



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Summer Lake Elementary	07-61762-0138859	April 23, 2026	June 17, 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 Summer Lake Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Data from the comprehensive needs assessment indicates a need for schoolwide Title 1 funding to best support all students.

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

Schoolwide Program

Data from the comprehensive needs assessment indicates a need for schoolwide Title 1 funding to best support all students.

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) requires each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Educational Partner Involvement

How, when, and with whom did Summer Lake Elementary consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Summer Lake School Plan for Student Achievement (SPSA) is aligned to our District's LCAP. Summer Lake consults with stakeholder groups to review local data and/or data from the CA Dashboard, report out on progress to date, and gather feedback for next steps. Summer Lake Elementary School consults with all stakeholder groups to review current data and gather feedback for next steps. The stakeholder groups included the following: Certificated and Classified personnel, ELAC, SSC, PTA. In addition, this year the California Healthy Kids survey was given to 3rd - 5th grade students, staff and parents to provide feedback on the school climate. Results of the survey's are shared at stakeholder meetings.

CLT meetings were held on each Wednesday of the month excluding self-determined days.

ELAC Meetings: Once per trimester; additional meetings may be held as needed.

PTA Meetings: Alternating months, one month is Board, next month is Association. These are held on the first Tuesday of each month.

SSC Meetings: Once per trimester; additional meetings may be held as needed

Leadership Meetings once per month

Rtl Team Meetings: 3 times yearly

Special Education Team meetings: Once per week

District Administration Meetings: Once per Week

Site Based Attendance Meetings: Two times a month

The comments and feedback gathered at these meetings positively contributed to the revision of our school's plans and strategies as referenced in this year's SPSA.

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.

No inequities were identified.

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.

Summer Lake Elementary is in the ORANGE performance category in both Language Arts and Mathematics. English Learner Progress is in the RED.

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

Because all students are performing at the ORANGE level, no student group is two performance levels below.

Other Needs

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

49% of the students assessed were socioeconomically disadvantaged in 24-25.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.73%	0.50%	0.35%	4	3	2
African American	12.07%	11.93%	12.96%	66	71	74
Asian	4.94%	3.87%	3.50%	27	23	20
Filipino	11.88%	12.61%	13.49%	65	75	77
Hispanic/Latino	37.11%	38.49%	38.00%	203	229	217
Pacific Islander	0.55%	0.34%	0.18%	3	2	1
White	23.40%	22.18%	20.67%	128	132	118
Multiple/No Response	9.14%	9.41%	10.33%	50	56	59
Total Enrollment				547	595	571

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten	44	47	55
Kindergarten	87	97	75
Grade 1	81	87	98
Grade 2	75	95	82
Grade3	91	84	86
Grade 4	83	93	85
Grade 5	94	92	90
Total Enrollment	547	595	571

Conclusions based on this data:

- Initially, student enrollment increased each year due to new housing developments in the area.
- In 25-26, enrollment plateaued and has been more transient even though new homes continue to be built.
- In the 25-26 school year, over 20% of the student population were in the students with disabilities subgroup with the amount of referrals continuing to rise.

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	64	80	78	11.7%	11.7%	13.7%
Fluent English Proficient (FEP)	37	30	26	5.9%	6.8%	4.6%
Reclassified Fluent English Proficient (RFEP)			5			6.4%

Conclusions based on this data:

1. Summer Lake's English Learner population is increasing.
2. There needs to be an increased focus on supporting and reclassifying students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	82	93	85	81	93	82	81	93	82	98.8	100	96.5
Grade 4	95	92	92	94	89	91	94	89	91	98.9	96.7	98.9
Grade 5	81	95	89	81	92	87	81	92	87	100.0	96.8	97.8
All Grades	258	280	266	256	274	260	256	274	260	99.2	97.9	97.7

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	2380.	2403.	2399.	12.35	25.81	13.41	17.28	19.35	23.17	25.93	19.35	25.61	44.44	35.48	37.80
Grade 4	2430.	2445.	2462.	15.96	22.47	26.37	22.34	20.22	21.98	14.89	16.85	19.78	46.81	40.45	31.87
Grade 5	2492.	2476.	2466.	13.58	13.04	12.64	32.10	27.17	24.14	32.10	26.09	17.24	22.22	33.70	45.98
All Grades	N/A	N/A	N/A	14.06	20.44	17.69	23.83	22.26	23.08	23.83	20.80	20.77	38.28	36.50	38.46

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	12.35	16.13	15.85	60.49	54.84	59.76	27.16	29.03	24.39
Grade 4	7.45	13.48	17.58	64.89	56.18	60.44	27.66	30.34	21.98
Grade 5	11.11	10.87	13.79	75.31	65.22	51.72	13.58	23.91	34.48
All Grades	10.16	13.50	15.77	66.80	58.76	57.31	23.05	27.74	26.92

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	12.35	20.43	12.20	49.38	41.94	56.10	38.27	37.63	31.71
Grade 4	9.57	13.48	20.88	52.13	60.67	52.75	38.30	25.84	26.37
Grade 5	8.64	9.78	13.79	69.14	65.22	54.02	22.22	25.00	32.18
All Grades	10.16	14.60	15.77	56.64	55.84	54.23	33.20	29.56	30.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.64	9.68	8.54	64.20	62.37	70.73	27.16	27.96	20.73
Grade 4	8.51	6.74	8.79	70.21	77.53	78.02	21.28	15.73	13.19
Grade 5	16.05	5.43	8.05	70.37	77.17	77.01	13.58	17.39	14.94
All Grades	10.94	7.30	8.46	68.36	72.26	75.38	20.70	20.44	16.15

