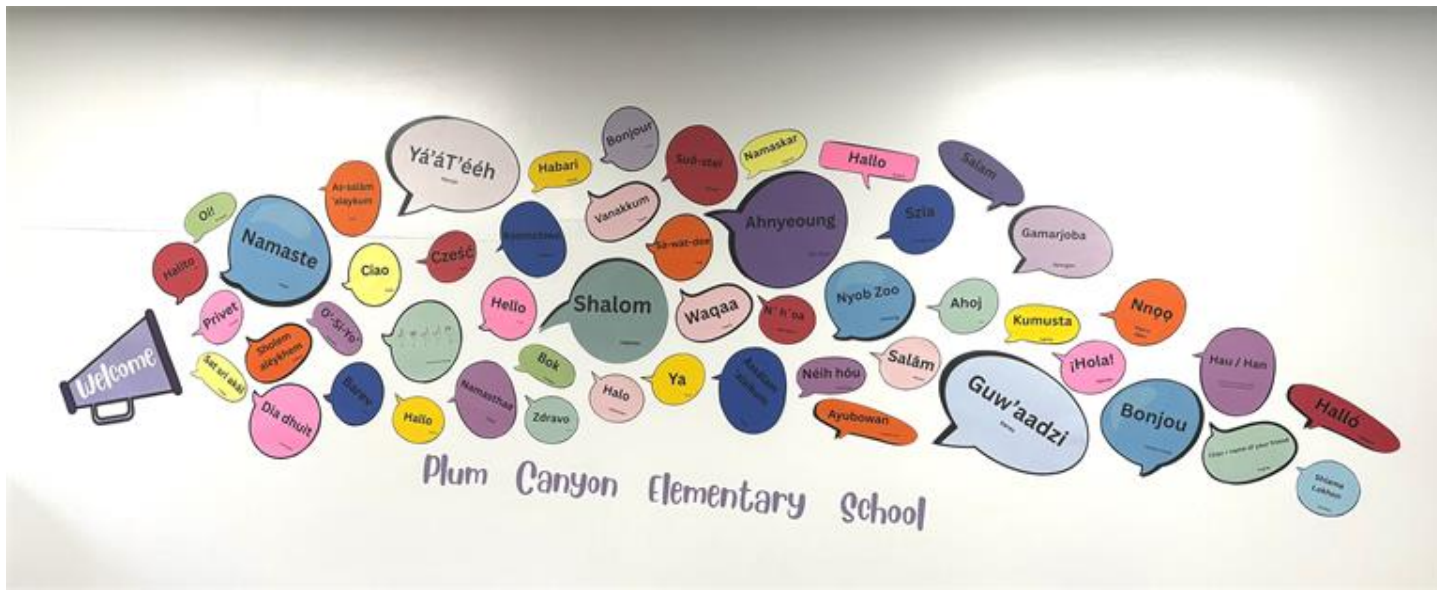




School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Plum Canyon Elementary	19649986115513	May 29, 2025	June 24, 2025

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 Plum Canyon Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

Educational Partner Involvement

How, when, and with whom did Plum Canyon 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

Plum Canyon's Educational Partners (School Site Council, PTA, ELAC, Leadership Team, staff and students) had input in the creation of the SPSA. Input was sought through discussions, surveys and educational partner's/school meetings.

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.

NA

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.

ELA: No student group, Math: No student group, Chronic Absenteeism: Student with Disabilities and Asian student group.

Other Needs

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

ELA: We need to focus and support our Students with Disabilities at they scored 12.9 points below standard. Math: We need to focus and support our Students with Disabilities at they scored 18.1 points below standard.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Plum Canyon 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	0.24%	0.34%	0.24%	2	3	2
African American	5.30%	5.48%	5.49%	45	48	46
Asian	11.43%	12.44%	13.37%	97	109	112
Filipino	6.24%	6.28%	5.97%	53	55	50
Hispanic/Latino	29.92%	31.96%	31.26%	254	280	262
White	38.16%	35.39%	33.89%	324	310	284
Multiple/No Response	8.24%	7.76%	8.83%	70	68	74
Total Enrollment				849	876	838

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		48	72
Kindergarten	109	107	79
Grade 1	129	112	106
Grade 2	120	128	104
Grade3	122	122	129
Grade 4	106	128	118
Grade 5	113	111	122
Grade 6	106	120	108
Total Enrollment	849	876	838

Conclusions based on this data:

1. Plum Canyon School's average total TK-6 enrollment from 2025-2026 is 838 students.
2. Plum Canyon Elementary School's overall student enrollment decreased slightly from the 2024-2025 school year to the 2025-2026 school year..
3. The largest cohort was our kindergarten cohort as of the 25-26 school year it is our 3rd grade cohort that is the largest Also for the 2025-2026 school year our cohort the grew the most is our TK Cohort.

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	48	47	27	5.4%	5.7%	3.2%
Fluent English Proficient (FEP)	83	99	95	9.5%	9.8%	11.3%

Conclusions based on this data:

1. Plum Canyon Elementary School during the 2025-2026 school year had approximately (27students)(3.2%) English Learners.
2. Plum Canyon Elementary School has increased from 9.8% to 11.3% students that are Fluent English Proficient students from the 2024-2025 to the 2025-2026 school year.
3. Plum Canyon Elementary School reclassified 37% of our English Learners in 2025-2026 school year using district criteria.

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	105	119	123	103	119	122	103	119	122	98.1	100	99.2
Grade 4	108	108	128	107	107	128	107	107	128	99.1	99.1	100
Grade 5	111	114	109	111	113	109	111	113	109	100.0	99.1	100
Grade 6	97	108	118	97	108	116	97	108	116	100.0	100	98.3
All Grades	421	449	478	418	447	475	418	447	475	99.3	99.6	99.4

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	2458.	2466.	2464.	39.81	43.70	38.52	23.30	24.37	24.59	20.39	15.13	27.87	16.50	16.81	9.02
Grade 4	2492.	2504.	2514.	35.51	36.45	46.88	24.30	33.64	19.53	22.43	15.89	18.75	17.76	14.02	14.84
Grade 5	2522.	2532.	2536.	28.83	30.97	31.19	36.94	32.74	33.03	11.71	16.81	18.35	22.52	19.47	17.43
Grade 6	2561.	2565.	2584.	26.80	28.70	34.48	37.11	38.89	40.52	22.68	17.59	17.24	13.40	14.81	7.76
All Grades	N/A	N/A	N/A	32.78	35.12	38.11	30.38	32.21	29.05	19.14	16.33	20.63	17.70	16.33	12.21

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	33.98	38.66	29.51	55.34	52.10	62.30	10.68	9.24	8.20
Grade 4	31.78	28.97	28.91	57.94	67.29	61.72	10.28	3.74	9.38
Grade 5	22.52	30.97	24.77	62.16	56.64	63.30	15.32	12.39	11.93
Grade 6	29.90	25.00	38.79	59.79	62.96	51.72	10.31	12.04	9.48
All Grades	29.43	31.10	30.53	58.85	59.51	59.79	11.72	9.40	9.68

