



# School Plan for Student Achievement (SPSA)

| School Name                  | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|------------------------------|-----------------------------------|----------------------------------------|---------------------------|
| Iron House Elementary School | 07617620110684                    | May 28, 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 Iron House Elementary School 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.

Iron House Elementary implements a Title I Schoolwide Program that is fully aligned with the Oakley Union Elementary School District (OUESD) LCAP and designed to meet ESSA requirements through a comprehensive, integrated approach to improving outcomes for all students.

The Schoolwide Program is based on a thorough annual needs assessment using multiple data sources, including state and local assessments, English learner progress, and school climate data. Identified needs are aligned with LCAP goals and drive the development of the SPSA, ensuring that federal, state, and local resources are coordinated to support schoolwide priorities.

Through this model, Title I funds are used to upgrade the entire educational program rather than provide targeted assistance, allowing for expanded access to high-quality instruction, intervention supports, and enrichment opportunities for all students, with particular attention to historically underserved groups. Key strategies include implementation of evidence-based instructional practices, multi-tiered systems of support (MTSS), ongoing professional development, and strengthened family engagement.

The plan is developed in collaboration with the School Site Council (SSC), English Learner Advisory Committee (ELAC), staff, and families, and includes measurable goals, regular progress monitoring, and annual evaluation to ensure continuous improvement and alignment with ESSA and LCAP priorities.

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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 Iron House Elementary School 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.

Iron House Elementary implements a Title I Schoolwide Program that is fully aligned with the Oakley Union Elementary School District (OUESD) LCAP and designed to meet ESSA requirements through a comprehensive, integrated approach to improving outcomes for all students.

The Schoolwide Program is based on a thorough annual needs assessment using multiple data sources, including state and local assessments, English learner progress, and school climate data. Identified needs are aligned with LCAP goals and drive the development of the SPSA, ensuring that federal, state, and local resources are coordinated to support schoolwide priorities.

Through this model, Title I funds are used to upgrade the entire educational program rather than provide targeted assistance, allowing for expanded access to high-quality instruction, intervention supports, and enrichment opportunities for all students, with particular attention to historically underserved groups. Key strategies include implementation of evidence-based instructional practices, multi-tiered systems of support (MTSS), ongoing professional development, and strengthened family engagement.

The plan is developed in collaboration with the School Site Council (SSC), English Learner Advisory Committee (ELAC), staff, and families, and includes measurable goals, regular progress monitoring, and annual evaluation to ensure continuous improvement and alignment with ESSA and LCAP priorities.

Iron House Elementary School's Single Plan for Student Achievement (SPSA) is developed and implemented in alignment with the Oakley Union Elementary School District (OUESD) Local Control and Accountability Plan (LCAP) to ensure coherence with ESSA planning requirements and the coordinated use of federal, state, and local resources. The SPSA is grounded in a comprehensive needs assessment that incorporates multiple data sources, including academic performance, English learner progress, and social-emotional indicators.

Through collaboration with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and educational partners, the school identifies priority areas that directly align with LCAP goals and ESSA priorities, including improving student achievement, closing opportunity gaps, and supporting the whole child. Federal funds (e.g., Title I, II, and III) are strategically allocated within the SPSA to support evidence-based interventions, targeted instructional support, professional development, and family engagement efforts.

The plan includes measurable goals, ongoing progress monitoring, and annual evaluation to ensure effectiveness and continuous improvement. By maintaining alignment between the SPSA, LCAP, and ESSA requirements, Iron House Elementary ensures a cohesive, data-driven approach to improving outcomes for all students, particularly underserved populations.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Iron House Elementary developed its SPSA/Annual Review and Update through a structured and collaborative consultation process aligned with district LCAP priorities and ESSA requirements. Input was gathered throughout the school year as part of an ongoing cycle of continuous improvement, using student data, program outcomes, and stakeholder feedback to inform decisions.

The school engaged a broad range of stakeholders, including certificated and classified staff, the Site Leadership Team (CLT), English Learner Advisory Committee (ELAC), School Site Council (SSC), Parent Teacher Association (PTA),

Special Education Team, site administration, and district administration. Each group contributed perspective on student needs, program effectiveness, and resource allocation.

Consultation occurred during regularly scheduled meetings to ensure consistent input and opportunities for feedback: CLT met weekly to analyze data, monitor progress, and refine instructional strategies.

ELAC and SSC met at least once per trimester, with additional meetings as needed, to review data, provide input on goals, and support plan development and approval.

PTA met monthly (board and general meetings alternating) to gather family input and strengthen home-school connections.

Special Education Team, site administration, and district administration met weekly to ensure alignment of supports and resources across programs.

This ongoing consultation process ensured that the SPSA reflects a comprehensive, data-driven approach that is inclusive of all educational partners. The finalized plan will be presented at a public hearing and submitted for Board approval, ensuring transparency and alignment with district and federal expectations.

## 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 resource 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.

Student groups in the Red performance level include Hispanic students and students of two or more races in chronic absenteeism; African American (AA), English Learners (EL), and students of two or more races in suspension; AA and EL students in ELA; and students with disabilities (SWD) in math. Student groups in the Orange performance level include EL, SWD, and Filipino students in chronic absenteeism; SWD in suspension; AA, EL, and White students in ELA; and AA, EL, Hispanic, and White students in mathematics.

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.

African American , English Learners and Students of 2 or more races are 2 levels below “all students” in the area of suspensions. All students are in the yellow and these 3 groups are in the red.

### Other Needs

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

Local assessment data corroborate these findings, showing inconsistent mastery of grade-level standards and limited growth among these groups.

Steps to Address:

Strengthening Tier I instruction through standards-aligned, data-driven planning

Expanding targeted interventions within the MTSS framework (Tier II and III)

Increasing use of progress monitoring tools to adjust instruction in real time

Providing professional development focused on differentiation, scaffolding, and effective instructional strategies

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

| Student Enrollment by Subgroup |                       |        |        |                    |       |       |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group                  | Percent of Enrollment |        |        | Number of Students |       |       |
|                                | 23-24                 | 24-25  | 25-26  | 23-24              | 24-25 | 25-26 |
| African American               | 17.14%                | 18.29% | 17.72% | 85                 | 92    | 90    |
| Asian                          | 7.66%                 | 9.34%  | 9.65%  | 38                 | 47    | 49    |
| Filipino                       | 8.67%                 | 8.75%  | 9.06%  | 43                 | 44    | 46    |
| Hispanic/Latino                | 37.70%                | 36.38% | 36.22% | 187                | 183   | 184   |
| Pacific Islander               | 0.81%                 | 0.60%  | 0.59%  | 4                  | 3     | 3     |
| White                          | 20.36%                | 17.50% | 16.73% | 101                | 88    | 85    |
| Multiple/No Response           | 7.66%                 | 9.15%  | 10.04% | 38                 | 46    | 51    |
| Total Enrollment               |                       |        |        | 496                | 503   | 508   |

### Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 23-24              | 24-25 | 25-26 |
| Transitional Kindergarten         |                    | 43    | 53    |
| Kindergarten                      | 74                 | 64    | 76    |
| Grade 1                           | 67                 | 80    | 65    |
| Grade 2                           | 98                 | 67    | 91    |
| Grade3                            | 71                 | 96    | 72    |
| Grade 4                           | 82                 | 68    | 89    |
| Grade 5                           | 80                 | 85    | 62    |
| Total Enrollment                  | 496                | 503   | 508   |

#### Conclusions based on this data:

1. Overall student enrollment has remained stable.
2. During the 2025-2026 school year, over 53% of the student population were in the subgroups of Hispanic/Latino and African American.

# 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                | 79                 | 75    | 77    | 15.9%               | 15.9% | 15.2% |
| Fluent English Proficient (FEP) | 38                 | 38    | 27    | 5.6%                | 7.7%  | 5.3%  |

### Conclusions based on this data:

1. The 2024-2025 Summative ELPAC results showed that 13.7% of the students who took the test were at an overall performance level of a 4.
2. The ELPAC data highlights persistent achievement gaps between English Learners and their peers, particularly in areas of listening, speaking, reading, and writing. This aligns with the broader academic achievement data, where EL students continue to lag behind in both English Language Arts and mathematics. These gaps point to the need for more specialized support tailored to EL students' language development needs.
3. The achievement gaps seen in ELPAC data are likely compounded by other factors such as socioeconomic disadvantage and disabilities. Students who are both EL and from socioeconomically disadvantaged backgrounds may face additional barriers to academic success, underscoring the importance of providing comprehensive, intersectional support.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|                                        | 22-23                  | 23-24 | 24-25 | 22-23                | 23-24 | 24-25 | 22-23                     | 23-24 | 24-25 | 22-23                         | 23-24 | 24-25 |
| Grade 3                                | 80                     | 73    | 93    | 78                   | 72    | 91    | 78                        | 72    | 91    | 97.5                          | 98.6  | 97.8  |
| Grade 4                                | 79                     | 83    | 68    | 73                   | 80    | 66    | 73                        | 80    | 66    | 92.4                          | 96.4  | 97.1  |
| Grade 5                                | 99                     | 79    | 86    | 95                   | 76    | 82    | 95                        | 76    | 82    | 96.0                          | 96.2  | 95.3  |
| All Grades                             | 258                    | 235   | 247   | 246                  | 228   | 239   | 246                       | 228   | 239   | 95.3                          | 97    | 96.8  |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 22-23            | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23          | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23              | 23-24 | 24-25 |
| Grade 3                              | 2384.            | 2373. | 2386. | 12.82               | 8.33  | 13.19 | 21.79          | 16.67 | 21.98 | 26.92                 | 27.78 | 23.08 | 38.46              | 47.22 | 41.76 |
| Grade 4                              | 2410.            | 2449. | 2409. | 6.85                | 20.00 | 10.61 | 20.55          | 23.75 | 12.12 | 20.55                 | 13.75 | 21.21 | 52.05              | 42.50 | 56.06 |
| Grade 5                              | 2451.            | 2463. | 2484. | 9.47                | 10.53 | 13.41 | 23.16          | 23.68 | 29.27 | 20.00                 | 22.37 | 25.61 | 47.37              | 43.42 | 31.71 |
| All Grades                           | N/A              | N/A   | N/A   | 9.76                | 13.16 | 12.55 | 21.95          | 21.49 | 21.76 | 22.36                 | 21.05 | 23.43 | 45.93              | 44.30 | 42.26 |

