AMAZON CAPITAL SERVICES INC	OFFICE SUPPLIES	109.88	SPINELLI ELEMENTARY
270979	AMAZON CAPITAL SERVICES INC	MUSIC SUPPLIES	2,251.89	REX FORTUNE ELEMENTARY
270980	AMAZON CAPITAL SERVICES INC	MUSIC SUPPLIES	62.26	REX FORTUNE ELEMENTARY
270983	AMAZON CAPITAL SERVICES INC	SUPPLIES	60.17	REX FORTUNE ELEMENTARY
270733	AMPLIFY EDUCATION INC	NEW MATH CURRICULUM - 7 YR PKG	6,554.24	CURRICULUM & INSTRUCTION
270747	APPLE COMPUTER	CHS MCA BRINA AND JAMES	11,958.10	COMPUTER SERVICES
270814	APPLE COMPUTER	MHS IPAD CAREER LAB	574.00	COMPUTER SERVICES
270850	APPLE COMPUTER	FORTUNE DANIELLE CLINE MACBOOK	1,295.92	COMPUTER SERVICES
270978	APPLE COMPUTER	SPED MACBOOK MEGHAN LAKE	1,295.92	COMPUTER SERVICES
270760	B&H FOTO & ELECTRONICS CORP	CTEIG SUPPLY	7,690.07	CURRICULUM & INSTRUCTION