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	27.18	26.05	27.05	55.34	54.62	60.66	17.48	19.33	12.30
Grade 4	18.69	23.36	29.69	67.29	65.42	59.38	14.02	11.21	10.94
Grade 5	18.92	25.66	22.94	61.26	57.52	60.55	19.82	16.81	16.51
Grade 6	17.53	32.41	25.86	62.89	50.00	62.07	19.59	17.59	12.07
All Grades	20.57	26.85	26.53	61.72	56.82	60.63	17.70	16.33	12.84

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	12.62	19.33	12.30	78.64	66.39	76.23	8.74	14.29	11.48
Grade 4	9.35	19.63	17.19	78.50	67.29	75.00	12.15	13.08	7.81
Grade 5	13.51	18.58	16.51	80.18	66.37	74.31	6.31	15.04	9.17
Grade 6	17.53	16.67	18.10	75.26	77.78	77.59	7.22	5.56	4.31
All Grades	13.16	18.57	16.00	78.23	69.35	75.79	8.61	12.08	8.21

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	21.36	26.89	23.77	66.02	63.03	63.11	12.62	10.08	13.11
Grade 4	14.95	17.76	28.13	74.77	73.83	60.16	10.28	8.41	11.72
Grade 5	27.03	27.43	21.10	59.46	63.72	67.89	13.51	8.85	11.01
Grade 6	23.71	29.63	28.45	65.98	58.33	64.66	10.31	12.04	6.90
All Grades	21.77	25.50	25.47	66.51	64.65	63.79	11.72	9.84	10.74

Conclusions based on this data:

1. Based upon the 24-25 CAASPP data Plum Canyon Elementary School had a 99.4 percentage rate of students that participated on the state assessment.
2. Based upon the 24-25 CAASPP data Plum Canyon Elementary School over all had 67.16% of students Meeting or Exceeding Standards in English Language Arts/Literacy.

3. Based upon the 24-25 CAASPP data Plum Canyon Elementary School has the greatest need on the English Language Arts/Literacy Assessment in the area of Producing clear and purposeful writing with 12.84% of students scoring Below Standard. We are making improvements we went from 16.33% to 12.84%.

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	105	119	123	104	119	122	104	119	122	99.0	100	99.2
Grade 4	108	108	128	108	108	128	108	108	128	100.0	100	100
Grade 5	111	114	109	111	114	109	111	114	108	100.0	100	100
Grade 6	97	108	118	97	108	116	97	108	116	100.0	100	98.3
All Grades	421	449	478	420	449	475	420	449	474	99.8	100	99.4

* 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	2467.	2469.	2485.	28.85	31.93	44.26	39.42	31.93	27.87	21.15	23.53	18.03	10.58	12.61	9.84
Grade 4	2505.	2514.	2521.	34.26	31.48	34.38	27.78	36.11	28.13	25.93	26.85	32.03	12.04	5.56	5.47
Grade 5	2507.	2534.	2544.	21.62	33.33	32.41	22.52	20.18	29.63	27.03	27.19	25.00	28.83	19.30	12.96
Grade 6	2571.	2568.	2582.	31.96	37.96	37.07	26.80	20.37	25.86	32.99	25.00	20.69	8.25	16.67	16.38
Grade 11															
All Grades	N/A	N/A	N/A	29.05	33.63	37.13	29.05	27.17	27.85	26.67	25.61	24.05	15.24	13.59	10.97

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	39.42	41.18	50.82	44.23	44.54	39.34	16.35	14.29	9.84
Grade 4	45.37	43.52	44.53	44.44	49.07	46.09	10.19	7.41	9.38
Grade 5	28.83	35.96	39.81	42.34	47.37	45.37	28.83	16.67	14.81
Grade 6	32.99	35.19	46.55	52.58	48.15	36.21	14.43	16.67	17.24
Grade 11									
All Grades	36.67	38.98	45.57	45.71	47.22	41.77	17.62	13.81	12.66

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	35.58	39.50	41.80	51.92	48.74	47.54	12.50	11.76	10.66
Grade 4	27.78	25.93	31.25	51.85	64.81	55.47	20.37	9.26	13.28
Grade 5	13.51	17.54	22.22	60.36	62.28	66.67	26.13	20.18	11.11
Grade 6	22.68	26.85	27.59	69.07	56.48	59.48	8.25	16.67	12.93
All Grades	24.76	27.62	31.01	58.10	57.91	56.96	17.14	14.48	12.03

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	28.85	37.82	38.52	61.54	49.58	53.28	9.62	12.61	8.20
Grade 4	26.85	27.78	30.47	52.78	62.04	57.81	20.37	10.19	11.72
Grade 5	17.12	20.18	19.44	63.96	63.16	64.81	18.92	16.67	15.74
Grade 6	22.68	32.41	30.17	62.89	50.93	57.76	14.43	16.67	12.07
All Grades	23.81	29.62	29.96	60.24	56.35	58.23	15.95	14.03	11.81

Conclusions based on this data:

1. Based upon the 24-25 CAASPP data Plum Canyon Elementary School had a 99.4 percentage rate of students that participated on the state assessment.
2. Based upon the 24-25 CAASPP data Plum Canyon Elementary School has 64.98% students Meeting or Exceeding Standards in Math overall.
3. Based upon the 24-25 CAASPP data Plum Canyon Elementary School has the greatest need on the Math Assessment in the area of Concepts and Procedures Applying Mathematical Concepts and Procedures with 12.66% of students scoring Below 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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1477.8	1467.1	1494.5	1459.2	1479.2	1489.5	1521.3	1438.9	1505.7	13	17	17
1	*	*	*	*	*	*	*	*	*	4	6	4
2	*	*	*	*	*	*	*	*	*	*	*	5
3	*	*	*	*	*	*	*	*	*	9	*	*
4	*	*	*	*	*	*	*	*	*	6	7	6
5	*	*	*	*	*	*	*	*	*	4	5	4
6		*	*		*	*		*	*		5	*
All Grades										37	46	41

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	46.15	41.18	64.71	30.77	41.18	23.53	23.08	17.65	5.88	0.00	0.00	5.88	13	17	17
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*		*	*
All Grades	32.43	36.96	51.22	37.84	39.13	31.71	21.62	23.91	9.76	8.11	0.00	7.32	37	46	41

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	30.77	52.94	52.94	46.15	29.41	35.29	23.08	17.65	0.00	0.00	0.00	11.76	13	17	17
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*		*	*
All Grades	43.24	52.17	60.98	35.14	32.61	21.95	16.22	15.22	7.32	5.41	0.00	9.76	37	46	41

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		29.41	64.71		41.18	17.65		29.41	11.76		0.00	5.88		17	17
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*		*	*
All Grades	18.92	26.09	31.71	35.14	32.61	34.15	32.43	34.78	24.39	13.51	6.52	9.76	37	46	41

