School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Leona Cox Community School	19-65045	April 21, 2025	June 11, 2025

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

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

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

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

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

Schoolwide Program

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

Table of Contents

Plan Description

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

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

> Schoolwide Program

The School Plan for Student Achievement (SPSA) is a site plan that describes the actions and strategies based on analysis of quantifiable and qualitative data. This plan will serve to improve student academic outcomes, student engagement, school climate, and the involvement of parents and the school community. The SPSA is aligned with the District Local Control Accountability Plan (LCAP) and measurable student outcomes are in support of the LCAP goals, metrics and targets for improvement. The SPSA is a plan that is developed in collaboration with input from Educational Partners and finalized and approved for submission to the Board of Trusties by the School Site Council.

Educational Partner Involvement

How, when, and with whom did Leona Cox Community School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

March 2025: Input from parents, students, and staff through LCAP surveys.
March 24, 2025: Input from School Site Council.
April 2, 2025: Input from parents in ELAC meeting.
April 3, 2025: Input from leadership team leads in regards to team needs
April 4, 2025: Input from students via Healthy Kids Survey on school climate.
April 21, 2025: Final review and approval from School Site Council.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

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

Data analysis of 3rd-6th grade 2024 CAASPP results indicate Leona Cox grew 12 points from the previous year in ELA. iReady ELA scores shows 48% of students are at or above grade level standards with 39% 1 year behind and 13% 2-3 years behind. ELA will continue to be a focus for the 25/26 school year. Focus moving forward will be on using Tier I strategies that directly support the newly adopted curriculum and State Testing, iReady daily and small group intervention using rigorous Tier II strategies, as well as Tier III strategies with LST support.

Data analysis of 3rd-6th grade 2024 CAASPP results indicate Leona Cox grew 14.6 points from the previous year in math. iReady Math scores show 34% of students are on or above grade level standards with 52% 1 year behind and 14% 2-3 years behind.
Math will continue to be a focus for the 25/26 school year. Focus moving forward will be on using Tier I strategies that directly support the adopted curriculum and State Testing, iReady daily and small group intervention using rigorous Tier II strategies, as well as Tier III strategies with LST support.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Our English Learners scored in the Red performance level on the English Learner Progress Indicator.

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

In the area of Chronic Absenteeism, Students with Disabilities scored in the Red, which is two levels below the performance level for ALL students.

Other Needs

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

According to iReady Data from February 2025, English learners are not scoring consistently on or above grade level standards in math. Most are scoring 1 year behind, with approximately 30% 2-3 years behind grade level.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Leona Cox Community 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	%	0.24%	0.23%	0	1	1
African American	5.28%	5.65%	4.73%	21	24	21
Asian	1.76%	1.41%	1.35%	7	6	6
Filipino	6.03%	5.41%	7.43%	24	23	33
Hispanic/Latino	67.84%	65.88%	64.86%	270	280	288
Pacific Islander	%	0%	%	0	0	
White	15.08%	15.53%	16.22%	60	66	72
Multiple Race	3.02%	4.47%	4.05%	12	19	18
			Total Enrollment	398	425	444

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	64	76	62
Grade 1	61	57	59
Grade 2	47	63	62
Grade 3	56	52	59
Grade 4	54	60	59
Grade 5	60	53	57
Grade 6	56	64	53
Total Enrollment	398	425	444

Conclusions based on this data:

1. Student enrollment has continued to increase 19 students from 22/23 to 23/24.

2. All classes were at capacity with only three remaining spots causing the need to higher another teacher mid-year to reduce classroom size.

3. A steady increase of hispanic students are seen from 21/22 to 23/24.

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 (EL)	71	65	72	17.8%	15.3%	16.2%
Fluent English Proficient (FEP)	28	34	31	7.0%	8.0%	7.0%
Reclassified Fluent English Proficient (RFEP)	14	9	18	3.5%	2.1%	4.1%

Conclusions based on this data:

1. The English Learners population has increased from 22/23 to 23/24 by 7 students.

2. In 2022-2023, the FEP population decreased by 3 students in 2023-2024.

3. RFEP percentage doubled from 2022-2023 to 2023-2024 by 2.05% with 25% of EL Learners being classified as RFEP.

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.

Grade Level	Overall Participation for All Students											
	# 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	56	56	57	53	54	56	53	54	56	94.6	96.4	98.2
Grade 4	50	61	57	49	60	54	49	60	54	98.0	98.4	94.7
Grade 5	58	54	60	57	54	59	57	54	59	98.3	100.0	98.3
Grade 6	58	66	57	58	63	56	58	63	56	100.0	95.5	98.2
All Grades	222	237	231	217	231	225	217	231	225	97.7	97.5	97.4

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

Grade Level	Overall Achievement for All Students														
	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	2448.	2422.	2410.	37.74	16.67	21.43	24.53	29.63	23.21	18.87	27.78	26.79	18.87	25.93	28.57
Grade 4	2478.	2497.	2474.	22.45	43.33	29.63	30.61	18.33	14.81	26.53	18.33	31.48	20.41	20.00	24.07
Grade 5	2493.	2494.	2535.	17.54	12.96	35.59	21.05	27.78	30.51	35.09	31.48	15.25	26.32	27.78	18.64
Grade 6	2540.	2530.	2574.	18.97	12.70	33.93	41.38	41.27	30.36	24.14	25.40	28.57	15.52	20.63	7.14
All Grades	N/A	N/A	N/A	23.96	21.65	30.22	29.49	29.44	24.89	26.27	25.54	25.33	20.28	23.38	19.56

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	13.21	18.52	25.00	69.81	62.96	55.36	16.98	18.52	19.64
Grade 4	12.24	21.67	24.07	75.51	61.67	66.67	12.24	16.67	9.26
Grade 5	8.77	14.81	25.42	71.93	75.93	64.41	19.30	9.26	10.17
Grade 6	20.69	17.46	28.57	58.62	58.73	53.57	20.69	23.81	17.86
All Grades	13.82	18.18	25.78	68.66	64.50	60.00	17.51	17.32	14.22