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	3.70	13.98	10.98	61.73	61.29	68.29	34.57	24.73	20.73
Grade 4	11.70	10.11	12.09	68.09	65.17	71.43	20.21	24.72	16.48
Grade 5	11.11	10.87	11.49	71.60	67.39	56.32	17.28	21.74	32.18
All Grades	8.98	11.68	11.54	67.19	64.60	65.38	23.83	23.72	23.08

Conclusions based on this data:

1. There continues to be opportunity with the number of students who have nearly met the standard.
2. Students seem to decline in their understanding of what they are reading as the grade increases.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	82	93	85	81	93	82	81	93	82	98.8	100	96.5
Grade 4	95	92	92	94	89	91	94	89	91	98.9	96.7	98.9
Grade 5	81	95	89	81	92	86	81	92	86	100.0	96.8	96.6
All Grades	258	280	266	256	274	259	256	274	259	99.2	97.9	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2397.	2414.	2402.	8.64	17.20	8.54	27.16	32.26	26.83	23.46	17.20	21.95	40.74	33.33	42.68
Grade 4	2426.	2445.	2452.	4.26	11.24	14.29	18.09	17.98	18.68	30.85	37.08	36.26	46.81	33.71	30.77
Grade 5	2471.	2461.	2470.	13.58	11.96	11.63	12.35	9.78	15.12	29.63	31.52	26.74	44.44	46.74	46.51
All Grades	N/A	N/A	N/A	8.59	13.50	11.58	19.14	20.07	20.08	28.13	28.47	28.57	44.14	37.96	39.77

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.81	26.88	13.41	46.91	43.01	53.66	38.27	30.11	32.93
Grade 4	9.57	13.48	16.48	38.30	53.93	59.34	52.13	32.58	24.18
Grade 5	11.11	8.70	11.63	44.44	43.48	36.05	44.44	47.83	52.33
All Grades	11.72	16.42	13.90	42.97	46.72	49.81	45.31	36.86	36.29

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	12.35	21.51	10.98	49.38	47.31	53.66	38.27	31.18	35.37
Grade 4	5.32	12.36	15.38	51.06	57.30	49.45	43.62	30.34	35.16
Grade 5	7.41	8.70	9.30	50.62	48.91	55.81	41.98	42.39	34.88
All Grades	8.20	14.23	11.97	50.39	51.09	52.90	41.41	34.67	35.14

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.88	17.20	8.54	61.73	59.14	64.63	28.40	23.66	26.83
Grade 4	9.57	11.24	17.58	56.38	58.43	45.05	34.04	30.34	37.36
Grade 5	9.88	5.43	10.47	60.49	71.74	54.65	29.63	22.83	34.88
All Grades	9.77	11.31	12.36	59.38	63.14	54.44	30.86	25.55	33.20

Conclusions based on this data:

1. Of the 259 students assessed in In 24-25, 32% (82 students) scored at standard met or standard exceeded while 68% (177) scored at the standard nearly met or standard not met.
2. Trends indicate that performance on the tests drops from 3rd to 4th and 4th to 5th.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	1406.9	1393.0	*	1421.7	1405.0	*	1371.9	1364.9	10	17	21
1	*	*	1406.1	*	*	1415.0	*	*	1396.7	7	8	11
2	1460.7	*	1414.3	1490.3	*	1427.8	1430.7	*	1400.4	12	8	12
3	1464.8	1471.8	1452.5	1472.3	1475.8	1456.3	1456.7	1467.2	1448.3	12	12	11
4	1515.1	1428.9	*	1524.4	1439.1	*	1505.4	1418.4	*	14	11	10
5	*	1507.0	1466.2	*	1509.4	1456.9	*	1504.3	1474.6	7	11	13
All Grades										62	67	78

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	11.76	0.00	*	35.29	23.81	*	17.65	52.38	*	35.29	23.81	*	17	21
1	*	*	9.09	*	*	9.09	*	*	27.27	*	*	54.55	*	*	11
2	8.33	*	8.33	33.33	*	16.67	25.00	*	25.00	33.33	*	50.00	12	*	12
3	8.33	8.33	18.18	33.33	8.33	18.18	16.67	66.67	27.27	41.67	16.67	36.36	12	12	11
4	21.43	0.00	*	42.86	27.27	*	7.14	27.27	*	28.57	45.45	*	14	11	*
5	*	9.09	0.00	*	36.36	23.08	*	36.36	30.77	*	18.18	46.15	*	11	13
All Grades	16.13	8.96	5.13	37.10	31.34	19.23	19.35	31.34	37.18	27.42	28.36	38.46	62	67	78

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	*	17.65	0.00	*	35.29	33.33	*	17.65	38.10	*	29.41	28.57	*	17	21
1	*	*	9.09	*	*	18.18	*	*	27.27	*	*	45.45	*	*	11
2	25.00	*	8.33	50.00	*	25.00	16.67	*	25.00	8.33	*	41.67	12	*	12
3	8.33	8.33	18.18	58.33	50.00	27.27	0.00	25.00	9.09	33.33	16.67	45.45	12	12	11
4	57.14	18.18	*	21.43	27.27	*	14.29	18.18	*	7.14	36.36	*	14	11	*
5	*	45.45	15.38	*	36.36	38.46	*	0.00	7.69	*	18.18	38.46	*	11	13
All Grades	30.65	22.39	7.69	40.32	34.33	32.05	12.90	17.91	24.36	16.13	25.37	35.90	62	67	78

