

School Plan for Student Achievement (SPSA)

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
University Park Elementary School	30-73650-6030191	May 12, 2025	June 24, 2025

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

School Wide Program
This school plan describes a School Wide Program that includes strategies, actions and services.

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

This School wide Plan is aligned with the District’s Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

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Needs Assessment

Data Analysis

The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities and local assessments to modify instruction and improve student achievement. The analysis should look at all students and take special consideration of all subgroups. CAASPP and CA Dashboard data is unpacked annually for results in academic performance, engagement, and climate. Local assessments, surveys, classroom observations, etc. are also examined to adjust instruction and to help the well-being of all students. Examples for data to be used in this section are CA Dashboard, Panorama, Hanover Survey, School Site Data, etc.

	Literacy
Data Analyzed	Summation Day Data (Educlimber Data - SBAC & LPA) and University Park Dashboard Report
Strengths	Summation Day Data from Educlimber: Consistent Growth Across Grades 3-5: 3rd Grade: Increased steadily from 45% (2021-2022) to 52% (2023-2024), with a 4% increase in the most recent year. 4th Grade: Significant improvement, rising from 39% (2021-2022) to 55% (2023-2024), including a strong 7% increase in the past year. 5th Grade: Continuous improvement, reaching 59% in 2023-2024, with a 1% increase from the prior year. 5th Grade Achievement Stability: At 59%, 5th grade has shown the highest consistent performance in ELA across all years. CA Dashboard: The school achieved a Green performance level, indicating high status despite a decrease in performance.
Areas for Growth	Summation Day Data: 6th Grade decline from 79% (2022-2023) to 62% (2023-2024), a 17% decrease, reversing significant gains made in the previous year. Dashboard: The following subgroups declined. Socioeconomically Disadvantaged Students (SED), English Learners (EL) Students with Disabilities (SWD) Hispanic Students
Questions & Key Findings	What subgroups performed the best? And how can we improve support for student subgroups not performing as well? Key Findings: Overall Performance: The school achieved a Green performance level, indicating high status despite a decrease in performance. Asian Students: This group performed exceptionally well, with a Green level and high status, although there was a significant decrease (-20.3 points). White Students: Maintained a Green level with high performance, despite a significant decrease (-28.9 points).

	Literacy
	The following subgroups: SED, EL, SWD and Hispanic students declined in all grade levels.

	Math
Data Analyzed	Summation Day Data (Educlimber data - SBAC & BOY Math) and University Park Dashboard Report
Strengths	Strengths Summation Day Data: 3rd Grade Stability: Maintained consistent performance (60%-62%) across three years, showing a 2% increase in 2023-2024. 5th Grade Improvement: Rebounded significantly from 48% (2022-2023) to 55% (2023-2024), a 7% increase. 4th Grade Consistency: Performance has remained steady at 57% between 2022-2023 and 2023-2024. CA Dashboard: Overall Performance: The school achieved a Green performance level, signifying high status despite a decrease in performance (-14.0 points). Asian Students: Performed very well with a Green performance level and very high status, although there was a decrease (-21.0 points). English Learners: Achieved a Green performance level with high status, despite a notable decrease in performance (-27.3 points).
Areas for Growth	Summation Day Data: 6th Grade Decline: Performance dropped from 66% (2022-2023) to 53% (2023-2024), reflecting a 13% decrease. Dashboard: The following subgroups declined. Socioeconomically Disadvantaged Students (SED), English Learners (EL) Students with Disabilities (SWD) Hispanic Students
Questions & Key Findings	What subgroups performed the best? And how can we improve support for student subgroups not performing as well? Key Findings: Overall Performance: The school achieved a Green performance level, signifying high status despite a decrease in performance (-14.0 points). Asian Students: Performed very well with a Green performance level and very high status, although there was a decrease (-21.0 points). English Learners: Achieved a Green performance level with high status, despite a notable decrease in performance (-27.3 points). The following subgroups: SED, EL, SWD and Hispanic students declined in math with 6th grade showing the most significant decrease.

	Math

	SEL/Behavior
Data Analyzed	Panorama SEL data
Strengths	Supportive Relationships (83%) This is the highest-rated category, indicating that students feel they have strong, supportive connections with others. Despite being in the 0th-19th percentile nationally, the high percentage favorable (83%) reflects a positive perception within the school. Self-Management (74%) A solid percentage of students perceive themselves as being able to manage their behaviors and emotions effectively. This category shows a slight improvement (+1) since Spring 2024. Grit (64%) Students' perception of perseverance and ability to overcome challenges has shown the greatest increase (+4) since Spring 2024, indicating improvement in this key area.
Areas for Growth	Emotion Regulation (42%) This is the lowest-rated category, with only 42% of students feeling confident in their ability to regulate emotions. It also saw a decline (-2) since Spring 2024, highlighting it as a critical area needing attention. Nationally, this category is in the 20th-39th percentile, indicating room for growth. Social Awareness (65%) While in the 40th-59th percentile nationally, this category did not show improvement since Spring 2024. There's an opportunity to strengthen students' ability to empathize with and understand others.
Questions & Key Findings	What subgroups performed the best? And how can we improve support for student subgroups not performing as well? Strengths: Supportive relationships are a clear asset, and improvements in grit and self-management are encouraging signs. Growth Areas: Focus on improving emotion regulation and social awareness, as these are essential for overall SEL development and student well-being.

	School Climate
Data Analyzed	Panorama - Sense of Belonging & School Climate,: Annual Survey - Overall Educational Experience
Strengths	Improvement in School Climate (53%) The greatest increase (+4) since Spring 2024 indicates efforts to enhance the overall school environment are showing results.

	School Climate
	Although still relatively low compared to district benchmarks, this improvement is a positive step forward. Improvement in school climate demonstrates progress in addressing student perceptions of their environment. Per our annual survey, 89% Students reported that they and their families feel welcome in school activities.
Areas for Growth	Sense of Belonging (58%) There has been a 2% decline since Spring 2024, suggesting a growing challenge in fostering inclusivity and connection among students. The declining sense of belonging scores highlight the need for targeted strategies to foster inclusivity.
Questions & Key Findings	Strengths: Improvement in school climate demonstrates progress in addressing student perceptions of their environment. Growth Areas: The declining sense of belonging and below-district comparison scores highlight the need for targeted strategies to foster inclusivity and further improve the school climate.

	College and Career Readiness (High Schools Only)
Data Analyzed	
Strengths	
Areas for Growth	
Questions & Key Findings	

Priority Focus Areas/Identified Needs

Identify the most pressing areas for growth for the school action plan. A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Summarize the most pressing root causes from your key findings. These are the practices, policies, systems, or mindsets that are prevalent and may be contributing to inequitable outcomes for marginalized groups. Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for actions.

(A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. It addresses the problem rather than the symptom.)

Based on the Year 1 outcomes, needs assessment data, and root cause analysis, University Park Elementary has identified there areas for growth:

1. Academic Achievement in ELA and Math

We honor the hard work of teachers and staff in implementing small-group instruction and targeted interventions. These efforts demonstrate a strong commitment to meeting students' needs and providing individualized support.

Continued Focus: While growth in instructional practices is evident, overall performance in ELA and Math continues to need attention. Our schoolwide goal is to build on these successes by further refining Tier 2 instructional strategies to ensure that all students have equitable and consistent opportunities for academic growth.

2. Chronic Absenteeism

We recognize the commitment of our staff in strengthening home-school connections and engaging families in conversations about attendance. These efforts show genuine care for students' well-being and success. Continued Focus: Chronic absenteeism remains a challenge, limiting students' access to daily learning and support. Moving forward, we will continue to strengthen proactive Tier 1 and Tier 2 strategies, expand communication, and partner with families to build understanding of how consistent attendance supports both academic success and social-emotional growth.

3. Family Engagement and Capacity-Building

We celebrate the progress made in expanding translation, interpretation, and communication services that help families feel included and connected. These steps demonstrate a strong commitment to fostering a welcoming school community where every family has a voice.

Continued Focus: We will continue building on this momentum by creating more opportunities for families to develop skills and confidence in supporting their children's learning and well-being. Strengthening family-school partnerships and aligning engagement activities with academic and social-emotional priorities will help ensure lasting impact.

Educational Partner Involvement

Describe who and how educational partners were involved in the comprehensive needs assessment process.

Involvement Process for the SPSA and Annual Review and Update

At University Park Elementary, a diverse group of educational partners—including parents, teachers, students, and school administration—actively participated in the comprehensive needs assessment process to ensure the Single Plan for Student Achievement (SPSA) is reflective of the school community's needs and priorities.

The School Site Council (SSC), MTSS (Multi-Tiered System of Supports) team, and teaching staff collaborated to analyze schoolwide and subgroup data, identifying both strengths and areas for growth. This process involved reviewing academic performance, attendance, behavioral trends, and other key indicators. The dates these meetings occurred are as follows: SSC meets four times a year and met on 1/27/25 to perform a needs assessment. MTSS team meets monthly to analyze data and performed a needs assessment on 3/27/25 and the staff meets monthly to analyze data and performed a needs assessment on 1.8.25 and 3.5.25.

Guided by essential questions—Which subgroups are performing the best? and How can we improve support for student subgroups not performing as well?—educational partners contributed insights that helped shape the SPSA goals and action steps.

Teachers offered classroom-based perspectives, highlighting instructional strategies and student engagement. The MTSS team provided input on tiered interventions and the needs of targeted student groups. Parents shared observations through SSC meetings and school communications, adding valuable context about family engagement and home support. School administrators facilitated the process, ensuring alignment with district priorities and providing access to relevant data.

Through this collaborative effort, University Park developed a clearer understanding of its student population and a focused plan to support the success of all learners, particularly those in historically underserved subgroups.

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts for each goal.

ANALYSIS

Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/actions to achieve each goal.

Which strategies were implemented as planned? Which were not, and why?

All planned strategies were successfully implemented during the school year, supporting efforts to improve student engagement, academic achievement, social-emotional development, and family involvement.

Student engagement was enhanced through field trip scholarships, student incentives, and materials that supported participation in school activities. Increased noon duty supervision improved adult-to-student ratios during unstructured playtime, fostering a safer and more positive environment. Smaller group sizes allowed for more individualized academic and behavioral support, particularly for students requiring Tier 2 and Tier 3 interventions. Instructional assistants played a critical role in both the WIN (What I Need) and Tier 3 programs, ensuring targeted students received focused, data-driven support.