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	33.96	9.26	7.14	52.83	64.81	62.50	13.21	25.93	30.36
Grade 4	26.53	25.00	12.96	57.14	61.67	66.67	16.33	13.33	20.37
Grade 5	10.53	12.96	28.81	63.16	68.52	54.24	26.32	18.52	16.95
Grade 6	20.69	15.87	26.79	56.90	61.90	60.71	22.41	22.22	12.50
All Grades	22.58	16.02	19.11	57.60	64.07	60.89	19.82	19.91	20.00

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	15.09	9.26	12.50	67.92	79.63	69.64	16.98	11.11	17.86
Grade 4	12.24	16.67	12.96	81.63	75.00	74.07	6.12	8.33	12.96
Grade 5	17.54	20.37	15.25	71.93	70.37	77.97	10.53	9.26	6.78
Grade 6	17.24	14.29	23.21	72.41	80.95	73.21	10.34	4.76	3.57
All Grades	15.67	15.15	16.00	73.27	76.62	73.78	11.06	8.23	10.22

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	26.42	18.52	10.71	62.26	61.11	71.43	11.32	20.37	17.86
Grade 4	14.29	31.67	11.11	73.47	61.67	75.93	12.24	6.67	12.96
Grade 5	12.28	12.96	28.81	70.18	70.37	59.32	17.54	16.67	11.86
Grade 6	22.41	11.11	33.93	67.24	73.02	60.71	10.34	15.87	5.36
All Grades	18.89	18.61	21.33	68.20	66.67	66.67	12.90	14.72	12.00

Conclusions based on this data:

1. While Grade 5 showed strong improvement in writing: % Above Standard more than doubled from 12.96% to 28.81%. % Below Standard fell from 18.52% to 16.95%

2. Across Grades 3–6, the percentage of students scoring "Above Standard" in Reading increased each year: Grade 3: from 13.21% (21–22) to 25.00% (23–24). Grade 4: from 12.24% to 24.07%. Grade 5: from 8.77% to 25.42%. Grade 6: from 20.69% to 28.57%.

At the same time, the percentage "Below Standard" decreased in most grades, indicating overall growth in reading comprehension and analysis. This trend suggests effective instructional practices or curriculum adjustments in literacy over the three-year period.

3. Grade 6 showed notable gains in achievement in 2023–24: Mean scale score rose from 2530.3 to 2574.6. Students exceeding the standard jumped from 12.70% to 33.93% Those not meeting the standard dropped sharply from 20.63% to 7.14% This suggests targeted academic improvements or interventions in Grade 6 are paying off.

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	56	56	57	54	56	56	54	56	56	96.4	100.0	98.2
Grade 4	50	61	57	50	60	55	50	60	55	100.0	98.4	96.5
Grade 5	58	54	60	57	54	60	57	54	60	98.3	100.0	100
Grade 6	58	66	57	58	65	56	58	65	56	100.0	98.5	98.2
All Grades	222	237	231	219	235	227	219	235	227	98.6	99.2	98.3

* 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	2455.	2423.	2428.	29.63	14.29	14.29	33.33	39.29	30.36	18.52	17.86	35.71	18.52	28.57	19.64
Grade 4	2453.	2499.	2485.	2.00	28.33	23.64	30.00	33.33	32.73	40.00	16.67	27.27	28.00	21.67	16.36
Grade 5	2463.	2449.	2498.	10.53	1.85	23.33	14.04	12.96	21.67	24.56	27.78	20.00	50.88	57.41	35.00
Grade 6	2529.	2505.	2528.	20.69	13.85	17.86	10.34	21.54	19.64	50.00	24.62	39.29	18.97	40.00	23.21
All Grades	N/A	N/A	N/A	15.98	14.89	19.82	21.46	26.81	25.99	33.33	21.70	30.40	29.22	36.60	23.79

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	24.07	25.00	21.43	59.26	42.86	57.14	16.67	32.14	21.43
Grade 4	8.00	26.67	14.55	66.00	45.00	65.45	26.00	28.33	20.00
Grade 5	14.04	3.70	18.33	43.86	62.96	50.00	42.11	33.33	31.67
Grade 6	17.24	13.85	16.07	56.90	49.23	51.79	25.86	36.92	32.14
All Grades	15.98	17.45	17.62	56.16	49.79	55.95	27.85	32.77	26.43

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	35.19	28.57	12.50	51.85	50.00	73.21	12.96	21.43	14.29
Grade 4	8.00	28.33	16.36	66.00	51.67	69.09	26.00	20.00	14.55
Grade 5	7.02	0.00	16.67	49.12	68.52	56.67	43.86	31.48	26.67
Grade 6	15.52	12.31	16.07	63.79	60.00	67.86	20.69	27.69	16.07
All Grades	16.44	17.45	15.42	57.53	57.45	66.52	26.03	25.11	18.06

Conclusions based on this data:

1. Across all assessed grades (3–6), there was a notable upward shift in overall student achievement in 2023–24, as reflected in performance bands: % Exceeded Standard (All Grades): increased from 14.89% (22–23) to 19.82% (23–24). % Not Met: decreased significantly from 36.60% to 23.79. This indicates that more students are reaching or surpassing proficiency, and fewer are performing below expectations—suggesting effective instructional adjustments or targeted support strategies.

2. In Grade 5, mean scale score increased sharply from 2449.2 (22–23) to 2498.7 (23–24). Achievement levels improved across the board: % Exceeded Standard jumped from 1.85% to 23.33%. % Not Met decreased significantly from 57.41% to 35.00%. This represents a dramatic shift from underperformance to stronger overall results, indicating successful academic interventions and curriculum alignment.

3. Students showed growth in their ability to explain and support mathematical conclusions: All Grades: % "At or Near Standard" rose from 57.45% (22–23) to 66.52% (23–24). Grade 3: % "At or Near Standard" grew from 50.00% to 73.21%. % Below Standard fell across nearly all grades, especially in Grade 3 (from 21.43% to 14.29%). This suggests increased emphasis on mathematical reasoning and communication in instruction during the 2023–24 school year.

