



School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Turtle Rock Elementary School	30-73650-6068647	Reapproval October 14, 2025 / May 5, 2025	Reapproval November 4, 2025

Purpose and Description

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

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

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

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

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Needs Assessment

Data Analysis

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

	Literacy
Data Analyzed	Mid Year Phonics Inventory Grs. K/1/2, LPA Reading Assessments Grs. 1 & 2, SBAC Grades 3-6
Strengths	The ELA performance on state testing at Turtle Rock Elementary is high overall but has shown declines across multiple subgroups.
Areas for Growth	<p>Mid Year Phonics Inventory Grs. K/1/2</p> <p>For Asian students, the percentage meeting the benchmark increased from 93% in 2023-2024 to 96% in 2024-2025, representing a 3 percentage point increase.</p> <p>For Black or African American students, the percentage meeting the benchmark decreased from 90% in 2023-2024 to 78% in 2024-2025, indicating a 12 percentage point decrease.</p> <p>For Hispanic students, the percentage meeting the benchmark remained constant at 82% in both the 2023-2024 and 2024-2025 school years.</p> <p>For students of Multiple ethnicities, the percentage meeting the benchmark increased from 92% in 2023-2024 to 93% in 2024-2025, showing a 1 percentage point increase.</p> <p>For White students, the percentage meeting the benchmark increased from 86% in 2023-2024 to 95% in 2024-2025, which is a 9 percentage point increase.</p> <p>LPA Reading Assessments Grs. 1 & 2</p> <p>For Asian students, the percentage meeting the benchmark decreased slightly from 88% in 2023-2024 to 87% in 2024-2025.</p> <p>Black or African American students experienced a notable decrease in the percentage meeting the benchmark, from 88% in 2023-2024 to 67% in 2024-2025.</p> <p>Similarly, Hispanic students saw a decline in the percentage meeting the benchmark, from 67% in 2023-2024 to 56% in 2024-2025.</p> <p>Students identified as Multiple ethnicities showed an increase in the percentage meeting the benchmark, from 89% in 2023-2024 to 96% in 2024-2025.</p> <p>White students also demonstrated an improvement in performance, with the percentage meeting the benchmark increasing from 84% in 2023-2024 to 94% in 2024-2025.</p> <p>SBAC Grades 3-6</p> <p>All students scored 81.2 points above the standard, but this represents a significant decrease of 17 points. African American students performed 50.8 points above the standard but saw a decrease of 25.5 points. Asian students had a high performance of 107.2 points above the standard but experienced a 17.5-point drop. English Learners scored 31.7 points above the standard, with a significant decrease of 36.6 points.</p> <p>Hispanic students performed 16.5 points below the standard, with a 34.7-point decline. Socioeconomically disadvantaged students scored 14.5 points above the standard but declined by 19.4 points. Students with disabilities performed 3.1 points above the standard, but their scores dropped by 28.9 points.</p>

	Literacy
	Two or more races had the highest performance at 112.2 points above the standard. White students performed 57.2 points above the standard but saw a decline of 15.2 points. Filipino student data was not displayed due to privacy concerns.
Questions & Key Findings	<p>Students leave Kindergarten with a strong understanding of phonics and reading skills. By third grade, we begin to see a decline in students' reading skills. What can we do starting in the 4th grade to make sure that students continue to improve their reading skills? Are there materials that we could be using that are more understandable by the students?</p> <p>The overall ELA performance at Turtle Rock Elementary on the SBAC is very high, but there has been a notable decline of 17 points across all students. The overall trend suggests a need for targeted intervention to address declining scores across subgroups, particularly among English Learners, Hispanic students, and students with disabilities. What factors contributed to the significant decline in ELA performance across multiple subgroups?</p> <p>How do instructional methods and curriculum impact the performance of English Learners and students with disabilities? What interventions or support systems can be implemented to improve the performance of Hispanic students, who are performing below the standard?</p>