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	30.77	29.41	58.82	69.23	70.59	35.29	0.00	0.00	5.88	13	17	17
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades	37.84	43.48	65.85	54.05	50.00	26.83	8.11	6.52	7.32	37	46	41

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	23.08	52.94	47.06	76.92	35.29	41.18	0.00	11.76	11.76	13	17	17
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades	45.95	52.17	58.54	54.05	43.48	29.27	0.00	4.35	12.20	37	46	41

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	38.46	11.76	47.06	61.54	88.24	47.06	0.00	0.00	5.88	13	17	17
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades	24.32	23.91	29.27	51.35	63.04	56.10	24.32	13.04	14.63	37	46	41

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	61.54	70.59	70.59	38.46	29.41	23.53	0.00	0.00	5.88	13	17	17
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades	27.03	45.65	39.02	62.16	52.17	51.22	10.81	2.17	9.76	37	46	41

Conclusions based on this data:

- Based upon the 24-25 ELPAC data Plum Canyon Elementary School English Learners has increased in the overall Language Performance of all students scoring a Level 4 from 36.96% to 51.22%.

2. Based upon the 24-25 ELPAC data Plum Canyon Elementary School EL Students overall students scored 51.22% Well-Developed/Level 4, 331.71% were Moderately Developed/Level 3, 9.76% scored Somewhat Developed/Level 2, and 7.32% were Minimally Developed/Level 1.
3. Based upon the 24-25 ELPAC data Plum Canyon Elementary School has the greatest need on the ELPAC Assessment in the Reading Domain 14.63% of students scored at the Beginning Level.

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
876	28%	5.4%	0.1%
Total Number of Students enrolled in Plum Canyon 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	47	5.4%
Foster Youth	1	0.1%
Homeless	15	1.7%
Socioeconomically Disadvantaged	245	28%
Students with Disabilities	100	11.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	48	5.5%
American Indian	3	0.3%
Asian	109	12.4%
Filipino	55	6.3%
Hispanic	280	32%
Two or More Races	68	7.8%
Pacific Islander	0	0.0%
White	310	35.4%

Conclusions based on this data:

1. Plum Canyon Elementary School has many ethnic groups including African American, Asian, Filipino and Two or More Races. The two student groups with the highest enrollment percentages are Hispanic at 32% and White at 35.4%
2. Plum Canyon represents many ethnicities including African American, Asian, Filipino and Two or More Races. The student group that has grown the most is the Hispanic Student group 32%
3. Plum Canyon's student population is comprised of 28% socioeconomically disadvantaged, and 11.4% students with disabilities. These student groups will need support in social and emotional development as well as academics.

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- Based upon the 2025 Fall Dashboard data Plum Canyon performance overall was in the Green performance color in English Language Arts and Mathematics. and Suspension Rate.
- Based upon the 2025 Fall Dashboard data Plum Canyon Chronic Absenteeism is in the Green performance color over all.

3. Based upon the 2025 Fall Dashboard data Plum Canyon overall suspension rate was in the Green performance color.

School and Student Performance Data

Academic Performance English Language Arts

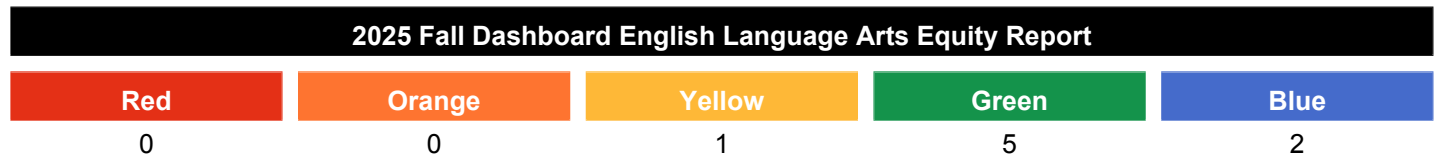
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 41.4 points above standard Increased 9.2 points 470 Students	English Learners  Blue 33.9 points above standard Increased 18.2 points 50 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Green 24.4 points above standard Declined 7.1 points 140 Students

Students with Disabilities  Yellow 12.9 points below standard Increased 6 points 64 Students	African American  No Performance Color 61.4 points above standard Increased 21.7 points 28 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Blue 82.4 points above standard Increased 7.1 points 57 Students	Filipino  Green 67 points above standard Declined 12.5 points 31 Students	Hispanic  Green 17.6 points above standard Increased 10.9 points 155 Students
Two or More Races  Green 42.2 points above standard Maintained 1.8 points 33 Students	Pacific Islander  No Performance Color 0 Students	White  Green 40.2 points above standard Increased 12.5 points 163 Students

Conclusions based on this data:

1. Based upon the 2025 Fall Dashboard data most of our student groups scored high or very high. Our English Language Learners scored very high 33.9 points above standard, our White student group scored high 40.2 points above standard, our Two or More student group scored high 42.2 points above standard our Hispanic student group scored high 17.6 points above standard, our Socioeconomically Disadvantaged student group scored high 24.4 points above standard, our Filipino student group scored 67 points above standard. well as our Asian student group scored very high 82.4 points above standard.
2. Based upon the 2025 Fall Dashboard data our students with disabilities scored low 12.9 points below standard this was an increase of 6 points. This indicates that Plum Canyon should continue to work on strategies to support these group.
3. Based upon the 2025 Fall Dashboard data Plum Canyon's Asian student group is one of the highest achieving group as these students as a whole scored 82.4 points above standard.

School and Student Performance Data

Academic Performance Mathematics

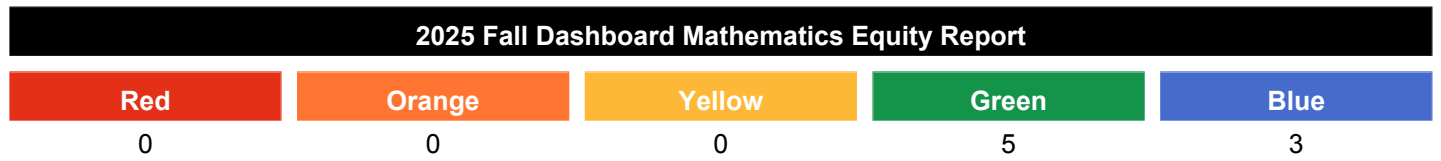
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 33.7 points above standard Increased 12.6 points 472 Students	English Learners  Green 20.2 points above standard Increased 4.9 points 52 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Socioeconomically Disadvantaged  Green 13.9 points above standard Maintained -1.2 points 142 Students

Students with Disabilities  Green 18.1 points below standard Increased 4.7 points 64 Students	African American  No Performance Color 34.3 points above standard Increased 27.8 points 29 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Blue 94.1 points above standard Increased 25.9 points 57 Students	Filipino  Blue 60.1 points above standard Maintained 0.3 points 32 Students	Hispanic  Green 1.5 points above standard Increased 12.7 points 155 Students
Two or More Races  Green 34.7 points above standard Maintained -0.2 points 33 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 36.3 points above standard Increased 12.9 points 163 Students

Conclusions based on this data:

1. Based upon the 2025 Fall Dashboard data all our student groups scored high or very high. Our English Learners scored high 20.2 points above standard, our White student group scored high 36.3 points above standard, our Two or More student group scored high 34.7 points above standard, our Socioeconomic Disadvantage group scored high 13.9 points above standard, our Filipino student group scored very high 60.1 points above standard and our Asian student group scored very high 94.1 points above standard.
2. Based upon the 2025 Fall Dashboard data our Students with Disabilities student group scored 18.1 points below standard. This is an increase of 4.7 points.
3. Based upon the 2025 Fall Dashboard data Plum Canyon's highest achieving group is our Asian student group they scored 94.1 points above standard in 2022 to 43.2 points above standard. However our Students with Disabilities scored 18.1 points below standard with an increase of 4.7 points.