| Reading<br>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                                                                    | 14.10            | 6.94  | 12.09 | 53.85                 | 66.67 | 57.14 | 32.05            | 26.39 | 30.77 |
| Grade 4                                                                    | 6.85             | 16.25 | 9.09  | 58.90                 | 61.25 | 56.06 | 34.25            | 22.50 | 34.85 |
| Grade 5                                                                    | 10.53            | 5.26  | 16.05 | 55.79                 | 57.89 | 61.73 | 33.68            | 36.84 | 22.22 |
| All Grades                                                                 | 10.57            | 9.65  | 12.61 | 56.10                 | 61.84 | 58.40 | 33.33            | 28.51 | 28.99 |

| <b>Writing</b><br><b>Producing clear and purposeful writing</b> |                  |       |       |                       |       |       |                  |       |       |
|-----------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                     | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                 | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 3                                                         | 5.13             | 6.94  | 10.99 | 52.56                 | 52.78 | 47.25 | 42.31            | 40.28 | 41.76 |
| Grade 4                                                         | 2.74             | 10.00 | 6.06  | 57.53                 | 57.50 | 45.45 | 39.73            | 32.50 | 48.48 |
| Grade 5                                                         | 8.42             | 6.58  | 12.20 | 55.79                 | 61.84 | 62.20 | 35.79            | 31.58 | 25.61 |
| All Grades                                                      | 5.69             | 7.89  | 10.04 | 55.28                 | 57.46 | 51.88 | 39.02            | 34.65 | 38.08 |

| <b>Listening</b><br><b>Demonstrating effective communication skills</b> |                  |       |       |                       |       |       |                  |       |       |
|-------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                             | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                         | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 3                                                                 | 11.54            | 1.39  | 8.79  | 64.10                 | 70.83 | 70.33 | 24.36            | 27.78 | 20.88 |
| Grade 4                                                                 | 8.22             | 7.50  | 7.58  | 65.75                 | 81.25 | 60.61 | 26.03            | 11.25 | 31.82 |
| Grade 5                                                                 | 7.37             | 6.58  | 7.41  | 69.47                 | 72.37 | 79.01 | 23.16            | 21.05 | 13.58 |
| All Grades                                                              | 8.94             | 5.26  | 7.98  | 66.67                 | 75.00 | 70.59 | 24.39            | 19.74 | 21.43 |

| <b>Research/Inquiry</b><br><b>Investigating, analyzing, and presenting information</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                            | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                        | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 3                                                                                | 6.41             | 6.94  | 8.79  | 71.79                 | 63.89 | 59.34 | 21.79            | 29.17 | 31.87 |
| Grade 4                                                                                | 6.85             | 13.75 | 7.58  | 67.12                 | 60.00 | 63.64 | 26.03            | 26.25 | 28.79 |
| Grade 5                                                                                | 7.37             | 10.53 | 14.81 | 60.00                 | 67.11 | 60.49 | 32.63            | 22.37 | 24.69 |
| All Grades                                                                             | 6.91             | 10.53 | 10.50 | 65.85                 | 63.60 | 60.92 | 27.24            | 25.88 | 28.57 |

**Conclusions based on this data:**

1. The percentage of students not meeting standard on the ELA test decreased by 2%, and the percentage of students who are meeting or exceeding the standard is over 34%.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|                                        | 22-23                  | 23-24 | 24-25 | 22-23                | 23-24 | 24-25 | 22-23                     | 23-24 | 24-25 | 22-23                         | 23-24 | 24-25 |
| Grade 3                                | 80                     | 73    | 93    | 78                   | 72    | 91    | 78                        | 72    | 91    | 97.5                          | 98.6  | 97.8  |
| Grade 4                                | 79                     | 83    | 68    | 73                   | 80    | 65    | 73                        | 80    | 65    | 92.4                          | 96.4  | 95.6  |
| Grade 5                                | 99                     | 79    | 86    | 96                   | 77    | 80    | 96                        | 77    | 80    | 97.0                          | 97.5  | 93    |
| All Grades                             | 258                    | 235   | 247   | 247                  | 229   | 236   | 247                       | 229   | 236   | 95.7                          | 97.4  | 95.5  |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 22-23            | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23          | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23              | 23-24 | 24-25 |
| Grade 3                              | 2408.            | 2386. | 2401. | 14.10               | 6.94  | 9.89  | 20.51          | 23.61 | 25.27 | 25.64                 | 26.39 | 27.47 | 39.74              | 43.06 | 37.36 |
| Grade 4                              | 2417.            | 2443. | 2402. | 5.48                | 12.50 | 4.62  | 13.70          | 20.00 | 13.85 | 30.14                 | 30.00 | 29.23 | 50.68              | 37.50 | 52.31 |
| Grade 5                              | 2436.            | 2451. | 2463. | 4.17                | 7.79  | 11.25 | 10.42          | 12.99 | 12.50 | 27.08                 | 28.57 | 28.75 | 58.33              | 50.65 | 47.50 |
| All Grades                           | N/A              | N/A   | N/A   | 7.69                | 9.17  | 8.90  | 14.57          | 18.78 | 17.80 | 27.53                 | 28.38 | 28.39 | 50.20              | 43.67 | 44.92 |

| Concepts & Procedures<br>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                                                                | 17.95            | 12.50 | 17.58 | 43.59                 | 45.83 | 45.05 | 38.46            | 41.67 | 37.36 |
| Grade 4                                                                | 8.22             | 18.75 | 3.08  | 35.62                 | 43.75 | 44.62 | 56.16            | 37.50 | 52.31 |
| Grade 5                                                                | 6.25             | 9.09  | 10.00 | 36.46                 | 46.75 | 37.50 | 57.29            | 44.16 | 52.50 |
| All Grades                                                             | 10.53            | 13.54 | 11.02 | 38.46                 | 45.41 | 42.37 | 51.01            | 41.05 | 46.61 |

| <b>Problem Solving &amp; Modeling/Data Analysis</b><br><b>Using appropriate tools and strategies to solve real world and mathematical problems</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                                                                                        | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                                                                                    | 22-23            | 23-24 | 24-25 | 22-23                 | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 |
| Grade 3                                                                                                                                            | 28.21            | 9.72  | 12.09 | 37.18                 | 47.22 | 48.35 | 34.62            | 43.06 | 39.56 |
| Grade 4                                                                                                                                            | 2.74             | 12.50 | 4.62  | 52.05                 | 47.50 | 44.62 | 45.21            | 40.00 | 50.77 |
| Grade 5                                                                                                                                            | 2.08             | 6.49  | 12.50 | 45.83                 | 46.75 | 46.25 | 52.08            | 46.75 | 41.25 |
| All Grades                                                                                                                                         | 10.53            | 9.61  | 10.17 | 44.94                 | 47.16 | 46.61 | 44.53            | 43.23 | 43.22 |

| <b>Communicating Reasoning</b><br><b>Demonstrating ability to support mathematical conclusions</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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                                                                                            | 12.82            | 9.72  | 14.29 | 55.13                 | 55.56 | 62.64 | 32.05            | 34.72 | 23.08 |
| Grade 4                                                                                            | 5.48             | 11.25 | 4.62  | 54.79                 | 52.50 | 50.77 | 39.73            | 36.25 | 44.62 |
| Grade 5                                                                                            | 3.13             | 7.79  | 7.50  | 54.17                 | 54.55 | 58.75 | 42.71            | 37.66 | 33.75 |
| All Grades                                                                                         | 6.88             | 9.61  | 9.32  | 54.66                 | 54.15 | 58.05 | 38.46            | 36.24 | 32.63 |

**Conclusions based on this data:**

1. This data highlights positive growth in mathematics performance. The percentage of students not meeting the standards declined by almost 4%.

# 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<br>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 |
| <b>K</b>                                                                                     | 1433.0  | 1402.2 | 1442.9 | 1434.6        | 1416.0 | 1450.9 | 1429.1           | 1369.7 | 1424.2 | 22                        | 23    | 18    |
| <b>1</b>                                                                                     | 1451.8  | 1419.2 | 1419.7 | 1453.4        | 1428.0 | 1409.2 | 1449.9           | 1409.6 | 1429.5 | 11                        | 13    | 15    |
| <b>2</b>                                                                                     | *       | 1475.8 | 1469.3 | *             | 1473.8 | 1465.2 | *                | 1477.4 | 1472.9 | 8                         | 12    | 13    |
| <b>3</b>                                                                                     | *       | 1485.2 | 1485.1 | *             | 1498.5 | 1482.5 | *                | 1471.3 | 1487.5 | 10                        | 13    | 11    |
| <b>4</b>                                                                                     | 1512.0  | *      | *      | 1520.8        | *      | *      | 1502.8           | *      | *      | 13                        | 7     | 10    |
| <b>5</b>                                                                                     | 1531.4  | *      | *      | 1544.5        | *      | *      | 1517.9           | *      | *      | 11                        | 10    | 6     |
| <b>All Grades</b>                                                                            |         |        |        |               |        |        |                  |        |        | 75                        | 78    | 73    |

| Overall Language<br>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 |
| <b>K</b>                                                                              | 22.73   | 4.35  | 44.44 | 22.73   | 39.13 | 27.78 | 45.45   | 39.13 | 11.11 | 9.09    | 17.39 | 16.67 | 22                       | 23    | 18    |
| <b>1</b>                                                                              | 0.00    | 0.00  | 13.33 | 63.64   | 23.08 | 0.00  | 27.27   | 30.77 | 46.67 | 9.09    | 46.15 | 40.00 | 11                       | 13    | 15    |
| <b>2</b>                                                                              | *       | 0.00  | 0.00  | *       | 58.33 | 61.54 | *       | 33.33 | 23.08 | *       | 8.33  | 15.38 | *                        | 12    | 13    |
| <b>3</b>                                                                              | *       | 0.00  | 0.00  | *       | 30.77 | 45.45 | *       | 61.54 | 45.45 | *       | 7.69  | 9.09  | *                        | 13    | 11    |
| <b>4</b>                                                                              | 23.08   | *     | *     | 30.77   | *     | *     | 38.46   | *     | *     | 7.69    | *     | *     | 13                       | *     | *     |
| <b>5</b>                                                                              | 27.27   | *     | *     | 45.45   | *     | *     | 18.18   | *     | *     | 9.09    | *     | *     | 11                       | *     | *     |
| <b>All Grades</b>                                                                     | 18.67   | 2.56  | 13.70 | 36.00   | 39.74 | 38.36 | 34.67   | 39.74 | 30.14 | 10.67   | 17.95 | 17.81 | 75                       | 78    | 73    |