School and Student Performance Data

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

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

ELPAC Results

	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1418.0	1438.3	1435.3	1427.2	1453.4	1455.5	1396.6	1402.7	1388.5	14	15	25
1	*	1451.1	*	*	1466.8	*	*	1434.8	*	6	13	9
2	*	*	*	*	*	*	*	*	*	*	5	10
3	*	*	*	*	*	*	*	*	*	5	5	*
4	*	*	*	*	*	*	*	*	*	7	6	8
5	1534.6	*	*	1538.2	*	*	1530.5	*	*	11	6	5
6	*	1552.4	*	*	1554.6	*	*	1549.8	*	9	11	*
All Grades										55	61	63

	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	14.29	13.33	24.00	28.57	46.67	44.00	35.71	40.00	24.00	21.43	0.00	8.00	14	15	25
1	*	7.69	*	*	38.46	*	*	30.77	*	*	23.08	*	*	13	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	27.27	*	*	45.45	*	*	27.27	*	*	0.00	*	*	11	*	*
6	*	54.55	*	*	18.18	*	*	18.18	*	*	9.09	*	*	11	*
All Grades	18.18	29.51	19.05	43.64	32.79	42.86	25.45	26.23	23.81	12.73	11.48	14.29	55	61	63

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	21.43	20.00	44.00	35.71	46.67	32.00	21.43	33.33	20.00	21.43	0.00	4.00	14	15	25
1	*	30.77	*	*	38.46	*	*	23.08	*	*	7.69	*	*	13	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	45.45	*	*	45.45	*	*	9.09	*	*	0.00	*	*	11	*	*
6	*	63.64	*	*	27.27	*	*	0.00	*	*	9.09	*	*	11	*
All Grades	36.36	47.54	42.86	38.18	29.51	25.40	16.36	16.39	19.05	9.09	6.56	12.70	55	61	63

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	7.14	6.67	8.00	21.43	20.00	28.00	42.86	60.00	48.00	28.57	13.33	16.00	14	15	25
1	*	7.69	*	*	30.77	*	*	15.38	*	*	46.15	*	*	13	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	0.00	*	*	45.45	*	*	36.36	*	*	18.18	*	*	11	*	*
6	*	27.27	*	*	27.27	*	*	27.27	*	*	18.18	*	*	11	*
All Grades	3.64	13.11	11.11	25.45	27.87	23.81	49.09	32.79	41.27	21.82	26.23	23.81	55	61	63

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	28.57	26.67	36.00	50.00	73.33	60.00	21.43	0.00	4.00	14	15	25
1	*	38.46	*	*	61.54	*	*	0.00	*	*	13	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	18.18	*	*	72.73	*	*	9.09	*	*	11	*	*
6	*	18.18	*	*	72.73	*	*	9.09	*	*	11	*
All Grades	32.73	34.43	33.33	52.73	62.30	60.32	14.55	3.28	6.35	55	61	63

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	14.29	26.67	36.00	50.00	66.67	48.00	35.71	6.67	16.00	14	15	25
1	*	15.38	*	*	61.54	*	*	23.08	*	*	13	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	81.82	*	*	18.18	*	*	0.00	*	*	11	*	*
6	*	72.73	*	*	18.18	*	*	9.09	*	*	11	*
All Grades	49.09	47.54	41.27	36.36	40.98	38.10	14.55	11.48	20.63	55	61	63

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	7.14	6.67	4.00	78.57	86.67	84.00	14.29	6.67	12.00	14	15	25
1	*	30.77	*	*	15.38	*	*	53.85	*	*	13	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	9.09	*	*	72.73	*	*	18.18	*	*	11	*	*
6	*	36.36	*	*	27.27	*	*	36.36	*	*	11	*
All Grades	7.27	18.03	11.11	61.82	50.82	65.08	30.91	31.15	23.81	55	61	63

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	28.57	33.33	16.67	35.71	46.67	62.50	35.71	20.00	20.83	14	15	24
1	*	7.69	*	*	69.23	*	*	23.08	*	*	13	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	9.09	*	*	81.82	*	*	9.09	*	*	11	*	*
6	*	54.55	*	*	36.36	*	*	9.09	*	*	11	*
All Grades	14.55	27.87	19.35	65.45	55.74	56.45	20.00	16.39	24.19	55	61	62

Conclusions based on this data:

1. In Kindergarten, the percentage of students scoring at Level 4 in Oral Language nearly doubled over three years: 21.43% (21–22) to 44.00% (23–24). Meanwhile, the percentage at Level 1 decreased from 21.43% to just 4.00%.

This reflects notable progress in oral English language skills among the youngest learners, potentially due to improved early language support or instruction.

2. In 2023–24, more students reached Level 3 and 4 (61.91% total) compared to previous years. However, the percentage of students scoring Level 1 also increased to 14.29%, the highest in the three-year span (compared to 12.73% in 21–22 and 11.48% in 22–23). This indicates that while many students are making strong progress, a subset continues to struggle—highlighting the need for targeted intervention for students at the lowest performance levels.

3. Looking across domains for 2023–24: Listening and Speaking: 33.33% Well Developed in Listening, 41.27% in Speaking. Reading and Writing: Only 11.11% Well Developed in Reading, and 19.35% in Writing. These gaps suggest students are developing oral comprehension and verbal communication faster than literacy skills, which is consistent with second language acquisition patterns but highlights a need to strengthen instruction in reading and writing development.

School and Student Performance Data
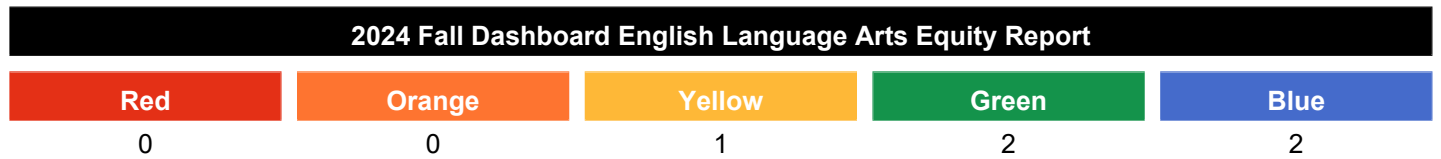
Student Population

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**
444	**68%**	**16.2%**	**0.2%**
Total Number of Students enrolled in Leona Cox Community 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	72	16.2%
Foster Youth	1	0.2%
Homeless	7	1.6%
Socioeconomically Disadvantaged	302	68%
Students with Disabilities	58	13.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	21	4.7%
American Indian	1	0.2%
Asian	6	1.4%
Filipino	33	7.4%
Hispanic	288	64.9%
Two or More Races	18	4.1%
Pacific Islander	0	0.0%
White	72	16.2%

Conclusions based on this data:

1. Nearly two-thirds (64.9%) of the student population identifies as Hispanic, making it the dominant ethnic group on campus. A significant majority (68%) of students are socioeconomically disadvantaged, which has implications for academic support, resource allocation, and funding eligibility.