School and Student Performance Data

Academic Performance Science

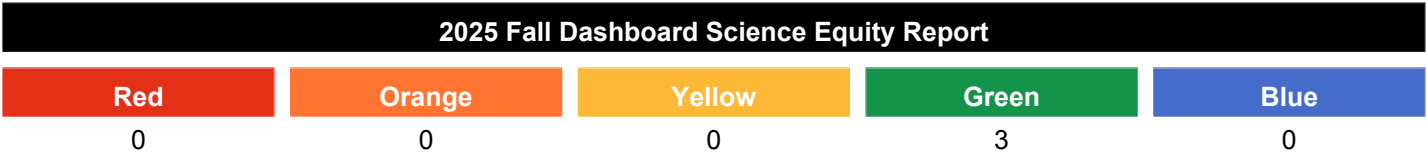
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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  Green 63.4 science points Maintained 1.3 points 109 Students	English Learners  No Performance Color 52.5 science points Declined 8.6 points 14 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Green 61 science points Maintained 0.9 points 31 Students

Students with Disabilities  No Performance Color 48.8 science points Declined 9.3 points 18 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 65 science points 11 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Green 57.6 science points Increased 3.1 points 39 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color 0 Students	White  Green 64 science points Maintained 0 points 42 Students

Conclusions based on this data:

1. Based upon the 2025 Fall Dashboard data all 5th grade students scored 63.4 science points
2. Based upon the 2025 Fall Dashboard data our Socioeconomically Disadvantaged 61 science points, our Hispanic student group scored 57.6 science points and our White student group scored 64 science points
3. Based upon the 2025 Fall Dashboard data the following groups had fewer than 11 students. Two or more races, Filipino, Asian, American Indian, African American, Students with Disabilities and English Language Learners.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 63.6 making progress. Number Students: 22 Students	 No Performance Color making progress. Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
27.3%	9.1%	0%	63.6%

Conclusions based on this data:

- Based upon the 2025 Fall Dashboard data Plum Canyon had only 22 students assessed as a result, we did not receive a performance level score.
- Based upon the 2025 Fall Dashboard data of the 22 students assessed 27.3% Decreased one ELPI Level, 9.1% Maintained ELPI level 1, 2L, 2H, 3L or 3H, and 0% maintained Level 4 ELPI.
- Based upon the 2025 Fall Dashboard data of the 22 students assessed 63.6% Progressed at least one ELPI Level.

School and Student Performance Data

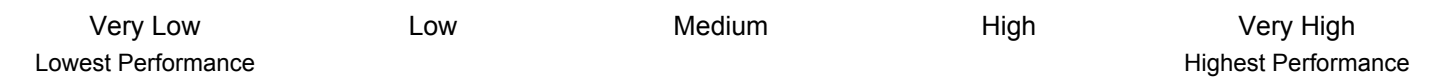
Academic Performance College/Career Report

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.

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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



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



Green

4.4% Chronically Absent

Declined 1.6

881 Students

English Learners



Green

3.7% Chronically Absent

Maintained -0.1

54 Students

Long-Term English Learners

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Homeless



No Performance Color

0% Chronically Absent

0

18 Students

Socioeconomically Disadvantaged



Green

8.1% Chronically Absent

Declined 1.2

260 Students

Students with Disabilities  Orange 10.1% Chronically Absent Increased 5.6 119 Students	African American  Blue 0% Chronically Absent Maintained 0 48 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Yellow 2.7% Chronically Absent Increased 0.7 110 Students	Filipino  Blue 0% Chronically Absent Declined 5.7 55 Students	Hispanic  Green 6% Chronically Absent Declined 3.1 281 Students
Two or More Races  Green 2.8% Chronically Absent Declined 1.1 71 Students	Pacific Islander  No Performance Color 0 Students	White  Green 5.1% Chronically Absent Declined 0.7 313 Students

Conclusions based on this data:

1. Based upon the 2025 Fall Dashboard data Plum Canyon's overall Chronic Absenteeism rate of 4.4% .
2. Based upon the 2025 Fall Dashboard all of Plum Canyon student groups Chronic Absenteeism declined for all students. Our English Learner student group had a Chronically Absenteeism rate of 3.7%, our White student group had a Chronically Absenteeism rate of 5.1%, our Hispanic student group had a Chronically Absenteeism rate of 6%, Our Socioeconomically Disadvantage student group had a Chronically Absenteeism rate of 8.1%, Our Two or More races group had a Chronically Absenteeism rate of 2.8%, and our Filipino and African American student groups had a Chronically Absenteeism rate of 0%.
3. Based upon the 2025 Fall Dashboard data Plum Canyon had two student groups that increased their Chronically Absenteeism rate. Our Asian student group had a Chronically Absenteeism rate of 2.7 an increase of 0.7%. Our Students with Disabilities student group had a Chronically Absenteeism rate of 10.1% an increase of 5.6%

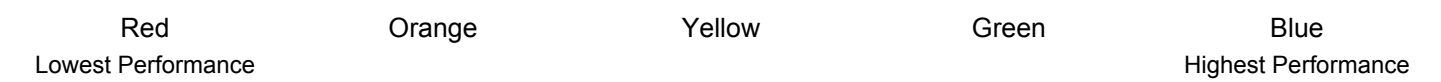
School and Student Performance Data

Academic Engagement Graduation Rate

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This section provides number of student groups in each level.



