School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Skyblue Mesa Elementary School	19649986022727	June 1, 2026	June 24, 2026

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

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

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

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

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

- Schoolwide Program

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

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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 Skyblue Mesa Elementary School 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 Skyblue Mesa Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Several opportunities were provided to our educational partners for meaningful input and review of the School Plan for Student Achievement. Certificated and Classified staff members were given specific opportunities to discuss and give input on the School Plan for Student Achievement at staff meetings on 1/31/26, 3/4/26. Staff members, School Site Council, English Language Advisory Council, Positive Behavior Intervention and Support Team Members, Leadership Team, Guiding Coalition Team, and our Parent Teacher Organization have been reviewing school data since the beginning of the year to analyze school and student needs to inform the School Plan for Student Achievement. There have been monthly Coffee with the Principal meetings with parents since September and school data is shared with parents during those meetings to give updates and gather feedback. An annual survey was sent out to all parents to give feedback on our Local Control and Accountability Plan. The data and goals for the 26-27 School Plan for Student Achievement were developed by the English Language Advisory Council and School Site Council members based on the 24-25 California Dashboard, 24-25 English Learner data, 24-25 and 25-26 Attendance data, 24-25 and 25-26 Chronic Absenteeism data, 24-25 and 25-26 Suspension data, 24-25 and 25-26 LCAP Survey Data, School Wide Information System data on office referrals, 25-26 Tiered Fidelity Inventory, 24-25 and 25-26 i-Ready Diagnostic 1 and 2, and our Professional Learning Community Intervention data.

Regular meetings are held with our educational partners to discuss student progress and review current student data in order to inform our school plan and ensure our students are making academic and social/emotional growth.

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.

Our English Learners increased 6.6% and are 44.3 points below standard. Students with Disabilities were 82.1 points below standard and increased by 3.4 points. Educators and Paraeducators need access to ongoing professional learning opportunities focused on culturally responsive teaching strategies, inclusive practices, and conscious discipline.

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.

There was no overall performance in red or orange.

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

Our EL student group was in orange for chronic absenteeism.

Other Needs

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

Students with Disabilities and Students with Low Socioeconomics are more chronically absent than all students. In both English Language Arts and math our students with disabilities and students with low socioeconomics and Hispanic students were significantly lower than all students.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.17%	%	%	1		
African American	4.44%	5.45%	5.71%	26	31	33
Asian	3.24%	3.69%	3.81%	19	21	22
Filipino	9.56%	7.56%	7.44%	56	43	43
Hispanic/Latino	50.34%	50.79%	52.77%	295	289	305
Pacific Islander	0.17%	0.35%	0.52%	1	2	3
White	26.11%	24.08%	22.49%	153	137	130
Multiple/No Response	5.63%	7.73%	6.92%	33	44	40
			Total Enrollment	586	569	578

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		31	63
Kindergarten	64	65	50
Grade 1	76	73	65
Grade 2	70	77	70
Grade3	106	68	80
Grade 4	82	104	66
Grade 5	72	83	104
Grade 6	85	68	80
Total Enrollment	586	569	578

Conclusions based on this data:

1. Our overall school enrollment has stayed the same over the last 3 years, and the enrollment will more than likely increase in 26-27 due to new housing and Plum Canyon being a closed school.
2. The number of students who are socially economically disadvantaged has decreased, continuing to keep Skyblue out of Title 1 for the 26-27 school year.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
English Learners	59	41	36	10.0%	10.1%	6.2%
Fluent English Proficient (FEP)	35	43	43	6.4%	6.0%	7.4%

Conclusions based on this data:

1. The amount of English Language Learners at the school has been relatively stable over the past 3 years.
2. There has been an increase in the number of reclassified students.
3. At this point we might not see a large increase in reclassification rates next school year due to a decrease in multi-lingual learners enrolling in 25-26.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	84	101	69	84	101	69	84	101	69	100.0	100	100
Grade 4	77	83	106	77	83	106	77	83	106	100.0	100	100
Grade 5	82	70	82	82	70	81	82	70	81	100.0	100	98.8
Grade 6	82	83	68	82	83	68	82	83	68	100.0	100	100
All Grades	325	337	325	325	337	324	325	337	324	100.0	100	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2388.	2392.	2404.	22.62	16.83	14.49	10.71	20.79	20.29	26.19	20.79	23.19	40.48	41.58	42.03
Grade 4	2460.	2435.	2455.	25.97	22.89	22.64	22.08	8.43	23.58	18.18	32.53	20.75	33.77	36.14	33.02
Grade 5	2458.	2490.	2508.	17.07	21.43	22.22	21.95	24.29	35.80	15.85	27.14	13.58	45.12	27.14	28.40
Grade 6	2515.	2500.	2562.	12.20	9.64	29.41	30.49	30.12	36.76	26.83	26.51	20.59	30.49	33.73	13.24
All Grades	N/A	N/A	N/A	19.38	17.51	22.22	21.23	20.77	28.70	21.85	26.41	19.44	37.54	35.31	29.63