| <b>Oral Language</b><br><b>Percentage of Students at Each Performance Level for All Students</b> |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|--------------------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| 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 |
| <b>K</b>                                                                                         | 22.73   | 13.04 | 38.89 | 18.18   | 43.48 | 38.89 | 40.91   | 26.09 | 5.56  | 18.18   | 17.39 | 16.67 | 22                       | 23    | 18    |
| <b>1</b>                                                                                         | 9.09    | 7.69  | 13.33 | 54.55   | 23.08 | 33.33 | 27.27   | 46.15 | 13.33 | 9.09    | 23.08 | 40.00 | 11                       | 13    | 15    |
| <b>2</b>                                                                                         | *       | 8.33  | 30.77 | *       | 66.67 | 30.77 | *       | 25.00 | 23.08 | *       | 0.00  | 15.38 | *                        | 12    | 13    |
| <b>3</b>                                                                                         | *       | 30.77 | 27.27 | *       | 46.15 | 45.45 | *       | 23.08 | 27.27 | *       | 0.00  | 0.00  | *                        | 13    | 11    |
| <b>4</b>                                                                                         | 61.54   | *     | *     | 30.77   | *     | *     | 0.00    | *     | *     | 7.69    | *     | *     | 13                       | *     | *     |
| <b>5</b>                                                                                         | 45.45   | *     | *     | 45.45   | *     | *     | 0.00    | *     | *     | 9.09    | *     | *     | 11                       | *     | *     |
| <b>All Grades</b>                                                                                | 30.67   | 21.79 | 30.14 | 40.00   | 43.59 | 41.10 | 20.00   | 23.08 | 12.33 | 9.33    | 11.54 | 16.44 | 75                       | 78    | 73    |

| <b>Written Language</b><br><b>Percentage of Students at Each Performance Level for All Students</b> |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|-----------------------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| 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 |
| <b>K</b>                                                                                            |         | 0.00  | 16.67 |         | 30.43 | 27.78 |         | 39.13 | 44.44 |         | 30.43 | 11.11 |                          | 23    | 18    |
| <b>1</b>                                                                                            |         | 0.00  | 6.67  |         | 23.08 | 13.33 |         | 23.08 | 46.67 |         | 53.85 | 33.33 |                          | 13    | 15    |
| <b>2</b>                                                                                            |         | 0.00  | 0.00  |         | 66.67 | 61.54 |         | 25.00 | 7.69  |         | 8.33  | 30.77 |                          | 12    | 13    |
| <b>3</b>                                                                                            |         | 0.00  | 0.00  |         | 0.00  | 27.27 |         | 84.62 | 54.55 |         | 15.38 | 18.18 |                          | 13    | 11    |
| <b>4</b>                                                                                            |         | *     | *     |         | *     | *     |         | *     | *     |         | *     | *     |                          | *     | *     |
| <b>5</b>                                                                                            |         | *     | *     |         | *     | *     |         | *     | *     |         | *     | *     |                          | *     | *     |
| <b>All Grades</b>                                                                                   | 9.33    | 0.00  | 5.48  | 21.33   | 23.08 | 31.51 | 48.00   | 46.15 | 35.62 | 21.33   | 30.77 | 27.40 | 75                       | 78    | 73    |

| <b>Listening Domain</b><br><b>Percentage of Students by Domain Performance Level for All Students</b> |                |       |       |                     |       |       |           |       |       |                          |       |       |
|-------------------------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| 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 |
| <b>K</b>                                                                                              | 22.73          | 8.70  | 50.00 | 54.55               | 78.26 | 33.33 | 22.73     | 13.04 | 16.67 | 22                       | 23    | 18    |
| <b>1</b>                                                                                              | 36.36          | 23.08 | 40.00 | 54.55               | 53.85 | 20.00 | 9.09      | 23.08 | 40.00 | 11                       | 13    | 15    |
| <b>2</b>                                                                                              | *              | 25.00 | 30.77 | *                   | 75.00 | 61.54 | *         | 0.00  | 7.69  | *                        | 12    | 13    |
| <b>3</b>                                                                                              | *              | 23.08 | 9.09  | *                   | 69.23 | 81.82 | *         | 7.69  | 9.09  | *                        | 13    | 11    |
| <b>4</b>                                                                                              | 46.15          | *     | *     | 46.15               | *     | *     | 7.69      | *     | *     | 13                       | *     | *     |
| <b>5</b>                                                                                              | 36.36          | *     | *     | 63.64               | *     | *     | 0.00      | *     | *     | 11                       | *     | *     |
| <b>All Grades</b>                                                                                     | 29.33          | 17.95 | 31.51 | 58.67               | 71.79 | 52.05 | 12.00     | 10.26 | 16.44 | 75                       | 78    | 73    |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|----------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                            | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                        | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| K                                                                                      | 10.00          | 27.27 | 25.00 | 85.00               | 40.91 | 62.50 | 5.00      | 31.82 | 12.50 | 20                       | 22    | 16    |
| 1                                                                                      | 10.00          | 0.00  | 0.00  | 80.00               | 91.67 | 84.62 | 10.00     | 8.33  | 15.38 | 10                       | 12    | 13    |
| 2                                                                                      | *              | 9.09  | 7.69  | *                   | 90.91 | 76.92 | *         | 0.00  | 15.38 | *                        | 11    | 13    |
| 3                                                                                      | *              | 38.46 | 50.00 | *                   | 61.54 | 50.00 | *         | 0.00  | 0.00  | *                        | 13    | 10    |
| 4                                                                                      | 69.23          | *     | *     | 23.08               | *     | *     | 7.69      | *     | *     | 13                       | *     | *     |
| 5                                                                                      | 72.73          | *     | *     | 18.18               | *     | *     | 9.09      | *     | *     | 11                       | *     | *     |
| All Grades                                                                             | 36.11          | 32.00 | 29.41 | 58.33               | 54.67 | 60.29 | 5.56      | 13.33 | 10.29 | 72                       | 75    | 68    |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                       | 22-23          | 23-24 | 24-25 | 22-23               | 23-24 | 24-25 | 22-23     | 23-24 | 24-25 | 22-23                    | 23-24 | 24-25 |
| K                                                                                     | 18.18          | 0.00  | 11.11 | 68.18               | 78.26 | 66.67 | 13.64     | 21.74 | 22.22 | 22                       | 23    | 18    |
| 1                                                                                     | 0.00           | 0.00  | 13.33 | 72.73               | 46.15 | 26.67 | 27.27     | 53.85 | 60.00 | 11                       | 13    | 15    |
| 2                                                                                     | *              | 0.00  | 7.69  | *                   | 83.33 | 61.54 | *         | 16.67 | 30.77 | *                        | 12    | 13    |
| 3                                                                                     | *              | 0.00  | 0.00  | *                   | 53.85 | 63.64 | *         | 46.15 | 36.36 | *                        | 13    | 11    |
| 4                                                                                     | 0.00           | *     | *     | 53.85               | *     | *     | 46.15     | *     | *     | 13                       | *     | *     |
| 5                                                                                     | 9.09           | *     | *     | 54.55               | *     | *     | 36.36     | *     | *     | 11                       | *     | *     |
| All Grades                                                                            | 10.67          | 0.00  | 8.22  | 58.67               | 62.82 | 52.05 | 30.67     | 37.18 | 39.73 | 75                       | 78    | 73    |

| Writing Domain<br>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                                                                                     | 40.91          | 30.43 | 33.33 | 45.45               | 39.13 | 55.56 | 13.64     | 30.43 | 11.11 | 22                       | 23    | 18    |
| 1                                                                                     | 0.00           | 0.00  | 6.67  | 100.00              | 53.85 | 66.67 | 0.00      | 46.15 | 26.67 | 11                       | 13    | 15    |
| 2                                                                                     | *              | 16.67 | 7.69  | *                   | 75.00 | 76.92 | *         | 8.33  | 15.38 | *                        | 12    | 13    |
| 3                                                                                     | *              | 0.00  | 0.00  | *                   | 92.31 | 90.91 | *         | 7.69  | 9.09  | *                        | 13    | 11    |
| 4                                                                                     | 16.67          | *     | *     | 58.33               | *     | *     | 25.00     | *     | *     | 12                       | *     | *     |
| 5                                                                                     | 9.09           | *     | *     | 72.73               | *     | *     | 18.18     | *     | *     | 11                       | *     | *     |
| All Grades                                                                            | 18.92          | 12.82 | 10.96 | 62.16               | 62.82 | 72.60 | 18.92     | 24.36 | 16.44 | 74                       | 78    | 73    |

#### Conclusions based on this data:

1. In the 2024-2025 school year, more than 52% of students who took the ELPAC test scored at a Level 3 or 4. This is a significant increase from the previous year.

# 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                                                |
| 503                                                                | 46.3%                                                                                                                            | 14.9%                                                                                                                                                        | 0.2%                                                        |
| Total Number of Students enrolled in Iron House Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2024-25 Enrollment for All Students/Student Group |       |            |
|---------------------------------------------------|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 75    | 14.9%      |
| Foster Youth                                      | 1     | 0.2%       |
| Homeless                                          | 3     | 0.6%       |
| Socioeconomically Disadvantaged                   | 233   | 46.3%      |
| Students with Disabilities                        | 81    | 16.1%      |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 92    | 18.3%      |
| American Indian              | 0     | 0.0%       |
| Asian                        | 47    | 9.3%       |
| Filipino                     | 44    | 8.7%       |
| Hispanic                     | 183   | 36.4%      |
| Two or More Races            | 46    | 9.1%       |
| Pacific Islander             | 3     | 0.6%       |
| White                        | 88    | 17.5%      |

### Conclusions based on this data:

1. Approximately 46% of our student population is socioeconomically disadvantaged. This is an increase from the previous year.

2. Approximately 15% of our student population are English Learners.
3. Approximately 16% of our students have been identified as students with disabilities.