01 GENERAL FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
270968	B&H FOTO & ELECTRONICS CORP	TECH BACKUP CAMERA	2,392.57	COMPUTER SERVICES
270804	B.T. MANCINI CO. INC	LVT STOCK for Warehouse	2,058.00	MAINTENANCE
270768	BERCO REDWOOD INC	PLYWOOD SUPPLIES- HR OFFICE	116.79	MAINTENANCE
270922	BIGGER THAN US ARTS	MUSIC ASSEMBLY	1,000.00	MCCLELLAN HIGH SCHOOL
270841	BNY MELLON	GENERAL OBLIGATION BONDS	825.00	BUSINESS SERVICES
270843	BNY MELLON	GENERAL OBLIGATION BONDS	825.00	BUSINESS SERVICES
270971	BNY MELLON	GENERAL OBLIGATION BONDS	825.00	BUSINESS SERVICES
270871	CALIFORNIA SCIENCE TEACHERS	conference	2,200.00	CENTER HIGH SCHOOL
270815	CAPITOL CLUTCH & BRAKE INC.	ABS VALVE FOR BUS #8	249.54	TRANSPORTATION
270820	CAPITOL CLUTCH & BRAKE INC.	VALVE PARTS FOR BUS #8	451.13	TRANSPORTATION
270952	CDW-G INC	TECH FLUKE PUNCH TOOL	228.84	COMPUTER SERVICES
270969	CENTER HIGH SCHOOL STUDENT	ASB STICKERS	21,593.10	BUSINESS SERVICES
270738	CENTER UNIFIED REVOLVING FUND	REIM REV FUND	1,187.28	BUSINESS SERVICES
270740	CENTER UNIFIED REVOLVING FUND	REIM REV FUND	574.56	BUSINESS SERVICES
270754	CENTER UNIFIED REVOLVING FUND	REIM REV FUND SCHLS FRST	1,350.00	BUSINESS SERVICES
270771	CENTER UNIFIED REVOLVING FUND	REIM REV FUND LOST CHECK	9,190.49	BUSINESS SERVICES
270877	CHERRY ISLAND GOLF LLC	Facility fees	800.00	CENTER HIGH SCHOOL
270705	COASTAL ENTERPRISES	PE C371Lothing reorder 2026	1,140.60	WILSON RILES MIDDLE SCHOOL
270859	CORE CARE COMPUTERS INC	DIAGNOSTIC TEST FOR MAC STUDIO	150.00	CURRICULUM & INSTRUCTION
270860	CORE CARE COMPUTERS INC	MACBOOK DISPLAY/BATTERY REPLAC	1,096.13	CENTER HIGH SCHOOL
270863	CORE CARE COMPUTERS INC	MAC STUDIO REPAIR	2,243.44	CENTER HIGH SCHOOL
270718	COSCO FIRE PROTECTION INC	QTRLY SPRINKLR INSPECTION-NOCO	414.75	MAINTENANCE
270923	COSCO FIRE PROTECTION INC	QRTRLY SPRINKLR INSPECTION-MHS	414.75	MAINTENANCE
270924	COSCO FIRE PROTECTION INC	QRTRLY SPRINKLR INSPT-OAK HILL	414.75	MAINTENANCE
270706	COUNTY OF SACRAMENTO	FISCAL FEES FOR ACCOUNTING	6,648.81	BUSINESS SERVICES
270806	CRUZ KAMRYN	VIBE EDU CONFERENCE EXPENSES	818.95	NORTH COUNTRY ELEMENTARY
270741	CURRICULUM ASSOCIATES LLC	ELLEVATION SUBSCRIPTION	26,325.00	CURRICULUM & INSTRUCTION
270914	CYRIL SPINELLI ELEMENTARY ASB	MV STUDENT FIELD TRIP FEE	12.00	FAMILY RESOURCE CENTER
270777	DODSON DAWN	SUPPLIES	96.93	ARTHUR S. DUDLEY ELEMENTARY
270798	DODSON DAWN	CONFERENCE REIMBURSEMENT	352.80	ARTHUR S. DUDLEY ELEMENTARY
270926	EDWARDS CATHLEEN	Staff Reimbursement	233.86	OAK HILL ELEMENTARY
270928	EDWARDS CHRISTOPHER	Reimbursement for Chris	27.83	OAK HILL ELEMENTARY
270853	ELISA BOLDT	REIMBURSEMENT FOR ARM GUARDS	30.44	SPECIAL EDUCATION
270811	FERGUSON JERALD	claim for tie downs	79.30	CENTER HIGH SCHOOL
270950	FL-SIMULATORS INC	CTEIG FORKLIFT SIMULATOR	58,880.00	CENTER HIGH SCHOOL
270918	FOUNDATION BUILDING	BUILDING MATERIALS FOR HR RM#1	475.36	MAINTENANCE
270966	FOUNDATION BUILDING	BUILDING MATERIALS FOR HR RM 1	1,184.44	MAINTENANCE
270769	G & T TRUCK REPAIR INC	GROUNDS VAN#84 & MOWER REPAIRS	1,363.72	MAINTENANCE
270783	G & T TRUCK REPAIR INC	BUS #10 INSPECTION & REPAIRS	480.00	TRANSPORTATION
270734	GOPHER SPORT	PE EQUIPMENT	693.71	REX FORTUNE ELEMENTARY
270763	GORR KARA	REIMBURSEMENT MUSIC SUBSCRIPT	200.00	REX FORTUNE ELEMENTARY
270707	GRAUTH MARQUETTA	PARENT MILEAGE 26/27	1,630.00	SPECIAL EDUCATION
270772	HARGROVE KATRINA	Reimbursement for Katrina	215.45	OAK HILL ELEMENTARY
270794	HEGGERTY PHONEMIC AWARENESS	PHONEMIC AWARENESS CURRICULUM	1,172.35	CURRICULUM & INSTRUCTION
270816	IC REFRIGERATION SERVICE INC	FIRE PROTECTION SRVCS-OAK HILL	893.75	MAINTENANCE
270823	INTECH MECHANICAL COMPANY LLC	CHS DAMPER REPAIRS AND SERVICE	14,100.00	MAINTENANCE
270780	J.W. PEPPER & SON INC	Sheet Music- Concert	528.18	WILSON RILES MIDDLE SCHOOL
270879	J.W. PEPPER & SON INC	Sheet music	1,298.12	CENTER HIGH SCHOOL
270818	JEEO HEALTH CENTER	D.O.T DRIVER TESTING	160.00	TRANSPORTATION
270717	JORGE L VICENTE XILOJ	GLASS REPLACEMENT- SPINELLI	495.00	MAINTENANCE
270964	JORGE L VICENTE XILOJ	GLASS REPLACEMENT-DUDLEY #M7	545.00	MAINTENANCE