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	17.86	9.90	10.14	53.57	67.33	68.12	28.57	22.77	21.74
Grade 4	19.48	13.25	18.87	62.34	66.27	62.26	18.18	20.48	18.87
Grade 5	21.95	20.00	18.52	51.22	65.71	61.73	26.83	14.29	19.75
Grade 6	18.29	18.07	25.00	62.20	53.01	61.76	19.51	28.92	13.24
All Grades	19.38	14.84	18.21	57.23	63.20	63.27	23.38	21.96	18.52

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	15.48	11.88	10.14	39.29	40.59	56.52	45.24	47.52	33.33
Grade 4	15.58	7.23	11.32	50.65	46.99	56.60	33.77	45.78	32.08
Grade 5	10.98	20.00	20.99	47.56	48.57	56.79	41.46	31.43	22.22
Grade 6	4.88	10.84	35.29	50.00	50.60	47.06	45.12	38.55	17.65
All Grades	11.69	12.17	18.52	46.77	46.29	54.63	41.54	41.54	26.85

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.14	9.90	10.14	77.38	69.31	73.91	15.48	20.79	15.94
Grade 4	12.99	10.84	12.26	67.53	67.47	67.92	19.48	21.69	19.81
Grade 5	13.41	17.14	11.11	71.95	64.29	75.31	14.63	18.57	13.58
Grade 6	17.07	7.23	16.18	71.95	79.52	72.06	10.98	13.25	11.76
All Grades	12.62	10.98	12.35	72.31	70.33	71.91	15.08	18.69	15.74

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	15.48	13.86	7.25	52.38	54.46	72.46	32.14	31.68	20.29
Grade 4	14.29	10.84	13.21	68.83	71.08	66.98	16.88	18.07	19.81
Grade 5	9.76	15.71	23.46	56.10	65.71	60.49	34.15	18.57	16.05
Grade 6	18.29	9.64	20.59	67.07	67.47	60.29	14.63	22.89	19.12
All Grades	14.46	12.46	16.05	60.92	64.09	65.12	24.62	23.44	18.83

Conclusions based on this data:

1. In 2025, approximately 51% of all students met or exceeded standards in English/Language Arts on the CAASSP. This was an increase compared to 2024.
2. We have a large population of students in the nearly met category. We need to target this group of students to move them to the met or exceeds band.

3. The largest percentage of students who met standard was in the sub-skill of writing. In 24-25 reading was the sub-skill that had the highest percentage of students who met standard.

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	84	101	69	84	101	69	82	101	69	100.0	100	100
Grade 4	77	83	106	77	83	106	76	83	106	100.0	100	100
Grade 5	82	70	82	82	70	81	82	70	81	100.0	100	98.8
Grade 6	82	83	68	82	83	68	82	83	68	100.0	100	100
All Grades	325	337	325	325	337	324	322	337	324	100.0	100	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2414.	2422.	2421.	20.73	21.78	10.14	20.73	26.73	28.99	25.61	20.79	33.33	32.93	30.69	27.54
Grade 4	2480.	2473.	2477.	18.42	22.89	25.47	31.58	26.51	24.53	28.95	22.89	24.53	21.05	27.71	25.47
Grade 5	2503.	2493.	2502.	24.39	21.43	23.46	21.95	14.29	17.28	23.17	34.29	23.46	30.49	30.00	35.80
Grade 6	2540.	2522.	2556.	24.39	18.07	41.18	21.95	26.51	14.71	23.17	21.69	20.59	30.49	33.73	23.53
Grade 11															
All Grades	N/A	N/A	N/A	22.05	21.07	25.00	23.91	24.04	21.60	25.16	24.33	25.31	28.88	30.56	28.09