University Park Elementary placed a strong emphasis on Social-Emotional Learning (SEL) and behavior support by implementing Tier 2 SEL/Behavior interventions schoolwide. A dedicated schoolwide SEL block was established, with teachers consistently delivering lessons and providing tiered supports to promote student well-being. Teachers participated in two planning sessions with the SEL/Behavior Coach to review

student behavior data and revise discipline practices through an equity- and SEL-focused lens. These efforts reflect the school's broader commitment to proactive, inclusive practices that support every learner.

Encouraged by the success of these initiatives, students and staff applied for the California PBIS Gold Award. This application process required evidence that both Tier I and Tier 2 SEL and behavior supports were being implemented with fidelity and producing positive outcomes—demonstrating the school's dedication to sustainable, research-based behavioral practices.

Professional development in curriculum, instruction, behavior, and SEL was provided to teachers, staff, and parents, building overall school capacity. A particular emphasis was placed on SEL/Behavior and Mathematics professional development. The school partnered with the IUSD Math Department to participate in a three-session math PD series that incorporated a coaching model focused on small-group instruction and implementation. In addition to the math and SEL training, staff also attended targeted Behavior Intervention trainings.

Additional strategies included extended learning opportunities, Afterschool Class Enrichment, pupil supplies supporting academic and SEL growth, and updated technology—such as coding tools, iPads, and a comprehensive device replacement and maintenance plan—all of which were successfully implemented.

Our Family Engagement Team planned and executed a Back-to-School Night: School Readiness Presentation, in addition to regular classroom visits and a principal message. This breakout session was highly attended and helped parents understand how to navigate Aeries, build student study skills, support learning at home, and strengthen home-to-school communication. Further family engagement was promoted through a wide range of events and activities, including Family Math Night, Family STEAM Night, and Multicultural Day. To deepen these connections, an adjunct duty was assigned to a staff member specifically to increase partnerships with families of Socioeconomically Disadvantaged (SED), English Learner (EL), and Students with Disabilities (SWD).

All strategies were implemented as intended, made possible by strong staff coordination, thoughtful resource allocation, and the collective commitment of the University Park Elementary community.

Which strategies were most effective? Least effective?

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

The most effective strategies implemented at University Park Elementary were those that increased individualized student support through smaller student-to-adult ratios. Instructional aides played a key role in providing one-on-one and small-group instruction, which led to improved student engagement, reduced stress and anxiety, better classroom management, and greater equity in learning. Quantitative data from STAR assessments demonstrated significant schoolwide growth from BOY to MOY, with a 52% increase in math scores and a 37% increase in ELA scores—clearly indicating the impact of small-group instruction. Qualitative data from student surveys also reflected a positive perception of teacher-to-student ratios, with students reporting they receive the support needed to access learning.

Another highly effective strategy was the use of Instructional Assistant support in the Tier 3 (T3) program. A dedicated aide provided targeted reading intervention during the instructional day, allowing students below standard to build foundational skills and make meaningful academic progress. Of the 63 students served, 17 successfully exited the T3 program, reflecting the program's effectiveness.

Additionally, the focus on Math professional development and small group instruction had a positive impact on student performance, with significant growth from the beginning of the year to mid-year data. This emphasis contributed to a 52% increase in math scores and a 37% increase in ELA scores. Instructional rounds held in May also helped teachers see the alignment and impact of first best practices for academics, behavior, and SEL, reinforcing the effectiveness of these approaches in improving student outcomes.

This year we met as a Family Engagement team and planned events to support the parents with their child's learning. We conducted a Parent School Aeres and Study Skills Night, Math Night, parent technology night, and STEAM night. 89% Students reported that they and their families feel welcome in school activities per the Annual Survey.

After monitoring our schoolwide ELA data, in the 2025-2026 school year we will implement focus on phonics instruction in grades PK-1 and on morphemes in grades 3-6, areas critical to literacy development. Ongoing professional development in these areas will help ensure that teachers have the tools and strategies necessary to provide high-quality instruction.

On the other hand, the least effective strategies were those focused solely on goal-setting for students struggling with chronic absences. These students were primarily supported through our School Climate IA, the Chronic Absence SARB process, and SST meetings. Implementing Tier I and Tier II practices at the classroom level would likely be more effective in supporting these students earlier and more consistently. Additionally, family engagement efforts could be strengthened by offering regular on-site parenting classes, which would help build stronger school-home connections and provide families with tools to support consistent attendance.

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies and activities to meet the articulated goal.

Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/actions, expenditures)

Based on the evaluation of this goal, less funding should be allocated toward purchasing additional online tools and supplemental curriculum for the 2024–25 school year. Teachers reported that there was limited instructional time to effectively integrate platforms such as i-Ready, BrainPOP, IXL, Scholastic, and A-Z Learning, especially when balanced with the district-adopted curriculum and pacing guides. While some of these resources can be beneficial, an overabundance of supplemental programs created competition for instructional time, leading to inconsistencies in implementation.

The newly adopted ELA curriculum and materials already require a significant time commitment, and adding multiple other programs may detract from focused, standards-based instruction. Moving forward, a more selective approach to digital and supplemental resources is recommended to ensure alignment with instructional priorities and to maximize student learning.

Additionally, there should be a continued focus on phonics instruction in grades PK-1 and on morphemes in grades 3-6, areas that are critical to literacy development. Teachers will benefit from ongoing professional development in these areas to ensure effective and consistent instruction.

Finally, more strategies and expenditures should be allocated toward incorporating Family Engagement Training for teachers, focusing on the implementation of Tier I and Tier II practices in the classroom. This will strengthen the connection between school and home, providing support for both students and families.

Priority Focus Area (Goal) 1:

Foster a safe and inclusive school climate through family and student engagement activities, and implement a multi-tiered system of support (MTSS) for behavior and social-emotional learning (SEL) to promote academic growth for all students.

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
2023 - 2024 SSC/PTA meetings	SSC meets at least four times per year as measured by the submission of agendas, minutes, and sign-in sheets for scheduled meetings. PTA Executive Board and the Association meet monthly as measured by the submission of agendas, minutes, and sign-in sheets for scheduled meetings	SSC meets at least four times per year as measured by the submission of agendas, minutes, and sign-in sheets for scheduled meetings. PTA Executive Board and the Association meet monthly as measured by the submission of agendas, minutes, and sign-in sheets for scheduled meetings	The School Site Council (SSC) will continue to meet four times per year, the Parent Teacher Association (PTA) will hold monthly meetings, and the English Learner Advisory Committee (ELAC) will be established and meet four times annually. These efforts aim to maintain strong partnerships with parents and foster a shared sense of responsibility for student progress among all educational stakeholders at University Park. Evidence of these partnerships will be documented through the submission of meeting agendas, minutes, and sign-in sheets.
2023 - 2024 MTSS Team Meeting and Family Engagement	Both the MTSS Team and the Family Engagement Team meet every other month as measured by the submission of agendas, minutes, and sign-in sheets.	Both the MTSS Team and the Family Engagement Team meet every other month as measured by the submission of agendas, minutes, and sign-in sheets.	The MTSS will continue to meet to share collectively in the leadership role and responsibilities of providing resources and supports to all students. The team works to ensure that all students and families have access to a system of supports to support the student's needs as measured by the submission of the agendas, the minutes, and sign-in sheets for scheduled meetings.
Spring 2024 Panorama - Supportive Relationships	Panorama Data in Spring of 2024 in the area of Supportive Relationships - How supported students feel through their relationships with friends, family, and	Panorama Data in Spring of 2025 in the area of Supportive Relationships - How supported students feel through their relationships with friends,	Panorama Data – Spring 2026: In the area of Supportive Relationships—measuring how supported students feel through their relationships with friends,

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	adults at school. (83% favorable)	family, and adults at school. (83% favorable)	family, and adults at school—scores will increase by 3% to demonstrate continuous improvement.
2023-2024 Annual Survey Data -	Hanover Annual Survey Data 2023-2024 - Educational Experience 81% of students and 95% of parents at University Park report being satisfied, very satisfied or neutral with the overall educational experience at their school.	2024-2025 Annual Survey Data - 89% Students reported that they and their families feel welcome in school activities; 92% of students and 92% of parents at University Park report satisfied, very satisfied or neutral with the overall educational experience at their school.	Annual Survey Data 2026 – 90% of students will report that they and their families feel welcome at University Park, and 80% of parents will report being satisfied or very satisfied with the overall educational experience at the school.
2023-2024 Hanover Annual Survey Data - Sense of Community	Hanover Annual Survey Data 2023-2024 - Sense of Community 73% of students and 74% of parents agree/strongly agree there is a sense of community on campus.	2024-2025 Annual Survey Data - 89% Students reported that they and their families feel welcome in school activities; 96% of parents reported "My child's school supports students of different race and family income levels."	Annual Survey Data 2026 – 90% of students will report that they and their families feel welcome at University Park. A sustained 96% of parents will report agreement with the statement, "My child's school supports students of different family income levels."