	Math
Data Analyzed	2023 & 2024 Grades 3-6 SBAC Scores
Strengths	<p>Mathematics performance at Turtle Rock Elementary saw a decline between 2023 and 2024. Overall, the school's students scored 93.5 points above the standard in 2023, dropping to 85.7 points above the standard in 2024, a decrease of 7.8 points.</p> <p>Subgroup performance varied, with most groups experiencing declines. African American students saw a significant drop from 41.9 points above standard in 2023 to 14.8 points above standard in 2024, a decline of 27.2 points. Asian students experienced a smaller decline, from 121.6 points above standard to 118.1, a decrease of 3.5 points. English Learners dropped from 69.7 points above standard to 59.6, a decline of 10 points. Hispanic students fell from 1.1 points above standard to 14 points below, a decline of 15.1 points. Students identified as Two or More Races maintained relatively stable scores, declining slightly from 98.9 to 97.3 points above standard, a decrease of 1.6 points.</p> <p>Socioeconomically disadvantaged students saw a decline from 29.6 points above standard to 13.9, a decrease of 15.7 points. Students with disabilities experienced the steepest decline, dropping from 38.6 points above standard to 0.9 points below standard, a loss of 39.5 points. White students' scores dropped from 76.5 points above standard to 57.3, a decline of 19.2 points. Current English Learners declined from 12.4 points above standard to 2.8 points below, a drop of 15.3 points.</p> <p>One subgroup, Recently Reclassified English Learners, showed improvement, increasing from 107.2 points above standard in 2023 to 126.5 in 2024, a gain of 19.2 points. English-only students saw a decline from 90.9 points above standard to 80, a decrease of 10.9 points.</p> <p>For some subgroups, including American Indian, Filipino, Foster Youth, and Homeless students, data was not displayed for privacy reasons in both years, as the number of students in these groups was less than 11.</p>

	Math
Areas for Growth	<p>Support for Students with Disabilities – This group saw the most significant decline, dropping 39.5 points. There may be gaps in instructional strategies, accommodations, or access to resources.</p> <p>Targeted Support for African American and Hispanic Students – African American students declined by 27.2 points, and Hispanic students fell from above standard to below standard (-15.1 points). These declines suggest the need for enhanced support.</p> <p>Interventions for Current English Learners – This subgroup declined by 15.3 points, while Recently Reclassified English Learners improved.</p> <p>Strengthening Math Support for Socioeconomically Disadvantaged Students – This group declined by 15.7 points, indicating potential barriers to academic success.</p> <p>Improving Instruction for English-Only Students – While multilingual students saw mixed results, English-Only students also experienced a decline of 10.9 points.</p> <p>Overall Math Instruction & Curriculum Evaluation – A general decline across most subgroups suggests a need to examine instructional practices.</p> <p>What instructional methods contributed to the success of Recently Reclassified English Learners, and can they be applied to Current English Learners?</p> <p>Do Current English Learners need additional language development resources or math-specific language support?</p>
Questions & Key Findings	<p>Mathematics performance at Turtle Rock Elementary saw a decline between 2023 and 2024. Overall, the school's students scored 93.5 points above the standard in 2023, dropping to 85.7 points above the standard in 2024, a decrease of 7.8 points. Overall Math Instruction & Curriculum Evaluation – A general decline across most subgroups suggests a need to examine instructional practices.</p> <p>What academic support systems are in place for these students, and how can they be strengthened?</p> <p>Are there specific curriculum or teaching method changes between 2023 and 2024 that may have impacted overall performance?</p>

	SEL/Behavior
Data Analyzed	Panorama SEL Assessment, IUSD Annual Survey
Strengths	<p>Overall, the teacher perceptions of student in grades K-2 for SEL at Turtle Rock Elementary in Spring 2025 show generally positive results and improvements since the last survey in all four areas. Self-Management shows the most significant positive change. While most areas are slightly below the district average, Self-Management is slightly above. The detailed responses for each question provide a more nuanced understanding of teacher perceptions within each SEL competency.</p> <p>In grades 3-6 at Turtle Rock Elementary, there are strengths in supportive relationships, self-management, and grit.</p>
Areas for Growth	Areas needing more focus include improving school climate by addressing student behavior, enhancing the sense of belonging by fostering respect, and significantly supporting the development of emotion regulation skills. While social awareness is