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	25.61	25.74	15.94	42.68	40.59	62.32	31.71	33.66	21.74
Grade 4	27.63	26.51	31.13	51.32	46.99	38.68	21.05	26.51	30.19
Grade 5	26.83	21.43	19.75	46.34	54.29	50.62	26.83	24.29	29.63
Grade 6	28.05	15.66	39.71	42.68	46.99	36.76	29.27	37.35	23.53
Grade 11									
All Grades	27.02	22.55	26.85	45.65	46.59	46.30	27.33	30.86	26.85

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	23.17	18.81	13.04	46.34	54.46	60.87	30.49	26.73	26.09
Grade 4	21.05	13.25	22.64	57.89	56.63	48.11	21.05	30.12	29.25
Grade 5	17.07	18.57	17.28	56.10	52.86	45.68	26.83	28.57	37.04
Grade 6	21.95	18.07	26.47	56.10	46.99	48.53	21.95	34.94	25.00
All Grades	20.81	17.21	20.06	54.04	52.82	50.31	25.16	29.97	29.63

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	18.29	23.76	15.94	57.32	53.47	60.87	24.39	22.77	23.19
Grade 4	22.37	26.51	24.53	57.89	51.81	50.94	19.74	21.69	24.53
Grade 5	15.85	5.71	20.99	52.44	70.00	54.32	31.71	24.29	24.69
Grade 6	21.95	12.05	32.35	56.10	67.47	51.47	21.95	20.48	16.18
All Grades	19.57	17.80	23.46	55.90	59.94	54.01	24.53	22.26	22.53

Conclusions based on this data:

1. We increase overall performance from 2024 by 11.5 points. Skyblue is 10 points below standard in mathematics.
2. Based on the data, there was an increase in all sub-skills.
3. Based on the data presented, all sub groups increased and moved into yellow instead of orange or red.

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1440.9	*	*	1432.5	*	*	1460.2	*	*	11	9	4
1	*	*	*	*	*	*	*	*	*	5	4	5
2	1469.0	*	*	1468.6	*	*	1469.1	*	*	14	4	*
3	*	1494.4	*	*	1492.6	*	*	1495.8	*	8	13	4
4	1515.8	*	1510.2	1521.3	*	1527.3	1509.5	*	1492.8	11	8	12
5	*	*	*	*	*	*	*	*	*	8	7	5
6	*	*	*	*	*	*	*	*	*	*	7	6
All Grades										59	52	39

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	27.27	*	*	9.09	*	*	45.45	*	*	18.18	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	7.14	*	*	57.14	*	*	14.29	*	*	21.43	*	*	14	*	*
3	*	23.08	*	*	30.77	*	*	30.77	*	*	15.38	*	*	13	*
4	18.18	*	33.33	54.55	*	16.67	9.09	*	25.00	18.18	*	25.00	11	*	12
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.95	21.15	23.08	35.59	26.92	15.38	22.03	26.92	30.77	25.42	25.00	30.77	59	52	39

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	27.27	*	*	18.18	*	*	36.36	*	*	18.18	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	14.29	*	*	50.00	*	*	21.43	*	*	14.29	*	*	14	*	*
3	*	38.46	*	*	23.08	*	*	23.08	*	*	15.38	*	*	13	*
4	63.64	*	41.67	18.18	*	41.67	0.00	*	16.67	18.18	*	0.00	11	*	12
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.51	32.69	33.33	32.20	23.08	28.21	20.34	25.00	25.64	16.95	19.23	12.82	59	52	39

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		15.38	*		30.77	*		30.77	*		23.08	*		13	*
4		*	8.33		*	25.00		*	41.67		*	25.00		*	12
5		*	*		*	*		*	*		*	*		*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.08	19.23	10.26	32.20	15.38	20.51	33.90	36.54	30.77	28.81	28.85	38.46	59	52	39

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	18.18	*	*	72.73	*	*	9.09	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	14.29	*	*	57.14	*	*	28.57	*	*	14	*	*
3	*	46.15	*	*	30.77	*	*	23.08	*	*	13	*
4	54.55	*	33.33	36.36	*	50.00	9.09	*	16.67	11	*	12
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.12	32.69	28.21	54.24	44.23	48.72	18.64	23.08	23.08	59	52	39

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	18.18	*	*	54.55	*	*	27.27	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	35.71	*	*	50.00	*	*	14.29	*	*	14	*	*
3	*	38.46	*	*	46.15	*	*	15.38	*	*	13	*
4	72.73	*	50.00	18.18	*	41.67	9.09	*	8.33	11	*	12
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	37.29	36.54	38.46	44.07	42.31	41.03	18.64	21.15	20.51	59	52	39