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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

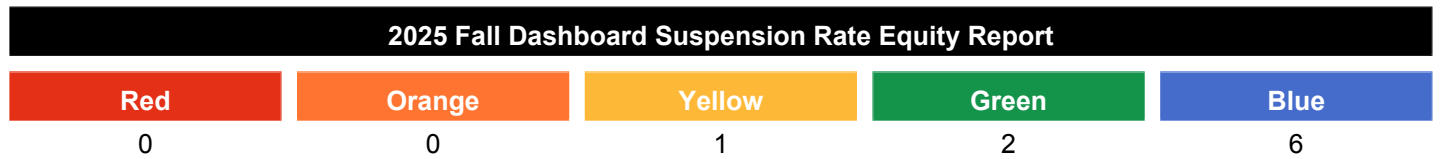
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 0.3% suspended at least one day Increased 0.3% 884 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 54 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 0% suspended at least one day 18 Students	Socioeconomically Disadvantaged  Blue 0% suspended at least one day Maintained 0% 260 Students

Students with Disabilities  Blue 0% suspended at least one day Maintained 0% 119 Students	African American  Blue 0% suspended at least one day Maintained 0% 48 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Yellow 0.9% suspended at least one day Increased 0.9% 110 Students	Filipino  Blue 0% suspended at least one day Maintained 0% 55 Students	Hispanic  Green 0.4% suspended at least one day Increased 0.4% 284 Students
Two or More Races  Blue 0% suspended at least one day Maintained 0% 71 Students	Pacific Islander  No Performance Color 0 Students	White  Green 0.3% suspended at least one day Increased 0.3% 313 Students

Conclusions based on this data:

1. Based upon the 2025 Fall Dashboard data Plum Canyon overall suspension rate is at the low rate with 0.3% suspended at least one day.
2. Based upon the 2025 Fall Dashboard data most student groups maintained the suspension rate of 0% suspended at least one day. Those groups included: English Learners, Students with Disabilities, African American, Filipino, and Two or More Races.
3. Based upon the 2025 Fall Dashboard data three student groups suspended rate increased. Our White Student group had a 0.3% suspended rate, our Hispanic group had a 0.4% suspended rate and our Asian student group had a 0.9% suspended 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 1

Title and Description of School Goal

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

Achievement Gap

This goal focuses on increasing academic achievement for all student groups while closing the achievement gap.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #1 Implement instructional programs and services that allow all students to achieve while closing the Achievement Gap in the core academic areas.

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 upon our Dashboard 24-25 data, students with disabilities are performing below standards in ELA and in Math. Based on 25-26 iReady Typical and Stretch growth data, Math growth overall (especially stretch growth) across all subgroups.

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 ~ ELA	All Students ~ 41.4 points above standard Students with Disabilities ~ 12.9 points below standard	All Students ~ 46.4 points above standard Students with Disabilities ~ 6.9 points below standard
California Dashboard ~ Math	All Students ~ 33.7 points above standard Students with Disabilities ~ 18.1 points below standard	All Students ~ 38.7 points above standard Students with Disabilities ~ 13.1 points below standard
ELA i-Ready Diagnostic	25-26 2nd Diagnostic Typical Growth All Students ~ 45% Stretch Growth All Students ~ 22% Typical Growth ELs: 46% Stretch Growth ELs: 21% Typical Growth Hispanic: 43% Stretch Growth Hispanic: 20% Typical Growth Social Economic Disadvantage: 47% Stretch Growth Social Economic Disadvantage 19% Typical Growth Students w/Disabilities: 50% Stretch Growth Students w/Disabilities: 18%	26-27 2nd Diagnostic Typical Growth All Students ~ 50% Stretch Growth All Students ~ 27% Typical Growth ELs: 51% Stretch Growth ELs: 26% Typical Growth Hispanic: 48% Stretch Growth Hispanic: 25% Typical Growth Social Economic Disadvantage: 52% Stretch Growth Social Economic Disadvantage 24% Typical Growth Students w/Disabilities: 55% Stretch Growth Students w/Disabilities: 23%
Math I-Ready Diagnostic	25-26 2nd Diagnostic Typical Growth All: 28% Stretch Growth All: 8% Typical Growth ELs: 38%	26-27 2nd Diagnostic Typical Growth All: 33% Stretch Growth All: 13% Typical Growth ELs: 43%

	Stretch Growth ELs: 13% Typical Growth Hispanic: 30% Stretch Growth Hispanic: 7% Typical Growth Social Economic Disadvantage: 33% Stretch Growth Social Economic Disadvantage 9% Typical Growth Students w/Disabilities: 32% Stretch Growth Students w/Disabilities: 8%	Stretch Growth ELs: 18% Typical Growth Hispanic: 35% Stretch Growth Hispanic: 12% Typical Growth Social Economic Disadvantage: 38% Stretch Growth Social Economic Disadvantage 14% Typical Growth Students w/Disabilities: 37% Stretch Growth Students w/Disabilities: 13%
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	COMMON CORE ELA AND MATH PLANNING AND INSTRUCTION During Professional Learning Community (PLC) time and during PLT teachers will align their planning and instruction with the Common Core State Standards by using the adopted ELA and Math curriculum as well as the district pacing guides. PLT teams will base planning and instruction on grade-level-selected promise standards from the district pacing guide while providing enrichment and intervention opportunities to differentiate the curriculum further. Implement schoolwide writing expectations and common language across grades K–6. Provide ongoing professional development and coaching in evidence-based writing practices.	TK-6	2,500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Additional collaboration time for grade levels
1.2	Teachers will conduct data chats with their students after assessments such as (iReady, IABs, BPSTs). Teachers will use the self-reflective components of the iReady data chat to identify celebrations and areas for improvement in updated goal setting and small group instruction.	K-6	1,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Additional adult support for interventions
1.3	Implement consistent instructional framework (I Do, We Do, You Do) Increase rigor through grade-level complex texts and writing tasks Weekly PLC planning focused on standards and data Use of common formative assessments (CFAs) Conduct PLC cycles focused on analyzing student writing and planning targeted instruction. Integrate writing opportunities across ELA, science, social studies, and mathematics. Utilize common writing rubrics and quarterly writing assessments to monitor progress.	K-6	1,000 LCFF - Supplemental 4000-4999: Books And Supplies Additional collaboration time for grade levels 3,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Additional collaboration time for grade levels
1.4	Provide daily intervention block (WIN time) Weekly i-Ready usage and pass rates Use i-Ready data to group students by skill deficit Small group instruction (Tier 2 & Tier 3) (PRIDE Time/Intervention Time)	K-6	3,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

	Set individual student growth goals Progress monitoring every 4–6 weeks Targeted support for SWD aligned to IEP goals Provide targeted intervention and enrichment based on student writing data.		
1.9			
1.10			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

During Professional Learning Community (PLC) time and during PLT teachers aligning their planning and instruction, looking at data and reading articles. These steps informed our practice and informed us of the steps we needed to take and goals to set.

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

Increase of \$3,000 for certificated personnel salaries. Increase of \$2,000 for materials, and supplies.

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.

Throughout the 2025-2026 school year Teachers will conduct data chats with their students after assessments such as (iReady, IABs, BPSTs). Teachers will conduct goal setting meetings with their students. This is indicated in Goal #1 under Strategies/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.

English Learner Achievement

This goal focuses on increasing academic achievement and language proficiency of our English Learners.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #2 Provide instructional opportunities necessary to ensure English Learner academic achievement and their appropriate acquisition of English.