	SEL/Behavior
	generally positive, there are specific aspects like expressing feelings and managing disagreements that could be further developed.
Questions & Key Findings	<p>What specific strategies or supports could be implemented to further enhance students' ability to control their emotions when needed, potentially bringing the school's average in line with or above the district average?</p> <p>A relevant question is: How can the school further cultivate a growth mindset and resilience in students, ensuring they are even more likely to try again after facing setbacks, and potentially exceed the district average in this area?</p> <p>A crucial question to explore is: What specific initiatives or changes implemented since the last survey contributed to this substantial improvement in teachers' perceptions of students' focus in class?</p> <p>What specific approaches or lessons could further enhance students' consideration of their classmates' feelings, aiming to bring the school's average for social awareness to or above the district level?</p>

	School Climate
Data Analyzed	22-23 & 23-24 California Dashboard for Chronic Absenteeism
Strengths	<p>2023 report:</p> <p>African American students' chronic absenteeism got better by 6.9%. Hispanic students' chronic absenteeism got better by 12.6%. Two or More Races students' chronic absenteeism got better by 7.3%. White students' chronic absenteeism got better by 4.7%. Students with Disabilities chronic absenteeism got better by 4.4%. Socioeconomically Disadvantaged chronic absenteeism got better by 4%.</p> <p>2024 report:</p> <p>African American students' chronic absenteeism got better by 7.5%. English Learners chronic absenteeism got better by 2.3%. Asian students' chronic absenteeism got better by 2.1%. Asian students are in the green zone at 6% chronically absent. Homeless students' chronic absenteeism got better by 15.4%.</p>
Areas for Growth	<p>Groups Closest to Reaching Green or Blue Zones (and how much improvement they need):</p> <p>To get into the Green Zone (less than 6.9% chronic absenteeism): No groups in the red or orange zones are close to entering the green zone. To get into the Blue Zone (presumably near 0% chronic absenteeism): No groups are close to getting into the blue zone.</p> <p>Additional points:</p> <p>The goal for all groups should be to reduce chronic absenteeism to below 5%, which would put them in the green or blue zones.</p>
Questions & Key Findings	All groups are improving their Chronic Absenteeism. Educlimber can be used to sort students into subgroups and the parent friendly letter can be sent to families as an initial contact.

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

Priority Focus Areas/Identified Needs

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

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

Based on the data provided in the source, the most pressing areas for growth for the school action plan appear to be in addressing the declining performance in reading assessments for Black or African American students and Hispanic students across different grade levels, as well as for English Learners and students with disabilities in the upper grades.

The significant declines for specific student groups across different assessments suggest that current instructional practices in phonics, reading, and the content areas might not be equally effective for all students. This could involve a lack of culturally responsive teaching, differentiated instruction tailored to diverse learning needs, or adequate support for language acquisition for English Learners. The consistent declines across early literacy and upper-grade assessments for some groups may indicate a need for earlier and more effective identification of students needing support and the implementation of targeted interventions.

Other pressing areas of need are in the Emotional and Self-Regulation of our students. These are skills that students lack because of exposure to techniques for regulating oneself.

Our ELA and Math goals, while strong, could be improved with additional small group and intervention support for all learners, but particularly our English Learners.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School data was reviewed and analyzed by our general education teachers, special education providers, interventionists, counselors, and elected members of the School Site Council, including parent representatives of English Language Learners.

On November 5, 2024, the school's first ELAC committee convened. The committee discussed its purpose which includes the review of English Language Learner performance in the three goal areas of the SPSA.

In March 2025, teachers received the 2023–2024 baseline data, as well as 24-25 data across all three goal areas. They were asked to identify both areas of strength and opportunities for growth. Additionally, they provided feedback on the specific strategies outlined in the plan, including insights into the effectiveness of these strategies and associated expenditures.

A similar process was conducted with parent members of the School Site Council on April 14, 2025. This inclusive group also represented families of English Learners. The meeting focused primarily on parent engagement and explored ways the school could better support families, with particular attention to those connected to UCI. The Plan was approved on 5/5/25 by the School Site Council.

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts for each goal.

ANALYSIS

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

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

Based on the sources, several strategies saw varied levels of implementation. For Goal 1, the ROCK STAR Program appears to have been implemented as planned and has grown, being used in most classrooms to recognize positive behavior. However, Community Circles were not universally implemented as intended, with some classrooms adopting alternative strategies. The full implementation of the SEL curriculum faced barriers due to time and availability. The MTSS team met to discuss data, indicating implementation, but identified a need for more regular meetings and consistent data entry in the future.