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	27.27	*	*	54.55	*	*	18.18	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	7.14	*	*	71.43	*	*	21.43	*	*	14	*	*
3	*	7.69	*	*	46.15	*	*	46.15	*	*	13	*
4	0.00	*	16.67	72.73	*	33.33	27.27	*	50.00	11	*	12
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.47	11.54	12.82	54.24	44.23	33.33	37.29	44.23	53.85	59	52	39

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	27.27	*	*	45.45	*	*	27.27	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	35.71	*	*	42.86	*	*	21.43	*	*	14	*	*
3	*	7.69	*	*	76.92	*	*	15.38	*	*	13	*
4	18.18	*	0.00	63.64	*	75.00	18.18	*	25.00	11	*	12
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.34	17.31	10.26	49.15	63.46	61.54	30.51	19.23	28.21	59	52	39

Conclusions based on this data:

1. Overall, our students' speaking skills (Speaking Domain) were better developed than any other skills assessed (writing, listening, reading).

2. Overall, the writing domain was our weakest domain showing the need for more intervention in this area.

3. 48.5% of our English Learners are making progress toward English language Proficiency, which is an increase from 2024.

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**
569	**48.9%**	**7.2%**	**1.9%**
Total Number of Students enrolled in Skyblue Mesa Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	41	7.2%
Foster Youth	11	1.9%
Homeless	7	1.2%
Socioeconomically Disadvantaged	278	48.9%
Students with Disabilities	150	26.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	31	5.4%
American Indian	0	0.0%
Asian	21	3.7%
Filipino	43	7.6%
Hispanic	289	50.8%
Two or More Races	44	7.7%
Pacific Islander	2	0.4%
White	137	24.1%

Conclusions based on this data:

1. Overall, approximately 48.9% of our population is socioeconomically disadvantaged.

2. Our school population is predominately Hispanic and White.

3. Our school enrollment remained the same.

School and Student Performance Data

Overall Performance

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our suspension rate is low and indicates a positive school culture, and effective behavior supports and interventions (PBIS).
2. Our chronic absenteeism rate declined, which moved Skyblue Mesa from Orange to Green. In 23-24 7.3% of all students were Chronically Absent.

3. Our English Learner progress increased for 2024-2025.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	Yellow	No Performance Color
2.3 points below standard	41.4 points below standard	Fewer than 11 students - No Data for Privacy
Increased 28.9 points	Increased 49.6 points	1 Student
318 Students	44 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	26.4 points below standard
5 Students	2 Students	Increased 16.2 points
		171 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
85.3 points below standard	22.8 points below standard	0 Students
Increased 19.9 points	Maintained 2.1 points	
87 Students	13 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	33.9 points above standard	27.4 points below standard
10 Students	Increased 5.1 points	Increased 27.3 points
	26 Students	162 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
87.8 points above standard	Fewer than 11 students - No Data for Privacy	10.8 points above standard
Increased 81.2 points	1 Student	Increased 36.6 points
19 Students		87 Students

Conclusions based on this data:

1. Overall all students were 2.3 points below standard.
2. Our White, Filipino, and Hispanic population increased.
3. Our students with disabilities performed 85.3 points below standard this was the farthest subgroups below standard.

School and Student Performance Data

Academic Performance
Mathematics

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

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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 Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	4	0	1

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Yellow	No Performance Color
10 points below standard	44.3 points below standard	Fewer than 11 students - No Data for Privacy
Increased 11.5 points	Increased 18.7 points	1 Student
318 Students	44 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	32.3 points below standard
5 Students	2 Students	Increased 8.9 points
		171 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
82.1 points below standard	21.6 points below standard	0 Students
Increased 3.4 points	Declined 3.1 points	
87 Students	13 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	32.2 points above standard	37.9 points below standard
10 Students	Increased 5.2 points	Increased 5.7 points
	26 Students	162 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
39.3 points above standard	Fewer than 11 students - No Data for Privacy	12.3 points above standard
Increased 41.5 points	1 Student	Increased 25.5 points
19 Students		87 Students

Conclusions based on this data:

1. Overall our students were 10 points below standard, and performed better on the mathematics portion of the CAASPP than the English Language Arts portion of the CAASPP.
2. Our students with disabilities performed 82.1 points below standard and our current English Learners 44.3 points below; even though our SWD maintained from 23-24 and our EL students increased these groups remained the farthest subgroups below standard just like in ELA.
3. Our African American students performed 21.6 points below standard on the math portion.