01 GENERAL FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
270965	JORGE L VICENTE XILOJ	LAMINATED GLASS STOCK-DISTRICT	1,565.00	MAINTENANCE
270893	KASAI ANDREA	CONFERENCE REIMBURSEMENT	299.80	ARTHUR S. DUDLEY ELEMENTARY
270739	KENNEDY CARYN	PLC Institute Reimburse	799.00	WILSON RILES MIDDLE SCHOOL
270953	LENOVO	LANSCHOOL SUBSCRIPTION 26-27	490.00	CENTER HIGH SCHOOL
270765	LIMINEX INC	GOGUARDIAN BEACON	19,078.01	COMPUTER SERVICES
270848	LISA VELORIA	Staff Reimbursement	77.58	OAK HILL ELEMENTARY
270795	LUMINOUS MINDS INC	LEARNING MATS	565.69	NORTH COUNTRY ELEMENTARY
270910	LUMINOUS MINDS INC	PAYMENT TO LUMINOUS MINDS	1,150.00	FAMILY RESOURCE CENTER
270766	LUX BUS AMERICA CO	CHS CHEER/KENNEDY HIGH	2,267.40	TRANSPORTATION
270805	LUX BUS AMERICA CO	REG ED CHARTER-CHS/SAC STATE	1,505.62	TRANSPORTATION
270892	LUX BUS AMERICA CO	TRIP #4249-CHS/SAC STATE	1,505.62	TRANSPORTATION
270847	MAILHO KATHERINE	Staff Reimbursement	245.50	OAK HILL ELEMENTARY
270796	MCGRAW-HILL EDUCATION	READING WONDERS STDNT WORKSPAC	446.25	CURRICULUM & INSTRUCTION
270742	MILLER JENNIFER L	Reimbursment for Counselor	72.88	OAK HILL ELEMENTARY
270708	MOBILE ED PRODUCTIONS INC	ASSEMBLY	3,490.00	NORTH COUNTRY ELEMENTARY
270939	MULTI-HEALTH SYSTEMS INC.	PSYCH ONLINE FORMS	550.00	SPECIAL EDUCATION
270762	NCS PEARSON INC	PSYCH PROTOCOLS- PEARSON	4,683.10	SPECIAL EDUCATION
270938	NCS PEARSON INC	OT PROTOCOLS	79.52	SPECIAL EDUCATION
270725	NORTH STATE TIRE CO. INC	TIRE SERVICE FOR FLEET #61	453.27	MAINTENANCE
270726	NORTH STATE TIRE CO. INC	TIRE SERVICE FOR GROUNDS #102	509.07	MAINTENANCE
270803	O'REILLY AUTO PARTS	BATTERY REPLACEMENT MAINT #67	140.08	MAINTENANCE
270773	OFFICE DEPOT/BUS.SERVICES DIV	Teacher Supplies	336.18	OAK HILL ELEMENTARY
270891	OFFICE DEPOT/BUS.SERVICES DIV	marker/white out/clips/	161.40	CENTER HIGH SCHOOL
270937	OFFICE DEPOT/BUS.SERVICES DIV	post its/files/labels/holder	101.03	PERSONNEL SERVICES
270981	OFFICE DEPOT/BUS.SERVICES DIV	OFFICE SUPPLIES	89.20	REX FORTUNE ELEMENTARY
270830	ORIENTAL TRADING CO. INC.	RED RIBBON AWARENESS	118.50	SPINELLI ELEMENTARY
270872	PAXTON/PATTERSON LLC	LABS/SUBCRIPTION/SET UP/PD	69,321.10	MCCLELLAN HIGH SCHOOL
270793	PEREZ GISELLE	PARENT MILEAGE 26/27	2,664.00	SPECIAL EDUCATION
270800	PIEGARO CYNTHIA	CONFERENCE REIMBURSEMENT	337.80	ARTHUR S. DUDLEY ELEMENTARY
270898	PISOR FENCE DIVISION INC	Dudley Fencing	2,247.50	MAINTENANCE
270839	PITNEY BOWES GLOBAL FINANCIAL	MAILCENTER MEATER&PRINTER LEAS	930.10	BUSINESS SERVICES
270907	PLACER COUNTY TAX COLLECTOR	PROPERTY TAX BILL	482.00	BUSINESS SERVICES
270810	POOR BERNADETTE	claim for part golf cart	59.54	CENTER HIGH SCHOOL
270869	PROJECT LEAD THE WAY INC	Kits and Lab	555.18	CENTER HIGH SCHOOL
270770	PRUDENTIAL OVERALL SUPPLY INC	BUS MECHANIC UNIFORM&TOWELS	231.88	TRANSPORTATION
270934	PURDY KYLIE MOORE	claim for units	300.00	PERSONNEL SERVICES
270744	REDDING, BONNIE	Reimbursement for Bonnie	236.35	OAK HILL ELEMENTARY
270712	RIVERSIDE TECHNOLOGIES INC.	Cameras for MHS and SCOE Park	13,628.95	MAINTENANCE
270832	RIVERSIDE TECHNOLOGIES INC.	FACILITIES VERKADA MOTION SENS	1,157.73	COMPUTER SERVICES
270974	RIVERSIDE TECHNOLOGIES INC.	FORTUNE PRINTERS ADRIE HOLLIE	2,109.74	COMPUTER SERVICES
270711	RODRIGUEZ ALICIA	Reimbursement for Alicia	250.00	OAK HILL ELEMENTARY
270851	RUCKER CARLA	TEACHER REIMBURSEMENT	38.78	SPINELLI ELEMENTARY
270921	SACRAMENTO BLUES SOCIETY	BLUES IN THE SCHOOLS ASSEMBLY	600.00	MCCLELLAN HIGH SCHOOL
270704	SACRAMENTO COUNTY OFFICE OF ED	PROF LEARNING	12,500.00	MCCLELLAN HIGH SCHOOL
270732	SACRAMENTO COUNTY OFFICE OF ED	SCOE BTC UN-CONFERENCE REG	50.00	CURRICULUM & INSTRUCTION
270819	SACRAMENTO COUNTY OFFICE OF ED	SCSBA DINNER	125.00	SUPERINTENDENT OFFICE
270791	SAWIN NICOLE	MILEAGE FOR MV PARENT	53.53	FAMILY RESOURCE CENTER
270956	SCHOOL NURSE SUPPLY INC.	bandaids/gloves/container/bags	1,071.48	PERSONNEL SERVICES
270930	SCHOOLS INSURANCE AUTHORITY	WORKERS COMPENSATION PAYROLL	17,620.00	BUSINESS SERVICES
270745	SEIVERT TRACEY	REIM TRAVEL EXPENSES VIBEEDU	336.92	NORTH COUNTRY ELEMENTARY
270829	SHEPARD DAWN	HOUSE SUPPLIES	770.97	NORTH COUNTRY ELEMENTARY