Regarding Goal 2, the use of Para-Professionals to support learning occurred, but there were inconsistencies in scheduling and training, suggesting the intended structured support was not fully realized. Extended Learning was not implemented as planned due to staff citing workload, meetings, preparation time, and fatigue as limitations. Some software packages were well-liked and purchased, as were iPads for Kinder students, suggesting these aspects were implemented. However, ensuring the equitable use of purchased instructional materials across grade levels remains a point of concern, indicating a potential deviation from intended equitable implementation. Stipends for identifying extension materials were offered, which appears to align with the plan.

For Goal 3, Long Term Absence Packets were created and are being distributed regularly, but some teachers are not using them, indicating that the planned universal adoption did not occur. The true effectiveness is yet to be determined.

Which strategies were most effective? Least effective?

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

Major differences between intended implementation and/or budgeted expenditures can be seen across the goals. For Goal 1, while the ROCK STAR program was implemented and grew, Community Circles saw varied implementation with some classrooms shifting to other strategies. A key difference for the SEL curriculum was the barrier of time and availability, leading to the unplanned purchase of MooZoom using SEL funds to provide additional resources, representing a potential adjustment in expenditure plans for SEL implementation. For Goal 2, Extended Learning** faced a significant deviation from the intended implementation due to staff workload and time constraints, ultimately leading to the removal of its funding, a clear difference in budgeted expenditures. While Para-Professionals were utilized, inconsistencies in their scheduling and training suggest a gap between the intended structured support and the reality. For Software and Instructional Materials, although some software was well-received, the high cost remains a concern, and ensuring equitable use of purchased materials across classrooms is a challenge, indicating potential differences in the intended equitable resource allocation and actual practice. Stipends were offered as planned. The purchase of iPads for Kinder students occurred. For Goal 3, Long Term Absence Packets were created and distributed, but the fact that some teachers did not use them indicates a difference in intended universal adoption and actual implementation. Education for families regarding absences is planned with little to no cost, aligning intended low-cost implementation.

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

There will be no changes made to Goals 1 or 3. However, moving forward, Goal 2 will have significant changes to actions and an additional metric. The new Title I teacher will take on the role of scheduling, training, and overseeing of the implementation of the Title I instructional assistants. We will continue with the same number of Title I IA's, since the addition of the Title I teacher will be an additional instructor who will meet with students. We will also focus on the strategies and expenditures that can take place bell to bell rather than after school. An additional metric for Goal 2 will monitor the math scores of students in the primary grades. If there is an opportunity for teachers to be offered the option of supervising Extended Learning Time (ELT) groups from the Extended Learning Opportunities Program (ELOP), the Title I teacher will oversee the implementation of this program.

Priority Focus Area (Goal) 1:

We will create a positive school climate and system of supports for student personal and academic growth.

Outcomes

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

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
Panorama (Grades 3-6)	49% of Respondants respond favorably to questions regarding Emotional Regulation strategies in the Spring 2024.	50% of Respondents respond favorably to questions regarding Emotional Regulation strategies in the Spring 2025.	When taking the Panorama Survey scores will increase by 3% overall in Emotional Regulation
Panorama (PK-2)	55% of Respondents were given a favorable rating of Self Management by classroom teachers in Spring of 2024.	75% of Respondents were given a favorable rating of Self Management by classroom teachers in Spring of 2025.	When completing the Panorama Survey scores will increase 3% overall in the area of Emotional Regulation.
Panorama (Grades 3-6)	55% of respondents had favorable perceptions of the overall Learning and Social climates of school.	58% of respondents had favorable perceptions of the overall Learning and Social climates of school.	When taking the Panorama survey, respondents the favorable perceptions of the overall Learning and Social climates of the school will increase by 3% overall.