School and Student Performance Data

Academic Performance
Science

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

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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 Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	0	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	No Performance Color	No Performance Color
55.3 science points	Fewer than 11 students - No Data for Privacy	0 Students
Maintained 0.9 points	9 Students	
82 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	51.4 science points
1 Student	1 Student	Declined 2.4 points
		38 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
41.2 science points	Fewer than 11 students - No Data for Privacy	0 Students
Increased 8.3 points	5 Students	
21 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	51.3 science points
4 Students	5 Students	Maintained 0.6 points
		44 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	53.2 science points
4 Students		Declined 4 points
		20 Students

Conclusions based on this data:

1. We maintained our scores on the CAST assessment.
2. Students who are Socioeconomically Disadvantaged and our White students declined from 23-24.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Green	No Performance Color
48.5 making progress.	making progress.
Number Students: 33 Students	Number Students: 1 Student

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
9.4%	40.6%	3.1%	46.9%

Conclusions based on this data:

1. Overall approximately 48.5% of our ELL population are making progress toward English language proficiency which is an increase from 24-25.
2. Approximately 51.5% of EL students showed no growth or diminished improvement on the ELPAC assessment showing we need to provide more support to our EL students both with Integrated ELD and Designated ELD.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

Conclusions based on this data:

1. NA

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

All Students	English Learners	Long-Term English Learners
Green	Orange	No Performance Color
5.6% Chronically Absent	11.6% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 1.7	Increased 2.3	1 Student
588 Students	43 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
0% Chronically Absent	Fewer than 11 students - No Data for Privacy	8.1% Chronically Absent
0	8 Students	Declined 0.8
11 Students		297 Students

Students with Disabilities	African American	American Indian
Green	No Performance Color	No Performance Color
7.9% Chronically Absent	9.1% Chronically Absent	0 Students
Declined 2.3	Increased 9.1	
164 Students	33 Students	

Asian	Filipino	Hispanic
No Performance Color	Blue	Green
4.8% Chronically Absent	0% Chronically Absent	7.3% Chronically Absent
Increased 4.8	Declined 1.8	Declined 2
21 Students	43 Students	301 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Green
0% Chronically Absent	Fewer than 11 students - No Data for Privacy	4.3% Chronically Absent
Declined 5.6	2 Students	Declined 3.9
47 Students		141 Students

Conclusions based on this data:

1. Overall, our chronic absenteeism rate has decreased (5.6% chronically absent)
2. All sub groups have either maintained or declined.
3. Our Socio-economically Disadvantaged, Students with Disabilities, Hispanic, and English Learners students have a higher rate of chronic absenteeism and the data shows a need to focus on these subgroups.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Conclusions based on this data:

1. NA

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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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 Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	8

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Blue	No Performance Color
0% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Maintained -0.2%	Maintained 0%	1 Student
599 Students	43 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Blue
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
11 Students	8 Students	Maintained 0%
		302 Students

Students with Disabilities	African American	American Indian
Blue	Blue	No Performance Color
0% suspended at least one day	0% suspended at least one day	0 Students
Declined 0.6%	Maintained 0%	
168 Students	34 Students	

Asian	Filipino	Hispanic
No Performance Color	Blue	Blue
0% suspended at least one day	0% suspended at least one day	0% suspended at least one day
Maintained 0%	Maintained 0%	Declined 0.3%
21 Students	45 Students	306 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Maintained 0%	2 Students	Maintained 0%
47 Students		144 Students

Conclusions based on this data:

1. Our suspension rate is very low and indicates a positive school culture, and effective behavior supports and interventions (PBIS).

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Increase student achievement

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.