2. 1.6% of the student body (7 students) are identified as homeless, highlighting the need for stability-focused services such as access to meals, transportation, and counseling support to ensure consistent school attendance and performance.

3. With only 1 student (0.2%) identified as Foster Youth, this is a very small subgroup. However, foster students often require individualized attention and support due to frequent transitions, trauma, or instability—making it essential that even a single student in this category is closely monitored and supported.

School and Student Performance Data

Overall Performance

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.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Suspension rate rate is 2.9% during 23/24 which is a decrease of 3.1% from 22/23. Our continued positive behavior approach to discipline continues to be a focus utilizing the programs CHAMPS, Capturing Kids' Hearts, and Playworks to address maladaptive behaviors.

2. Chronic Absenteeism declined 8/1%. Continued monitoring using A2A with letters being sent and attendance meetings with parents. Addition of SART contracts and daily check ins with students.

3. English Language Arts and Math are identified in the green with an increase of 14-15 points in each area. Math will be a focus for the site, with a continuous focus on ELA.

School and Student Performance Data

Academic Performance
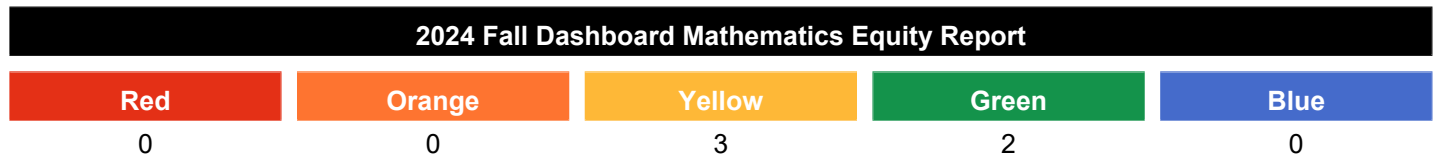## English Language Arts

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.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	2	2

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	English Learners	Long-Term English Learners
Green	Blue	No Performance Color
15.3 points above standard	10.7 points above standard	Less than 11 Students
Increased 12.0 points	Increased 18.7 points	
215 Students	31 Students	2 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
0 Students	Less than 11 Students	0.9 points below standard
		Increased 11.5 points
	7 Students	144 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
20.4 points below standard	17.4 points below standard	Less than 11 Students
Increased 26.2 points	13 Students	
35 Students		1 Student

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
Less than 11 Students	48.7 points above standard	1.9 points below standard
	Increased 28.3 points	Increased 17.0 points
4 Students	17 Students	131 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
22.9 points above standard	0 Students	52.8 points above standard
Maintained 1.3 points		Increased 20.3 points
12 Students		37 Students

Conclusions based on this data:

1. Overall Performance Improvement: The overall student group has seen a positive shift in English Language Arts performance, with an increase of 12.0 points and a performance level categorized as "Green," which means students are performing 15.3 points above the standard. This indicates that the majority of students in the school are meeting or exceeding grade-level expectations.

2. Significant Progress for English Learners: English Learners have made impressive gains, increasing by 18.7 points and achieving a "Blue" performance level, which is the highest category. They are now performing 10.7 points above the standard, suggesting that English Learners are making substantial progress and closing the achievement gap compared to the general student population.

3. Challenges for Students with Disabilities: Students with Disabilities are performing 20.4 points below the standard, although they have shown improvement with a 26.2-point increase. This performance level is categorized as "Yellow," indicating that while progress has been made, there are still significant challenges in meeting grade-level expectations for this group of students. Continued support and targeted interventions may be necessary to help these students achieve better outcomes.

School and Student Performance Data

Academic Performance
Mathematics

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.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	2	0

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	**English Learners**	**Long-Term English Learners**
Green	Green	No Performance Color
14.1 points below standard	15.1 points below standard	Less than 11 Students
Increased 14.6 points	Increased 29.4 points	2 Students
216 Students	32 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
0 Students	Less than 11 Students	27.6 points below standard
	9 Students	Increased 21.7 points
		145 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
64.8 points below standard	40.8 points below standard	Less than 11 Students
Increased 20.5 points	13 Students	
35 Students		1 Student

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Less than 11 Students	26.2 points above standard	33.4 points below standard
	Increased 32.2 points	Increased 18.6 points
4 Students	17 Students	132 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
3.5 points above standard	0 Students	19.7 points above standard
Declined 29.7 points		Increased 7.1 points
12 Students		37 Students

Conclusions based on this data:

1. Significant Growth for English Learners: English Learners showed considerable improvement, with an increase of 29.4 points, and their performance is classified as green, which is 15.1 points below the standard. This suggests that English Learners are making positive strides in Mathematics, despite still being below the expected performance level.

2. Challenges for Socioeconomically Disadvantaged and Students with Disabilities: Socioeconomically Disadvantaged students showed improvement of 21.7 points, but their performance is still yellow, indicating they are 27.6 points below standard. Similarly, Students with Disabilities made improvements (increased by 20.5 points), but they are significantly behind with a yellow performance level, 64.8 points below standard. This suggests a need for targeted support for these groups to bridge the performance gap.

3. Socioeconomically Disadvantaged and Hispanic Students face greater challenges in Mathematics: Socioeconomically disadvantaged students and Hispanic students are facing challenges in Mathematics, with both groups showing significant gaps below the standard. Socioeconomically disadvantaged students are 27.6 points below standard, while Hispanic students are 33.4 points below standard. Despite some improvements (21.7 and 18.6 points, respectively), these groups continue to need targeted support to bridge the performance gap.

School and Student Performance Data

Academic Performance
English Learner Progress

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.

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Red	No Performance Color
43.8% making progress.	making progress.
Number Students: 32 Students	Number Students: 2 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**
21.9%	34.4%	9.4%	34.4%

Conclusions based on this data:

1. Progress in English Language Proficiency is Limited for Many Students: 34.4% of English Learners (ELs) have made progress by at least one ELPI level, while a similar percentage (34.4%) maintained lower ELPI levels (1, 2L, 2H, 3L, or 3H). This indicates that nearly 70% of students either showed limited progress or remained at lower proficiency levels.