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: Instructional Assistants will be paid a stipend to provide childcare at some of our evening parent education events so that parents may attend. Supplies to support student and family engagement: We will purchase SEL materials to give to parents who attend parent education meetings. We will also support parent engagement by supporting the	YEAR 1: Title I LCFF Base	YEAR 1: 5000 83,775	YEAR 1: All Students	YEAR 1: Elementary Counselors/T eachers/Adm inistration

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.		Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>purchase of materials and activities to implement our annual Mutli-cultural festival.</p> <p>Instructional Assistants will be used to work with students in small groups to increase student engagement, support SEL, and provide connection to our school community.</p> <p>Supplies/Stipends/Transportation to support family engagement activities</p>					
YEAR 2: Library Books will be purchased with subjects and topics to which students can relate and learn. ERC's will continue to host parent workshops on topics relevant to supporting children's social/emotional development. They will also partner with outside resource groups to differentiate their offering of workshop topics ERC's will continue to hold weekly Lunch Bunch times for students to practice emotional regulation skills in an informal group environment. ERC's will continue to provide direct instruction on STAR/SHINE/Zones of regulation to all students as part of the weekly PLC Rotations. They will also do lessons as needed for classrooms demonstrating a greater need for SEL instruction. Teachers will use School Beat (formerly MooZoom) to regularly monitor the social/emotional temperature of their classrooms and implement premade lessons to address any social/emotional concerns in real time. Opportunities will be offered to support parent engagement in their children's academic experience. Campus Supervision		YEAR 2: Title I LCFF Base	YEAR 2: 2016.98 100000	YEAR 2: All Students All Students All Students All Students All Students All Students	YEAR 2: Elementary Counselors/Teachers/Administration Elementary Counselors/Teachers/Administration Elementary Counselors/Teachers/Administration Elementary Counselors/Teachers/Administration Elementary Counselors/Teachers/Administration Elementary Counselors/Teachers/Administration Elementary Counselors/Teachers/Administration
YEAR 3: Supplies/Stipends to support family engagement activities					
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	These actions will support student social/emotional development and provide parents with parenting skills and skills for supporting their children's academic growth.				
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1: Social/Emotional Lessons for students Supplies for teachers ERC Parent Trainings				

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
	<p>Year 2: Social/Emotional Lessons for students by ERC Software Purchased by District Provided SEL Funds Supplies for teachers ERC Parent Trainings Title I Parent Trainings & Outreach</p> <p>Year3: Social/Emotional Lessons for students through Software Purchased by District Provided SEL Funds Supplies for teachers ERC Parent Trainings Title I Parent Trainings & Outreach Focus on Zones of Regulation for Students</p>			

Priority Focus Area (Goal) 2:

With a focus on educational equity, Turtle Rock teachers and staff will engage in practices that support the highest academic achievement possible for each student.

Outcomes

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

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
2024 CAASP ELA	98.2% of Students in grades 3-6 are Above Standard	81.2% of Students in grades 3-6 are Above Standard	Maintain our status in the Blue Zone of the ELA Dashboard
2024 CAASP Math	93.5% of Students in grades 3-6 are Above Standard	85.7% of Students in grades 3-6 are Above Standard	Maintain our status in the Blue Zone of the Math Dashboard
2025 Mid Year LPA- Phonics Inventory	K-2 Phonics Inventory Mid-Year 89.7%	92.3% Phonics Inventory Mid Year	93% of Students in Grades K-2 LPA Phonics Inventory Mid Year Assessment will be At Benchmark
2025 Spring LPA- Reading Assessment	1-2 Reading Assessment-Mid- Year 84.9%	84.5% Reading Assessment LPA Mid Year	85% of Students in Grades 1-2 LPA mid-year Reading Assessment will be At Benchmark
2024 Essential Skills Math Assessment Grs. 1 & 2	55.8% of Students scored 85 % correct or Greater in the blue zone	Assessed in May 2025	60% of students will be scoring 85% or better (Blue Zone)
ELPAC	72.8% of EL students are making progress on the ELPAC (Blue Zone)		All subgroups will be making progress on towards English Language Proficiency. (Blue Zone)

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: Para Professionals: These assistants will be used to decrease the student teacher ratio, provide direct intervention in the areas of ELA or Math, help students to regulate their emotions, and provide supervision to allow teachers to deliver Tier II instruction.	YEAR 1: Title I Title I Title I Title I LCFF Base LCFF Base	YEAR 1: 152643.66 2000 2000 14717.50 92000 8554	YEAR 1: At Risk Students	YEAR 1: Teachers/Administration Teachers/Administration Teachers/Administration Teachers/Administration Teachers/Administration