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: Noon Duty support to increase adult to student ratio during unstructured play time to ensuring the teaching of behavior expectations are being taught and reinforced. Research Based Interventions and Instruction - Instructional Aide Class size Support and Materials Student Engagement Support (Field Trip Scholarships; incentives; educational materials) Pupil Supplies Extended Learning for students needing Tier 2 and 3 Support PBIS - Prize Cart/Incentives, Recess Team Incentives & Student Assemblies	YEAR 1: LCFF Base LCFF Supplemental Title I Lottery	YEAR 1: 34,563 0 19,000 3,000	YEAR 1: All students - EL, At Promise, Foster Youth, McKinney Vento, and Socio-economically Disadvantaged	YEAR 1: MTSS Team, SSC, Leadership, Principal, TOSA, Family Engagement Team

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
Junior Coach Program to Support Recess/Positive Play, Recess Team - Noon Duty Supervisors and PE Para Professional Development for teachers, staff, and parents Family Engagement Activities and Events				
YEAR 2: Noon Duty support to increase adult to student ratio during unstructured play time to ensuring the teaching of behavior expectations are being taught and reinforced. Maintain Instructional Aides to provide Individualized Support – Smaller student-to-adult ratios allow for more small-group instructional rotations, helping to ensure that struggling students receive targeted academic and behavioral support. Student Engagement Support (Field Trip Scholarships; incentives; materials to support student engagement activities) Family Engagement Activities and Events to increase the sense of belonging among our school community Professional Development for teachers and staff on SEI and PBIS practices Continue after school clubs and sports for all students Pupil Supplies and Materials for Tier 2 Behavior/SEL learning Ensure that all staff are trained and use restorative practices Implement a Student Broadcast team to ensure student voice and autonomy in schoolwide practices Increase the number of After School Enrichment opportunities through ACE Broaden the family engagement and school climate team to include a parent and student representative Implement Schoolwide Family Days/Nights (Family Math Night, Multi-Cultural Day, BTSN, etc.) PBIS - Prize Cart/Incentives, Recess Team Incentives & Student Assemblies Junior Coach Program to Support Recess/Positive Play, Recess Team - Noon Duty Supervisors and PE Para	YEAR 2: LCFF Base LCFF Supplemental Title I Lottery	YEAR 2: 42,000. 30,000. 54,000 0	YEAR 2: All students - EL, At Promise, Foster Youth, McKinney Vento, and Socio-economically Disadvantaged	YEAR 2: MTSS Team, SSC, Leadership, Principal, TOSA, Family Engagement Team
YEAR 3: Noon Duty support to increase adult to student ratio during unstructured play time to ensuring the teaching of behavior expectations are being taught and reinforced. Providing More Individualized Support – Smaller student-to-adult ratios allow for more				

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
small-group instruction, helping to ensure that struggling students receive targeted academic and behavioral support. Student Engagement Support (Field Trip Scholarships; incentives; materials to support student engagement activities) Family Engagement Activities and Events to increase the sense of belonging among our school community Pupil Supplies and Materials for Tier 2 Behavior/SEL learning Ensure that all staff are trained and use restorative practices Implement a Student Broadcast team to ensure student voice and autonomy in schoolwide practices Continue after school clubs and sports for all students Increase the number of After School Enrichment opportunities through ACE Broaden the family engagement and school climate team to include a parent and student representative Implement Schoolwide Family Days/Nights (Family Math Night, Multi-Cultural Day, BTSN, etc.) PBIS - Prize Cart/Incentives, Recess Team Incentives & Student Assemblies Junior Coach Program to Support Recess/Positive Play, Recess Team - Noon Duty Supervisors and PE Para				
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	These actions collectively support greater equity for all students and staff by strategically allocating resources to meet varying levels of need—academically, socially, and emotionally. Increasing adult-to-student ratios, particularly during unstructured playtime through Noon Duty Supervision support, enhances student safety, supervision, and social-emotional regulation. This ensures all students—especially those needing more guidance—receive appropriate support in a proactive, inclusive environment. Providing individualized academic and behavioral support through small-group instruction allows staff to respond more effectively to students performing below grade level. By tailoring instruction and intervention through extended learning opportunities (e.g., after-school Tier 2 and Tier 3 support), struggling students receive the time, attention, and strategies needed to close achievement gaps. Student engagement supports—such as field trip scholarships, incentives, and materials—remove financial barriers that often limit access to enriching learning experiences. These efforts ensure that all students, regardless of background, can participate fully in school activities that foster curiosity, motivation, and a sense of belonging.			

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
	Family engagement activities and events create inclusive opportunities for families to connect with the school community, strengthening home-school partnerships that are critical for student success. Professional development for teachers and staff ensures that instructional and support strategies are culturally responsive, data-driven, and aligned to the needs of diverse learners. This builds staff capacity to address inequities and support students more effectively. Finally, investing in pupil supplies and materials for academics, behavior, and SEL ensures that all students have access to the tools they need to succeed. This mitigates disparities caused by socioeconomic status and ensures a more equitable learning environment for every child. Together, these actions form a comprehensive equity-centered strategy that addresses both academic and resource inequities while building a supportive, inclusive culture for all students and staff.			
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1: SEL/Behavior Professional Learning; Family Engagement Training; Math Fluency; Science of Reading and ELA Training; IXL Trainings; Trauma Induced Training Year 2: SEL/Behavior Professional Learning MooZoom Training Zones of Regulation Training Small Group Instruction Strategies for Reading Year3: Continue: SEL/Behavior Professional Learning Zones of Regulation Training Small Group Instruction Strategies for Reading			

Priority Focus Area (Goal) 2:

Ensure all students meet or exceed grade-level standards through access to rigorous instruction, tiered supports, targeted interventions, and relevant learning tools.

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
Reading Assessment Level K-2nd Grade	75% Benchmark Met Mid-Year in 2023-2024	69% Benchmark Met Mid-Year in 2024-2025	Growth for all students. Increase the percentage of students who meet the Mid Year GRA Benchmark by 3%.
STAR Ren ELA 3rd Grade - 6th Grade	Of the students who took the assessment - 60% Met Mid Year ELA Benchmark in 2023-2024	Of the students who took the assessment - 69% Met Mid Year ELA Benchmark in 2023-2024	Growth for all students. Increase the percentage of students who meet the Mid Year ELA Benchmark by 3%.
STAR Ren MATH 3rd - 5th Grade	Of the students who took the assessment - 74% Met Mid Year Math Benchmark in 2023-2024	Of the students who took the assessment - 73% Met Mid Year Math Benchmark in 2024-2025	Growth for all students. Increase the percentage of students who Meet Mid Year Math Benchmark by 3%.
CA Dashboard 2023 SBAC 3rd-6th Grades	ELA school average is 37.2 points above benchmark Math school average is 26.6 points above benchmark	ELA school average is 22.9 points above benchmark Math school average is 12.5 points above benchmark	CA Dashboard 2025 3rd-6th grades growth by 2 points on the school average

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: Instructional Assistant support to increase adult to student ratio Research Based Interventions and programs - Support and Materials. Supplementary Reading, Writing, and Math Software, Materials and Curriculum Extended Learning for students after school	YEAR 1: LCFF Base LCFF Supplemental Title I Lottery	YEAR 1: 34,562 53,627 90,000 1,482	YEAR 1: Students of Hispanic and/or Socioeconomically Disadvantaged - with Chronic Absenteeism	YEAR 1: MTSS Team, Leadership Team, SSC, Site TOSA, Principal, Family Engagement Team

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
Title 1 Parent Engagement Activities and Events Professional Development for Curriculum and Instruction Administrative TOSA to help facilitate PLC to ensure standards are being taught and instructional practices are being implemented schoolwide. Ensure Technology is updated - replacement plan for iPads; repairs and maintenance is timely. Target Chronic Absenteeism through Evidence Based Practices including: -Teacher Outreach Program: phone calls, emails, conferences. -Incentive Programs: raffles, competitions, classroom certificates for best attendance for a month. -Student Activities that Focus on Attendance (i.e. Poster Contest: post positive attendance posters to promote attendance awareness) -Attendance Messaging: Use school messenger, newsletters, etc. to highlight the importance of attendance, share information about independent study contracts, policies, etc • Attendance Meetings with student, parent and staff member -Individualized Attendance Goal Setting -Focus Group for Parent Subgroups to how to support students			All Families	
YEAR 2: Math Actions and Strategies: Implement focused, small-group math instruction during WIN time for Tier 2 and Tier 3 students, using data-driven practices to address foundational skill gaps and promote grade-level readiness. Intervention Materials and Curriculum: Implement Research Based Interventions by purchasing researched based supplementary reading, writing, and math materials and curriculum Utilize technology and innovation to support learning: Renew iPads software and replenish coding tools. Ensure the current technology devices are updated - replacement plan for iPads; repairs and maintenance is timely. ELA Action and Strategies:	YEAR 2: LCFF Base LCFF Supplemental Title I Lottery	YEAR 2: 46,300 20,780.00 54,000 2,812	YEAR 2: Students of Hispanic and/or Socioeconomically Disadvantaged - with Chronic Absenteeism All Families	YEAR 2: MTSS Team, Leadership Team, SSC, Site TOSA, Principal, Family Engagement Team

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
Implement targeted instructional practices, assessments, and interventions focused on building reading comprehension skills and strengthening student writing. Ensure all classrooms are delivering standards-aligned ELA instruction with an emphasis on comprehension strategies (e.g., making inferences, summarizing, text structure) and writing craft (e.g., organization, evidence, revision) through the work of the PLC. Provide ongoing professional learning focused on high-leverage reading comprehension strategies (e.g., close reading, reciprocal teaching) and writing instruction (e.g., Writing Workshop model, genre writing). Title 1 TOSA - The Title I-funded TOSA will provide direct intervention to targeted students and support classroom instruction through modeling and coaching. In addition, the TOSA will facilitate PLCs, train staff in differentiated strategies, and guide the use of formative assessments and flexible grouping to improve outcomes aligned with district goals. Chronic Absences Action and Strategies: Improve attendance through the implementation of a multi-tiered attendance program that provides incentive programs, student engagement activities, parent involvement, and consistent attendance messaging to reduce chronic absenteeism and improve student outcomes. Create monthly and quarterly recognition systems (e.g., raffles, classroom certificates, attendance competitions) to reward strong or improved attendance. Provide class- and school-wide incentives to reinforce attendance as a shared priority. Organize student-centered activities (e.g., poster contests, spirit days, attendance-themed art displays) to promote awareness of the importance of coming to school regularly.. Use school-wide communication tools (e.g., School Messenger, newsletters, website updates, social media) to share attendance policies, explain the				

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
importance of attendance, and highlight positive stories. Provide reminders about independent study contracts for extended absences and how to request them. Attendance Meetings with Families for students flagged as chronically absent to identify barriers and develop action plans to support student attendance. English Language Actions and Strategies: Support the development of English for EL students through the allocation of resources and IA support. Use ELPAC, initial language proficiency scores, and classroom demographics to identify ELA sections with high numbers of EL and Newcomer students. Assign credentialed support staff, such as intervention teachers or instructional aides, to co-teach or pull small groups during ELA. Where possible, create smaller instructional cohorts within the ELA block to reduce student-teacher ratios. Provide professional development for teachers and IAs on integrated and designated ELD strategies, culturally responsive teaching, and small-group instruction for multilingual learners. Ensure small-group ELA instruction incorporates structured language support, scaffolded reading and writing tasks, and explicit vocabulary development.				
YEAR 3: Continue to Implement focused, small-group math instruction during WIN time for Tier 3 students, using data-driven practices to address foundational skill gaps and promote grade-level readiness. Research Based Interventions with Support and Materials. Supplementary Reading, Writing, and Math Software, Materials and Curriculum Technology and Innovation- Purchase Coding tools and iPads for the STEAM practices.				