2. Significant Number of Students Are Not Progressing as Expected: 21.9% of English Learners have decreased by at least one ELPI level, which suggests that a notable portion of students are regressing in their language acquisition. This could point to challenges in either the support systems or instructional strategies that may need to be addressed.

3. Long-Term English Learners Are Not Demonstrating Significant Progress: The data shows that for the Long-Term English Learner group, there is no performance color assigned due to the small number of students (only 2), which means there is not enough data to draw meaningful conclusions about their progress. However, this underlines the importance of tracking this subgroup more closely to ensure they are receiving targeted support for language acquisition.
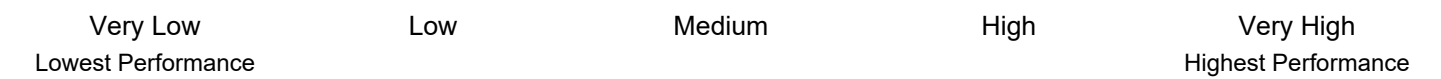
School and Student Performance Data

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.

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

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

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. No data for elementary students.

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.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	No Performance Color
15.4% Chronically Absent	15.4% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 8.1	Declined 3.2	2 Students
469 Students	78 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	23.1% Chronically Absent	19.3% Chronically Absent
2 Students	0	Declined 7.6
	13 Students	327 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
20.8% Chronically Absent	21.7% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Increased 0.5	Increased 5.1	
72 Students	23 Students	2 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	6.1% Chronically Absent	15.2% Chronically Absent
	Declined 1.9	Declined 9.2
6 Students	33 Students	302 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
16% Chronically Absent	0 Students	14.1% Chronically Absent
Declined 8		Declined 12.4
25 Students		78 Students

Conclusions based on this data:

1. Chronic absenteeism is a significant concern across multiple student groups: The data shows that 15.4% of all students are chronically absent, with particularly high rates among socioeconomically disadvantaged students (19.3%) and students with disabilities (20.8%). Although there are improvements in some groups, chronic absenteeism remains a challenge for many.

2. Socioeconomically disadvantaged students show a notable decline in chronic absenteeism: Although socioeconomically disadvantaged students still have a high rate of chronic absenteeism (19.3%), the data indicates a decrease of 7.6 percentage points compared to the previous period. This suggests that efforts to address absenteeism among this group may be yielding positive results.

3. Students with disabilities have the highest rate of chronic absenteeism: Students with disabilities are experiencing the highest rate of chronic absenteeism at 20.8%, and this rate has increased by 0.5 percentage points. This highlights a potential area for further intervention to support these students and reduce their absenteeism.
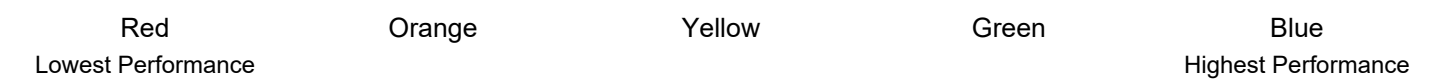
School and Student Performance Data

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.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**

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

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. No data for elementary students.

School and Student Performance Data

Conditions & Climate
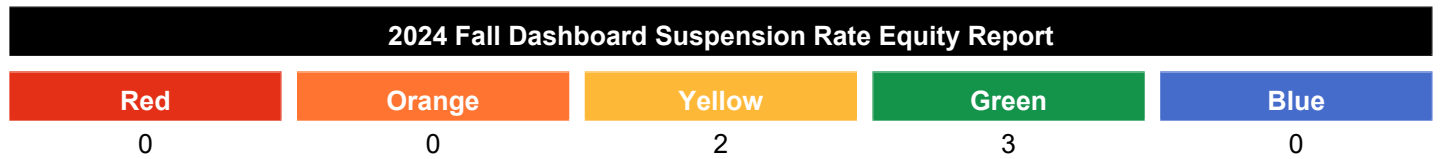## Suspension Rate

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.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	3	0

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	**English Learners**	**Long-Term English Learners**
Green	Green	No Performance Color
2.9% suspended at least one day	1.3% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 3.1%	Declined 10.2%	2 Students
481 Students	80 Students	

Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	0% suspended at least one day	3% suspended at least one day
2 Students	13 Students	Declined 3.9%
		336 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
4.1% suspended at least one day	12% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 3.6%	Increased 3.7%	
73 Students	25 Students	2 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	0% suspended at least one day	1.9% suspended at least one day
	Maintained 0%	Declined 5.1%
6 Students	34 Students	309 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
0% suspended at least one day	0 Students	3.8% suspended at least one day
Declined 4%		Declined 0.7%
25 Students		80 Students

Conclusions based on this data:

1. Overall Suspension Rates are Low and Decreasing: The overall suspension rate for all students is 2.9%, which represents a decline of 3.1%. This suggests that there has been a reduction in the number of students being suspended, indicating potential improvements in school discipline policies or student behavior.

2. English Learners Experience Low Suspension Rates: English Learners have a notably low suspension rate of 1.3%, which has decreased by 10.2%. This is a positive indicator, suggesting that the school may be effectively supporting English Learners in managing behavior and ensuring that they are not disproportionately affected by disciplinary actions.