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 upon the 24-25 California Dashboard of our 8 students 27.3% decreased One ELPI Level, 9.1% of students maintained ELPI level 1,2L, 2H, 3L, and 3H.

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 ~ ELA	All Students ~ Green 41.4 points above standard English Learners ~ No Data only 8 students Reclassified Students (42) 52.3 points above standard	All Students ~ Blue 46.4 points above standard Reclassified Students ~ Blue 57.3 points above standard
California Dashboard ~ Math	All Students ~ Green 33.7 points above standard English Learners ~ Green 20.2 points above grade level	All Students ~ Green 42.7 points above standard English Learners ~ Green 25.2 points above standard
ELA i-Ready Diagnostic	25-26 2nd Diagnostic Typical Growth All: 45% Stretch Growth All: 22% Typical Growth ELs: 46% Stretch Growth ELs: 21%	26-27 2nd Diagnostic Typical Growth All: 50% Stretch Growth All: 27% Typical Growth ELs: 51% Stretch Growth ELs: 26%
Math i-Ready Diagnostic	25-26 2nd Diagnostic Typical Growth All: 28% Stretch Growth All: 8% Typical Growth ELs: 38% Stretch Growth ELs: 13%	25-26 2nd Diagnostic Typical Growth All: 33% Stretch Growth All: 13% Typical Growth ELs: 43% Stretch Growth ELs: 18%
ELPI levels.	63.6% of English Learners made progress on the ELPI levels.	68.6% of English Learners made progress on the ELPI levels.

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	ADDRESSING THE NEEDS OF LONG-TERM ENGLISH LEARNERS To support our implementation of Designated and Integrated ELD and addressing the needs of our English Learners it is important to build the capacity of teachers in collaboration with school leadership which includes our on-site ELD District Coach, EL Coordinator, Leadership Team and our English Learner Advisory Committee. The Principal, Assistant Principal, District and EL Coordinator with recommendations from Leadership Team will provide: * ELD resources, lesson/observation feedback and coaching * EL mini-PDs and ELPAC data analyses during Staff Meeting and/or PD (Professional Development) * ELPAC administration support * Guidance on how to monitor EL language growth including LTEL action planning, academic performance and the reclassification process Prior to the administration of the ELPAC Summative, we will hold an ELPAC Bootcamp before or after school so our ELs have an opportunity to be familiar with the ELPAC testing format. The English Learner Advisory Committee encourage parents of English Learners to be leaders and be informed about the ELPAC, reclassification process and the impact of LTEL status. The ELAC help develop and recommend to approve the English Learner goals of the Single Plan for Student Achievement and site budget. The ELAC also reviews and analyzes student ELPAC, ELA and Math data to make recommendations on programs and services for English Learners and allocating resources to support student achievement. The ELAC will distribute and tabulate a needs assessment survey and help make parents aware of the statewide annual language census and the importance of school attendance.	K-6	2,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
2.2	During the 2026-2027 school year we will hold 4 ELD Bootcamps to explicitly teach and practice the skills of Reading, Writing, Speaking, and Listening.	K-6	2,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries ELPAC Bootcamp teacher hourly rate for planning and instruction
2.3	During the 2026-2027 school year we will provide Parent workshops of EL students that can be held at the same time as students attending ELD bootcamp. During this time, strategies will be	K-6	1,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

	taught to parents to help improve their students' skills of Reading, Writing, Speaking, and Listening.		ELPAC Bootcamp teacher hourly rate for planning and instruction 1,000 LCFF - Supplemental 4000-4999: Books And Supplies
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Clear outlined scheduled time for Designated English Language Development time.
ELPAC Bootcamp before or after school so our ELs had an opportunity to be familiar with the ELPAC testing fformat.

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

All funds were expended.

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.

During the 2026-2027 school year we will hold 4 ELD Bootcamps to explicitly teach and practice the skills of Reading, Writing, Speaking, and Listening. This is indicated in Goal #2 under Strategies/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 3

Title and Description of School Goal

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

Student Engagement

This goal focuses on increasing engagement for students to feel connected to school and learning.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #3 - Creating school environments that are responsive to student and educational partner Social Emotional Learning (SEL) needs to increase their engagement and connectedness to learning and school.

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 upon 24-25 Dashboard All student were 4.4% Chronically absent, our Students with Disabilities 10.1%, our Asian student group was 2.7% chronically absent, our English Learners were 3.7% chronically absent, our Hispanic students were 6%, our Socioeconomically students were 8.1% our White Student group was 5.1% chronically absent, and our Two or More Races were 2.8% chronically absent.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard - Chronic Absenteeism	ALL ~ Green: 4.4% chronically absent Two or More Races ~ Green: 2.8% chronically absent English Learner ~ Green: 3.7% chronically absent Hispanic ~ Green: 6% chronically absent SED ~ Green: 8.1% chronically absent Asian ~ Yellow: 2.7% chronically absent SWD ~ Orange: 10.1% chronically absent	ALL ~ Green: 4% chronically absent Two or More Races ~ Green: 2% chronically absent English Learner ~ Green: 3% chronically absent Hispanic ~ Green: 4% chronically absent SED ~ Green: 6% chronically absent Asian ~ Yellow: 2% chronically absent SWD ~ Orange: 8% chronically absent
2026 LCAP Student Connectedness Survey	Question: "I like school". ALL~ 60% English Learners: 50% Asian: 64% Hispanic: 58% Two or More Races: 60% White: 64%	Question: "I like school". ALL~ 70% English Learners: 60% Asian: 74% Hispanic: 68% Two or More Races: 70% White: 74%
2026 LCAP Student Connectedness Survey	Question: "Students in my class behave so that teachers can teach". ALL~ 42% English Learners: 14% Asian: 29% Hispanic: 37% Two or More Races: 48%	Question: "Students in my class behave so that teachers can teach". ALL~ 52% English Learners: 50% Asian: 50% Hispanic: 50% Two or More Races: 50%

	White: 53%	White: 63%
2026 LCAP Student Connectedness Survey	Question: "Students treat each other well at my school". ALL~ 47% English Learners: 43% Asian: 36% Hispanic: 50% Two or More Races: 68% White: 49%	Question: "Students treat each other well at my school". ALL~ 57% English Learners: 53% Asian: 50% Hispanic: 60% Two or More Races: 78% White: 59%