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
Ensure the current technology devices are updated - replacement plan for iPads; repairs and maintenance is timely. Title 1 TOSA - The Title I-funded TOSA will provide direct intervention to targeted students and support classroom instruction through modeling and coaching. In addition, the TOSA will facilitate PLCs, train staff in differentiated strategies, and guide the use of formative assessments and flexible grouping to improve outcomes aligned with district goals. Implement a multi-tiered approach that includes teacher outreach, incentive programs, student engagement activities, parent involvement, and consistent attendance messaging to reduce chronic absenteeism and improve student outcomes. Identify the needs of the EL students: Use ELPAC, initial language proficiency scores, and classroom demographics to identify ELA sections with high numbers of EL and Newcomer students. Reallocate or Assign Additional Staffing: Assign credentialed support staff, such as intervention teachers or instructional aides, to co-teach or pull small groups during ELA. Where possible, create smaller instructional cohorts within the ELA block to reduce student-teacher ratios.				
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	The strategies outlined in this plan are designed to ensure equitable access to high-quality instruction, targeted intervention, and essential resources for students most in need—particularly those performing below grade level in reading, writing, and math, as well as English Learners and Newcomers. By focusing on data-driven Tier 3 intervention, WIN rotations, and differentiated instruction, the school addresses academic gaps that often correlate with systemic inequities, such as socioeconomic disadvantage, limited English proficiency, or inconsistent school attendance. Equity for Students: Tiered Support Systems (MTSS) allow students to receive instruction tailored to their academic level and learning needs, helping to close opportunity gaps that might otherwise widen over time. WIN rotations and small-group instruction ensure that students who require the most intensive support are not left behind in whole-class settings and can receive personalized attention and scaffolding.			

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
	Supplemental programs and software provide additional access points for students with varied learning styles, promoting engagement and inclusivity. Family engagement strategies, such as workshops and communication in home languages, create stronger school-home partnerships that are especially vital for underserved communities. Equity for Staff: Targeted professional development equips teachers with the tools they need to support diverse learners effectively, helping all staff build capacity to serve students equitably. The Title I-funded TOSA supports teachers through modeling, coaching, and PLC facilitation, ensuring consistent instructional quality and collaborative planning aligned with student needs. Staff working with Newcomers and EL students are supported with training in culturally and linguistically responsive instruction, increasing both staff confidence and effectiveness. Addressing Resource Inequities: By allocating Title I funding and other supplemental resources strategically (e.g., TOSA, software, intervention materials, instructional aides), the plan prioritizes students who have historically lacked equitable access to learning tools. Investments in technology infrastructure, including iPad repairs and replacements, ensure that all students—regardless of income—have access to updated digital learning tools, which is critical in both ELA and STEAM. Flexible groupings, smaller class sizes, and additional staffing mitigate the resource gap experienced by high-need students who benefit most from individualized support. Chronic Absenteeism Efforts further address equity by recognizing and responding to barriers to access, such as transportation, illness, or lack of engagement. The personalized outreach, incentive systems, and family-centered messaging aim to reconnect students who may be at the margins of the school community.			
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1: SEL/Behavior Professional Learning; Family Engagement Training; Math Fluency; Science of Reading and ELA Training Year 2: K-2 Phonology and Phonics: This training will provide decoding and spelling routines, in addition to phonics-focused formative assessments, essential to foundational learning.			

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
	3-6 Morphology: This training will provide engaging and practical strategies to enhance your phonics instruction, focusing on explicit advanced word study and immediate classroom applications. Grades K-6 Write From the Beginning Implementation Support To ensure successful implementation of these strategies, staff will be supported through: On-site Coaching & Modeling: Coaches, Intervention Teachers, and TOSAs will provide real-time support through demonstration lessons, co-planning, and feedback cycles. Collaborative Planning Time: Grade-level and cross-disciplinary collaboration time will be built into the schedule for data analysis, intervention planning, and sharing best practices. Clear Systems & Structures: Staff will receive resources, pacing guides, and intervention protocols to guide consistent implementation across classrooms. Regular Check-ins: Leadership teams will conduct walkthroughs, hold reflection meetings, and monitor student progress to provide ongoing support and make adjustments as needed. Recognition & Celebrations: Successes will be acknowledged through staff meetings and communication channels to build morale and reinforce effective practices. Year3: Continue SEL/Behavior Professional Learning; Family Engagement Training; Math and ELA Training and Write From the Beginning			

Priority Focus Area (Goal) 3:

Identify and mitigate barriers that limit student access to a broad and rigorous course of study, provide additional supports to address individual learning needs, and ensure equitable allocation of resources to promote academic success for all students.

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
Hanover Annual Survey Data 2023-2024 - Inclusive Practices and Practices	Hanover Annual Survey Data 2023-2024 - Inclusive Practices and Practices 93% of parents and 89% of students agree/strongly or agree that University Park supports students of different races, ethnicities, and cultures.	2024-2025 Annual Survey Data - 89% Students reported that they and their families feel welcome in school activities; 96% of parents reported "My child's school supports students of different race and family income levels."	Annual Survey Data 2026 - 2027 - Inclusive Practices and Practices 90% of parents and 96% of students agree/strongly or agree that University Park supports students of different races, ethnicities, and cultures.
2023 CA School Dashboard Chronic Absenteeism	2023 CA School Dashboard - 17.8 % of all students were chronically absent; 26.6% of students of Socio-Economically Disadvantaged were chronically absent; 32.5% of Hispanic students were chronically absent	2024 CA School Dashboard - 16.9% of all students were chronically absent; 25% of students of Socio-Economically Disadvantaged were chronically absent; 28% of Hispanic students were chronically absent	2025 CA School Dashboard - Decrease by 3% number of students chronically absent; decrease by 1% of students of Socio-Economically Disadvantaged chronically absent; decrease by 2% of Hispanic students chronically absent
2023 -2024 Tiered 3 School Intervention Data Collection and progress monitoring through Acadience, Reading Records, phonics assessments, and other comprehension assessments.	For the 2023-2024 school year, 68 students have received Tier 3 intervention in the area of reading and 31 students have received Tier 3 intervention in math. 30 students met the exit criteria from Tier 3 in reading. 4 students met the exit criteria from Tier 3 in Math. The students that remain in Tier 3 are receiving intervention on other critical skills once they show mastery of another. A researched based intervention programs is in place with progress monitoring through IXL, Reading Records, phonics assessments, other comprehension assessments, and Math Running Records. Students	For the 2024-2025 school year, 74 students have received Tier 3 intervention in the area of reading and 12 students have received Tier 3 intervention in Math. 14 students met the exit criteria from Tier 3 in reading. 6 students met the exit criteria from Tier 3 in Math. The students that remain in Tier 3 are receiving intervention on other critical skills once they show mastery of another. A researched based intervention programs is in place with progress monitoring through IXL, Reading Records, phonics assessments, other comprehension	For the 2026-2027 school year, 90 students will have received Tier 3 in the area of reading and 40 students will have received Tier 3 in math. 45 will meet the exit criteria from Tier 3 in reading. 10 will meet the exit criteria in Tier 3 for math. The criteria for math is lower than reading because the Tier 3 program focuses on reading only the first and second trimester.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	made growth across the board.	assessments, and Math Running Records. Students made growth across the board.	

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: T3 Intervention Teacher - IA Support Extra Duty Hours for teacher to review discipline procedures and practices and revise to integrate SEL and reduce disparity for underserved student populations. Teachers will implement a SEL block and provide SEL lessons and Tier 1 7 2 support Add T2 Support - Check In Check Out Systems Elementary Resource Counselor Supplies to support students with mental health and wellness either individually or in a small group. ERC also supports admin and staff, and PBIS coach with implementation of PBIS and monthly character building themes/activities for all students. Classroom Resources to support SEL and/or behavior Restorative Practices are used schoolwide. Restorative Practices is a framework that centers around positive relationships for community building and restoring relationships when harm has occurred. Professional development for teachers in staff on Calm Classroom and Restorative Practices. Increase family partnerships through family outreach services and incentives, targeting families with low-income, ELL, or IEP status. Increase communication and translations services in multiple languages to ensure that families are receiving communication in their home language.	YEAR 1: LCFF Base LCFF Supplemental Title I Lottery	YEAR 1: 34,563.5 0 40,760.41 1,483.20	YEAR 1: Students in need of more intensive Math and ELA support Underserved student populations - students with IEP's, AA/B students, EL students, students from low income HH. Students in need of more intensive social emotional support All Underserved student populations - students with IEP's, AA/B students, EL students, students from low income HH. All students At risk students Students in need of counseling - mental health	YEAR 1: MTSS Team, Leadership, PLC Coach, Principal, ERC, SSC, T3 Teacher, T2 Intervention Team

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
			and wellness support. All students All students At-promise students	
YEAR 2: Maintain the Tier 3 Intervention program with a T3 teacher to provide daily, structured, research-based reading intervention to students in need of intensive support in phonemic awareness, phonics, decoding, and fluency. Implement a structured literacy approach PK-6 using research-based programs. Focus on phonemic awareness, phonics, decoding, fluency, and basic comprehension strategies. Extra Duty Hours/substitute days for teachers to review discipline procedures and practices and revise to integrate SEL and reduce disparity for underserved student Populations. Teachers will meet 2 times a year for behavior planning and review of student data with the SEL/Behavior Coach. Assign an adjunct duty to a staff member to increase family partnerships through incentives, home to school communications, and meetings to target families with low-income, ELL, or IEP status. Sustain additional Instructional Assistant to work with students needing Tier 2 SEL support Implement Moozoom SEL program to support the SEL Teaching Block Provide parents with a on-site workshop hours with our Media Techs and ERC where they can get support with Aeries, translations devices, and family community resources. Elementary Resource Counselor Supplies to support students with mental health and wellness either individually or in a small group. ERC also supports admin and staff, and PBIS coach with implementation of PBIS and monthly character building themes/activities for all students.	YEAR 2: LCFF Base LCFF Supplemental Title I Lottery	YEAR 2: 10,006 0. 54,000 2812.00	YEAR 2: Students in need of more intensive Math and ELA support Underserved student populations - students with IEP's, AA/B students, EL students, students from low income HH. Students in need of more intensive social emotional support All Underserved student populations - students with IEP's, AA/B students, EL students, students from low income HH. All students At risk students Students in need of counseling - mental health and wellness support.	YEAR 2: MTSS Team, Leadership, PLC Coach, Principal, ERC, SSC, T3 Teacher, T2 Intervention Team