3. African American Students Show an Increase in Suspension Rates: African American students have a suspension rate of 12%, which increased by 3.7%. This trend may indicate a need for further investigation into potential disparities in suspension practices and targeted interventions to address and reduce suspensions within this group.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Student Engagement and Involvement**
> In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

> In the 2023-2024 school year, grades 3-6 scored 15.3 points above the previous year in ELA and 14.1 points below the previous year in math. Comparing the Beginning of the Year i-Ready Reading diagnostic to the diagnostic in February, grades K-6 are showing growth in On or Above grade level in ELA increasing 16% with a decrease in 2-3 years below grade level by 14%. In the 2024-2025 school year, comparing the Beginning of the Year i-Ready Math diagnostic to the diagnostic in February, grades K-6 are showing growth in On or Above grade level in Math increasing 19% with a decrease in 2-3 years below grade level by 14%.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA: Increase proficiency in Reading	3-6 students: scored 15.3 points above standard, with gains in 3rd, 5th, and 6th, with a decline in 4th grade. K-6 students: 48% scored at or above grade level on the February iReady Reading Diagnostic test .	An increase of 5% of all students will meet or exceed grade level standards in ELA on the CAASPP in 2025. An increase of 4% of all students will score at or above grade level in the February 2026 iReady Reading diagnostic.
Math: Increase proficiency in Math	3-6 students: scored 14.1 points below the standard, which is an overall increase of 14.6 points points from the previous year. K-6 students: 34% scored at or above grade level on the February iReady Math Diagnostic test .	An increase of 5% of all students will meet or exceed grade level standards in Math on the CAASPP in 2025. An increase of 4% of all students will score at or above grade level in the February 2026 iReady Math diagnostic.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Leona Cox will recruit and retain highly qualified staff to provide an exemplary education for all students to master grade level standards.	All students	0 District Funded 1000-1999: Certificated Personnel Salaries
1.2	Leona Cox will provide current CA State approved textbooks and materials in all core subject areas for all students to support students' instructional program.	All students	0 District Funded 4000-4999: Books And Supplies 44917.69 LCFF-Base 4000-4999: Books And Supplies -basic materials and supplies, office supplies, custodial supplies, health supplies
1.3	Leona Cox will implement a maintenance plan to repair and maintain facilities and play areas to support all students' learning in safe and secure facilities.	All students	0 LCFF-Base None Specified
1.4	Leona Cox will maintain noon supervisors at all sites to support all students' safety and supervision.	All students	0 District Funded None Specified 1900 LCFF-Base 2000-2999: Classified Personnel Salaries -additional noon supervisor hours/ meetings 720.31 LCFF-Base 3000-3999: Employee Benefits -extra duty for 1 hour meetings 2x a month for 10 months with 5 noon supervisors to monitor implementation of Playworks on the yard.
1.5	Leona Cox will conduct monthly safety drills to support safety for all students and staff. The District will provide 2 disaster drills in the year to support safety for all students and staff.	All students	0 District Funded None Specified
1.6	Leona Cox will proactively engage families of low income, homeless, English Learners, and Foster Youth students by regularly monitoring attendance and by providing families resources, such as an	All students	500.00 LCFF- Supplemental 4000-4999: Books And Supplies

	online communication system, that removes barriers and allows parents to communicate and engage with school staff.		-CAASPP incentives
1.7	The 2023 CA Dashboard reflects a red indicator in chronic absenteeism at Leona Cox Community School. Leona Cox show students that are socioeconomically disadvantaged, students with disabilities and Hispanic are in the red performance levels. Additional Social Worker time will be placed at the school site to support and partner with families by removing barriers that may be interfering with students coming daily to school and on time.	All students	0 District Funded None Specified
1.8	Leona Cox will provide transportation to and from school for unduplicated student populations living outside allowable zones to walk to school in order to remove barriers from accessing their educational program.	All students	0 District Funded 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Overall, implementation of strategies and activities were achieved as scheduled.

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

i-Ready was implemented in both ELA and Math supporting students with individualize instruction and provided teachers with targeted data for intervention.

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

Previously CAASPP and iReady data were used to identify needs and determine outcomes. i-Ready provides targeted next steps, small group intervention and diagnostic data to monitor growth throughout the year. The implementation of our new adopted ELA curriculum as found in 1.2 will support with Tier I, Tier II, and Tier III teaching strategies.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

| **Student Achievement** |
| Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success. |

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

| Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success. |

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

| To address the learning needs of English Learners, Foster Youth and Low Income students as evidenced by state and local performance data, provide collaboration time for teachers to support student learning by monitoring student data, providing interventions to mitigate learning loss, and enrichment activities during the school day in order to support mastery of grade level standards. |

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learners: Reclassifications	In 2024-2025, 9 students were reclassified due to an increase in writing scores on the ELPAC and report card which was an identified area of need in 2023-2024.	In 2025-2026, Reclassifications will increase by 10%.
English Learners (ELA): Increase in Performance Level	In 2024, English Learners increased 29.4 points on the ELA CAASSP, but still 15.1 points below standard.	In 2025-2026, English Learners will increase 15.5 points placing them at standard on the CAASSP test.
English Learners (Math): Increase in Performance Level	In 2024, English Learners decreased 23.2 points on the Math CAASSP, putting them at 99.9 points below standard.	In 2025-2026, English Learners will increase 25 points placing them closer to the at standard level.

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

2.1	For English Learners, low income and Foster Youth students who have not demonstrated proficiency in English Language Arts and mathematics and/or are in need of further connection and engagement, Leona Cox will provide professional development to address academic and social/emotional needs. Teachers and administrators will attend trainings focused on differentiation, use of multiple modalities, ways to utilize technology to further enhance student learning, as well as, addressing social/emotional needs of students.	English Learner (EL), Foster Youth, Low Income	0 District Funded None Specified
2.2	To mitigate learning loss, as evidenced by state and local assessments, Leona Cox will provide California State supplementary standards-based materials for English Learners, Foster Youth and Low Income students.	English Learner (EL), Foster Youth, Low Income	5750 LCFF- Supplemental 5800: Professional/Consulting Services And Operating Expenditures -OG, math and Tier III intervention materials for classroom teachers and Math LST -additional library books
2.3	To address the learning needs of English Learners, Foster Youth and Low Income students as evidenced by state and local performance data, school administrators will provide collaboration time for teachers to support student learning by monitoring student data, providing interventions to mitigate learning loss, and enrichment activities during and outside the school day in order to support mastery of grade level standards.	English Learner (EL), Foster Youth, Low Income	0 District Funded None Specified PD Wednesday Collaboration
2.4	To address students not meeting grade level standards on state and local assessments, Leona Cox will provide staff professional development, conferences, and workshops to support the educational program in all content areas to address standards based instruction and mitigate learning loss for English Learners, Foster Youth, and Low Income students.	English Learner (EL), Foster Youth, Low Income	8280 LCFF- Supplemental 1000-1999: Certificated Personnel Salaries -teacher observations 1967.42 LCFF- Supplemental 3000-3999: Employee Benefits
2.5	Leona Cox will provide additional instructional minutes for teachers to support mastery of English proficiency and grade level standards for English Learners and Low Income students.	English Learner (EL), Foster Youth, Low Income	0 District Funded None Specified
2.6	Leona Cox will utilize the LSTs to administer the Summative English Language Proficiency Assessment for California (ELPAC) for English Learner students to support mastery of the English language.	English Learner (EL)	0 District Funded None Specified
2.7	Leona Cox will provide staff, and training for those staff, to administer the Initial English Language Proficiency Assessment for California (ELPAC) for English Learner students to support mastery of the English language.	English Learner (EL)	0 District Funded None Specified