01 GENERAL FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
270852	SLAY JENNIFER	Rainbow Phonics Books	207.36	WILSON RILES MIDDLE SCHOOL
270915	SLAY JENNIFER	FCMAT ASB Workshop	200.00	WILSON RILES MIDDLE SCHOOL
270933	SONOVA USA INC	D&HH EQUIPMENT	714.33	SPECIAL EDUCATION
270884	SPINELLI ELEMENTARY	3RD GRADE FIELD TRIP DONATION	500.00	SPINELLI ELEMENTARY
270960	STEINKAMP JULIE	REIMBURSE FOR CLUB ITEMS	106.13	SPINELLI ELEMENTARY
270781	STERICYCLE INC	Shred-It Aug2026	62.41	WILSON RILES MIDDLE SCHOOL
270822	STERICYCLE INC	Medical Waste - DW	7,900.00	MAINTENANCE
270897	STERICYCLE INC	Shred invoice	57.92	CENTER HIGH SCHOOL
270834	STRETZ JESSE	Stretz- Science experiment	118.81	WILSON RILES MIDDLE SCHOOL
270709	SUTTER BUTTES COMMUNICATIONS	Motorola Battery Replacements	471.32	OAK HILL ELEMENTARY
270842	SUTTER BUTTES COMMUNICATIONS	FORTUNE RADIOS	8,784.61	COMPUTER SERVICES
270958	SUTTER BUTTES COMMUNICATIONS	DUDLEY RADIO EAR BUD	50.54	COMPUTER SERVICES
270782	TACKETT-OLIVER MELISSA	REIMBURSEMENT FOR STAFF MEETIN	45.98	ARTHUR S. DUDLEY ELEMENTARY
270845	TACKETT-OLIVER MELISSA	Staff Reimbursement	154.33	OAK HILL ELEMENTARY
270906	TAMMY DYER	COOKING CLUB SUPPLIES	136.23	MCCLELLAN HIGH SCHOOL
270908	TAMMY DYER	TUTORING SUPPLIES	78.84	MCCLELLAN HIGH SCHOOL
270925	TAMMY DYER	TUTORING SUPPLIES	43.08	MCCLELLAN HIGH SCHOOL
270976	TAMMY DYER	ASB WORKSHOP	200.00	MCCLELLAN HIGH SCHOOL
270945	TASTE OF TUSCANY	DINE W LOVED ONE FAMILY TK-2ND	2,000.00	NORTH COUNTRY ELEMENTARY
270756	TEACHING INSIDE OUT LLC	MENTOR TEACHERS	24,500.00	NORTH COUNTRY ELEMENTARY
270838	TEAM ONE NETWORKING INC	FACILITIES - DUDLEY SPEAKERS	19,704.78	COMPUTER SERVICES
270790	TERRIS BARNES WALTERS BOIGON	INFORMATION MAILER	9,409.37	BUSINESS SERVICES
270890	TIM'S MUSIC	sax repair	153.22	CENTER HIGH SCHOOL
270767	TK ELEVATOR	OIL & GREASE MAINTENANCE-WCR	482.52	MAINTENANCE
270809	TK ELEVATOR	FUEL CHARGE FOR TRAVEL TO WCR	100.00	MAINTENANCE
270723	TOFT KAYLA	REIMBURSEMENT CLASSROOM SUPPLI	26.17	REX FORTUNE ELEMENTARY
270919	TURF STAR INC.	MAINT AND REPAIRS FOR MOWER	3,973.13	MAINTENANCE