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		5.88	0.00		23.53	9.52		29.41	61.90		41.18	28.57		17	21
1		*	9.09		*	9.09		*	18.18		*	63.64		*	11
2		*	0.00		*	16.67		*	25.00		*	58.33		*	12
3		0.00	9.09		8.33	9.09		58.33	36.36		33.33	45.45		12	11
4		0.00	*		9.09	*		27.27	*		63.64	*		11	*
5		0.00	0.00		18.18	7.69		45.45	30.77		36.36	61.54		11	13
All Grades	4.84	5.97	2.56	22.58	20.90	8.97	29.03	31.34	38.46	43.55	41.79	50.00	62	67	78

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	*	23.53	9.52	*	52.94	80.95	*	23.53	9.52	*	17	21
1	*	*	9.09	*	*	72.73	*	*	18.18	*	*	11
2	16.67	*	16.67	83.33	*	50.00	0.00	*	33.33	12	*	12
3	0.00	25.00	18.18	66.67	41.67	54.55	33.33	33.33	27.27	12	12	11
4	28.57	27.27	*	50.00	36.36	*	21.43	36.36	*	14	11	*
5	*	18.18	0.00	*	54.55	61.54	*	27.27	38.46	*	11	13
All Grades	17.74	26.87	10.26	64.52	44.78	67.95	17.74	28.36	21.79	62	67	78

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	23.53	4.76	*	41.18	52.38	*	35.29	42.86	*	17	21
1	*	*	9.09	*	*	36.36	*	*	54.55	*	*	11
2	50.00	*	8.33	33.33	*	33.33	16.67	*	58.33	12	*	12
3	33.33	25.00	27.27	50.00	58.33	18.18	16.67	16.67	54.55	12	12	11
4	64.29	36.36	*	28.57	18.18	*	7.14	45.45	*	14	11	*
5	*	63.64	46.15	*	27.27	15.38	*	9.09	38.46	*	11	13
All Grades	43.55	31.34	16.67	43.55	40.30	38.46	12.90	28.36	44.87	62	67	78

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	*	5.88	0.00	*	52.94	80.95	*	41.18	19.05	*	17	21
1	*	*	18.18	*	*	9.09	*	*	72.73	*	*	11
2	8.33	*	0.00	33.33	*	41.67	58.33	*	58.33	12	*	12
3	0.00	0.00	9.09	33.33	25.00	45.45	66.67	75.00	45.45	12	12	11
4	7.14	0.00	*	50.00	27.27	*	42.86	72.73	*	14	11	*
5	*	0.00	7.69	*	54.55	23.08	*	45.45	69.23	*	11	13
All Grades	9.68	7.46	5.13	45.16	40.30	46.15	45.16	52.24	48.72	62	67	78

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	*	17.65	4.76	*	29.41	38.10	*	52.94	57.14	*	17	21
1	*	*	9.09	*	*	36.36	*	*	54.55	*	*	11
2	0.00	*	0.00	50.00	*	50.00	50.00	*	50.00	12	*	12
3	0.00	0.00	9.09	58.33	75.00	54.55	41.67	25.00	36.36	12	12	11
4	35.71	10.00	*	35.71	60.00	*	28.57	30.00	*	14	10	*
5	*	11.11	0.00	*	77.78	45.45	*	11.11	54.55	*	9	11
All Grades	14.52	12.50	3.95	53.23	54.69	44.74	32.26	32.81	51.32	62	64	76

Conclusions based on this data:

1. EL Students continue to improve.

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
595	44.2%	13.4%	0.0%
Total Number of Students enrolled in Summer Lake Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	80	13.4%
Foster Youth	0	0.0%
Homeless	13	2.2%
Socioeconomically Disadvantaged	263	44.2%
Students with Disabilities	94	15.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	71	11.9%
American Indian	3	0.5%
Asian	23	3.9%
Filipino	75	12.6%
Hispanic	229	38.5%
Two or More Races	56	9.4%
Pacific Islander	2	0.3%
White	132	22.2%

Conclusions based on this data:

1. Over 45% of our student population are socioeconomically disadvantaged.

2. Over 16% of students have been identified as students with disabilities. This is an increase from the prior year.
3. Summer Lake Elementary has an extremely low percentage of homeless.

School and Student Performance Data

Overall Performance

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2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Chronic Absenteeism is a great concern. It continues to impact other areas of performance when students are not in attendance.
2. English Learners progress is not increasing at a consistent and positive rate.

3. English Language Arts and Math are in the low performing range indicating increased challenges with student success.

School and Student Performance Data

Academic Performance English Language Arts

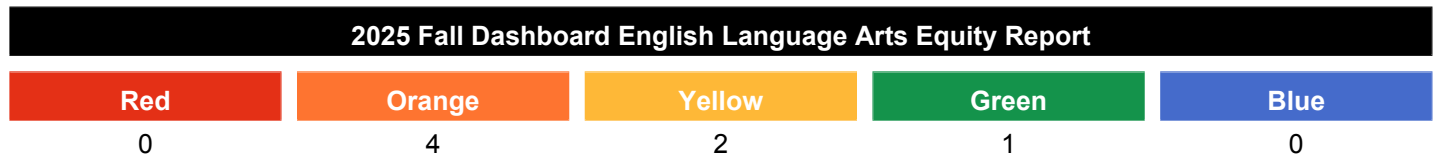
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 25 points below standard Maintained 1.4 points 252 Students	English Learners  Yellow 67.3 points below standard Increased 15.3 points 32 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Orange 43.6 points below standard Maintained 2.8 points 124 Students

Students with Disabilities  Orange 100.3 points below standard Increased 16.3 points 52 Students	African American  Orange 41.2 points below standard Maintained 0.8 points 32 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Filipino  Green 28.3 points above standard Maintained 2.9 points 36 Students	Hispanic  Yellow 46.3 points below standard Increased 5.8 points 91 Students
Two or More Races  No Performance Color 6.3 points above standard Increased 4.3 points 24 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Orange 26.8 points below standard Declined 10.4 points 59 Students

Conclusions based on this data:

1. English Language Learners, Hispanic students, and Students with Disabilities continue to struggle to make progress on the CAASPP.
2. English Language Learners, Hispanic students, and Students with Disabilities subgroups are areas to focus on with resources.