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 LETTERS AND TRUANCY MEETINGS: Truancy meetings with parents/guardians whose student(s) have chronic absenteeism. During truancy meetings, a Student Attendance Success Plan will be developed by examining student's attendance data, formulating goals for improvement and identify concrete strategies parents/guardians can implement. We will implement a student attendance incentive plan and work more closely with our chronic absentee population. This plan will be based on daily, monthly and Trimester data.	TK-6	1,276 LCFF - Supplemental 4000-4999: Books And Supplies
3.2	POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS): Positive Behavior Interventions and Supports (PBIS) will be implemented used as a decision-making framework that will guide teachers' implementation of the best evidence- and researched-based academic and behavioral practices for improving academic, behavior and attendance outcomes for all students. The Positive Behavior Interventions and Supports (PBIS) Tier 1 and Tier 2 Committee members will regularly meet and implement PBIS practices including teaching schoolwide positive expectations and behaviors (PRIDE Matrix). Tier 2 will analyze office discipline referral data and make decisions on professional development and evaluating our systems. To address student engagement and wellness, the following PBIS practices and strategies will be implemented: Panther PRIDE Expectations, Panther PRIDE Ticket Winners and Student Store, Trimester Awards Ceremonies, spirit wear days, Student Leadership Team, Anti-Bullying Week, Red Ribbon Week and the Great Kindness Challenge. Communication - continue sharing attendance data during morning announcements, and in weekly newsletters. Continue to remind students of our PRIDE expectations as well as our focused Character strong trait.	TK-6	9,000 Donations 4000-4999: Books And Supplies 1,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

	Design a survey for primary students so we can get input from all students.		
	Student leader morning engagement		
3.3	STUDENT SEL SUPPORT: The principal and teachers will identify and refer students to receive behavioral, emotional and social support from our support staff our social worker or psychologist. To be more successful in the classroom and playground, the following services will be provided: Daily SEL lessons taught or co-taught by our support staff. Check-ins both directly with the student and in group settings. Greetings at the door, cooperative games at PE, shout-outs on marquee.	TK-6	1,000 LCFF - Supplemental 4000-4999: Books And Supplies 1,000 LCFF - Supplemental 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.

The strategies that worked this year were Conducting truancy meetings with parents/guardians whose student(s) have chronic absenteeism.

Having a Student Attendance Success Plan

Having the (PBIS) Tier 1 and Tier 2 meetings and implementing PBIS practices including teaching schoolwide positive expectations and behaviors (PRIDE Matrix)

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

\$6,000 materials and supplies. \$9,000 for incentives this will come form donations.\$6,000 professional development for 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.

Changing the questions that we will address based upon the student survey data. The percentage of students in grades 3-6 who responded strongly agree/agree to the question: "I like school" will increase to 70% as measured by LCAP Student Connectedness. The percentage of students in grades 3-6 who responded strongly agree/agree to the question: "Students in my class behave so that teachers can teach"will increase to 52% as measured by LCAP Student Connectedness. The percentage of students in grades 3-6 who responded strongly agree/agree to the question: "Students treat each other well at my school" will increase to 57% as measured by LCAP Student Connectedness. Create a TK-6 Site Student Survey. Regarding the above questions to get primary grades perspective. Create personal accountability as well as schoolwide ownership of attendance. Incorporate TK-2 in the reflection process.

This is indicated in Goal #3 under Strategies/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 4

Title and Description of School Goal

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

Family Engagement

This Goal focuses on increasing engagement for our families and ensuring they are part of the decision-making process to support learning for their students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #4 Engage parents in the school community and decision-making process to create a core instructional program appropriate for the Basic Conditions of Learning necessary for all students.

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 upon our connectedness survey families did not feel that Plum Canyon school ensure that parents were involved in their students learning.

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
2026 LCAP Parent Connectedness Survey Results	93% of families indicated that they have been provided opportunities to be involved in their student's learning.	99% of families indicated that they have been provided opportunities to be involved in their student's learning.
2026 LCAP Parent Connectedness Survey Results	83% of families indicated that school staff treat students with respect (a decrease of 11%).	93% of families indicated that school staff treat students with respect.
2026 LCAP Parent Connectedness Survey Results	73% of families indicate that they see their families' culture in school and in the academic content being taught. (a decrease 3%)	90% of families indicate that they see their families' culture in school and in the academic content being taught.

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	PARENT PARTICIPATION: Plum Canyon has an active and supportive parent community. Parents participate in School Site Council, the English Learner Advisory Committee and PTA Executive Board and General Meetings. Reading our weekly Panther Press and ParentSquare postings and messages, attending our monthly Plum Parent Meetings, video conferencing and telephone correspondence allow	TK-6	1,000 LCFF - Supplemental 4000-4999: Books And Supplies

	for multiple methods of communication between the school and parent community. School events such as Back-To-School Night and Parent/Teacher Conferences also enhance the connection that parents have with the school. To create deeper personal connections with the parent community, the following actions will also take place: * TK/K Family Orientation and School Tour * Weekly positive parent phone calls from the principal * Volunteer opportunities * Book Club/Study with families To encourage parents to attend and participate in educational partner meetings we will implement the following: personal invitations to meetings, stakeholder Google Surveys, giveaways and/or special student or guest speaker presentations at meetings. We shall also do the following: have Leadership students participate and share at Coffee with the Principal 4X a year. Classes present at parent meetings (PTA, ELAC, Coffee with the Principal) to increase attendance by parents. Include/Continue to include more students on committees, including Wellness and PBIS and SSC. Continue to have two students be a part of our School Site Council within student leadership to increase student decision making. Also, bringing back the Family library on Wednesdays and being involved in the book fair by encouraging parents to attend. Adding parent workshops for learning math concepts. Maybe adding VIP days in the morning for families to come and visit or bring back family picnics for the whole school.		
4.2	Improve Communication with Families Ensure all communication is: - Timely - Respectful - Solution-oriented Implement personal outreach (phone calls, Parentsquare message and in person conversations as dismissal) Utilize family liaisons or community ambassadors Use surveys, listening sessions, and feedback loops after events Train staff on difficult conversations with families	TK-6	1,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1,000 LCFF - Supplemental 4000-4999: Books And Supplies
4.3	Visible Representation in School Environment Ensure visuals reflect student population (bulletin boards, library books, displays) Highlight diverse authors, leaders, and contributions Host multicultural events that are co-created with families	TK-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.

This year we were intentional about hosting and providing time for families to give input and responses to data and steps taken during our schoolwide meetings such as ELAC, SSC, Coffee with the principal.

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

\$4,000

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.

Leadership students will participate and share at Coffee with the Principal 4X a year. Classes present at parent meetings (PTA, ELAC, Coffee with the Principal) to increase attendance by parents. Include/Continue to include more students on committees, including Wellness and PBIS and SSC. Continue to have two students be a part of our School Site Council within student leadership to increase student decision making. Adding parent workshops like Family Math Nights for parents to learn math content. Adding back the Family library on Wednesday from 1-3 pm will involve the librarian letting parents come to check out during the time. Have a Book Club/Study group with families.

This is indicated in Goal #4 under Strategies/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 5

Title and Description of School Goal

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

Diversity and Inclusivity

This Goal focuses on increasing the opportunities for students to see themselves in their learning and represented within our schools and having a sense of belonging and value within our school community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #5 - Provide opportunities for staff and students to see themselves represented in our schools, understand the contributions all people make to our world, and respect those differences when learning in school.

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.

Families and students indicated that they do not all feel a sense of belonging within our schools. There is a disconnect between students and parents about cultural representation in school. 78% of parents felt represented, whereas 47% of students felt represented on campus.