270917	TWIN RIVERS UNIFIED SCH DIST	Police Services for 26/27SY	250,000.00	MAINTENANCE
270715	U.S. BANK NATIONAL ASSOCIATION	ELOP COSTCO ORDER	569.45	FAMILY RESOURCE CENTER
270719	U.S. BANK NATIONAL ASSOCIATION	LIGHT REFRESHMENST FOR LITERAC	761.13	FAMILY RESOURCE CENTER
270727	U.S. BANK NATIONAL ASSOCIATION	CA Air Resources Board Fee	66.18	MAINTENANCE
270728	U.S. BANK NATIONAL ASSOCIATION	LIGHT REFRESHMENST FOR LITERAC	75.14	FAMILY RESOURCE CENTER
270743	U.S. BANK NATIONAL ASSOCIATION	TEACHER CONFERENCE REIMBURSEME	2,595.17	ARTHUR S. DUDLEY ELEMENTARY
270758	U.S. BANK NATIONAL ASSOCIATION	GRAMMARLY SUBSCRIPTION	144.00	SPECIAL EDUCATION
270786	U.S. BANK NATIONAL ASSOCIATION	COSTCO ORDER FOR ELOP	2,115.53	FAMILY RESOURCE CENTER
270835	U.S. BANK NATIONAL ASSOCIATION	COSTCO ORDER FOR ELOP	857.00	FAMILY RESOURCE CENTER
270836	U.S. BANK NATIONAL ASSOCIATION	TRAUMA INFORMED COUNSELING MEE	496.56	FAMILY RESOURCE CENTER
270858	U.S. BANK NATIONAL ASSOCIATION	SNACKS FOR SPED STAFF MEETINGS	92.22	SPECIAL EDUCATION
270881	U.S. BANK NATIONAL ASSOCIATION	TEACHER PD WORKSHOP SNACKS	190.08	CURRICULUM & INSTRUCTION
270887	U.S. BANK NATIONAL ASSOCIATION	TRANSPORTATION FOR MV STUDENT	300.00	FAMILY RESOURCE CENTER
270889	U.S. BANK NATIONAL ASSOCIATION	COSTCO ORDER FOR ELOP	1,943.20	FAMILY RESOURCE CENTER
270911	U.S. BANK NATIONAL ASSOCIATION	ELOP COSTCO ORDER	422.20	FAMILY RESOURCE CENTER
270913	U.S. BANK NATIONAL ASSOCIATION	GRAMMARLY PAYMENT	144.00	FAMILY RESOURCE CENTER
270920	U.S. BANK NATIONAL ASSOCIATION	Contractors Warehouse DO#1	1,934.94	MAINTENANCE
270942	U.S. BANK NATIONAL ASSOCIATION	CTEIG SUPPLIES	3,227.83	CENTER HIGH SCHOOL
270970	U.S. BANK NATIONAL ASSOCIATION	Placer Co Land Use Permits	440.48	MAINTENANCE
270946	ULINE	Line/Crowd Control	2,225.99	WILSON RILES MIDDLE SCHOOL
270961	ULINE	Boxes and Tape for MHS	280.83	MAINTENANCE
270972	ULINE	Trash Bins/Bags Organic	757.47	MAINTENANCE
270982	ULTRA LINK CABLING SYSTEMS INC	WIRING INSTALL DUDLEY BELLS	10,001.31	COMPUTER SERVICES
270746	UNIVERSITY OF OREGON	PBIS SWIS ANNUAL LICENSE	6,625.00	CURRICULUM & INSTRUCTION