School and Student Performance Data

Academic Performance Mathematics

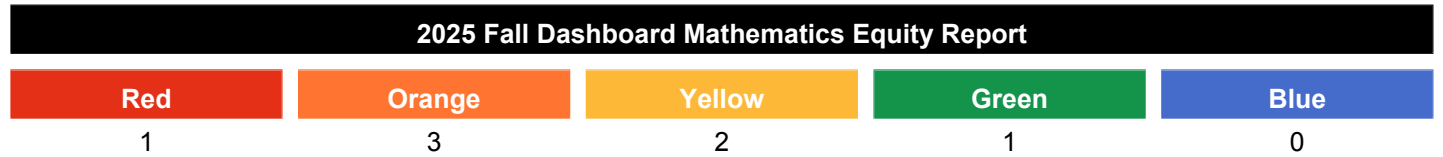
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 40.4 points below standard Maintained 2.2 points 252 Students	English Learners  Red 123.4 points below standard Declined 31.3 points 37 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged  Yellow 55.4 points below standard Increased 8.4 points 124 Students

Students with Disabilities  Orange 101.9 points below standard Increased 18.4 points 52 Students	African American  Orange 58.2 points below standard Declined 5.7 points 32 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 131.6 points below standard Declined 73.9 points 11 Students	Filipino  Green 9.2 points above standard Declined 12.6 points 36 Students	Hispanic  Yellow 63.1 points below standard Increased 8.8 points 92 Students
Two or More Races  No Performance Color 20.9 points below standard Increased 9.6 points 24 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Orange 33.9 points below standard Maintained -0.4 points 58 Students

Conclusions based on this data:

1. Overall students maintained their levels from 23-24 to 24-25.
2. English Learners, Students with Disabilities, and Asian students are over 100 points away below standard.

School and Student Performance Data

Academic Performance Science

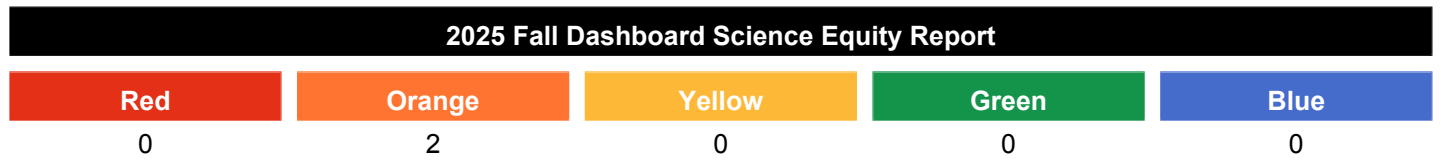
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Green 48 science points Increased 2.6 points 85 Students	English Learners  No Performance Color 27.9 science points Declined 10.3 points 15 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Socioeconomically Disadvantaged  Orange 41.1 science points Maintained 0.1 points 37 Students

Students with Disabilities  No Performance Color 30.5 science points Declined 4.1 points 18 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Filipino  No Performance Color 59 science points 14 Students	Hispanic  Orange 39.5 science points Maintained -1.5 points 31 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 54.4 science points Increased 7.7 points 22 Students

Conclusions based on this data:

1. Science is an area of success for all students.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
19.6 making progress.	making progress.
Number Students: 51 Students	Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
33.3%	47.1%	2%	17.6%

Conclusions based on this data:

1. 17 students decreased an ELPI level. 25 students maintained their level and 9 students increased at least one level.
2. Analysis needed on why so many students decreased.
3. Attention needs to be paid to the students who maintained and focus on moving them at least one level.

School and Student Performance Data

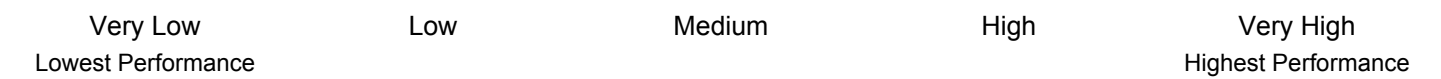
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:

- No data available as Summer Lake is TK- 5th grade.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

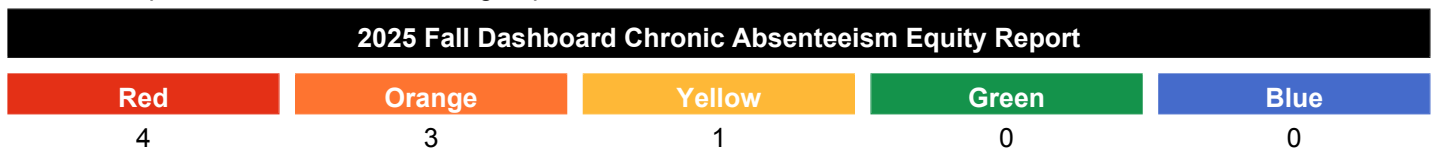
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Red 23.8% Chronically Absent Increased 2.6 614 Students	English Learners Red 26.5% Chronically Absent Increased 7.1 83 Students	Long-Term English Learners
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 50% Chronically Absent 0 14 Students	Socioeconomically Disadvantaged Red 31.4% Chronically Absent Increased 5 287 Students