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
2026 LCAP Parent Connectedness Survey	73% of parents responded strongly agree/agree to the question, 'I see our family's culture represented in the school and the academic content taught.'	90% of parents responded strongly agree/agree to the question, 'I see our family's culture represented in the school and the academic content taught.'
2026 LCAP Student Connectedness Survey	56% of students responded strongly agree/agree to the question, 'I see my family's culture represented in my school and in my learning.'	70% of students responded strongly agree/agree to the question, 'I see my family's culture represented in my school and in my learning.'

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	OBSERVANCES AND CELEBRATIONS Teachers will teach diversity and inclusivity by using our adopted Social Studies Weekly curriculum, library slide-decks that include resources, read-aloud videos, book excerpts and recommendations, and other supplementary materials to encourage classroom discussions about the contributions of underrepresented groups in our society. Teachers will promote and share content that they have covered on a monthly basis	TK-6	1,000 LCFF - Supplemental 4000-4999: Books And Supplies 500 LCFF - Supplemental 2000-2999: Classified Personnel Salaries

	and parents will be informed via the Panther Press, Panther Morning Announcements all the cultural observances and celebrations that are being honored at school which include but not limited to: National Hispanic Heritage Month (Sept.-Oct.), National Native American Heritage Month (Nov), Learning Disabilities Awareness Month (Oct.), Black History Month (Feb.) Women's History Month (Mar.) and Asian American Pacific Islander Month, Jewish Heritage month, Hatian Heritage Month (May). Sharing slideshows from the library that include a variety of read aloud videos, book excerpts, and recommendations Holidays around the world/through the seasons - Morning Announcement Celebration for Disability Awareness Month (March) Incorporate cultural inclusion into conversations within the Wellness Committee Strategies/activities that we will implement to inform parents how their families' culture(s) are represented in the school and in the academic content taught include: surveying students and parents about their cultural heritage at the beginning of the year, working with our school librarian to connect students with literature and resources that they can bring home/share in the classroom, highlighting individual students' ethnic/cultural background on a weekly basis, have teachers post more frequently/monthly what students are learning about the diversity in their classroom and work with ELAC and PTA to calendar cultural events throughout the year such as our annual Multicultural Fair. We will have Family Cultural Celebrations x 4, Welcoming signage and resources in multiple languages. Have a Multicultural task force (5 meetings a year) comprised of teachers, classified staff, parents, and student leadership).		1,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
5.2	PARENT CONNECTIONS: Strategies/activities that we will implement to inform parents about how their culture(s) are being represented at our school include: Surveying students and parents about their cultural backgrounds at the beginning of the school year Working with our school librarian to connect students with literature and resources that they can bring home/share in the classroom Sharing information about activities with parents and students via the Panther Press and morning announcements Highlighting individual students' cultural background on a weekly basis (with items brought from home if students want) Working with ELAC and PTA to schedule cultural events throughout the year	TK-6	0

	Posting signage and family resources in multiple languages Family Cultural Celebrations Annually celebrating student diversity through our Multicultural Fair		
5.3	CULTURAL CONNECTIONS: Using the adopted Studies Weekly Curriculum Encouraging classroom discussions about the contributions of underrepresented groups Display a map in each classroom and each time a country is represented in class (such as through a book read, person highlighted, students represented, etc.) a pin or dot is placed on the map to point out to students. Provide pins for students to represent their heritage on the map in the library Teachers will sign up for specific holidays to study and create a public product for display in the library Exploring artists, scientists, etc. from non-American cultures (such as “person of the day,” or variety of representation through studied artists, scientists, etc.) Relate cultural connections with the Wellness Committee; have students connect with the teacher committee Parade of Nations: Students will be able to wear their traditional garb, bring flags and walk around our school track while different cultural music is playing. Parents will be in attendance for the parade.	TK-6	1,000 LCFF - Supplemental 4000-4999: Books And 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.

Multicultural Fair: Each grade level selected a country that represented the demographics of our school. Students created a culturally-relevant project (e.g., art, music, map) to be displayed in the hallway for children and parents to enjoy at the Multicultural Fair and Open House. Families enjoyed seeing reflections of their personal culture as well as learning about other cultures from around the world. Students were exposed to diverse clothes, food, dances, etc. which promoted inclusivity and open-mindedness.

Heritage Months: Teachers used or created lessons pertaining to specific heritage months. Many included art or craft projects to be displayed and viewed by others. This brings cultural awareness to students within the classroom and outside their classrooms. There was an observed lack of discussion around special needs and learning disabilities. It was also noted that many of the figures that correlate with heritage month lessons are celebrities, including singers and sports players, but do not include many scientists and other academics. According to the Connectedness Survey, students with Asian heritage reported that they did not feel that their culture was represented in their school and learning.

Parade of Nations: Students will be able to wear their traditional garb, bring flags and walk around our school track while different cultural music is playing. Parents will be in attendance for the parade.

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

\$3,000 for materials, \$500 for classified salaries and \$3,000 for certificated salaries.

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

We will have Family Cultural Celebrations x 4, Welcoming signage and resources in multiple languages by August/September. Have a Multicultural task force (5 meetings a year) comprised of teachers, classified staff, parents, and student leadership).

Parade of Nations: Students will be able to wear their traditional garb, bring flags and walk around our school track while different cultural music is playing. Parents will be in attendance for the parade.

This is found in Goal 5 under Strategies/Activities.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$36,276.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Allocation (\$)
	\$0.00
Donations	\$9,000.00
LCFF - Supplemental	\$27,276.00

Subtotal of state or local funds included for this school: \$36,276.00

Total of federal, state, and/or local funds for this school: \$36,276.00

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
LCFF - Supplemental	27,276	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Donations	9,000.00
LCFF - Supplemental	27,276.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	18,500.00
2000-2999: Classified Personnel Salaries	500.00
4000-4999: Books And Supplies	17,276.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
4000-4999: Books And Supplies	Donations	9,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	18,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	500.00
4000-4999: Books And Supplies	LCFF - Supplemental	8,276.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	10,500.00
Goal 2	6,000.00
Goal 3	13,276.00

Goal 4
Goal 5

3,000.00
3,500.00

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
Brianna Chavez	Parent or Community Member
Jennifer Bui	Parent or Community Member
Mary Silver	Parent or Community Member
Alina Zhou	Parent or Community Member
Vania Sciolini	Parent or Community Member
Bhavin Prajapati	Parent or Community Member
Jenny Turnn	Classroom Teacher
Jennifer Crunelle	Classroom Teacher
Paulette Oculam	Classroom Teacher
Megan Bence	Classroom Teacher
Jessica Bennett	Other School Staff
Ardrella Hamilton	Principal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



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 6.04.26.

Attested:



Principal, Ardrella Hamilton on 6.04.26



SSC Chairperson, Paulette Oculam on 6.04.26

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 as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

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

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

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

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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