# School and Student Performance Data

## Overall Performance

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

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

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



### 2025 Fall Dashboard Overall Performance for All Students

| Academic Performance                                                                                                                                 | Academic Engagement                                                                                                                            | Conditions & Climate                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <div>English Language Arts</div> <div></div> <div>Orange</div>     | <div>Chronic Absenteeism</div> <div></div> <div>Orange</div> | <div>Suspension Rate</div> <div></div> <div>Yellow</div> |
| <div>Mathematics</div> <div></div> <div>Orange</div>              |                                                                                                                                                |                                                                                                                                              |
| <div>English Learner Progress</div> <div></div> <div>Yellow</div> |                                                                                                                                                |                                                                                                                                              |

#### Conclusions based on this data:

- In 2025, Iron House scored in the yellow level for English Learner progress and suspension rate indicating more support is needed in Tier 1 support for both.
- In 2025, ELA, Mathematics, and Chronic Absenteeism were all in the orange indicating that additional supports for small group instruction and Teir 1 interventions for attendance are needed.

# School and Student Performance Data

## Academic Performance English Language Arts

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

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

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



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                                                                                                            |                                                                                                                                                                                               |                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Orange<br>38 points below standard<br>Maintained -0.2 points<br>231 Students      | <b>English Learners</b><br><br>Orange<br>60.6 points below standard<br>Declined 28.5 points<br>35 Students | <b>Long-Term English Learners</b>                                                                                                                                                                               |
| <b>Foster Youth</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | <b>Homeless</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students  | <b>Socioeconomically Disadvantaged</b><br><br>Yellow<br>56.7 points below standard<br>Increased 8.2 points<br>101 Students |

|                                                                                                                                                                                                     |                                                                                                                                                                                                     |                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Red<br>122.1 points below standard<br>Declined 24.2 points<br>51 Students | <b>African American</b><br><br>Orange<br>68.1 points below standard<br>Declined 3.4 points<br>39 Students          | <b>American Indian</b><br><br>No Performance Color<br>0 Students                                   |
| <b>Asian</b><br><br>No Performance Color<br>38 points below standard<br>Declined 37.5 points<br>23 Students        | <b>Filipino</b><br><br>No Performance Color<br>20.8 points above standard<br>Maintained -1.3 points<br>24 Students | <b>Hispanic</b><br><br>Yellow<br>50.2 points below standard<br>Increased 3.4 points<br>84 Students |
| <b>Two or More Races</b><br><br>No Performance Color<br>22.9 points below standard<br>17 Students                  | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student   | <b>White</b><br><br>Orange<br>35.7 points below standard<br>Declined 16.3 points<br>44 Students    |

#### Conclusions based on this data:

1. In 2025, students with disabilities, Africa American students, and English Learners scored 18 points or more below the scores fro all students.
2. In 2025, students with disabilities scores increased by 8.2 points.

# School and Student Performance Data

## Academic Performance Mathematics

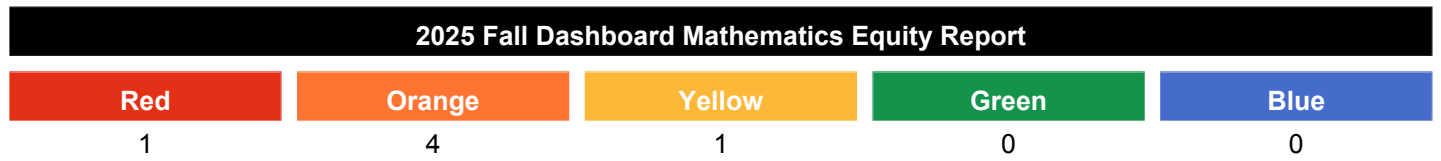
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Mathematics Performance for All Students/Student Group                                                                                                                                                               |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>Orange</div> <div>54.6 points below standard</div> <div>Maintained -0.7 points</div> <div>228 Students</div> | <div>English Learners</div> <div></div> <div>Orange</div> <div>53.3 points below standard</div> <div>Declined 13.5 points</div> <div>36 Students</div> | <div>Long-Term English Learners</div>                                                                                                                                                                                                                       |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>1 Student</div>      | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>2 Students</div>          | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>66.9 points below standard</div> <div>Increased 12.8 points</div> <div>98 Students</div> |

|                                                                                                                                                                                                      |                                                                                                                                                                                                   |                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Red<br>126.4 points below standard<br>Maintained 2.4 points<br>50 Students | <b>African American</b><br><br>Orange<br>91.1 points below standard<br>Maintained -2.1 points<br>39 Students     | <b>American Indian</b><br><br>No Performance Color<br>0 Students                                  |
| <b>Asian</b><br><br>No Performance Color<br>34.6 points below standard<br>Declined 21.4 points<br>24 Students       | <b>Filipino</b><br><br>No Performance Color<br>4.3 points above standard<br>Declined 12.1 points<br>24 Students  | <b>Hispanic</b><br><br>Orange<br>70.7 points below standard<br>Declined 4.1 points<br>81 Students |
| <b>Two or More Races</b><br><br>No Performance Color<br>64.2 points below standard<br>17 Students                   | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | <b>White</b><br><br>Orange<br>46.6 points below standard<br>Maintained -1.1 points<br>44 Students |

#### Conclusions based on this data:

1. In 2025, all students groups scored below standard in mathematics, indicating a stronger focus on Tier 1 instruction for mathematics is needed.
2. In 2025, students with disabilities, socioeconomically disadvantaged, African American, and hispanic students scored between 53 points below standard to 126.4 points below standard, meaning that a comprehensive program must also include targeted intervention to accelerate learning for groups below grade level standard.
3. In 2025, students with disabilities saw the biggest discrepancy among the other subgroups, indicating that specialized academic instruction needs to include mathematics focused on accelerating learning and conceptual understanding.

# School and Student Performance Data

## Academic Performance Science

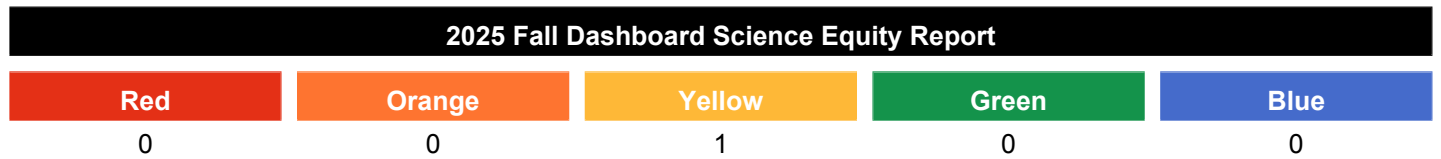
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This section provides number of student groups in each level.



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                                                                                                                                                        |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>Green</div> <div>45.8 science points</div> <div>Increased 2.2 points</div> <div>78 Students</div> | <div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>10 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                        |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                  | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                                  | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>40.9 science points</div> <div>Increased 4.8 points</div> <div>33 Students</div> |

|                                                                                                                                                                                                                        |                                                                                                                                                                                     |                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p> | <b>African American</b>  <p>No Performance Color</p> <p>33.8 science points</p> <p>12 Students</p> | <b>American Indian</b>  <p>No Performance Color</p> <p>0 Students</p>                                                |
| <b>Asian</b>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>                       | <b>Filipino</b>  <p>No Performance Color</p> <p>53.5 science points</p> <p>11 Students</p>         | <b>Hispanic</b>  <p>No Performance Color</p> <p>41 science points</p> <p>Increased 2.4 points</p> <p>29 Students</p> |
| <b>Two or More Races</b>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>           | <b>Pacific Islander</b>  <p>No Performance Color</p> <p>0 Students</p>                             | <b>White</b>  <p>No Performance Color</p> <p>45.1 science points</p> <p>Declined 3.8 points</p> <p>16 Students</p>   |

**Conclusions based on this data:**

1. In 2025, a students scored in the green and showed an increase of 2.2 points.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

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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                                                                          |
| <br>Yellow | <br>No Performance Color |
| 40.7 making progress.                                                                       | making progress.                                                                                            |
| Number Students: 54 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 |
| 27.8%                                                            | 31.5%                                      | 0%                      | 40.7%                              |

### Conclusions based on this data:

1. In 2025, approximately 40% of Iron House English Learners were making progress towards English proficiency, indicating research-based EL strategies need to be embedded in both academic instruction and explicitly taught during ELD instruction.
2. In 2025, 27.8% of EL students decreased one English Proficiency Level on the ELPAC exam indicating a need for greater support for EL students.

# School and Student Performance Data

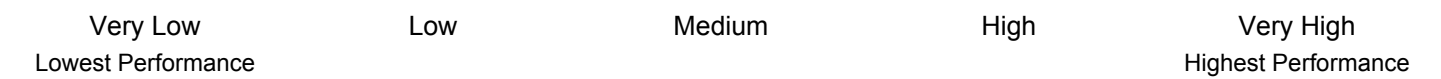
## Academic Performance College/Career Report

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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:  
1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

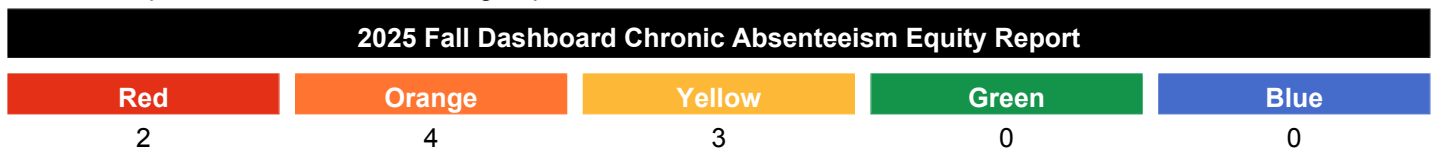
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This section provides number of student groups in each level.