Students with Disabilities  Red 28.7% Chronically Absent Increased 3 115 Students	African American  Yellow 16.2% Chronically Absent Declined 2.2 74 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color 12.5% Chronically Absent Declined 9.7 24 Students	Filipino  Orange 11.7% Chronically Absent Maintained 0.3 77 Students	Hispanic  Red 33.9% Chronically Absent Increased 8 239 Students
Two or More Races  Orange 26.7% Chronically Absent Declined 3.7 60 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Orange 16.4% Chronically Absent Increased 1 134 Students

Conclusions based on this data:

1. Our chronic absenteeism rate has increased over the years and continues to be a challenge.
2. English Learners, Students with Disabilities, Hispanic students and our Socioeconomically Disadvantaged students were the subgroups that increased in chronic absenteeism.

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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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. Summer Lake is an Elementary School, we do not report on the graduation rate.

School and Student Performance Data

Conditions & Climate Suspension Rate

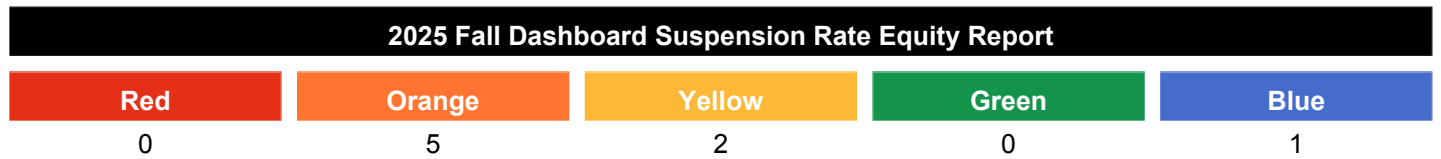
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 1.4% suspended at least one day Increased 1.3% 625 Students	English Learners  Orange 1.2% suspended at least one day Increased 1.2% 84 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0% suspended at least one day 14 Students	Socioeconomically Disadvantaged  Orange 2% suspended at least one day Increased 2% 294 Students

Students with Disabilities  Orange 2.5% suspended at least one day Increased 2.5% 120 Students	African American  Orange 3.9% suspended at least one day Increased 3.9% 77 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color 4% suspended at least one day Increased 4% 25 Students	Filipino  Orange 2.6% suspended at least one day Increased 2.6% 77 Students	Hispanic  Yellow 0.8% suspended at least one day Increased 0.4% 243 Students
Two or More Races  Blue 0% suspended at least one day Maintained 0% 62 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Yellow 0.7% suspended at least one day Increased 0.7% 135 Students

Conclusions based on this data:

1. Suspension rate is rising.
2. Students with Disabilities and African American students are suspended at the highest rate.
3. While the Asian group has a high percentage, the total group size is smaller.

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.

Resources for Education

Develop a long-term financial plan that allocates resources efficiently, offer ongoing training and development opportunities for teachers to ensure they are up-to-date with the latest educational strategies and technologies, develop a schedule for regular maintenance and periodic upgrades to school facilities, ensuring that classrooms, playgrounds, and other areas are safe, clean, and conducive to learning, and ensure that classrooms are equipped with modern tools such as Chromebooks to support dynamic learning experiences.

Priorities 1 & 2

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Reinforce sustainable resources, highly qualified staff, facilities, and technological infrastructure to provide an optimal learning environment 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.

Supporting teachers with coaching, mentorship and opportunities to observe best practices is essential to identifying student needs and ensure student success. A teacher's training directly impact student outcomes, classroom management, and curriculum delivery.

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
Percent of Teachers with clear credentials Source: California Dashboard Priority 1	Based on 2024 CA Dashboard 89.6% of OUESD have clear credentials.	100%
Percent of students with access to standard-aligned instructional materials Source: Local Indicator Priority 1	100% of OUESD students with access to their own copies of standards-aligned instructional materials for use at school and at home.	100%
Percent of students with access to a device used digital resources Source: Local Indicator Priority 1	100% of students have access to a device used for digital resources.	100%
Percent of schools in good repair condition Source: Local Indicator Priority 1	100% of OUESD schools in good repair condition	Maintain good rating

Self-Reflection Tool Rate Progress of Implementation based on the highest percent of respondents. Source: Local Indicator Self Reflection Priority 2	OUESD progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below: ELA = Initial Implementation ELD = Initial Implementation Math = Initial Implementation Next Generation Science = Initial Implementation History/Social Science = Exploration and Research	
Self-Reflection Tool Rate Progress of Implementation based on the highest percent of respondents. Source: Local Indicator Self Reflection Priority 2	OUESD progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: ELA = Initial Implementation ELD = Initial Implementation Math = Initial Implementation Next Generation Science = Initial Implementation History/Social Science = Exploration and Research	

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	Provide substitutes for release time for new teachers or other teachers as part of professional development.	All students	6000 LCFF Supplemental 1000-1999: Certificated Personnel Salaries 7000 Site Discretionary 1000-1999: Certificated Personnel Salaries
1.2	Provide substitutes for release time for paraprofessionals as part of professional development.	All students	1000 Title I 2000-2999: Classified Personnel Salaries
1.3	Purchase of safety supplies.	All Students	750 LCFF Supplemental 4000-4999: Books And Supplies 500 Site Discretionary 4000-4999: Books And Supplies
1.4	Provide opportunity for teachers/other staff to attend professional development conferences to remain highly qualified in their field.	All Students	500 LCFF Supplemental