01 GENERAL FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
270977	VALHAL ROGNIR ENTERPRISES INC	SOLAR SYSTEM VR	1,178.00	MCCLELLAN HIGH SCHOOL
270775	WARRINER JILL	STAFF MEETING REIMBURSMENT	62.46	ARTHUR S. DUDLEY ELEMENTARY
270776	WARRINER JILL	STAFF MEETING REIMBURSEMENT	72.75	ARTHUR S. DUDLEY ELEMENTARY
270778	WARRINER JILL	SUPPLY REIMBURSEMENT	99.18	ARTHUR S. DUDLEY ELEMENTARY
270801	WARRINER JILL	SUPPLY REIMBURSEMENT	208.31	ARTHUR S. DUDLEY ELEMENTARY
270833	WARRINER JILL	CONFERENCE REIMBURSEMENT	484.56	ARTHUR S. DUDLEY ELEMENTARY
270861	WESTERN PSYCHOLOGICAL SERVICES	PSYCH PROTOCOLS	1,991.22	SPECIAL EDUCATION
270731	WILSON, TAMARA	PROFESSIONAL DEVELOPMENT TK-6T	20,000.00	NORTH COUNTRY ELEMENTARY
		TOTAL FUND	818,923.01	

13 CAFETERIA FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
270865	ADVANCED SEPTIC SERVICE LLC	GREASE TRAP CLEANING	1,075.00	NUTRITION SERVICES
270870	ADVANCED SEPTIC SERVICE LLC	GREASE TRAP CLEANING	625.00	NUTRITION SERVICES
270831	AMAZON CAPITAL SERVICES INC	KITCHEN EQUIPMENT	78.85	NUTRITION SERVICES
270932	AMAZON CAPITAL SERVICES INC	KITCHEN SUPPLIES	61.58	NUTRITION SERVICES
270959	AMAZON CAPITAL SERVICES INC	KITCHEN EQUIPMENT	159.90	NUTRITION SERVICES
270821	EAST BAY RESTAURANT SUPPLY INC	MILK COOLER	4,505.00	NUTRITION SERVICES
270929	FANIN KRISTINA	PARENT REFUND	62.89	NUTRITION SERVICES
270954	HOBART SERVICE	DISHWASHER REPAIR	898.46	NUTRITION SERVICES
270817	IC REFRIGERATION SERVICE INC	ANSUL SYSTEM	14,481.00	NUTRITION SERVICES
270749	U.S. BANK NATIONAL ASSOCIATION	SERVSAFE CLASS	149.00	NUTRITION SERVICES
270750	U.S. BANK NATIONAL ASSOCIATION	SERVSAFE CLASS	149.00	NUTRITION SERVICES
270751	U.S. BANK NATIONAL ASSOCIATION	SERVSAFE CLASS	149.00	NUTRITION SERVICES
270752	U.S. BANK NATIONAL ASSOCIATION	SERVSAFE	149.00	NUTRITION SERVICES
270753	U.S. BANK NATIONAL ASSOCIATION	SERVSAFE CLASS	149.00	NUTRITION SERVICES
270755	U.S. BANK NATIONAL ASSOCIATION	SERVSAFE CLASS	149.00	NUTRITION SERVICES
270912	U.S. BANK NATIONAL ASSOCIATION	ALLERGY FOODS	200.79	NUTRITION SERVICES
270951	U.S. BANK NATIONAL ASSOCIATION	CONFERENCE FLIGHTS	2,745.60	NUTRITION SERVICES

TOTAL FUND 25,788.07

TOTAL DISTRICT 844,711.08

FUND		AMOUNT
01	GENERAL FUND	818,923.01
13	CAFETERIA FUND	25,788.07
	TOTAL DISTRICT	844,711.08

AGENDA ITEM

BOARD OF TRUSTEES
Nancy Anderson
Howard Ballin
Steven Bruno
Delrae M. Pope
Chuck Uribe

SUPERINTENDENT
Scott A. Loehr

MEETING DATE: 10/21/2026

TO: Center Joint Unified School District Board of Trustees

FROM: Scott A. Loehr Initials: SL
Superintendent

SUBJECT: Discussion of the Proposed Amendments and Modifications to Board Policy 7310: Naming of Facility

☐ **Action Item** ☒ **Information Item** **Attached Pages** 3

Company/Consultant's Name:

Background/Services to be Rendered:

Trustee Bruno has requested that there be a discussion regarding amendments and modifications to BP 7310. His proposed amendments and modifications are included (white pages), along with our current policy (goldenrod page).