2.8	For unduplicated students who are not meeting grade level standards, teachers will provide students outside of the school year intervention to mitigate learning loss, as well as, enrichment opportunities to positively influence academic achievement levels.	English Learner (EL), Foster Youth, Low Income	0 District Funded None Specified
2.9	Leona Cox will continue matriculation with William S. Hart Union High School District to support students transitioning to Junior High School to assist with preparing students with their educational program.	All students	0 District Funded None Specified
2.10	Library Resource Technicians will enhance student learning by assisting teachers to provide access to a wide variety of literacy sources for low income students who may have limited access to literacy materials at home.	English Learner (EL), Foster Youth, Low Income	0 District Funded None Specified
2.11	To address the underperformance on state and local assessment, the District will provide Teachers and Teachers on Special Assignment (TOSAs) who will provide coaching and intervention support for teachers to assist English Learners, Foster Youth and Low Income students.	English Learner (EL), Foster Youth, Low Income	0 District Funded None Specified
2.12	To ensure low income students receive opportunities to develop creativity and innovative practices, Leona Cox teachers will implement and provide materials to support the visual and performing arts (VAPA) plan with a focus on arts integration.	Low Income	52000 Prop 28 1000-1999: Certificated Personnel Salaries Provide music 1x/wk for 10 months for Preschool-6: 23158 Prop 28 2000-2999: Classified Personnel Salaries Provide music 1x/wk for 10 months for Preschool-6
2.14	To support equitable access to differentiated instruction and access to online curricular programs, Leona Cox will provide and train Computer Lab Assistants at all sites to support low income students in the use of technology to meet grade level standards.	English Learner (EL), Foster Youth, Low Income	0 LCFF- Supplemental
2.15	Provide opportunities for integration for students with special needs into a preschool environment with typically developing peers.	Special Education Students: Preschool, Tk and K	0 District Funded None Specified
2.16	Learning Support Teachers will provide additional Tiers II and III intervention supports to identified students to support academic achievement. In addition, Learning Student Teachers will assist teachers with instructional programs and intervention support as needed to further support academic achievement.	English Learner (EL), Foster Youth, Low Income	0 District Funded None Specified

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

> LSTs maximize their schedule to provide coaching, intervention, and additional support for newcomer students. LSTs have increased the implementation of Orton Gillingham in classrooms through coaching.

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

> Data Digs among grade levels consistently were implemented every 2 weeks during the first half of the year and every week during the last half of the year, creating viable curriculum and CFAs, analyze data and determine Tier III intervention.

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

> Implementation of LST support in the form of coaching teachers: modeling lessons, teachers observing lessons, etc as identified in 2.11.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Student Engagement and Involvement All families and the broader community are welcomed and are partners in supporting the whole child.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

All families and the broader community are welcomed and are partners in supporting the whole child.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In 2024-2025, parent participation maintained in PTA, but continued to see a decline in ELAC and DELAC participation.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Square	99.6% of all guardians are contactable through Parent Square.	In 2025-2026, 99.8% of all guardians will be contacted through Parent Square.
Parent Participation	In 2024-2025, PTA membership met 100%. Parent participation for all school events averaged 61% including parent meetings.	In 2025-2026, Parent participation will increase 5% for all after school events and meetings. PTA membership to meet 100%.

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Leona Cox will increase home/school communication and engagement for families of low income and English Learner students by providing families access to resources, educational, social/emotional, and/or basic needs, that further removes barriers from students accessing their educational program.	English Language Learners and Low Income	420.00 LCFF- Supplemental 1000-1999: Certificated Personnel Salaries -update school website 100.40 LCFF- Supplemental 3000-3999: Employee Benefits 1000

				LCFF- Supplemental 4000-4999: Books And Supplies -Nikki Folders
3.2	Leona Cox will provide translation services to families of students that are English Learners to remove language barriers that may impede families from information regarding their child's educational program.	English Language Learners		1000.00 LCFF- Supplemental 2000-2999: Classified Personnel Salaries Translators 379.11 LCFF- Supplemental 3000-3999: Employee Benefits Translators
3.3	Staff will continue to maintain advisory groups such as PAC, LCAP Advisory, SSCs, ELACs, and DELACs, who will provide input to Administration in the schools' and District's plans (i.e. School Plan for Student Achievement (SPSA), Comprehensive School Safety Plans, Local Control and Accountability Plan (LCAP), etc.) to further support the educational program for all students, especially unduplicated students.	All students		2100 LCFF- Supplemental 1000-1999: Certificated Personnel Salaries 502 LCFF- Supplemental 3000-3999: Employee Benefits
3.4	To support parents of English Learners who are scoring below proficiency, the Director of Curriculum and Instruction and the Educational Services Program Coordinator will provide parent workshops and educational resources to support parents with meeting the needs of their child to achieve grade level standards. Funds are accounted for in Goal 2 Action 4.	English Learners (EL)		0 District Funded None Specified
3.5	To assure low income and Foster Youth students have awareness and access to community services, the District will continue to provide a Student and Family Wellness Collaborative that engages community, staff, and parents to provide children and families with social/emotional assistance, as well as, basic needs, in and out of school. The District will continue to partner with William S. Hart Union High School District to plan and host a Family Resource Fair that connects families with resources focused on student and family wellness.	Low Income and Foster Youth		0 District Funded None Specified

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

100% participation of PTA membership was met.

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

Although PTA is at 100% participation, ELAC and DELAC participation continues to decline even with offering different platforms and different times for meetings.