			5000-5999: Services And Other Operating Expenditures 500 Title I 5000-5999: Services And Other Operating Expenditures 500 Site Discretionary 5000-5999: Services And Other Operating Expenditures
1.5	Provide release time for teachers and other staff members to observe, plan, assess, collaborate, mentor and coach.	All students	12000 Title I 5000-5999: Services And Other Operating Expenditures
1.6	Provide additional campus supervisors when administrator sees a need.	All Students	1000 LCFF Supplemental 2000-2999: Classified Personnel Salaries
1.7	Furniture/Equipment under \$1500		1000 Site Discretionary 4000-4999: Books And Supplies
1.8	Furniture/Equipment over \$1500		1000 Site Discretionary 4000-4999: Books And Supplies
1.9	Health Supplies	all students	2000 LCFF Supplemental 4000-4999: Books And Supplies
1.10	Office Supplies	all students	3000 Site Discretionary 4000-4999: Books And Supplies 5000 LCFF Supplemental 4000-4999: Books And Supplies
1.11	Printing Services	all students	1000 Site Discretionary 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

The goal was articulated and well-defined. with the goal being specific, measurable, achievable, relevant, made the goal easier to achieve.

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.

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

The Teacher Residency Program, in collaboration with Teachers College of San Joaquin, provides aspiring teachers with a full-year immersive experience in an OUESD classroom, working alongside a mentor teacher while completing credential coursework. Resident Teachers receive a \$35,000 stipend over the course of the 12-month program, making this an accessible and supportive pathway into the profession.

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.

Inclusive Educational Partnerships

Invest in continuous professional learning opportunities for teachers and staff that focus not just on academic content, but on understanding the social and emotional needs of students. This will help them engage with students in more meaningful ways.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Involve families and community members in meaningful engagement that promotes partnerships in educating our 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.

Teachers need ongoing training in Special Education/general education accommodations and modifications, support for English Learners as well as SEL (Social-Emotional Learning). SEL includes understanding emotional regulation, empathy, conflict resolution, and how to foster a positive school culture. A curriculum should cover the basics of SEL, trauma-informed teaching practices, and how to implement these skills into daily interactions with students. Additional supports for English Learners and their families would support student success. Training for general education staff around special education supports is essential to meeting the needs of our students with disabilities.

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
Rate the Progress of Implementation based on the respondents Source: Local Indicator Self Reflection Priority 3	Based on the highest percentage of stakeholder responses, OUESD is currently in the Initial Implementation phase in its efforts to provide all families with opportunities to offer input on policies and programs and implementing strategies to reach and seek input from underrepresented groups within the school community.	Increasing stake holder engagement with wider participation across families.
Completion Rate of California School Parent Survey Source: California Healthy Kids Survey Priority 3	% of parents/guardians who complete California School Parent Survey	Increase survey results by 20%
# of professional development sessions offered to staff focused on engaging families Source: Local Data Priority 3	During OUESD's September and November professional development days, a total of six sessions were offered with a specific focus on engaging families. These sessions aimed to build staff capacity in effective communication, inclusive	Teachers will be better prepared to build collaborative relationships with families, working together to set goals for students' success. This could include creating avenues for parents to participate in decision-making processes, volunteering, or providing

	practices, and strategies for fostering strong school-family partnerships.	input on their children's academic progress.
% of district-sponsored events with parental participation low-income, English Learner and Foster youth students and provided with translations. Source: Local Data Priority 3	OUESD ensured that 100% of district sponsored events had parental participation of low-income families, English Learners, and Foster Youth included translation services. This commitment to accessibility was demonstrated across key engagement events, including LCAP and ELAC meetings.	The expected out come is greater participation from marginalized families.
# of professional development sessions offered to staff focused specifically on engaging families of low-income, English Learner, or Foster Youth students Source: Local Data Priority 3	During the November professional development day, a series of specialized training sessions were offered to educators with a focus on engaging families of low-income, EL and Foster Youth students. Effective strategies and tools for supporting these vulnerable student populations and fostering stronger school-family partnerships were the focus.	The expected outcomes are increased family communication, building trust and family involvement.

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	Purchase of food/supplies for parent meetings and workshops.	All students	720.88 Site Discretionary 5000-5999: Services And Other Operating Expenditures
2.2	Provide translators during conferences, 504, or IEP meetings.	ELL Students and Families	1000 Title I 2000-2999: Classified Personnel Salaries
2.3	On-Site Presenters & Assemblies for students and parents.	all students	1500 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures 1500 Title I 5000-5999: Services And Other Operating Expenditures
2.4	Intervention and enrichment supplies	all students	500 LCFF Supplemental 4000-4999: Books And Supplies 500 Site Discretionary 5000-5999: Services And Other Operating Expenditures

2.5	Outside Printing	all students	1000.00 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures 250 Site Discretionary 5000-5999: Services And Other Operating Expenditures
2.6	Classroom Books (non-textbooks)	all student	1000 Site Discretionary 4000-4999: Books And Supplies 2500 LCFF Supplemental 4000-4999: Books And Supplies 1000 Title I 4000-4999: Books And Supplies
2.7	Intervention support for English Learners.	English Learners	1000 Title I 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

The implementation of integrated professional learning was effective in advancing the goal of deeper student engagement through attention to both academic and emotional needs. Continued success will depend on maintaining structured time for collaboration, reinforcing new practices through coaching, and embedding SEL into the core school culture.

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

Improved student self-regulation and school climate survey results.

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.

Provide training in trauma-informed practices as part of the SEL PD cycle.

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.

Safe School Climate

The goal of ensuring all students are provided with a safe and inclusive learning is fundamental to their overall success and well-being.