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>Extended Learning: Teachers will be paid a stipend to provide before or after school Tier II or Tier III instruction.</p> <p>Substitutes: Teachers can be released to plan, collaborate, assess students for understanding, or evaluate student progress on standards.</p> <p>Software will be purchased for Tier II and Tier III instruction.</p> <p>Instructional Materials will be purchased for Tier II and Tier III instruction.</p> <p>Stipends will be available to certificated staff to develop curriculum for At Risk students or Gifted Students, or provide a service to work directly with students.</p>	<p>LCFF Supplementa I</p> <p>Title I</p> <p>Title I</p> <p>Lottery</p>	<p>60,089.25</p> <p>15,000</p> <p>29345.45</p> <p>8990.00</p>		<p>Teachers/Ad ministration</p> <p>Teachers/Ad ministration</p> <p>Teachers/Ad ministration</p> <p>Teachers/Ad ministration</p> <p>Teachers/Ad ministration</p> <p>Teachers/Ad ministration</p>
YEAR 2:	YEAR 2:	YEAR 2:	YEAR 2:	YEAR 2:
<p>Title I-funded TOSA will provide direct intervention to targeted students and support classroom instruction through modeling and coaching. In addition, the TOSA will facilitate PLCs, train staff in differentiated strategies, and guide the use of formative assessments and flexible grouping to mitigate relative declining student achievement and improve outcomes aligned with district goals.</p> <p>Para Professionals: These assistants will be used to decrease the student teacher ratio, provide direct intervention in the areas of ELA or Math and mitigate relative declining achievement, help students to regulate their emotions, and provide supervision to allow teachers to deliver Tier II instruction.</p> <p>Supplemental Materials</p> <p>Software</p> <p>Substitutes</p> <p>Extended Learning Time</p> <p>Supplemental Materials</p> <p>Instructional Assistants</p> <p>Materials</p> <p>Substitutes</p> <p>Materials</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Lottery</p> <p>LCFF Supplementa I</p> <p>LCFF Supplementa I</p> <p>LCFF Supplementa I</p> <p>LCFF Base</p>	<p>0</p> <p>170,000</p> <p>20281</p> <p>26144.28</p> <p>15000</p> <p>1000</p> <p>12670.57</p> <p>54,000</p> <p>7724</p> <p>153017.68</p>	<p>All Students</p> <p>All Students</p>	<p>Teachers/Ad ministration</p> <p>Teachers/Ad ministration</p> <p>Teachers/Ad ministration</p> <p>Teachers/Ad ministration</p> <p>Teachers/Ad ministration</p> <p>Teachers/Ad ministration</p> <p>Teachers/Ad ministration</p> <p>Teachers/Ad ministration</p> <p>Teacher/Adm inistration</p> <p>Teacher/Adm in./IA</p> <p>Teacher/Adm in./IA</p> <p>Teacher Admin</p> <p>Teacher/Adm in</p> <p>Teacher/Adm in</p> <p>Teacher/Adm in.</p>
YEAR 3:				
<p>Title I-funded TOSA will provide direct intervention to targeted students and support classroom instruction through modeling and coaching. In addition, the TOSA will facilitate PLCs, train staff in differentiated strategies, and guide the use of formative assessments and flexible grouping to mitigate relative</p>				