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                                                                                                               |                                                                                                                                                                                              |                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Orange<br>19.8% Chronically Absent<br>Increased 1.3<br>519 Students                | <b>English Learners</b><br><br>Orange<br>11.8% Chronically Absent<br>Increased 1.3<br>76 Students         | <b>Long-Term English Learners</b><br>                                                                                                                                                               |
| <b>Foster Youth</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | <b>Homeless</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>5 Students | <b>Socioeconomically Disadvantaged</b><br><br>Yellow<br>22.7% Chronically Absent<br>Declined 7<br>255 Students |

|                                                                                                                                                                                              |                                                                                                                                                                                                    |                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Orange<br>23.8% Chronically Absent<br>Declined 3.5<br>101 Students | <b>African American</b><br><br>Orange<br>22.8% Chronically Absent<br>Declined 3.5<br>101 Students                 | <b>American Indian</b><br><br>No Performance Color<br>0 Students                        |
| <b>Asian</b><br><br>Yellow<br>10.4% Chronically Absent<br>Declined 1.2<br>48 Students                       | <b>Filipino</b><br><br>Orange<br>15.6% Chronically Absent<br>Increased 6.7<br>45 Students                         | <b>Hispanic</b><br><br>Red<br>21.7% Chronically Absent<br>Increased 3.3<br>184 Students |
| <b>Two or More Races</b><br><br>Red<br>30.6% Chronically Absent<br>Increased 2.4<br>49 Students             | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students | <b>White</b><br><br>Yellow<br>12.4% Chronically Absent<br>Declined 1.5<br>89 Students   |

#### Conclusions based on this data:

1. In 2025, students with disabilities, African American Students, two or more races, socioeconomically disadvantaged students, scored higher than the school average of 19.8% chronic absenteeism, indicating that these groups could benefit from initiatives that promote attendance and support the needs of diverse students and the obstacles that prevent them from attending school regularly.
2. In 2025, all student groups saw a a increase in absenteeism, indicating that additional school initiatives supporting attendance are needed.

## School and Student Performance Data

## Academic Engagement Graduation Rate

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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.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

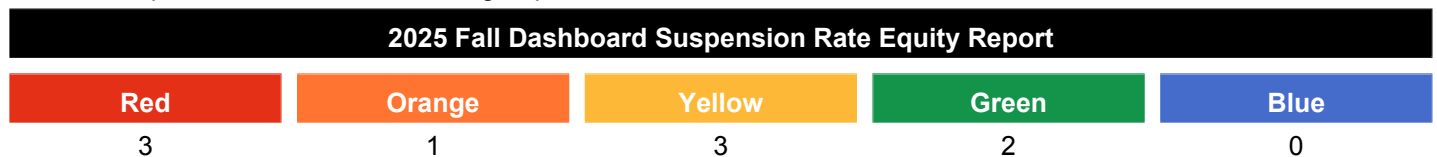
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This section provides number of student groups in each level.



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                                            |                                                                                                           |                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Yellow<br>5.7% suspended at least one day<br>Declined 0.4%<br>528 Students         | <b>English Learners</b><br><br>Red<br>6.6% suspended at least one day<br>Maintained -0.2%<br>76 Students  | <b>Long-Term English Learners</b>                                                                                        |
| <b>Foster Youth</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | <b>Homeless</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>5 Students | <b>Socioeconomically Disadvantaged</b><br><br>Yellow<br>6.9% suspended at least one day<br>Declined 1.9%<br>259 Students |

|                                                                                                                                                                                                       |                                                                                                                                                                                                    |                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Orange<br>12.7% suspended at least one day<br>Declined 3.3%<br>102 Students | <b>African American</b><br><br>Red<br>13.9% suspended at least one day<br>Increased 2.5%<br>101 Students          | <b>American Indian</b><br><br>No Performance Color<br>0 Students                                 |
| <b>Asian</b><br><br>Green<br>2.1% suspended at least one day<br>Declined 2.4%<br>48 Students                         | <b>Filipino</b><br><br>Yellow<br>4.4% suspended at least one day<br>Declined 2.2%<br>45 Students                  | <b>Hispanic</b><br><br>Green<br>2.7% suspended at least one day<br>Declined 1.3%<br>187 Students |
| <b>Two or More Races</b><br><br>Red<br>10% suspended at least one day<br>Increased 3.2%<br>50 Students               | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students | <b>White</b><br><br>Yellow<br>3.2% suspended at least one day<br>Declined 2.7%<br>94 Students    |

#### Conclusions based on this data:

1. In 2025, all student groups suspension rates decreased slightly , indicating that the school could benefit from additional climate and culture initiatives that could help increase positive behavior, feelings and attitudes around campus.
2. In 2025, English Learners, socioeconomically disadvantaged, students with disabilities, African American, Filipino, and two or more races, all had higher suspension rates that the school average, indicating that not only school wide positive behavior support is needed, but also a closer look at how behavior intervention plans are implemented for our students with disabilities.

# 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

By the end of the 2025 school year, we will allocate and secure funding for necessary resources to enhance the learning experience for all students, with a specific focus on supporting English Language Arts (ELA). This includes purchasing new Chromebooks, acquiring additional math and ELA textbooks, and investing in PE, intervention, and other essential curriculum resources. We will also ensure that both classified and certificated staff have dedicated collaboration meetings. Additionally, paraprofessional training and professional development opportunities will be provided for teachers, with a specific focus on increasing math and ELA interventions for ELAC students. These efforts will be monitored through monthly progress reports.

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.

These data show that historically underserved student groups—particularly English Learners, students with disabilities, African American students, Hispanic students, and students of two or more races—are performing below the standard across multiple indicators. The gaps are most pronounced in ELA, mathematics, attendance, and suspension, where these groups are at least two performance levels below the “All Students” group, indicating systemic inequities that require targeted, data-driven intervention.

These achievement gaps demonstrate an urgent need for targeted investments in resources and professional development. To address these disparities, we plan to allocate and secure funding for essential resources, including new Chromebooks, additional math and ELA textbooks, and intervention resources. Focused professional development will be provided to both certificated and classified staff, with a strong emphasis on increasing math and ELA interventions for English Learners, as well as supporting paraprofessional training. These efforts will be closely monitored through monthly progress reports to ensure accountability and track progress toward closing these achievement gaps by the end of the 2026 school year.

### Annual Measurable Outcomes

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

| Metric/Indicator                                                                                                     | Baseline/Actual Outcome                                                                                                           | Expected Outcome |
|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------|
| Percent of students with access to standard-aligned instructional materials<br>Source: Local Indicator<br>Priority 1 | 100% of OUESD students with access to their own copies of standards-aligned instructional materials for use at school and at home | Maintain 100%    |
| Percent of students with access to a device used digital resources<br>Source: Local Indicator<br>Priority 1          | 100% of students have access to a device used for digital resources.                                                              | Maintain 100%    |

|                                                                                      |                                                |                                                |
|--------------------------------------------------------------------------------------|------------------------------------------------|------------------------------------------------|
| Percent of schools in good repair condition<br>Source: Local Indicator<br>Priority 1 | 100% of OUESD schools in good repair condition | Iron House will maintain being in good repair. |
|--------------------------------------------------------------------------------------|------------------------------------------------|------------------------------------------------|

## Strategies/Activities

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

| Strategy/<br>Activity # | Description                                                                | Students to be Served | Proposed Expenditures                                                                                                                                                                                                                          |
|-------------------------|----------------------------------------------------------------------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         |                                                                            |                       |                                                                                                                                                                                                                                                |
| 1.1                     | Provide substitutes for SSTs/IEPs/trainings as needed                      | all students          | 11000<br>LCFF Supplemental<br>1000-1999: Certificated<br>Personnel Salaries<br><br>1098<br>Site Discretionary<br>2000-2999: Classified<br>Personnel Salaries<br><br>822.09<br>LCFF Supplemental<br>2000-2999: Classified<br>Personnel Salaries |
| 1.2                     | Purchasing furniture, curriculum, chromebooks, technology                  | all students          | 3782.61<br>Site Discretionary<br>4000-4999: Books And<br>Supplies<br><br>7000<br>LCFF Supplemental<br>4000-4999: Books And<br>Supplies                                                                                                         |
| 1.3                     | Provide PD opportunities for certificated/admin in best teaching practices | all students          | 1000<br>Site Discretionary<br>5000-5999: Services And<br>Other Operating Expenditures<br><br>950<br>LCFF Supplemental<br>5000-5999: Services And<br>Other Operating Expenditures                                                               |
| 1.4                     | Purchase of supplies (health/office/safety and printing)                   | all students          | 2300<br>Site Discretionary<br>4000-4999: Books And<br>Supplies<br><br>3900<br>LCFF Supplemental<br>4000-4999: Books And<br>Supplies<br><br>940<br>Site Discretionary                                                                           |

|     |                                                                                                                                             |                                        |                                                                          |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|--------------------------------------------------------------------------|
|     |                                                                                                                                             |                                        | 5000-5999: Services And Other Operating Expenditures                     |
| 1.5 | Training/professional development for paraprofessionals (hourly pay overage)                                                                | all students                           | 2467.71<br>LCFF Supplemental<br>2000-2999: Classified Personnel Salaries |
| 1.6 | Curriculum, materials, manipulatives, contracted specialists, etc. for intervention purposes                                                | students participating in intervention | 22040<br>Title I<br>4000-4999: Books And Supplies                        |
| 1.7 | Facility updates such as painting the blacktop, updating water fountains, updating play structure, providing outdoor shade structures, etc. |                                        |                                                                          |
| 1.8 | Extended time for collaboration among certificated and classified staff (hourly pay overage)                                                |                                        | 8795<br>Title I<br>1000-1999: Certificated Personnel Salaries            |

## Annual Review

### SPSA Year Reviewed: 2025-26

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

## Analysis

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

Iron House Elementary has implemented a coordinated set of strategies aligned to SPSA and LCAP goals to improve student outcomes and address identified needs in academics, attendance, and school climate. These strategies are being implemented with a focus on consistency, staff capacity, and targeted student support.

**School Climate and Suspension Reduction:**

Staff have participated in professional development on de-escalation strategies, which has improved staff confidence in responding to challenging behaviors and supporting students proactively. The implementation of Peace Path and Peace Path Ambassadors has provided students with structured opportunities to resolve conflicts independently and build peer mediation skills. Increased use of restorative practices has contributed to a slight decrease in suspension rates, particularly among targeted student groups, indicating early positive impact on school climate.

**Academic Achievement – Literacy Focus:**

The implementation of the UFLI (University of Florida Literacy Institute) program has strengthened foundational literacy instruction, particularly in phonics and early reading skills. This evidence-based program supports Tier I instruction while also providing a clear structure for intervention. Early indicators suggest improved student engagement in reading instruction and increased consistency in foundational skill development.