Priorities 5 & 6

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Strengthens students' physical, social, mental, and emotional well-being by ensuring safe and inclusive school environments.

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.

Many students, especially those from priority populations (e.g., low-income, English Learners, Foster Youth), face significant social and emotional challenges. These challenges can impact their ability to learn effectively and interact with peers and teachers.

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
District Attendance Rate as reported in Priority 5	School Year 2023-24 District Attendance Rate 17.9%	
Percent of students who are chronically absent Source: California Dashboard Priority 5	School Year 2023-24 21.2% of students are chronically absent.	Decrease chronic absenteeism to 15%.
Percent of middle school students who have dropped out of school Source: DataQuest Priority 5	School Year 2022-23: % of middle school students who have dropped out of school (additional metrics for key student groups recommended)	Maintain 0%
Percent of students suspended once or more Source: California Dashboard Priority 6	1 student was suspended once or more.	Reduce to 0.
Number of students expelled Source: DataQuest Priority 6	During school year 2023-24 0 students were expelled.	Maintain 0
Percent of students who report feeling safe and connected at school Source: California Healthy Kids Survey Priority 6	87% of students who report feeling safe and connected at school	Increase to 95%

Percent of parents/guardians who report feeling confident that their child is safe and connected at school Source: California School Parent Survey Priority 6	100% of parents/guardians who report feeling confident that their child is safe and connected at school	Maintain 100%
Percent of teachers who report feeling safe and connected at school Source: California School Staff Survey Priority 6	98% of teachers who report feeling safe and connected at school	Increase to 100%

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	SEL Curriculum materials.	All students	1000 Title I 4000-4999: Books And Supplies 1000 LCFF Supplemental 4000-4999: Books And Supplies
3.2	Purchase of SEL tools (ex. flexible seating, fidgets, noise cancelling headphones, etc.)	All Students	1000.00 Title I 4000-4999: Books And Supplies
3.3	Weekly/Monthly prizes for students following the 4 "B"'s (Safe, Responsible, Respectful, Kind)	All Students	1000 LCFF Supplemental 4000-4999: Books And Supplies
3.4	Provide extra Instructional Paraprofessional support to collect RTI student behavior data.	All Students	2000 Title I 2000-2999: Classified Personnel Salaries 1000 Site Discretionary 2000-2999: Classified Personnel Salaries
3.5	Improved attendance incentives to address chronic absenteeism.	All Students	1000 Site Discretionary 4000-4999: Books And Supplies
3.6	Safety Supplies	all students	750 LCFF Supplemental 4000-4999: Books And Supplies

3.7	Conferences for SEL	all students	1000 LCFF Supplemental 5800: Professional/Consulting Services And Operating Expenditures
3.8	SEL, positive behaviors assemblies	all students	1500 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures
3.9	Parent workshops to support student's social-emotional well-being.	all students	1000 Title I 5000-5999: Services And Other Operating Expenditures
3.10	Additional campus supervisors as needed.	all students	1000 Site Discretionary 2000-2999: Classified Personnel Salaries
3.11	Communication tool for admin to families.	all students	300 Site Discretionary 5900: Communications

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.

Increased student sense of belonging and safety as measured by school climate surveys.

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

The original focus on well-being is maintained but now expanded to include explicit actions around safety, inclusivity, and emotional support systems.

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

A consistent behavior framework is needed to be established and promote positive student conduct and prevent disruptions.

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.

Equitable Teaching and Learning

The goal of ensuring all students are provided with a safe and inclusive learning is fundamental to their overall success and well-being. All students, regardless of their background, have access to a high-quality and equitable learning experience in all content areas. This will be accomplished through the implementation of a standards-based curriculum, the provision of board-approved instructional resources, the use of research-based strategies, and the implementation of Tier 1 interventions as well as targeted interventions and programs. These efforts are designed to meet the diverse needs of all learners, ensuring equitable access to education and supporting student success.

Priorities 4, 7, & 8

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Equitable access to high-quality instruction, intervention, and enrichment programs that will close the achievement gaps and advance academic success.

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.

Counseling services for students in need of emotional support. Train teachers to recognize and respond to signs of mental health distress. For Tier 1 interventions to be effective, they must be implemented consistently and with fidelity across all classrooms.

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
SBAC Math Academic Indicator for Math - Percent of students who met or exceeded standards Source: CAASPP-ELPAC Website Priority 4	Spring 2024 Math SBAC, the data below shows the percentage of students who met or exceeded standards Increased by 7.9%	Increase 10% more
SBAC ELA Academic Indicator for English Language Arts - Percent of students who met or exceeded standards. Source: CAASPP-ELPAC Website Priority 4	Spring 2024 ELA SBAC, the data below shows the percentage of students who met or exceeded standards Increased by 7.7%	Increase 10% more
CAST Scores percent of students who met or exceeded standards Source: CAASPP-ELPAC Website Priority 4	Students are 18.6% below standard	Increase by 20%
Distance from Lowest Possible Score for Standard Met for Mathematics Source: California School Dashboard	Distance from Standard for Mathematics All Students = 49.7	Decrease to 35%