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>declining student achievement and improve outcomes aligned with district goals.</p> <p>Para Professionals: These assistants will be used to decrease the student teacher ratio, provide direct intervention in the areas of ELA or Math and mitigate relative declining achievement, help students to regulate their emotions, and provide supervision to allow teachers to deliver Tier II instruction.</p> <p>Supplemental Resources</p> <p>Software</p> <p>Substitutes</p>				
<p>How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?</p>	<p>All of these Actions/Strategies provide equitable access to the curriculum for all learners. Funds will be directed towards those identified Areas of Need.</p>			
<p>What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?</p>	<p>Year 1: Weekly PLC Meetings/5 Site Professional Development Days/3 District Professional Development Days/2 Title I Tier II Planning Days/Grade Level PLC Release Days/1-2 Grading Days. Teachers will have access to district TOSA's, Site MTSS Team members, Intervention Teacher, Tier I Teacher, PLC Facilitator Coach, Assistant Principal and Principal on these training days.</p> <p>Year 2: Weekly PLC Meetings/5 Site Professional Development Days/3 District Professional Development Days/Title I Tier II planning days. Teachers will have access to district TOSA's, Site MTSS Team members, Intervention Teacher, PLC Facilitator Coach, Assistant Principal and Principal on these training days.</p> <p>Year3: Weekly PLC Meetings/5 Site Professional Development Days/3 District Professional Development Days/Title I Tier II planning days. Teachers will have access to district TOSA's, Site MTSS Team members, Intervention Teacher, PLC Facilitator Coach, Assistant Principal and Principal on these training days.</p>			

Priority Focus Area (Goal) 3:

Address barriers limiting student participation in programs and provide equity in allocation of resources

Outcomes

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

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
California Dashboard- Chronic Absenteeism	English Learners 14.3% (RED) Asians- 8.1% (Orange) Hispanics- 21.4%	English Learner-12.2% (Yellow) Asians- 6% (Green) Two or More Races- 12.5% Hispanics- 26.3% (Red) Whites-12% (Red) Socio-economically Disadvantaged (21.4%-Red)	Chronic Absenteeism will improve one color level across all subgroups.

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: ROCK STAR Program The MTSS Team will meet regularly to review our intervention programs and make adjustments as needed. Team will meet each trimester to review behavior data and determine necessary supports to students/areas of concern. They will also promote a shift towards positive behavior supports in the classrooms. Behavior data will be shared regularly 55% of respondents had favorable perceptions of the overall Learning and Social climates of school.	YEAR 1: Title I	YEAR 1: 3,000	YEAR 1: All Students	YEAR 1: Teachers/Administration
YEAR 2: ROCK STAR Program The MTSS & PBIS Teams will meet regularly to review our intervention programs and make adjustments as needed. Teams will meet each trimester to review behavior data and determine necessary supports to students/areas of concern.	YEAR 2: Title I	YEAR 2: 1,000	YEAR 2: All Students	YEAR 2: Teachers/Administration

<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>They will also promote a shift towards positive behavior supports in the classrooms.</p> <p>Positive attendance will be celebrated in the Rock Star Program.</p> <p>The MTSS Team, Title I Teacher and Administration will meet regularly to put targeted strategies into place to encourage positive attendance. The team will meet with other school teams who have made improvements in their attendance to determine if there are strategies for we can implement. Also, the team will review and implement targeted interventions shared at the OCDE Chronic Absenteeism webinar that members attended on December 4, 2024.</p>				
<p>YEAR 3:</p> <p>ROCK STAR Program</p> <p>The MTSS Team will meet regularly to review our intervention programs and make adjustments as needed. Team will meet each trimester to review behavior data and determine necessary supports to students/areas of concern. They will also promote a shift towards positive behavior supports in the classrooms.</p> <p>Behavior data will be shared regularly</p> <p>55% of respondents had favorable perceptions of the overall Learning and Social climates of school.</p>				
<p>How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?</p>	<p>These subgroups will have attendance rates commensurate to all other subgroups, creating equal access to educational opportunity</p>			
<p>What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?</p>	<p>Year 1: MTSS and Staff meetings to discuss needs, plan, current data to identify and adjust strategies to address goal.</p> <p>Year 2: MTSS and Staff meetings to discuss needs, plan, current data to identify and adjust strategies to address goal.</p> <p>Year3: MTSS and Staff meetings to discuss needs, plan, current data to identify and adjust strategies to address behavior goal.</p>			

Priority Focus Area (Goal) 4:

Support parents to engage with their children in the areas of ELA/Math/SEL and ELD

Outcomes

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

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
Attendance sheets at ERC Sponsored Trainings		20 parents at each meeting	Maintain or increase number of attendees at each meeting
Sign-up sheet for translators @ conferences		15 conferences	Maintain or increase the number of translator supported conferences each trimester