**Targeted Instructional Support:**

The strategic use of paraprofessionals has expanded the capacity to provide targeted small-group instruction and individualized support. Paraprofessionals are supporting both intervention and classroom-based differentiation, allowing for more students to receive timely, focused assistance aligned to their instructional needs.

**Extended Learning Opportunities:**

The allocation of site funds for before- and after-school intervention programs has increased access to additional instructional time for students who need it most. These extended learning opportunities provide targeted academic support, particularly in ELA and math, and help address learning gaps identified through local and state data.

**Overall Effectiveness:**

Collectively, these strategies are showing early positive indicators of effectiveness, including improved student behavior, increased access to academic support, and a slight reduction in suspension rates. While achievement gaps and chronic absenteeism remain areas for continued growth, the current implementation reflects a strong foundation of evidence-

based practices, multi-tiered supports, and collaborative systems that are aligned to improving student outcomes. Ongoing data monitoring will continue to guide adjustments to ensure sustained progress toward goals.

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

Iron House Elementary made minor adjustments between the originally intended implementation plan and the actual use of budgeted expenditures to better support identified student needs and strengthen program effectiveness.

**Paraprofessional Training:**

While paraprofessional support was included in the original plan, additional funds were allocated to provide expanded training for paraprofessionals to ensure consistency in instructional support and clarity of expectations. This adjustment strengthened the quality and impact of paraprofessional support across classrooms and intervention settings.

**Student Incentives and Recognition:**

The budget reflected a greater investment in student incentives and recognition systems than initially planned. This increase was intended to reinforce positive behavior, support PBIS implementation, and improve student motivation and engagement across campus.

**Intervention Supports:**

Site funds were utilized more extensively than originally anticipated to support intervention programs, including both academic interventions and structured support systems. This shift reflects a response to identified student needs and data indicating gaps in achievement that required additional targeted support.

**Accelerated Reader (AR):**

Funds were also allocated to support Accelerated Reader (AR) as part of the school's literacy strategy. This was a planned but expanded investment to promote independent reading practice, monitor student reading growth, and increase engagement in literacy development.

**Summary:**

Overall, the primary differences between the intended plan and actual expenditures involved increased investment in paraprofessional training, student incentives, and intervention supports, reflecting a responsive approach to emerging student needs and a continued focus on improving academic achievement and school climate.

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.

As a result of the analysis of Dashboard and local data, Iron House Elementary will refine its SPSA goals, strategies, and activities to better address identified needs in student achievement, school climate, and engagement. These changes are designed to strengthen outcomes and are aligned with the OUESD LCAP.

**1. Increased Community and Family Engagement**

The SPSA will include expanded opportunities for on-campus family and community engagement activities, such as workshops, family nights, and academic events. Additional community education opportunities will be provided to equip families with strategies to support student learning at home. These changes are reflected in the Family Engagement and School Climate sections of the SPSA and support goals related to attendance, student achievement, and connectedness.

**2. Expanded Professional Development**

The SPSA will be updated to include additional professional development focused on culturally responsive, trauma-informed, and restorative practices. This training will strengthen staff capacity to support student behavior, build relationships, and reduce suspensions. These updates are reflected in the Professional Development and School Climate/Behavior sections of the SPSA.

**3. Strengthening Restorative and Culturally Sensitive Practices**

Strategies will be refined to further embed restorative practices and culturally responsive approaches across all grade levels and settings. This includes more intentional implementation, monitoring, and coaching to ensure consistency and effectiveness. These changes are incorporated into the Behavior and School Climate goals and associated action steps within the SPSA.

**4. Alignment to Metrics and Outcomes**

While the overall goals remain aligned to improving academic achievement, reducing chronic absenteeism, and decreasing suspension rates, the SPSA will reflect more specific progress monitoring tied to these updated strategies. Metrics will continue to be drawn from the California School Dashboard, attendance data, discipline data, and local assessments, with increased emphasis on subgroup performance and equity.

**Summary**

These adjustments reflect a shift toward deeper family engagement, enhanced staff capacity, and more consistent implementation of culturally responsive and restorative practices. All changes are documented within the SPSA sections addressing Family Engagement, Professional Development, School Climate, and Student Achievement, ensuring alignment with LCAP priorities and continuous improvement efforts.

# 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**

By the end of the 2025 school year, we will strengthen inclusive educational partnerships by enhancing family engagement and communication. This will include monthly communication with families through flyers, email reminders, and collaboration with the PTA liaison to create emails for teachers to send out. We will provide more opportunities for parents to attend on-campus events, including hosting a "Coffee with the Principal" session, sharing the PTA's yearly planned calendar at Back to School Night, and distributing a parent survey during registration. We will also organize grade-level performances, one evening ELAC event per year, and other initiatives that encourage active family involvement. These efforts will be monitored through engagement metrics and feedback surveys.

Priority 3

### 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.

Dashboard and local attendance data indicate that some student groups continue to experience higher rates of chronic absenteeism than the "All Students" group, creating significant performance gaps. Student groups identified for additional support may include socioeconomically disadvantaged students, students with disabilities, foster youth, homeless students, and some racial/ethnic student groups. Chronic absenteeism negatively impacts academic performance in English language arts and mathematics and reduces opportunities for students to fully engage in classroom instruction and school activities. Statewide data also shows that chronic absenteeism rates remain above pre-pandemic levels despite recent improvements.

To address these needs, our goal for the 2026 school year is to deepen family engagement through consistent communication, increased family participation opportunities, and intentional outreach to families who may feel disconnected from the school community. The school will continue communication through weekly newsletters, flyers, emails, text messaging platforms, social media updates, and classroom communication tools to ensure families remain informed and connected to student learning and school events.

Iron House Elementary will expand opportunities for families to engage on campus through events such as Coffee with the Principal, STEAM night, student performances, ELAC meetings, PTA-sponsored activities, and family learning workshops focused on supporting student success at home. The school will continue collaborating closely with the PTA to increase volunteer opportunities and strengthen family-school partnerships. Family surveys will continue to be administered during registration and throughout the year to gather input regarding school climate, communication effectiveness, and family needs.

Additional outreach efforts will include targeted communication and support for families of students experiencing chronic absenteeism or academic challenges. Staff will work to build positive relationships with families through personal phone calls, attendance meetings, and proactive communication focused on student success and connectedness.

Progress toward these goals will be monitored through participation rates at school events, survey feedback, attendance data, and family engagement metrics. These efforts are intended to strengthen trust and collaboration between families and staff while supporting improved attendance, increased student engagement, and the reduction of achievement gaps among student groups.

### Annual Measurable Outcomes

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

| Metric/Indicator                                                                                                                                                                               | Baseline/Actual Outcome                                                                                                                                                                                                                                                                       | Expected Outcome                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Rate the Progress of Implementation based on the respondents<br>Source: Local Indicator Self Reflection<br>Priority 3                                                                          | Based on the highest percent of responses, OUESD is Initial Implementation when it comes to providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community. | Full Implementation                                                                                                                                    |
| Completion Rate of California School Parent Survey<br>Source: California Healthy Kids Survey<br>Priority 3                                                                                     | 8 of parents/guardians who complete California School Parent Survey                                                                                                                                                                                                                           | At least 25 % of parents will complete the survey.                                                                                                     |
| # of events focused on engaging families<br>Source: Local Data<br>Priority 3                                                                                                                   | During the school year 2023 - 2024, the district offered 7 sessions focusing on engaging families.                                                                                                                                                                                            | The district will provide at least 10 sessions focused on engaging families                                                                            |
| % of district-sponsored events with parental participation low-income, English Learner and Foster youth students and provided with translations.<br>Source: Local Data<br>Priority 3           | 100% of district-sponsored events with parental participation low-income, English Learner, and Foster youth students were provided with translation. These events include LCAP meetings and DELAC meetings.                                                                                   | 100% of district-sponsored events with parental participation low-income, English Learner, and Foster youth students were translation will be provided |
| # of professional development sessions offered to staff focused specifically on engaging families of low-income, English Learner, or Foster Youth students<br>Source: Local Data<br>Priority 3 | During OUESD September and November e professional development day one OUESD offered 4 sessions focusing on engaging families of low-income, English Learner, or Foster Youth students.                                                                                                       | At least 5 sessions focusing on engaging families of low-income, English Learner, or Foster Youth students                                             |

## 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                 | Opportunities to include families during on-campus events and provide refreshments during events on campus                                           | all students          | 910.20<br>LCFF Supplemental<br>5000-5999: Services And<br>Other Operating Expenditures<br><br>2499.39<br>Site Discretionary<br>5000-5999: Services And<br>Other Operating Expenditures |
| 2.2                 | Regularly scheduled communication to families through both the school website, school newsletter, and PTA communication channels, social media, etc. | all students          |                                                                                                                                                                                        |
| 2.3                 | Opportunities for families to connect and collaborate with administration and staff (i.e. Coffee with the Principal)                                 | all students          | 200<br>LCFF Supplemental                                                                                                                                                               |

|     |                                                                                                                                      |              |                                                            |
|-----|--------------------------------------------------------------------------------------------------------------------------------------|--------------|------------------------------------------------------------|
|     |                                                                                                                                      |              | 5000-5999: Services And Other Operating Expenditures       |
| 2.4 | Utilize school-wide communication channels making it easier for staff and teachers to collaborate regularly with families            | all students |                                                            |
| 2.5 | Opportunities to gather data and survey parents/families/staff/students/etc. to ensure we are meeting their needs                    | all students |                                                            |
| 2.6 | Provide opportunities to celebrate, connect and welcome our extended staff such as substitutes, paraprofessionals, and/or volunteers | all students | LCFF Supplemental 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 monthly Coffee with the Principal meetings, quarterly student awards assemblies, monthly PTA events, and PTA board meetings provided consistent opportunities for family involvement, communication, and relationship-building throughout the school year. These activities helped strengthen connections between families and the school community by increasing access to school information, celebrating student achievement, and creating welcoming opportunities for parent participation. Monthly student events hosted by the PTA and student leadership were effective in promoting school spirit, increasing student engagement, and encouraging family participation, with attendance and involvement continuing to grow throughout the year.

Communication efforts through newsletters, flyers, emails, and school events also supported increased awareness of school programs and activities. Families who participated regularly reported feeling more connected to the school community and informed about school initiatives and student learning opportunities.