Priority 4		
Priority 4: Distance from Lowest Possible Score for Standard Met for English Language Arts	Distance from Standard for ELA All Students = 28	Decrease to 15%
Distance from Lowest Possible Score for Standard Met for Mathematics Source: California School Dashboard Priority 4	17.48 % of OUESD English Learners scored at Level 4 in the Spring 2023 ELPAC	Increase to 25%
% of English Learner students making progress toward English language proficiency on the ELPAC% Source: https://caaspp-elpac.ets.org/elpac/ Priority 4	50% of OUESD English Learners are making progress towards proficiency in English language.	Increase to 60%
% of English Learner students reclassified as Fluent English Proficient Source: DataQuest ELs Annual Reclassification (RFEP) Counts and Rates Priority 4	During the School Year 2022-23, % of OUESD English Learner students reclassified as Fluent English Proficient	Increase to 20%
% of low-income, English Learner, or Foster Youth students who participate in after-school programs Source: Local Data Priority 7	10% of low-income, English Learner, or Foster Youth students who participate in after-school programs	Increase to 20%
Triennial Assessment Completion Rate Source: Local Data Priority 7	Triennial Assessment Completion Rate 100%	Maintain 100%
The number of professional developments focused on intervention strategies for Students with Disabilities Source: Local Data Priority 7	Focus one to two faculty meetings a year on support for students with disabilities.	Maintain
Number of students participating in elementary band. Source: Local Data Priority 8	24-25 school year 21 5th grade students participated in band.	Increase levels.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Students will have the opportunity to participate in evidence-based interventions in ELA or Math.	All students	4444 Title I 1000-1999: Certificated Personnel Salaries 4550 LCFF Supplemental 1000-1999: Certificated Personnel Salaries 569.12 Site Discretionary

			1000-1999: Certificated Personnel Salaries
4.2	Students will have access to diverse books/materials within the classroom.	All Students	1500 Site Discretionary 4000-4999: Books And Supplies 1000 LCFF Supplemental 4000-4999: Books And Supplies 1000 Title I 4000-4999: Books And Supplies
4.3	Students will have the opportunity to participate in enhanced educational opportunities to enrich student learning.	All Students	6000 Title I 5000-5999: Services And Other Operating Expenditures
4.4	Provide supplemental instructional materials, books, and supplies to enrich learning experiences.	All students	4000 LCFF Supplemental 4000-4999: Books And Supplies 2000 Title I 4000-4999: Books And Supplies
4.5	Instructional paraprofessionals provided to support students.	all students	2000 LCFF Supplemental 2000-2999: Classified Personnel Salaries 1000 Title I 2000-2999: Classified Personnel Salaries
4.6	Enrichment opportunities aligned to learning goals and priorities.	all students	5000 LCFF Supplemental
4.7	Clerical Extra Hours	all students	1000 Site Discretionary 500 LCFF Supplemental

Annual Review

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

Analysis

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

All grade levels and content areas aligned instruction to state standards to ensure consistency and academic rigor. Teachers receive ongoing training to teach standards and design lessons that were culturally responsive and developmentally appropriate.

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

Ensure all students, regardless of background, have access to a safe, inclusive, and equitable learning environment by implementing standards-based curriculum, utilizing board-approved instructional resources, applying research-based instructional strategies, and providing Tier 1 and targeted interventions

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.

Increased proficiency rates in ELA and Math across all student subgroups.

Reduced achievement gaps between student groups (e.g., English Learners, students with disabilities, socioeconomically disadvantaged students).

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	\$103,334.00
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 (\$)
Title I	\$37,444.00

Subtotal of additional federal funds included for this school: \$37,444.00

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

State or Local Programs	Allocation (\$)
LCFF Supplemental	\$43,050.00
Site Discretionary	\$22,840.00

Subtotal of state or local funds included for this school: \$65,890.00

Total of federal, state, and/or local funds for this school: \$103,334.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	\$37,444.00	0.00
LCFF Supplemental	\$43,050.00	0.00
Site Discretionary	\$22,840.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental	43,050.00
Site Discretionary	22,840.00
Title I	37,444.00

Expenditures by Budget Reference

Budget Reference	Amount
	6,500.00
1000-1999: Certificated Personnel Salaries	22,563.12
2000-2999: Classified Personnel Salaries	11,000.00
4000-4999: Books And Supplies	33,500.00
5000-5999: Services And Other Operating Expenditures	28,470.88
5800: Professional/Consulting Services And Operating Expenditures	1,000.00
5900: Communications	300.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental	5,500.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	10,550.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	3,000.00
4000-4999: Books And Supplies	LCFF Supplemental	18,500.00

5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	1,000.00
	Site Discretionary	1,000.00
1000-1999: Certificated Personnel Salaries	Site Discretionary	7,569.12
2000-2999: Classified Personnel Salaries	Site Discretionary	2,000.00
4000-4999: Books And Supplies	Site Discretionary	9,000.00
5000-5999: Services And Other Operating Expenditures	Site Discretionary	2,970.88
5900: Communications	Site Discretionary	300.00
1000-1999: Certificated Personnel Salaries	Title I	4,444.00
2000-2999: Classified Personnel Salaries	Title I	6,000.00
4000-4999: Books And Supplies	Title I	6,000.00
5000-5999: Services And Other Operating Expenditures	Title I	21,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	42,750.00
Goal 2	12,470.88
Goal 3	13,550.00
Goal 4	34,563.12

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
- 2 Other School Staff
- 4 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Catherine Foster	Principal
Cassandra Yusta	Parent or Community Member
Laurie Seeno	Other School Staff
Tarah Lineweaver	Classroom Teacher
Jessica Youell	Classroom Teacher
Jaime Gudotti	Parent or Community Member
Hayley Tapella	Parent or Community Member
Coquitha Hendricks	Parent or Community Member
Courtney Zito Forige	Other School Staff

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

Other: Site Leadership Team

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 4-23-2026.

Attested:



Principal, Catherine Foster on 5/18/26

SSC Chairperson, Cassandra Yusta on

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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