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
Leverage the ERC and School Climate Support aide to provide social skill building activities during lunch Hold separate ELAC (English Learner Advisory Committee) meetings from SSC (School Site Council) to give a stronger, more focused voice to our English Learner (EL) families and ensure their unique needs are fully addressed.			All students All students At-promise students	
YEAR 3: Maintain the Tier 3 Intervention program with a T3 teacher to provide daily, structured, research-based reading intervention to students in need of intensive support in phonemic awareness, phonics, decoding, and fluency. Maintain a structured literacy approach PK-6 using research-based programs. Focus on phonemic awareness, phonics, decoding, fluency, and basic comprehension strategies. Extra Duty Hours/substitute days for teachers to review discipline procedures and practices and revise to integrate SEL and reduce disparity for underserved student Populations. Teachers will meet 2 times a year for behavior planning and review of student data with the SEL/Behavior Coach. Assign an adjunct duty to a staff member to increase family partnerships through incentives, home to school communications, and meetings to target families with low-income, ELL, or IEP status. Sustain additional Instructional Assistant to work with students needing Tier 2 SEL support Continue Moozoom SEL program to support the SEL Teaching Block Provide parents with a on-site workshop hours with our Media Techs and ERC where they can get support with Aeries, translations devices, and family community resources. Elementary Resource Counselor Supplies to support students with mental health and wellness either individually or in a small group. ERC also supports admin and staff, and PBIS coach with implementation of PBIS and monthly character building themes/activities for all students. Leverage the ERC and School Climate Support aide to provide social skill building activities during lunch Hold separate ELAC (English Learner Advisory Committee) meetings from SSC (School Site Council) to give a stronger, more focused voice to our English				

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
Learner (EL) families and ensure their unique needs are fully addressed.				
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	Maintain the Tier 3 Intervention Program with a T3 teacher- Equity Impact: Provides intensive, daily reading support to students with the most significant skill gaps. Ensures students who need the most help receive targeted, research-based instruction, narrowing achievement gaps. Implement a structured literacy approach in PK–6- Equity Impact: Offers all students consistent, high-quality reading instruction. Supports early intervention, especially for students at risk due to learning differences, language barriers, or limited access to early literacy experiences. Extra duty hours/substitute days for teachers to revise discipline procedures and integrate SEL- Equity Impact: Reduces disparities in discipline by helping staff use restorative, SEL-based strategies instead of punitive practices that disproportionately affect underserved students. Promotes inclusion and fair treatment. Biannual behavior planning and data review with the SEL/Behavior Coach- Equity Impact: Ensures staff proactively respond to behavior trends and student needs, leading to earlier interventions and reduced exclusionary practices. Data-driven planning fosters individualized support. Assign adjunct duty to a staff member to build family partnerships- Equity Impact: Targets support for families of low-income, English Learners, and students with IEPs—groups who may face systemic barriers to engagement. Strengthens home-school connection and advocacy. Sustain an additional Instructional Assistant for Tier 2 SEL support- Equity Impact: Increases adult capacity to respond to students with moderate SEL needs, reducing the risk of escalation and supporting inclusion in general education. Implement Moozoom SEL program - Equity Impact: Ensures all students receive structured, age-appropriate SEL instruction. Normalizes emotional regulation and communication skills across the student population, supporting long-term success for those with trauma or SEL gaps. Parent workshops with Media Techs and ERC - Equity Impact: Supports digital literacy and access for families who may lack resources or language support. Reduces barriers to engagement in student learning and school systems like Aeries. ERC supplies for mental health and wellness support -			

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
	Equity Impact: Provides critical materials for students who need individualized emotional support. Helps prevent inequities in mental health care access by bringing services directly to students at school. ERC and School Climate Support Aide for PBIS and lunchtime social skills - Equity Impact: Ensures all students benefit from a positive school climate and explicit instruction in social interaction, especially those who may struggle with peer relationships or behavioral expectations. ELAC will be held separately from the SSC - Equity Impact: Creates a dedicated space for English Learner families to voice their needs and advocate for their children. Ensures their input directly informs decisions about language services, academic support, and family engagement. Helps address resource inequities by elevating EL-specific priorities that may otherwise be overlooked in broader schoolwide planning.			
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1: Tier 2 Practices, Trauma Induced Training, Family Engagement Training, IXL Training, Math Fluency, Reading Comprehension and Vocabulary Training Year 2: Implement phonics and morpheme training. Continue training in Tier 2 Practices, Trauma Induced Training, Family Engagement Training, Math Fluency, Reading Comprehension and Vocabulary Training, Mindset Training for Students and Staff Year3: Added Training in Trauma Induced Learning, Culturally Relevant Teaching, Empowering Students			

Priority Focus Area (Goal) 4:

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Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.		Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1:		YEAR 1:	YEAR 1:	YEAR 1:	YEAR 1:
YEAR 2:		YEAR 2:	YEAR 2:	YEAR 2:	YEAR 2:
YEAR 3:					
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?					
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1: Year 2: Year3:				

LCAP ITEM (High School & Middle Schools Only):

How will the school use direct support funding from the LCAP for the following:

- Impacted and interventions sections?
 - High School - 1 FTE (6 sections)
 - Middle School/K-8 - 0.4 FTE (2 sections)
- High School Graduation Support – specifically in Science and Math?
- Site Funding to support intervention programs before, during, and after school? (i.e., unduplicated students, students eligible for free and reduced-priced meals, and foster youth)

LCAP ITEM (Elementary Schools Only):

How will the school use direct support funding from the LCAP for the following:

- Instructional Aide allocations?
- Site Funding to support intervention programs before, during, and after school? (i.e., unduplicated students, students eligible for free and reduced-priced meals, and foster youth)

Instructional aides will support differentiated instruction during WIN (What I Need) time by providing Tier 3 (T3) math intervention. They will also assist with small group instruction in both Math and ELA. This targeted support promotes equity in learning by ensuring all students receive instruction aligned with their academic needs. Aides will be strategically assigned to classrooms based on levels of student need, increasing the adult-to-student ratio where it is most impactful. This approach fosters personalized attention, boosts student engagement, and helps close achievement gaps.

To further strengthen academic support, site funds will be used to sustain both during- and after-school intervention programs. A designated T3 aide will support the Intervention Teacher, who will provide intensive instruction focused on foundational skills for students performing below grade level. Additionally, funds will be allocated to hire an Instructional Aide to support designated ELD time for English Learners. After-school intervention in Math and ELA will be offered to unduplicated students, including foster youth (FY), English learners (EL), and socioeconomically disadvantaged (SED) students.

Our PE Instructional Aide and specialist will integrate social-emotional learning (SEL) into structured play using Second Step, Kelso's Choices, and PBIS lessons during PE and recess.

An Administrative Teacher on Special Assignment (TOSA) will oversee intervention programs, 504 plans, and SEL/behavior support systems. This role ensures a comprehensive and coordinated approach to addressing the academic and social-emotional needs of all students, promoting equitable outcomes across the school.

ATSI Identified Schools

ATSI Annual Review (2024-2025)

Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/actions to achieve each goal.

Which strategies were implemented as planned? Which were not, and why?

N/A

Which strategies were most effective? Least effective?

N/A

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

N/A

Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/actions, expenditures)

N/A

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	\$316,710.00
Total Federal Funds Provided to the School from the LEA for CSI	\$313,041.11

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	\$162,000.00

Subtotal of additional federal funds included for this school: \$162,000.00

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 Base	\$98,306.00
LCFF Supplemental	\$50,780.00
Lottery	\$5,624.00

Subtotal of state or local funds included for this school: \$154,710.00

Total of federal, state, and/or local funds for this school: \$316,710.00

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
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Expenditures by Funding Source

Funding Source	Amount
LCFF Base	98,306.00
LCFF Supplemental	50,780.00
Lottery	5,624.00
Title I	162,000.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Base	98,306.00
	LCFF Supplemental	50,780.00
	Lottery	5,624.00
	Title I	162,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	126,000.00
Goal 2	123,892.00
Goal 3	66,818.00

ATSI Goal

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Advisory Committee
	Special Education Advisory Committee
	Advanced Learning and Differentiation Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 9.29.25.

Attested:

Principal, Vicki Wong on 9.29.25
SSC Chairperson, Lindsey Etheridge on 9.29.25

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 6 Parent or Community Members

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level University Park 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	0.81%	0	0	4
African American	5.45%	3.43%	4.04%	27	17	20
Asian	31.92%	35.08%	35.35%	158	174	175
Filipino	1.21%	1.61%	1.62%	6	8	8
Hispanic/Latino	18.38%	20.77%	20.61%	91	103	102
Pacific Islander	%	0.2%	0.40%	0	1	2
White	31.72%	27.22%	27.68%	157	135	137
Multiple/No Response	9.90%	10.89%	9.49%	49	54	47
Total Enrollment				495	496	495

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	77	83	61
Grade 1	58	61	65
Grade 2	62	55	57
Grade3	73	66	58
Grade 4	67	74	73
Grade 5	81	64	81
Grade 6	77	93	71
Total Enrollment	495	496	495

Conclusions based on this data:

1. **Stable Overall Enrollment with Shifting Grade-Level Trends**
While total enrollment has remained consistent over the past three years (495 in 2021–22, 496 in 2022–23, and 495 in 2023–24), there are notable shifts in enrollment across grade levels. For example, Kindergarten enrollment dropped significantly from 83 students in 2022–23 to 61 students in 2023–24. Similarly, Grade 3 saw a decline over time from 73 students in 2021–22 to 58 students in 2023–24. These fluctuations may impact class configurations, staffing needs, and targeted supports.