Increase ELA achievement for students with disabilities and English learners - Dashboard data still indicates that our SWD, Hispanic students, students with low socioeconomics and ELs are performing significantly behind all students on their ELA and Math CAASPP assessment.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic #2 - ELA	Reading - 52% Overall 1st - 56% Proficient 2nd - 50% Proficient 3rd - 66% Proficient 4th - 42% Proficient 5th - 44% Proficient 6th - 52% Proficient Special Education - 23% Proficient English Learner - 13% Proficient Hispanic Students - 43% Proficient	65% of students in grades K - 6th will score at grade level on the iReady Reading end of year assessment. The remaining 35% will show growth within their band or move to the next band (ie. from two grades below to one grade level below). Special Education - 43% Proficient English Learner - 33% Proficient Hispanic Students - 68% Proficient
iReady ELA Growth	All Students - 46% Meeting Typical Growth, 22% Meeting Stretch Growth Special Education - 36% Meeting Typical Growth, 17% Meeting Stretch Growth English Learner - 50% Meeting Typical Growth, 27% Meeting Stretch Growth Hispanic Students - 43% Meeting Typical Growth, 19% Meeting Stretch Growth	All Students - 56% Meeting Typical Growth, 25% Meeting Stretch Growth Special Education - 51% Meeting Typical Growth, 22% Meeting Stretch Growth English Learner - 56% Meeting Typical Growth, 32% Meeting Stretch Growth Hispanic Students - 51% Meeting Typical Growth, 24% Meeting Stretch Growth

iReady Diagnostic #2 - Math	Math - 39% Overall 1st - 28% Proficient 2nd - 38% Proficient 3rd - 42% Proficient 4th - 36% Proficient 5th - 40% Proficient 6th - 47% Proficient Special Education - 20% Proficient English Learner - 0% Proficient Hispanic Students - 30% Proficient	55% of students in grades K - 6th will score at grade level on the iReady Math end of year assessment. The remaining 45% will show growth within their band or move to the next band (ie. from two grades below to one grade level below). Special Education - 40% Proficient English Learner - 20% Proficient Hispanic Students - 50% Proficient
iReady Math Growth	All Students - 27% Meeting Typical Growth, 8% Meeting Stretch Growth Special Education - 26% Meeting Typical Growth, 6% Meeting Stretch Growth English Learner - 21% Meeting Typical Growth, 0% Meeting Stretch Growth Hispanic Students - 27% Meeting Typical Growth, 8% Meeting Stretch Growth	All Students - 47% Meeting Typical Growth, 8% Meeting Stretch Growth Special Education - 47% Meeting Typical Growth, 15% Meeting Stretch Growth English Learner - 41% Meeting Typical Growth, 10% Meeting Stretch Growth Hispanic Students - 47% Meeting Typical Growth, 15% Meeting Stretch Growth
CA Dashboard - Math	All - Green 21.5 points below standard English Learners - Yellow - 44.3 points below standard Socioeconomically Disadvantaged - Yellow - 32.3 points below standard Students with Disabilities - Yellow - 82.1 points below standard	All - Green - 11.5 below standard English Learners - Green - 30.3 points below standard (what is needed to move to green) Socioeconomically Disadvantaged - Green - 17.3 points below standard (what is needed to move to green) Students with Disabilities - Yellow - 67 points below standard (what is needed to maintain growth)
CA Dashboard - ELA	All - Green 2.3 points below standard English Learners - Yellow - 41.4 points below standard Socioeconomically Disadvantaged - Yellow - 26.4 points below standard Students with Disabilities - Orange - 85.3 points below standard	All - Green - 3.3 above standard English Learners - 29.4 points below standard (what is needed to move to green) Students with disabilities - 67.3 points below standard (what is needed to move into yellow)

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teacher release time to review ELA data to monitor and plan for interventions for Students with Disabilities and English Learners. Release time for teachers to meet to set Goals with SWD and EL students 3 times a year. Release time for teachers to observe each other during learning walks.	All students but specifically for ELL and students in Special Education.	7,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes
1.2	Under the supervision of the classroom teacher paraeducators provide small group instruction and push-in classroom support. In addition, classroom teachers will provide intervention support to high needs students in their grade level as identified by district and state benchmark assessments (ie. iReady, IABs, BPST) as well as data gathered	ELL, Special Education Students, Hispanic Students, and Identified At Promise Students	8000 General Fund 2000-2999: Classified Personnel Salaries Paraeducator

	through common formative assessments via the PLC process.		
1.3	Provide a before-school and/or after-school homework club for grades 2-6 to improve academic performance, build responsibility, and encourage punctuality while receiving academic assistance. Teachers will provide academic guidance and support. Parent volunteers will assist with supervision and encourage students to stay on task. Sixth grade students will serve as mentors.	ELL, Special Education Students, Hispanic Students, and Identified At Promise Students	6,000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Paraeducator 8075 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra Duty/Extra Pay
1.4			
1.6			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Students maintained iReady scores. As such, it seems like the additional money spent this school year on release time for teachers to plan and to pull students for individual goal setting progress monitoring is working, and we will want to continue this practice and expenditure for 2026-2027

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

There were not any differences between the intended implementation or budget expenditures.