Date(s) of Service:

Funding Amount:

Funding Source:

RECOMMENDED BOARD ACTION:

This is a discussion item.

Proposed Amendments and Modifications to Board Policy 7310: Naming Of Facility
By: Steve Bruno
October 11, 2026

The Governing Board shall name schools or individual facilities

1. Individuals who have been deceased for one year or more. In the case of a proposed name of an individual, criteria includes:

    a. Individuals who have made outstanding contributions to the county or community, or have made contributions of state, national, or worldwide significance.

    b. The individual's "primary legacy" (i.e. the key activities, advocacy or accomplishment for which the individual is most known) aligns with or reflects Center Joint Unified School District's vision and mission.

2. Geographical area, landmark, cultural relevance, or historical event.

3. Flora and Fauna of significant importance to the region.

4. Other naming criteria, including:

    a. School/facility names that articulate aspirations of the educational outcomes for District students.

    b. School/facility names that reflect the instructional focus of the school.

    c. School/facility names should consider the diverse community that they serve.

    d. When possible, proposed names should avoid duplicating names of other schools in the region to prevent possible confusion.

District facilities that might be named could include, but are not limited to, schools, theaters, building wings, libraries, cafeterias, multipurpose rooms, choice programs or schools, labs, maker spaces, sports complexes, fields, gymnasiums, swimming pools, administration offices, and honor walls.

The Board encourages community participation in the process of selecting names. A citizen advisory committee may be appointed to review name suggestions and submit recommendations for the Board's consideration.

The renaming of existing schools or major facilities shall occur only under extraordinary circumstances and after thorough study.

Commemorative Markers/Structure

Single commemorative markers or structures (plaques, benches, dedicatory items) are reserved for current students, faculty, staff and board members, past board members, members of the Armed Services with a current or past affiliation with the district killed while in service to the United States, past superintendents, and, retirees and alumni who made significant contributions to the district or society at large.

All recognition must be approved by the superintendent or his/her designee before being placed within a school building or on school grounds. The location of all commemorative markers and structures on school grounds or in school facilities must be done in consultation with the district Facilities Department to ensure compliance and agreement with the district facility master plan.

To avoid unnecessary expense and possible disappointment, the district recommends that individuals refrain from purchasing or fabricating any type of commemorative items until it is approved.

The district cannot be held liable for vandalism or destruction of any memorial and commemorative item.

The district and its Board retains the right for final approval of any commemorative items.

Policy 7310: Naming Of Facility

Status: ADOPTED

Original Adopted Date: 06/19/1996 | **Last Revised Date:** 11/18/2009 | **Last Reviewed Date:** 11/18/2009

The Governing Board shall name schools or individual facilities in recognition of:

1. Individuals, living or deceased, who have made outstanding contributions to the district, county or community
2. Individuals, living or deceased, who have made contributions of state, national or worldwide significance
3. The geographic area in which the school or building is located

The Board encourages community participation in the process of selecting names. A citizen advisory committee may be appointed to review name suggestions and submit recommendations for the Board's consideration.

The renaming of existing schools or major facilities shall occur only under extraordinary circumstances and after thorough study.

Commemorative Markers/Structure

Single commemorative markers or structures (plaques, benches, dedicatory items) are reserved for current students, faculty, staff and board members, past board members, members of the Armed Services with a current or past affiliation with the district killed while in service to the United States, past superintendents, and, retirees and alumni who made significant contributions to the district or society at large.

All recognition must be approved by the superintendent or his/her designee before being placed within a school building or on school grounds. The location of all commemorative markers and structures on school grounds or in school facilities must be done in consultation with the district Facilities Department to ensure compliance and agreement with the district facility master plan.

To avoid unnecessary expense and possible disappointment, the district recommends that individuals refrain from purchasing or fabricating any type of commemorative items until it is approved.

The district cannot be held liable for vandalism or destruction of any memorial and commemorative item.

The district and its Board retains the right for final approval of any commemorative items.