2. **Increasing Diversity, Particularly Among Asian and Hispanic/Latino Students**
The percentage of Asian students has steadily increased from 31.92% in 2021–22 to 35.35% in 2023–24. Hispanic/Latino student enrollment also grew, rising from 18.38% to over 20% during the same period. These shifts highlight the importance of culturally responsive instruction, language support services, and inclusive school practices to meet the evolving needs of a more diverse student population.
3. **Decrease in White Student Enrollment with a Consistent Total Population**
White student enrollment has declined both in number and percentage—from 31.72% (157 students) in 2021–22 to 27.68% (137 students) in 2023–24—while the total student population remained unchanged. This trend may reflect broader demographic shifts in the community and underscores the need for ongoing monitoring to ensure all groups are equitably represented and supported.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	139	122	133	25.2%	28.1%	26.9%
Fluent English Proficient (FEP)	70	98	80	16.3%	14.1%	16.2%
Reclassified Fluent English Proficient (RFEP)	32	56		44.7%	18.70%	

Conclusions based on this data:

- English Learner Enrollment Remains High and Relatively Stable**
English Learners consistently make up more than a quarter of the student body, with 25.2% in 2021–22, rising to 28.1% in 2022–23, and slightly decreasing to 26.9% in 2023–24. This indicates a sustained need for robust English Language Development (ELD) programs and support structures, including instructional aides, designated ELD time, and professional development for teachers in language acquisition strategies.
- Increase in Reclassification Reflects Effective Language Support**
The percentage of students reclassified as Fluent English Proficient (RFEP) rose significantly from 18.7% to 44.7% between 2022–23 and 2023–24. This dramatic increase suggests that current instructional supports and interventions are effectively helping students gain language proficiency, allowing them to transition successfully out of EL status.
- Fluctuation in Fluent English Proficient (FEP) Students May Indicate Changing Enrollment Patterns or Needs**
The percentage of students identified as FEP dipped in 2022–23 (14.1%) but rebounded to 16.2% in 2023–24. These fluctuations might reflect changes in how families are enrolling or reporting language status, or the impact of students reclassifying from EL to RFEP. It emphasizes the need for consistent monitoring and differentiated supports for both current and former EL students to ensure continued academic success.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	74	74	59	67	66	54	67	66	54	90.5	89.2	91.5
Grade 4	70	85	71	61	71	60	61	71	60	87.1	83.5	84.5
Grade 5	81	68	85	76	60	79	76	60	79	93.8	88.2	92.9
Grade 6	79	96	73	74	89	64	74	89	64	93.7	92.7	87.7
All Grades	304	323	288	278	286	257	278	286	257	91.4	88.5	89.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2446.	2433.	2440.	34.33	30.30	35.19	25.37	18.18	16.67	19.40	22.73	22.22	20.90	28.79	25.93
Grade 4	2481.	2481.	2478.	34.43	36.62	36.67	24.59	11.27	18.33	14.75	23.94	15.00	26.23	28.17	30.00
Grade 5	2536.	2542.	2533.	38.16	40.00	36.71	27.63	18.33	22.78	13.16	20.00	18.99	21.05	21.67	21.52
Grade 6	2562.	2592.	2568.	32.43	40.45	40.63	32.43	38.20	21.88	17.57	11.24	17.19	17.57	10.11	20.31
All Grades	N/A	N/A	N/A	34.89	37.06	37.35	27.70	22.73	20.23	16.19	18.88	18.29	21.22	21.33	24.12

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	31.34	25.76	29.63	53.73	59.09	51.85	14.93	15.15	18.52
Grade 4	27.87	25.35	30.00	60.66	60.56	51.67	11.48	14.08	18.33
Grade 5	28.95	28.33	32.91	60.53	58.33	50.63	10.53	13.33	16.46
Grade 6	37.84	41.57	34.38	47.30	48.31	43.75	14.86	10.11	21.88
All Grades	31.65	31.12	31.91	55.40	55.94	49.42	12.95	12.94	18.68

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	22.39	25.76	16.67	58.21	43.94	57.41	19.40	30.30	25.93
Grade 4	14.75	18.31	20.00	60.66	54.93	46.67	24.59	26.76	33.33
Grade 5	28.95	38.33	27.85	56.58	45.00	49.37	14.47	16.67	22.78
Grade 6	27.03	38.20	40.63	51.35	48.31	39.06	21.62	13.48	20.31
All Grades	23.74	30.42	26.85	56.47	48.25	47.86	19.78	21.33	25.29

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	16.42	19.70	24.07	76.12	65.15	70.37	7.46	15.15	5.56
Grade 4	26.23	19.72	18.33	62.30	69.01	66.67	11.48	11.27	15.00
Grade 5	21.05	26.67	17.72	72.37	70.00	70.89	6.58	3.33	11.39
Grade 6	27.03	16.85	28.13	59.46	80.90	59.38	13.51	2.25	12.50
All Grades	22.66	20.28	21.79	67.63	72.03	66.93	9.71	7.69	11.28

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	17.91	15.15	24.07	68.66	74.24	50.00	13.43	10.61	25.93
Grade 4	24.59	18.31	20.00	59.02	66.20	66.67	16.39	15.49	13.33
Grade 5	30.26	33.33	26.58	52.63	53.33	65.82	17.11	13.33	7.59
Grade 6	28.38	31.46	28.13	59.46	64.04	64.06	12.16	4.49	7.81
All Grades	25.54	24.83	24.90	59.71	64.69	62.26	14.75	10.49	12.84

Conclusions based on this data:

- Overall Achievement Has Remained Relatively Stable, but a Significant Portion of Students Are Not Meeting Standards
Across all tested grades (3–6), approximately 37% of students met or exceeded standards in 2023–24—similar to prior years (37.06% in 2022–23 and 34.89% in 2021–22). However, roughly 24% of students did not meet the

standard, indicating persistent gaps in achievement. This trend suggests the need for continued targeted support, particularly for students performing below grade level.

2. **Writing and Reading Are Areas of Concern, Particularly in Lower Grades**
Performance in writing dropped in 2023–24, especially in Grade 3, where only 16.67% were above standard, and 25.93% were below. Additionally, reading scores dipped, with nearly 19% of students performing below standard overall. These patterns highlight the importance of reinforcing foundational literacy skills and offering differentiated instructional strategies in the primary grades to prevent long-term academic struggles.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	74	74	59	74	73	58	74	73	57	100.0	98.6	98.3
Grade 4	70	85	71	69	83	69	69	83	69	98.6	97.6	97.2
Grade 5	81	68	85	78	65	84	78	65	84	96.3	95.6	98.8
Grade 6	79	96	73	76	96	68	76	96	68	96.2	100.0	93.2
All Grades	304	323	288	297	317	279	297	317	278	97.7	98.1	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2449.	2465.	2454.	28.38	35.62	28.07	31.08	26.03	31.58	21.62	20.55	17.54	18.92	17.81	22.81
Grade 4	2498.	2492.	2495.	23.19	28.92	28.99	43.48	27.71	27.54	17.39	21.69	30.43	15.94	21.69	13.04
Grade 5	2519.	2528.	2529.	37.18	32.31	34.52	12.82	15.38	20.24	24.36	27.69	20.24	25.64	24.62	25.00
Grade 6	2566.	2585.	2556.	39.47	44.79	27.94	23.68	20.83	25.00	17.11	19.79	30.88	19.74	14.58	16.18
All Grades	N/A	N/A	N/A	32.32	35.96	30.22	27.27	22.71	25.54	20.20	22.08	24.82	20.20	19.24	19.42

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	28.38	30.14	24.56	52.70	52.05	56.14	18.92	17.81	19.30
Grade 4	24.64	24.10	20.29	55.07	53.01	60.87	20.29	22.89	18.84
Grade 5	26.92	26.15	26.19	50.00	52.31	53.57	23.08	21.54	20.24
Grade 6	23.68	34.38	20.59	56.58	47.92	52.94	19.74	17.71	26.47
All Grades	25.93	29.02	23.02	53.54	51.10	55.76	20.54	19.87	21.22

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	31.08	32.88	33.33	52.70	49.32	50.88	16.22	17.81	15.79
Grade 4	33.33	25.30	27.54	50.72	57.83	55.07	15.94	16.87	17.39
Grade 5	20.51	21.54	20.24	65.38	60.00	58.33	14.10	18.46	21.43
Grade 6	31.58	38.54	19.12	56.58	51.04	60.29	11.84	10.42	20.59
All Grades	28.96	30.28	24.46	56.57	54.26	56.47	14.48	15.46	19.06

Conclusions based on this data:

- Overall Math Achievement Declined Slightly in 2023–24 Compared to the Previous Year
Across all tested grade levels (3–6), the percentage of students meeting or exceeding the standard in mathematics decreased from 58.67% in 2022–23 to 55.76% in 2023–24. Specifically:

Grade 3 saw a drop in students exceeding the standard from 35.62% to 28.07%.

Grade 6 had a notable decline in the “Standard Exceeded” category, from 44.79% in 2022–23 to 27.94% in 2023–24. This suggests a need to investigate instructional practices and curriculum pacing, particularly in the upper elementary grades.
- Grade-Level Performance Trends Suggest Areas for Targeted Support
Performance varied by grade, with certain grade levels showing greater regression:

Grade 6 dropped significantly in both overall achievement and problem-solving, with the percentage of students meeting or exceeding standards falling from 65.62% in 2022–23 to 52.94% in 2023–24 in Problem Solving.