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

In an effort to increase parent participation in ELAC meetings, meetings will be offered during the last hour of the school day and LSTs will provide PD to help increase participation as seen in 3.3.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Supporting the Whole Child
All students, including low income, English Learners and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

All students, including low income, English Learners and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Provide a safe and nurturing learning environment for all students, reducing student discipline referrals, suspensions, and increasing attendance.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase student attendance	In 2024-2025, attendance was 93.32% on average per month.	In 2025-2026, an increase average per month attendance by 2%.
Decrease suspensions	In 2024-2025, there were 10 suspensions, or 0.16% of the enrollment.	Reduce the number of suspensions by 4, or 0.008% of the enrollment.

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Students connectedness and engagement will be evidenced by reporting positive relationships and safety on student surveys from the District and California Healthy Kids' surveys.	All students	0 District Funded None Specified
4.2	To remove barriers for low income students from accessing their academic program, Leona Cox will provide counseling to support social/emotional wellness and academic success in school.	Low income students	0 District Funded None Specified
4.3	To remove barriers for students from accessing their academic program, Leona Cox will provide counseling services to support social/emotional wellness and academic success in school.	All students	0 District Funded 1000-1999: Certificated Personnel Salaries

4.4	To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist unduplicated students in general education classes to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide preventative behavioral supports to unduplicated students who may need behavioral support to access their instructional program.	English Learner (EL), Foster Youth, Low Income	0 District Funded None Specified
4.5	To address barriers that limit low income, Foster Youth, and homeless students from receiving full benefit from their educational experience, Leona Cox and the District will provide Social Workers and support personnel to provide comprehensive services.	English Learner (EL), Foster Youth, Low Income	51951.51 Title I 1000-1999: Certificated Personnel Salaries 18244.49 Title I 3000-3999: Employee Benefits
4.6	To support student connectedness and build positive relationships at the school site, Leona Cox will provide positive academic and behavior programs that promote student engagement for unduplicated students:	English Learner (EL), Foster Youth, Low Income	4000 LCFF- Supplemental 4000-4999: Books And Supplies CHAMPS, CKH, Second Step, and Playworks
4.7	To support student engagement and connectedness, Leona Cox will promote a positive school climate to foster youth development and academic achievement.	All students	3633.07 LCFF- Supplemental 4000-4999: Books And Supplies -awards and celebrations for Super Achievers, Cougar CHAMPS, Student Council, AR, Estrella Awards, Cafeteria Incentives, etc.
4.8	To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist special education students to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide support to special education students who required behavioral intervention per their IEP.	Students with Disabilities (SWD)	0 District Funded None Specified
4.9	To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist special education students to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide support to special education students who require behavioral intervention per their IEP.	Students with Disabilities (SWD)	0 District Funded None Specified

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Suspensions were decreased through the social-emotional support provided in a proactive manner by the 100% site social worker. Through the SST process, students are carefully monitored throughout the year.

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

Through the implementation of Playworks, student engagement in play has increased during unstructured time.

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

As called out in 4.4, Playworks will continue to be implemented during unstructured times. Site Social Worker will implement small groups based on needs identified in 4.1

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	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$222,524.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

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	$70,196.00

Subtotal of additional federal funds included for this school: $70,196.00

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 ($)
District Funded	$0.00
LCFF- Supplemental	$29,632.00
LCFF-Base	$47,538.00
Prop 28	$75,158.00

Subtotal of state or local funds included for this school: $152,328.00

Total of federal, state, and/or local funds for this school: $222,524.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-Base	47538	0.00
LCFF- Supplemental	29632	0.00
Title I	70196	0.00
PTA	0	0.00
Misc. Grants	0	0.00
Prop 28	75158	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF- Supplemental	29,632.00
LCFF-Base	47,538.00
Prop 28	75,158.00
Title I	70,196.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	114,751.51
2000-2999: Classified Personnel Salaries	26,058.00
3000-3999: Employee Benefits	21,913.73
4000-4999: Books And Supplies	54,050.76
5800: Professional/Consulting Services And Operating Expenditures	5,750.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
None Specified	District Funded	0.00
	LCFF- Supplemental	0.00
1000-1999: Certificated Personnel Salaries	LCFF- Supplemental	10,800.00
2000-2999: Classified Personnel Salaries	LCFF- Supplemental	1,000.00
3000-3999: Employee Benefits	LCFF- Supplemental	2,948.93
4000-4999: Books And Supplies	LCFF- Supplemental	9,133.07
5800: Professional/Consulting Services And Operating Expenditures	LCFF- Supplemental	5,750.00
2000-2999: Classified Personnel Salaries	LCFF-Base	1,900.00
3000-3999: Employee Benefits	LCFF-Base	720.31
4000-4999: Books And Supplies	LCFF-Base	44,917.69
None Specified	LCFF-Base	0.00
1000-1999: Certificated Personnel Salaries	Prop 28	52,000.00
2000-2999: Classified Personnel Salaries	Prop 28	23,158.00
1000-1999: Certificated Personnel Salaries	Title I	51,951.51
3000-3999: Employee Benefits	Title I	18,244.49

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	48,038.00
Goal 2	91,155.42
Goal 3	5,501.51
Goal 4	77,829.07

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

5 Parent or Community Members

Name of Members	Role
Tiffany Desgroseillers, PTA President	Parent or Community Member
Bristol Murray, Classified	Other School Staff
Nancy McLellan, Parent	Parent or Community Member
Kayla Ngai, Teacher	Classroom Teacher
Melanie Elder, Teacher	Classroom Teacher
Heather Drew, Principal	Principal
Breanna Moffett, Teacher	Classroom Teacher
Dr. Jordyn Trockman: Chairperson/ parent	Parent or Community Member
ELAC President	Parent or Community Member
Andreia Ferreira, Parent	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
(signature)	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 15, 2024.

Attested:

Signature	
(signature)	Principal, Mrs. Heather Drew on April 21, 2025
(signature)	SSC Chairperson, Dr. Jordyn Trockman on April 21, 2025

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

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

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

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

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

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

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

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

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

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

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

Goal

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

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

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

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

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

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

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

Identified Need

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

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

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

Annual Measurable Outcomes

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

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

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

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

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

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

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

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

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

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

Annual Review

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

Goal Analysis

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

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

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

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

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

Budget Summary

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

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

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

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

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

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved.

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

    B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023