While these strategies were effective in increasing opportunities for engagement, participation levels varied across events and among different family groups. The school identified a continued need to strengthen outreach efforts to families who may face barriers to participation or who are less connected to the school community. In particular, parent participation in the California Healthy Kids Survey (CHKS) remained lower than desired, limiting the school's ability to gather fully representative feedback regarding school climate, safety, and family perceptions. Increasing participation in future survey administration will remain an area of focus to ensure data more accurately reflects the perspectives and experiences of the entire school community.

Overall, the strategies implemented during the year positively contributed to building a stronger sense of community and increasing family engagement, while also identifying areas where additional outreach and support are needed to further strengthen family-school partnerships.

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 in the intended implementation, but there was a reallocation of funds to increase efforts towards encouraging greater parent participation in surveys like the CHKS. The budget was also adjusted to increase resources for student leadership events, family events on campus, and the district-wide celebration.

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.

Changes to this goal for the 2026–2027 school year will include expanding communication methods through increased use of text messaging, social media platforms, and translated materials to improve accessibility for all families. The

school will also increase targeted outreach efforts for families of students experiencing chronic absenteeism or academic concerns through personal contacts, family meetings, and additional support opportunities. Efforts to increase participation in the California Healthy Kids Survey (CHKS) will include providing reminders through multiple communication platforms, offering support during school events, and educating families about the importance of survey feedback in school planning and decision-making.

Additional family engagement opportunities will be added, including more family academic nights, student showcases, and workshops designed to help families support learning at home. The school will continue collaboration with PTA, ELAC, and student leadership groups to increase participation and strengthen school-community relationships.

# 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, Supportive, Positive, and Productive School Climate**

By the end of the 2025 school year, we will enhance safety, promote a positive school climate, and improve the learning environment by implementing a comprehensive set of initiatives designed to support the diverse needs of our students. This will include hosting assemblies to celebrate our diverse student body, providing discipline and behavior support tailored to diverse needs, and establishing consistent staff expectations for student behavior through targeted training. We will offer extracurricular activities such as a Running Club, intramural activities, and peer mentorship programs. Additionally, we will provide parent/family activities tied to Social Emotional Learning (SEL), implement a consistent school-wide SEL program, and facilitate referrals for outside mental health services and fitness programs for families. Staff will receive professional development on de-escalation strategies, and we will implement upper and lower grade buddy programs, as well as social skills groups run by retired teachers.

In partnership with the district and the Facilities Master Plan, we will also address the physical environment by improving school facilities, including updated classroom furniture and spaces that promote student engagement, collaboration, and inclusivity. These efforts will be tracked through participation rates, behavior reports, and regular surveys.

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.

A review of the California School Dashboard, local behavior data, attendance data, and stakeholder feedback indicates that Iron House Elementary continues to make progress toward maintaining a safe, supportive, and productive school climate. Local data, including office discipline referrals, attendance rates, student recognition participation, and family engagement activities, demonstrate positive efforts to strengthen school connectedness and student engagement. Schoolwide implementation of PBIS practices, behavior expectations, social-emotional learning supports, and student recognition systems contributed to a positive learning environment focused on safety, respect, responsibility, and inclusion.

The California School Dashboard and local survey data indicate that most students report feeling connected to school and supported by staff, and family participation opportunities have continued to increase through PTA events, Coffee with the Principal meetings, student performances, ELAC meetings, and schoolwide celebrations. Student leadership activities and PTA-sponsored events also helped promote school spirit and positive peer relationships.

Despite these positive outcomes, chronic absenteeism remains an area requiring continued attention, as absenteeism impacts student connectedness, engagement, and academic progress. Local behavior data also identified a continued need for support in helping students develop conflict resolution skills, self-regulation strategies, and appropriate peer interactions, particularly during unstructured times such as recess and lunch. In addition, parent participation in the California Healthy Kids Survey (CHKS) remained lower than desired, limiting the school's ability to gather comprehensive stakeholder feedback regarding school climate and safety.

### 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 students who are chronically absent<br>Source: California Dashboard<br>Priority 5                                                                        | School Year 2023-24:<br>18.5% of Iron House of students are chronically absent.                                                                                                                                                                                                                                                         | Lower rate below 15% and monitor subgroups (currently 26.3% of African American students are chronically absent, 29.8% of socioeconomically disadvantaged students are chronically absent, 28.2% of two or more race students, and 27.3% students with disabilities are chronically absent. |
| Percent of students suspended once or more<br>Source: California Dashboard<br>Priority 6                                                                            | 2023-24<br>6.6% of all students were suspended at least one day (or more)<br>16% of students with disabilities were suspended at least one day (or more)<br>8.8% of socio-economically disadvantaged students were suspended at least one day (or more)<br>11.3% of African-American students were suspended at least one day (or more) | 3% suspension rate across all subgroups                                                                                                                                                                                                                                                     |
| Percent of students who report feeling safe and connected at school<br>Source: California Healthy Kids Survey<br>Priority 6                                         | 76% of students who report feeling safe and connected at school                                                                                                                                                                                                                                                                         | increase to 85%                                                                                                                                                                                                                                                                             |
| Percent of parents/guardians who report feeling confident that their child is safe and connected at school<br>Source: California School Parent Survey<br>Priority 6 | 50% of parents/guardians who report feeling confident that their child is safe at school                                                                                                                                                                                                                                                | Increase to 60%                                                                                                                                                                                                                                                                             |
| Percent of teachers who report feeling safe and connected at school<br>Source: California School Staff Survey<br>Priority 6                                         | 41% of teachers who report feeling safe and connected at school                                                                                                                                                                                                                                                                         | Increase to 51%                                                                                                                                                                                                                                                                             |

## 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                 | On-Site Presenters (SEL/Cyber safety/bullying/inclusivity/safety/etc.) assemblies                                                                                                       | all students          | 1000<br>LCFF Supplemental<br>5000-5999: Services And Other Operating Expenditures |
| 3.2                 | School-wide positive behavior interventions and supports                                                                                                                                | all students          | 3000<br>LCFF Supplemental<br>4000-4999: Books And Supplies                        |
| 3.3                 | Collaboration, professional development, training, and committees supporting the implementation of school-wide behavior expectations and the implementation of supports for challenging | all students          | 2000<br>LCFF Supplemental                                                         |

|     |                                                                                                                                      |                  |                           |
|-----|--------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------------|
|     | behaviors as well as the development of a response to those behaviors.                                                               |                  |                           |
| 3.4 | Opportunities for students to engage in non-academic before/after school activities                                                  | ELOP students    | District ELOP Funds       |
| 3.5 | Provide families with support and education regarding social-emotional learning and behavior support for students.                   | at-risk students |                           |
| 3.6 | Implementation of a school-wide SEL program                                                                                          | all students     | 200<br>Site Discretionary |
| 3.7 | Non-academic opportunities for students to be involved on-campus (i.e. student leadership, intramural, Peace Path Ambassadors, etc.) | all students     |                           |
| 3.8 | Opportunities to refer students to outside agencies for help with SEL/mental health/challenging behaviors/etc.                       | at-risk students |                           |

## Annual Review

### SPSA Year Reviewed: 2025-26

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

## Analysis

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

The check-ins with the counselor, lunch bunch groups, and group counseling sessions have been effective in providing students with emotional support and improving their social-emotional skills. The access to the SEL curriculum (Second Step) has been useful, though we need to improve its implementation to ensure all students benefit from it consistently. The PE teacher has been successful in administering the Presidential Fitness Test for 5th graders, promoting physical health and fitness. The monthly attendance winners and the "All Here, Let's Cheer" attendance initiative have encouraged improved student attendance, while the monthly fire drills and behavior assemblies have helped promote safety and positive behavior expectations. The Student of the Month program has been a motivational tool for students to showcase positive behaviors.

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 significant differences between the intended implementation and the budgeted expenditures; however, we did allocate additional funds to enhance the implementation SEL curriculum, student recognition and student programs.

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.

To address these needs, Iron House Elementary will continue strengthening Tier 1 PBIS supports, social-emotional learning instruction, restorative practices, attendance interventions, and positive behavior recognition systems. The school will also continue providing opportunities for student leadership, family engagement, and proactive communication to build strong relationships among students, staff, and families. Additional efforts will focus on increasing family participation in surveys and school events to ensure broader representation in school climate feedback and decision-making processes.

# 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**

By the end of the 2025 school year, we will achieve excellence in teaching and learning while fostering equity by implementing targeted support for struggling readers and ensuring that all students have access to the necessary interventions. We will partner with the district to research possibilities to provide dedicated reading support for struggling readers through a specific intervention program during school hours. Additionally, we will offer professional development (PD) opportunities during staff meeting (CLT) time that focus on identifying and addressing staff needs, with surveys to gather input from educators on areas where further support is required, including co-creating a vision and mission for the school that is aligned with the district's. These efforts will be tracked through progress reports on student reading performance, staff participation in PD sessions, and feedback from surveys.

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.

A review of the California School Dashboard, local assessment data, and instructional program implementation indicates that Iron House Elementary has made progress toward Goal 4: Equitable Teaching and Learning aligned to the Oakley Union Elementary School District LCAP goals. Schoolwide efforts focused on strengthening foundational literacy instruction, increasing access to high-quality teaching practices, and providing targeted academic interventions to support all students, particularly student groups identified through Dashboard performance data. Dashboard and local data continue to identify achievement gaps among some student groups in English language arts and mathematics, demonstrating the need for continued targeted support and differentiated instruction.