Grade 5 maintained relatively consistent scores year over year and outperformed other grades in exceeding standards in 2023–24. These trends suggest the need for strengthened vertical alignment, especially in the transition from Grade 5 to Grade 6.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1441.2	1455.4	1439.4	1446.6	1446.0	1435.7	1428.3	1476.9	1448.0	26	30	31
1	1446.9	1443.0	1418.9	1437.1	1446.4	1417.2	1456.1	1439.1	1420.3	14	20	16
2	1476.7	1482.9	1482.8	1469.4	1476.3	1486.5	1483.5	1488.9	1478.5	19	15	13
3	1460.8	1478.9	1465.3	1458.9	1482.4	1483.5	1462.3	1474.8	1446.6	14	20	12
4	1502.3	1519.0	1499.0	1513.7	1530.6	1505.3	1490.4	1507.0	1492.2	19	26	26
5	1528.5	1514.3	1516.0	1534.4	1516.1	1519.5	1522.1	1511.9	1512.0	14	15	24
6	1543.2	1540.0	1509.4	1556.3	1532.9	1503.1	1529.7	1546.6	1515.1	21	19	18
All Grades										127	145	140

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	26.92	46.67	38.71	34.62	26.67	22.58	30.77	16.67	16.13	7.69	10.00	22.58	26	30	31
1	21.43	10.00	6.25	35.71	35.00	25.00	14.29	35.00	25.00	28.57	20.00	43.75	14	20	16
2	21.05	33.33	23.08	36.84	33.33	38.46	15.79	20.00	23.08	26.32	13.33	15.38	19	15	13
3	0.00	5.00	8.33	35.71	45.00	8.33	21.43	30.00	58.33	42.86	20.00	25.00	14	20	12
4	15.79	19.23	19.23	31.58	46.15	38.46	31.58	15.38	19.23	21.05	19.23	23.08	19	26	26
5	35.71	33.33	37.50	21.43	26.67	25.00	28.57	6.67	8.33	14.29	33.33	29.17	14	15	24
6	38.10	42.11	22.22	28.57	21.05	16.67	23.81	26.32	16.67	9.52	10.53	44.44	21	19	18
All Grades	23.62	27.59	25.00	32.28	33.79	25.71	24.41	21.38	20.71	19.69	17.24	28.57	127	145	140

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	23.08	43.33	41.94	42.31	30.00	12.90	23.08	13.33	22.58	11.54	13.33	22.58	26	30	31
1	21.43	25.00	18.75	35.71	25.00	18.75	14.29	35.00	25.00	28.57	15.00	37.50	14	20	16
2	42.11	46.67	38.46	15.79	20.00	23.08	15.79	20.00	23.08	26.32	13.33	15.38	19	15	13
3	7.14	40.00	16.67	50.00	30.00	41.67	7.14	15.00	33.33	35.71	15.00	8.33	14	20	12
4	42.11	57.69	53.85	26.32	15.38	23.08	21.05	11.54	3.85	10.53	15.38	19.23	19	26	26
5	50.00	40.00	50.00	28.57	20.00	20.83	7.14	13.33	8.33	14.29	26.67	20.83	14	15	24
6	57.14	57.89	27.78	28.57	21.05	16.67	9.52	5.26	22.22	4.76	15.79	33.33	21	19	18
All Grades	35.43	44.83	38.57	32.28	23.45	20.71	14.96	15.86	17.86	17.32	15.86	22.86	127	145	140

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.69	26.67	29.03	42.31	36.67	25.81	46.15	23.33	29.03	3.85	13.33	16.13	26	30	31
1	28.57	0.00	6.25	28.57	35.00	6.25	14.29	50.00	37.50	28.57	15.00	50.00	14	20	16
2	21.05	20.00	23.08	42.11	40.00	30.77	10.53	20.00	30.77	26.32	20.00	15.38	19	15	13
3	0.00	0.00	0.00	14.29	10.00	8.33	28.57	55.00	25.00	57.14	35.00	66.67	14	20	12
4	0.00	0.00	0.00	26.32	34.62	38.46	36.84	34.62	23.08	36.84	30.77	38.46	19	26	26
5	14.29	0.00	12.50	14.29	40.00	16.67	50.00	20.00	37.50	21.43	40.00	33.33	14	15	24
6	4.76	26.32	5.56	23.81	10.53	22.22	38.10	42.11	27.78	33.33	21.05	44.44	21	19	18
All Grades	10.24	11.03	12.14	29.13	29.66	22.86	33.07	35.17	30.00	27.56	24.14	35.00	127	145	140

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	26.92	33.33	38.71	69.23	53.33	35.48	3.85	13.33	25.81	26	30	31
1	35.71	25.00	18.75	50.00	65.00	56.25	14.29	10.00	25.00	14	20	16
2	36.84	53.33	23.08	26.32	33.33	69.23	36.84	13.33	7.69	19	15	13
3	14.29	20.00	16.67	50.00	65.00	58.33	35.71	15.00	25.00	14	20	12
4	52.63	46.15	46.15	42.11	42.31	34.62	5.26	11.54	19.23	19	26	26
5	21.43	40.00	25.00	64.29	33.33	54.17	14.29	26.67	20.83	14	15	24
6	33.33	26.32	16.67	52.38	63.16	50.00	14.29	10.53	33.33	21	19	18
All Grades	32.28	34.48	29.29	51.18	51.72	47.86	16.54	13.79	22.86	127	145	140

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	30.77	43.33	45.16	57.69	36.67	29.03	11.54	20.00	25.81	26	30	31
1	14.29	20.00	6.25	57.14	55.00	37.50	28.57	25.00	56.25	14	20	16
2	52.63	46.67	38.46	21.05	40.00	46.15	26.32	13.33	15.38	19	15	13
3	28.57	45.00	58.33	28.57	45.00	25.00	42.86	10.00	16.67	14	20	12
4	36.84	57.69	57.69	42.11	23.08	19.23	21.05	19.23	23.08	19	26	26
5	71.43	46.67	66.67	14.29	20.00	8.33	14.29	33.33	25.00	14	15	24
6	71.43	68.42	38.89	23.81	15.79	33.33	4.76	15.79	27.78	21	19	18
All Grades	44.09	46.90	46.43	36.22	33.79	26.43	19.69	19.31	27.14	127	145	140

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	11.54	30.00	32.26	84.62	60.00	48.39	3.85	10.00	19.35	26	30	31
1	28.57	15.00	6.25	35.71	55.00	37.50	35.71	30.00	56.25	14	20	16
2	15.79	20.00	0.00	57.89	60.00	84.62	26.32	20.00	15.38	19	15	13
3	0.00	0.00	0.00	21.43	45.00	16.67	78.57	55.00	83.33	14	20	12
4	5.26	0.00	0.00	57.89	69.23	53.85	36.84	30.77	46.15	19	26	26
5	14.29	13.33	16.67	71.43	46.67	41.67	14.29	40.00	41.67	14	15	24
6	23.81	21.05	16.67	38.10	36.84	16.67	38.10	42.11	66.67	21	19	18
All Grades	14.17	14.48	12.86	55.12	54.48	43.57	30.71	31.03	43.57	127	145	140

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	44.00	60.00	38.71	52.00	20.00	45.16	4.00	20.00	16.13	25	30	31
1	14.29	0.00	6.25	64.29	89.47	43.75	21.43	10.53	50.00	14	19	16
2	26.32	33.33	30.77	47.37	53.33	61.54	26.32	13.33	7.69	19	15	13
3	7.14	0.00	0.00	71.43	75.00	50.00	21.43	25.00	50.00	14	20	12
4	5.26	15.38	0.00	57.89	61.54	69.23	36.84	23.08	30.77	19	26	26
5	14.29	13.33	8.33	64.29	60.00	58.33	21.43	26.67	33.33	14	15	24
6	4.76	26.32	16.67	90.48	63.16	66.67	4.76	10.53	16.67	21	19	18
All Grades	18.25	23.61	15.71	63.49	57.64	56.43	18.25	18.75	27.86	126	144	140

Conclusions based on this data:

1. The ELPAC results from 2021–2024 reveal several notable trends in English language development across grade levels. Overall, student performance has remained relatively consistent, with some fluctuations across the three

years. While there are promising gains in some areas, especially in Kindergarten and Grades 4 and 5, the data also highlights persistent challenges in other grades, particularly in the lower grades for written language and in Grades 3 and 6 across multiple domains.

2. Key strengths include:
Oral Language Proficiency: There is a consistently higher percentage of students achieving Level 3 or 4 in Oral Language across most grades, with Grades 4 and 5 showing strong growth in well-developed oral skills.
Listening and Speaking Domains: These areas show stable or improving results, with a strong percentage of students performing at the "Well Developed" level, especially in Grades K, 4, and 5.
3. Areas for growth include:
Written Language: This domain consistently shows the highest percentages of students in the lower performance levels (Level 1 and 2), especially in early elementary grades.
Reading Domain: Performance in reading remains a concern, particularly in Grades 1–4, with a significant percentage of students at the "Beginning" level.
Grade 3 Performance: Across multiple years and domains, Grade 3 students tend to struggle the most, particularly in written and reading domains, indicating a critical transition point where targeted support is needed.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
495	33.9%	26.9%	0.0%
Total Number of Students enrolled in University Park 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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	133	26.9%
Foster Youth	0	0.0%
Homeless	2	0.4%
Socioeconomically Disadvantaged	168	33.9%
Students with Disabilities	62	12.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	4%
American Indian	4	0.8%
Asian	175	35.4%
Filipino	8	1.6%
Hispanic	102	20.6%
Two or More Races	47	9.5%
Pacific Islander	2	0.4%
White	137	27.7%

Conclusions based on this data:

- The student body is diverse, with a majority of students identifying as Asian (35.4%), followed by White (27.7%) and Hispanic (20.6%).

Other racial/ethnic groups are represented in smaller numbers, including African American (4%), Two or More Races (9.5%), and very small percentages of Filipino (1.6%), American Indian (0.8%), and Pacific Islander (0.4%) students.

2. Over one in four students are English Learners, indicating a significant need for strong English Language Development (ELD) instruction and supports.
About one-third of students are from socioeconomically disadvantaged backgrounds, which may require additional resources, supports, and differentiated instruction.
This suggests the need for inclusive practices, targeted interventions, and strong collaboration with support staff and families.

School and Student Performance Data

Overall Performance

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2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. English Language Arts (ELA): Green
- Green indicates high performance in English Language Arts. This suggests that students at the school are performing well in reading, writing, and other aspects of ELA. This could be a result of strong literacy instruction, effective interventions, and student engagement in these subjects.

2. **Mathematics: Green**
Green also signifies high performance in mathematics, showing that students are excelling in math. This could reflect strong math curriculum implementation, effective teaching strategies, and positive student outcomes.
3. **Chronic Absenteeism: Yellow**
Yellow indicates medium performance with chronic absenteeism. While this is not the lowest rating, it suggests that absenteeism is a concern and may need attention. Implementing strategies to improve student attendance, such as outreach to families and interventions for at-risk students, could improve this area.