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

We are going to be adding a homework club in 2026-2027.

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.

Parent Engagement
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.

Families indicated that they do not all feel a sense of belonging or that they are not provided opportunities to be involved in their student's 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
LCAP Parent Survey	93% of parents strongly agree or agree they have been provided opportunities to be involved in their student's learning. 84% of parents strongly agree or agree they are educational partners in decisions that impact programs offered at our school.	95% of parents strongly agree or agree they have been provided opportunities to be involved in their student's learning. 88% of parents strongly agree or agree they are educational partners in decisions that impact programs offered at our school.
LCAP Parent Survey Completion	283 families participated (48%)	Increase participation rate to at least 60%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Increase Parent Engagement Communication Through Parent Square. The prime focus of the workshop would be to help parents learn and use the new math curriculum.	All Students	1500 General Fund 1000-1999: Certificated Personnel Salaries Extra Duty/Extra Pay Provided to Teachers for creating parent workshops on the new math curriculum.
2.9			

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 number of families who took the annual connectedness survey decreased. The number of families who strongly agree or agree either increased or remained the same percentage as last year in 6 out of 12 questions.

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

There were not any differences between the intended implementation or budget expenditures.

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

We plan on creating after school workshops for parents to be held while students are in homework club to help parents learn and use the new math curriculum.

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.

Decrease Chronic Absenteeism for students with disabilities, ELs, and SED student groups - Dashboard data indicates that our SWD, ELs, and SED student groups miss more school days than ALL students which negatively impacts their academic achievement.

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
Weekly Attendance Rate	Current attendance rate at average of 95.7%	Increase Attendance Average to 97%
Chronic Absenteeism Rate	CA Dashboard All: 5.6% Hispanic: 7.3% Socioeconomically disadvantaged: 8.1% Students with disabilities: 7.9% English learner students: 11.6%	25-26 - 4.18%% of students were chronically absent. 25-26 - Overall 3% of students will be chronically absent. Hispanic: 4.3% Socioeconomically disadvantaged: 5.1% Students with disabilities: 4.9% English learner students: 8.6%
LCAP Connectedness Student Survey (grades 3-6)	Student Engagement Survey - 69% of students either strongly agree or agree that they like school and look forward to attending school each day.	Student Engagement Survey - Increase to 75% of all students agree that they like school and look forward to attending school each day.

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	Implement PBIS Tier 1 and 2 Strategies school wide to improve school culture and student engagement. PBIS meetings will be held each month and student attendance and behavior will be	All students	2965 General Fund 4000-4999: Books And Supplies

	monitored. Incentives will be provided for consistent attendance. Incentives will also be provided for students who are encouraged to attend Homework Club and come to receive support as evidenced by a notification given from the classroom teacher, to the parent. When a student hands a pass to the homework club volunteer it can be exchanged for a prize.		Material to support teachers in implementation of program
3.2	Goal setting for the school, class, and individual students will occur to help students improve attendance. Improved attendance and regular attendance will be rewarded.	All Students in Grades TK-6	1,000 General Fund 4000-4999: Books And Supplies Attendance incentives for improved and consistent attendance
3.3	Strengthen PBIS Implementation - Professional Development for Certificated and Classified Staff	Hispanic, English Learners, Socioeconomically Disadvantaged, Students with Disabilities	0
3.4		All	

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Our weekly attendance has remained relatively consistent. Our chronic absentee rate has increased this school year. More students stated that they like school on the LCAP connected survey this school year, and we are seeing an upward trend in positive feelings toward our school and staff.

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

There were not any differences between the intended implementation or budget expenditures.

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

We are decreasing the paraeducator position to support Playworks, as our campus supervisors are now able to implement the program without additional support.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

English Language 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.

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.