### 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<br>Source: CAASPP-ELPAC Website<br>Priority 4                  | Spring 2024 Math SBAC, the data below shows the percentage of students who met or exceeded standards<br>All Students = 27.95%<br>SwD = 12.2%<br>SED = 13.26%<br>EL = 30.85%<br>AfrAm = 10.52%<br>Asian = 37.50%<br>Fil = 58.33%<br>His/Latx = 20.43%<br>White = 40%                                                                                |                  |
| SBAC ELA Academic Indicator for English Language Arts - Percent of students who met or exceeded standards.<br>Source: CAASPP-ELPAC Website<br>Priority 4 | Spring 2024 ELA SBAC, the data below shows the percentage of students who met or exceeded standards<br>All Students = 34.65%<br>SwD = 17.07%<br>SED = 24.49%<br>EL = 38.31%<br>AfrAm = 13.16%<br>Asian = 43.75%<br>Fil = 58.33%<br>His/Latx = 31.53%<br>White = 44.45%                                                                             |                  |
| Priority 4: CAST Scores<br>CAST Scores percent of students who met or exceeded standards<br>Source: CAASPP-ELPAC Website<br>Priority 4                   | Spring 2024 CAST. The data below shows the percentage of students who met or exceeded standard:<br>All Students = 17.34%<br>SwD = 6.25%<br>SED = 6.06%<br>EL = 19.12%<br>EO = 18.64%<br>His/Latx = 6.45%<br>White = 33.33%                                                                                                                         |                  |
| Distance from Score for Standard Met for Mathematics<br>Source: California School Dashboard<br>Priority 4                                                | All Students = 53.9 points below standard<br>SwD = 128.8 points below standard<br>SED = 79.8 points below standard<br>EL = 39.8 points below standard<br>Asian = 13.2 points below standard<br>AfrAm = 89 points below standard<br>Fil = 16.4 points below standard<br>His/Latx = 66.6 points below standard<br>White = 45.4 points below standard |                  |
| Distance from Score for Standard Met for English<br>Source: California School Dashboard<br>Priority 4                                                    | All Students = 37.8 points below standard<br>SwD = 97.9 points below standard<br>SED = 64.8 points below standard<br>EL = 32 points below standard<br>Asian = 0.4 points below standard<br>AfrAm = 64.8 points below standard<br>Fil = 22 points above standard<br>His/Latx = 53.6 points below standard<br>White = 19.4 points below standard     |                  |

|                                                                                                                                                                                                                |                                                                                                                                                                                                        |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| % of English Learner students making progress toward English language proficiency on the ELPAC%<br>Source: California School Dashboard<br>Priority 4                                                           | 17.48 % of OUESD English Learners scored at Level 4 in the Spring 2024 ELPAC                                                                                                                           |  |
| % of English Learner students making progress toward English language proficiency on the ELPAC%<br>Source: <a href="https://caaspp-elpac.ets.org/elpac/">https://caaspp-elpac.ets.org/elpac/</a><br>Priority 4 | 35.8% of OUESD English Learners are making progress towards proficiency in English language.                                                                                                           |  |
| % of English Learner students reclassified as Fluent English Proficient<br>Source: DataQuest ELs Annual Reclassification (RFEP) Counts and Rates<br>Priority 4                                                 | During the School Year 2023-24, _____ % of OUESD English Learner students reclassified as Fluent English Proficient                                                                                    |  |
| % of low-income, English Learner, or Foster Youth students who participate in after-school programs<br>Source: Local Data<br>Priority 7                                                                        | % of low-income, English Learner, or Foster Youth students who participate in after-school programs                                                                                                    |  |
| Triennial Assessment Completion Rate<br>Source: Local Data<br>Priority 7                                                                                                                                       | Triennial Assessment Completion Rate                                                                                                                                                                   |  |
| The number of professional developments focused on intervention strategies for Students with Disabilities<br>Source: Local Data<br>Priority 7                                                                  | During OUESD September and November professional development days OUESD offered 4 sessions focusing on supporting teachers with strategies to support students with disabilitiesand/or their families. |  |
| Number of students participating in elementary band.<br>Source: Local Data<br>Priority 8                                                                                                                       | x students participated in band after school.                                                                                                                                                          |  |

## Strategies/Activities

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

| Strategy/<br>Activity # | Description                                                                                                        | Students to be Served | Proposed Expenditures                                                    |
|-------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------|--------------------------------------------------------------------------|
|                         |                                                                                                                    |                       |                                                                          |
| 4.1                     | Teachers will be able to participate in COST/SST and IEPs to meet the needs of our families schedules              | all students          | 8000<br>Site Discretionary<br>1000-1999: Certificated Personnel Salaries |
| 4.2                     | Students will have the opportunity to participate in evidence based intervention classes (before and after-school) | all students          | 1000<br>LCFF Supplemental<br>4000-4999: Books And Supplies               |
| 4.3                     | Students will have access to diverse books/materials in the classroom                                              | all students          | 1400<br>LCFF Supplemental<br>4000-4999: Books And Supplies               |

|     |                                                                                                |              |                                                                                                                                    |
|-----|------------------------------------------------------------------------------------------------|--------------|------------------------------------------------------------------------------------------------------------------------------------|
|     |                                                                                                |              | 5000<br>LCFF Supplemental<br>4000-4999: Books And<br>Supplies<br><br>500<br>Site Discretionary<br>4000-4999: Books And<br>Supplies |
| 4.4 | Educational fieldtrips (in-house and in the community) to enrich students learning             | all students | 3500<br>Title I<br>5000-5999: Services And<br>Other Operating Expenditures                                                         |
| 4.5 | Implementation of research-based reading-support/intervention/materials for struggling readers | all students |                                                                                                                                    |
| 4.6 | Defined in-school intervention program utilized during workshop                                |              |                                                                                                                                    |
| 4.7 | Provide materials for arts and music instruction.                                              | all students | 2779<br>Prop 28<br>4000-4999: Books And<br>Supplies                                                                                |

## Annual Review

### SPSA Year Reviewed: 2025-26

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

## Analysis

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

Implementation of the UFLI (University of Florida Literacy Institute) foundational literacy program has strengthened explicit phonics instruction and provided staff with consistent, research-based instructional practices to support early reading development. Teachers received professional learning and ongoing support in implementing UFLI routines and intervention strategies, resulting in improved consistency of literacy instruction across grade levels. Local assessment data and classroom observations indicate increased student engagement during foundational reading instruction and growth in early literacy skills for many students.

Dashboard and local data continue to identify achievement gaps among some student groups in English language arts and mathematics, demonstrating the need for continued targeted support and differentiated instruction. In response, the school has focused on intervention supports, small group instruction, data analysis cycles, and collaboration among grade-level teams to better meet the needs of all learners.

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

The school will continue utilizing Expanded Learning Opportunities Program (ELOP) funds to provide after-school academic intervention and enrichment opportunities for students requiring additional support. Funding will support staffing, instructional materials, and intervention programs during expanded learning time to help address learning gaps identified through Dashboard and local assessment data.

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.

As a next step, Iron House Elementary will adjust the daily master schedule to include a schoolwide designated small group instructional block focused on English language arts. This dedicated intervention and enrichment time will allow staff to provide targeted instruction based on student need, increase opportunities for differentiated support, and ensure more equitable access to grade-level standards and foundational literacy skills. The school will continue monitoring progress through local assessments, Dashboard indicators, intervention data, and LST collaboration to evaluate the effectiveness of instructional practices and ensure continuous improvement in student achievement outcomes.

# 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       | \$98,084.00 |
| 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          | \$34,335.00     |

Subtotal of additional federal funds included for this school: \$34,335.00

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       | \$40,650.00     |
| Prop 28                 | \$2,779.00      |
| Site Discretionary      | \$20,320.00     |

Subtotal of state or local funds included for this school: \$63,749.00

Total of federal, state, and/or local funds for this school: \$98,084.00

# 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            | \$34,335.00 | 0.00    |
| LCFF Supplemental  | \$40,650.00 | 0.00    |
| Site Discretionary | \$20,320.00 | 0.00    |

## Expenditures by Funding Source

| Funding Source     | Amount    |
|--------------------|-----------|
| LCFF Supplemental  | 40,650.00 |
| Prop 28            | 2,779.00  |
| Site Discretionary | 20,320.00 |
| Title I            | 34,335.00 |

## Expenditures by Budget Reference

| Budget Reference                                     | Amount    |
|------------------------------------------------------|-----------|
|                                                      | 2,000.00  |
| 1000-1999: Certificated Personnel Salaries           | 27,795.00 |
| 2000-2999: Classified Personnel Salaries             | 4,387.80  |
| 4000-4999: Books And Supplies                        | 52,701.61 |
| 5000-5999: Services And Other Operating Expenditures | 10,999.59 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference                                     | Funding Source    | Amount    |
|------------------------------------------------------|-------------------|-----------|
|                                                      | LCFF Supplemental | 2,000.00  |
| 1000-1999: Certificated Personnel Salaries           | LCFF Supplemental | 11,000.00 |
| 2000-2999: Classified Personnel Salaries             | LCFF Supplemental | 3,289.80  |
| 4000-4999: Books And Supplies                        | LCFF Supplemental | 21,300.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF Supplemental | 3,060.20  |
| 4000-4999: Books And Supplies                        | Prop 28           | 2,779.00  |

|                                                      |                    |           |
|------------------------------------------------------|--------------------|-----------|
|                                                      | Site Discretionary | 200.00    |
| 1000-1999: Certificated Personnel Salaries           | Site Discretionary | 8,000.00  |
| 2000-2999: Classified Personnel Salaries             | Site Discretionary | 1,098.00  |
| 4000-4999: Books And Supplies                        | Site Discretionary | 6,582.61  |
| 5000-5999: Services And Other Operating Expenditures | Site Discretionary | 4,439.39  |
| 1000-1999: Certificated Personnel Salaries           | Title I            | 8,795.00  |
| 4000-4999: Books And Supplies                        | Title I            | 22,040.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I            | 3,500.00  |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 66,095.41          |
| Goal 2      | 3,609.59           |
| Goal 3      | 6,200.00           |
| Goal 4      | 22,179.00          |

# School Site Council Membership

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

- 1 School Principal
- 1 Classroom Teachers
- 3 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

| Name of Members   | Role                                             |
|-------------------|--------------------------------------------------|
| Tracey Morse      | Principal                                        |
| Kimberly Martin   | Other School Staff                               |
| Jacob Luna        | Classroom Teacher<br>Other School Staff          |
| Amanda Osterhoudt | Parent or Community Member                       |
| Margaret Smethers | Classroom Teacher                                |
| Aja Cooper        | Parent or Community Member                       |
| Marcus Barrett    | Classroom Teacher<br>Parent or Community Member  |
| Khalil Jordan     | Parent or Community Member                       |
| Akeesha Barrett   | Other School Staff<br>Parent or Community Member |
| Maria Gomes       | 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

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

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

This SPSA was adopted by the SSC at a public meeting on May 28, 2026.

Attested:



Principal, Tracey Morse on 6/8/2026



SSC Chairperson, Amanda Osterhoudt on 6/8/2026

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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