School and Student Performance Data

Academic Performance English Language Arts

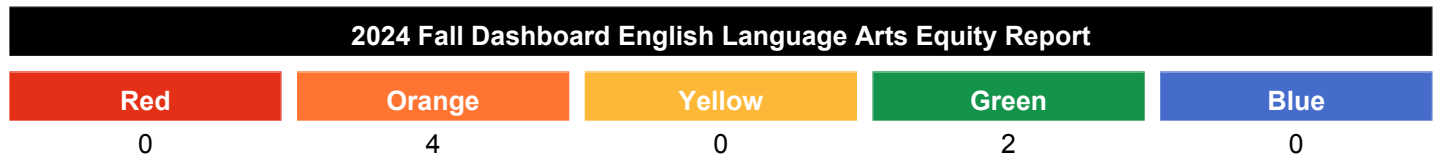
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 22.9 points above standard Declined 14.3 points 249 Students	English Learners  Orange 10.6 points below standard Declined 34.1 points 90 Students	Long-Term English Learners  No Performance Color Less than 11 Students 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 4 Students	Socioeconomically Disadvantaged  Orange 12.2 points below standard Declined 15.6 points 90 Students

Students with Disabilities  Orange 51.4 points below standard Declined 17.2 points 35 Students	African American  No Performance Color Less than 11 Students 10 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Green 40.6 points above standard Declined 20.3 points 84 Students	Filipino  No Performance Color Less than 11 Students 2 Students	Hispanic  Orange 30.0 points below standard Declined 4.4 points 51 Students
Two or More Races  No Performance Color 82.1 points above standard Increased 4.8 points 24 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Green 14.9 points above standard Declined 28.9 points 78 Students

Conclusions based on this data:

1. All Students: The overall student performance is green, with students scoring 22.9 points above the standard in English Language Arts (ELA). However, performance has declined by 14.3 points from previous assessments. While the school is still performing above the standard, this decline suggests a need for continued focus on maintaining and improving performance across the entire student body.
2. Hispanic Students: Performance in this group has declined by 4.4 points, with scores now 30.0 points below the standard. While the decline is less severe than some other groups, it still underscores the need for tailored instructional strategies to better support Hispanic students.
3. Asian Students: This group is performing well, with scores 40.6 points above the standard, though there has been a decline of 20.3 points. Despite the decline, the performance is still very strong, indicating the importance of maintaining high standards and addressing any factors that led to the decline.

School and Student Performance Data

Academic Performance Mathematics

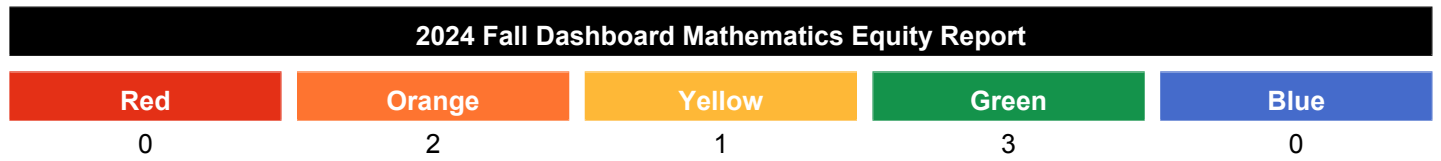
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 12.5 points above standard Declined 14.0 points 260 Students	English Learners  Green 11.3 points above standard Declined 27.3 points 102 Students	Long-Term English Learners  No Performance Color Less than 11 Students 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 4 Students	Socioeconomically Disadvantaged  Yellow 24.5 points below standard Declined 20.3 points 92 Students

Students with Disabilities  Orange 68.7 points below standard Declined 11.5 points 35 Students	African American  No Performance Color Less than 11 Students 10 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Green 48.7 points above standard Declined 21.0 points 94 Students	Filipino  No Performance Color Less than 11 Students 2 Students	Hispanic  Orange 49.1 points below standard Declined 13.3 points 52 Students
Two or More Races  No Performance Color 52.2 points above standard Declined 8.9 points 24 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Green 1.1 points above standard Declined 16.1 points 78 Students

Conclusions based on this data:

- Overall Student Performance is Meeting Standards but Declining:
The All Students group scored Green, with an average of 12.5 points above standard. However, their performance declined by 14.0 points, suggesting that while students are still meeting grade-level standards overall, progress is slipping and should be closely monitored.
- Socioeconomically Disadvantaged and Students with Disabilities are Underperforming:
Students in the Socioeconomically Disadvantaged group scored Yellow, with 24.5 points below standard, and the Students with Disabilities group scored Orange, with 68.7 points below standard. Both groups experienced declines and are significantly underperforming, indicating a need for targeted interventions and support.
- Performance Among Racial/Ethnic Groups Varies Widely, with Notable Strengths and Concerns:
Asian students scored the highest, with 48.7 points above standard (Green), despite a decline of 21.0 points. In contrast, Hispanic students scored 49.1 points below standard (Orange) and declined by 13.3 points. These disparities highlight the importance of culturally responsive practices and differentiated supports to address achievement gaps.

School and Student Performance Data

Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 No Performance Color
58.1% making progress.	making progress.
Number Students: 74 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.

2024 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
17.6%	24.3%	4.1%	54.1%

Conclusions based on this data:

1. A majority of English Learners are showing progress, but growth remains in the "Yellow" range: With 58.1% of English Learners making progress on the English Language Progress Indicator (ELPI), the school is in the Yellow performance level, indicating moderate progress. While more than half of students are improving, there is still a significant portion—41.9%—who are either stagnating or regressing, highlighting the need for more targeted language support and differentiated instruction.
2. Only 54.1% progressed at least one ELPI level, while 24.3% maintained lower proficiency levels and 17.6% decreased by one level.

School and Student Performance Data

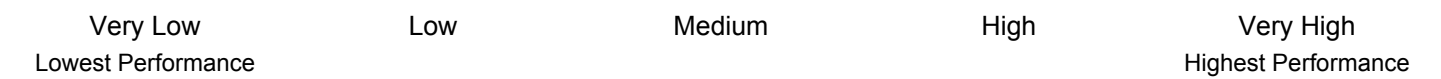
Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 16.9% Chronically Absent Declined 1 533 Students	English Learners  Yellow 12.9% Chronically Absent Declined 3.7 155 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Socioeconomically Disadvantaged  Red 28.1% Chronically Absent Increased 1.5 199 Students

Students with Disabilities  Red 28.9% Chronically Absent Increased 3.6 76 Students	African American  No Performance Color 38.1% Chronically Absent Declined 6.3 21 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
Asian  Green 9.4% Chronically Absent Declined 1.6 192 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Hispanic  Orange 28.4% Chronically Absent Declined 4 109 Students
Two or More Races  Red 21.3% Chronically Absent Increased 7.7 47 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Yellow 13.3% Chronically Absent Declined 1.6 150 Students

Conclusions based on this data:

- English Learners and Asian students are performing better than average in attendance. English Learners have a chronic absenteeism rate of 12.9% (Yellow), lower than the overall school average, while Asian students are in the Green category with only 9.4% chronically absent, showing consistent attendance behavior. These trends may reflect stronger home-school engagement or more effective targeted supports for these groups.
- Although several groups showed declines in absenteeism, some still remain in high-risk zones. Despite Hispanic students declining by 4 percentage points, their chronic absenteeism rate remains high at 28.4% (Orange). Similarly, African American students declined by 6.3 points but still face a 38.1% chronic absenteeism rate. These declines show some progress, but the overall rates indicate the need for sustained, culturally responsive interventions.

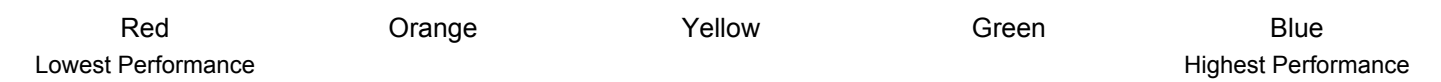
School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 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 information about students completing high school, which includes students who receive a standard high school diploma.

2024 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

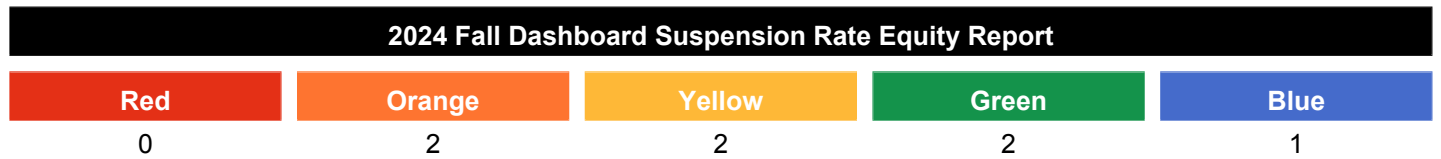
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 1.3% suspended at least one day Increased 0.4% 546 Students	English Learners  Orange 1.9% suspended at least one day Increased 1.3% 160 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Socioeconomically Disadvantaged  Yellow 1.5% suspended at least one day Maintained 0.2% 206 Students

Students with Disabilities  Yellow 3.9% suspended at least one day Declined 0.3% 76 Students	African American  No Performance Color 4.5% suspended at least one day Increased 4.5% 22 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
Asian  Green 0.5% suspended at least one day Increased 0.5% 197 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Hispanic  Green 0.9% suspended at least one day Declined 0.8% 110 Students
Two or More Races  Blue 0% suspended at least one day Declined 1.6% 50 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Orange 2% suspended at least one day Increased 0.7% 153 Students

Conclusions based on this data:

1. Suspension rates remain low overall, but disparities persist across student groups.
2. Positive trends are emerging for several student groups.
Students identified as Two or More Races had zero suspensions (Blue) and improved from the prior year with a decline of 1.6%. Similarly, Hispanic students are in the Green category with only 0.9% suspended, and their rate declined by 0.8%, showing progress in behavior supports and alternative discipline strategies.
3. Several student groups experienced increased suspension rates, indicating a need for strengthened behavior interventions and restorative practices.

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Advisory Committee
	Special Education Advisory Committee
	Advanced Learning and Differentiation Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5.22.25.

Attested:

	Principal, Vicki Wong on 5.22.25
	SSC Chairperson, Tiffany Chang on 5.22.25

Recommendations and Assurances

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

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

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

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

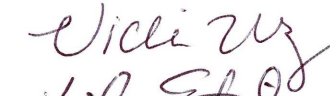
Signature	Committee or Advisory Group Name
	English Advisory Committee
	Special Education Advisory Committee
	Advanced Learning and Differentiation Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 9.29.25.

Attested:

	Principal, Vicki Wong on 9.29.25
	SSC Chairperson, Lindsey Etheridge on 9.29.25