English Learners are not making adequate progress in their language proficiency and academic achievement in ELA and Math - CA Dashboard data indicates our English learners are struggling to achieve proficiency in ELA and Math as compared to the ALL student groups.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady ELA	All students: 52% are at or above grade level 13% of English learner students are at or above grade level All students: 46% Meeting typical growth, 22% Meeting stretch growth EL students: 50% Meeting typical growth, 27% Meeting stretch growth	All students: 65% are at or above grade level 35% of English learner students will be at or above grade level All students: 56% Meeting typical growth, 25% Meeting stretch growth EL students: 56% Meeting typical growth, 32% Meeting stretch growth
CA Dashboard - ELPI	48.5% of English learners are making progress toward language proficiency. 9.4% decreased at least one ELPI level	At least 54% of English learners will make progress toward language proficiency. 0% decreased at least one ELPI level
2023 CA Dashboard - English Language Arts (ELA)	All - Green 2.3 points below standard English Learners - Yellow - 41.4 points below standard	All - Green 3.3 points above standard English Learners - Yellow - 22.6 points below standard
2023 CA Dashboard - Math (Math)	All - Green 21.5 points below standard English Learners - Yellow - 44.3 points below standard	All - Green 11.5 points below standard English Learners - Yellow - 30.3 points below standard

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Teachers provide designated ELD during the school day with support staff to work with English Only students while the teachers prioritizes daily small group instruction for English learners.	ELD students in grades TK-6	8,000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries A paraeducator supports the class during Designated ELD instruction so the teacher can work with English Learner students during small group instruction.
4.2	ELPAC bootcamp	EL Students	3,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Staff salaries for ELPAC bootcamp
4.3	Student Goal Setting - release time for teacher to meet with students 3 a year (same action as 1.2)	EL Students	0

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

We did not meet our ELPI level on the CA Dashboard. We also did not meet our ELA or Math goal on the CA Dashboard. Our English Learner students declined in their iReady ELA percent proficient. Students declined in all areas. We had a high attendance rate at our ELPAC bootcamp and have had 1 student score a 4 on the 2026 ELPAC summative. The ELPAC bootcamp has seemed to benefit our English Learners for 3 years in a row, so we will be continuing this as a strategy.

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

There were not any differences between the intended implementation and the budgeted expenditures.

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.

Since the individual conferences seemed to help increase the results on the end of the year iReady Reading Diagnostic, we are going to continue this as a strategy for the 26-27 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Inclusivity and Diversity
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. Students with Disabilities, Socioeconomically disadvantaged students, and English learners are struggling to increase academic achievement in Math and ELA compared to the ALL student group.

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
LCAP Parent Survey	84% of parents strongly agree or agree to the question, "I feel like my family is an important part of the school community."	90% of parents will strongly agree or agree
LCAP Staff Survey	89% of staff strongly agree or agree to the question, "I feel included in my school community."	90% of staff will strongly agree or agree
LCAP Student Survey	72% of students strongly agree or agree to the question, "I feel that I belong at my school."	80% of all students, EL students, and SED students will strongly agree or agree

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	Purchase literature to reflect diverse groups.	All Students TK-6	500 General Fund 4000-4999: Books And Supplies Purchase cultural books and supplies
5.2	Utilize TOSA prepared lessons and materials highlighting cultural celebrations and observances.	All Students TK-6	0

5.3	Promote the activities and lessons highlighting cultural observances and celebrations in parent communication from the classroom and the site.	All students TK-6	0
5.4	Parent Teacher Organization to host a Family Multicultural Event	All students TK-6	0

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

More students and families felt a sense of belonging this school year. The feeling of belonging increased for all groups.

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

There were no major differences from what was proposed and what was implemented.

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.

Unfortunately, we had to cancel our multicultural night this school year. To increase inclusivity and diversity our PTO will host a Family Multicultural Night in 2026-2027.

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	$46,040.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
	$0.00
General Fund	$13,965.00
LCFF - Supplemental	$32,075.00

Subtotal of state or local funds included for this school: $46,040.00

Total of federal, state, and/or local funds for this school: $46,040.00

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	33,031	956.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
General Fund	13,965.00
LCFF - Supplemental	32,075.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	19,575.00
2000-2999: Classified Personnel Salaries	22,000.00
4000-4999: Books And Supplies	4,465.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	General Fund	1,500.00
2000-2999: Classified Personnel Salaries	General Fund	8,000.00
4000-4999: Books And Supplies	General Fund	4,465.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	18,075.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	14,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	29,075.00

Goal 2	1,500.00
Goal 3	3,965.00
Goal 4	11,000.00
Goal 5	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

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 May 8, 2025.

Attested:

	Principal, Misty Covington on 6/1/26
	SSC Chairperson, Jessica Apperson on 6/1/26

Instructions

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

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

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

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

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

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

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

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

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

Goal

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

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

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

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

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

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023