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.		Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1:		YEAR 1:	YEAR 1:	YEAR 1:	YEAR 1:
YEAR 2: Parent Education Materials Stipends for Childcare Translation services Parent engagement software		YEAR 2: Title I Title I Title I Title I	YEAR 2: 628 300 1000 1450	YEAR 2: All Students All Students ELL/Title I	YEAR 2: Principal/Admin. Principal/Admin. Principal/Admin/Teacher s
YEAR 3:					
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?					
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1: Year 2: Year3:				

LCAP ITEM (High School & Middle Schools Only):

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

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

LCAP ITEM (Elementary Schools Only):

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

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

Instructional Assistants are provided to each grade level. These IA's are there to support small groups and individuals needing assistance. The presence of the IA's reduces the student/teacher ratio to approximately 16:1 when they are present in the room. IA's also support the Title I and Tier III intervention programs. Extended Learning Time is available to our emerging readers in first grade for additional support. An Assistant Principal is employed to support all aspects of the educational program, to meet with stakeholders, and to address the social/emotional/behavioral needs of the students.

ATSI Identified Schools

ATSI Annual Review (2024-2025)

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

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

Which strategies were most effective? Least effective?

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$566,232.51
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$238,820.26

Subtotal of additional federal funds included for this school: \$238,820.26

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

State or Local Programs	Allocation (\$)
LCFF Base	\$253,017.68
LCFF Supplemental	\$61,724.00
Lottery	\$12,670.57

Subtotal of state or local funds included for this school: \$327,412.25

Total of federal, state, and/or local funds for this school: \$566,232.51

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF Base	253,017.68
LCFF Supplemental	61,724.00
Lottery	12,670.57
Title I	238,820.26

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Base	253,017.68
	LCFF Supplemental	61,724.00
	Lottery	12,670.57
	Title I	238,820.26

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	102,016.98
Goal 2	459,837.53
Goal 3	1,000.00

ATSI Goal	3,378.00
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Recommendations and Assurances

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

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

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on May 5, 2025.

Attested:

Principal, Jeremy Stonebarger on October 14, 2025
SSC Chairperson, Debbie Foret on October 14, 2025

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
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Jeremy Stonebarger	Principal
Debbie Foret	Principal Other School Staff
Kara Rice	Classroom Teacher
Nicole Ornelas	Classroom Teacher
Brandi Gerbosi	Classroom Teacher
Alicia Prestel	Classroom Teacher
Charlene Azeema	Parent or Community Member
Na Zhang	Parent or Community Member
Amit Sharma	Parent or Community Member
Krish Koothan	Parent or Community Member
Judy Wang	Parent or Community Member
Nayssan Safavian	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.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.61%	0.48%	0.22%	5	4	2
African American	3.31%	2.99%	2.34%	27	25	21
Asian	45.89%	51.26%	52.73%	374	428	474
Filipino	0.98%	1.08%	0.78%	8	9	7
Hispanic/Latino	11.17%	12.1%	12.46%	91	101	112
Pacific Islander	%	0%	%	0	0	
White	27.61%	23.95%	23.69%	225	200	213
Multiple/No Response	9.20%	7.66%	7.68%	75	64	69
Total Enrollment				815	835	899

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	108	95	78
Grade 1	121	106	102
Grade 2	110	141	117
Grade3	103	112	166
Grade 4	115	127	142
Grade 5	119	131	138
Grade 6	139	123	132
Total Enrollment	815	835	899

Conclusions based on this data:

1. The school has been growing in population.
2. There is a bubble of students moving through the upper grades
3. The number of Asian students is growing.

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	171	141	169	19.4%	21.0%	18.8%
Fluent English Proficient (FEP)	165	227	254	22.7%	20.2%	28.3%
Reclassified Fluent English Proficient (RFEP)	47	91		77.5%	21.60%	

Conclusions based on this data:

1. The number of English learners has remained consistent over the last three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	107	117	166	103	110	160	103	110	160	96.3	94.0	96.4
Grade 4	118	134	146	112	126	140	112	126	140	94.9	94.0	95.9
Grade 5	121	131	142	119	128	137	118	128	137	98.3	97.7	96.5
Grade 6	136	127	137	133	124	130	133	124	130	97.8	97.6	94.9
All Grades	482	509	591	467	488	567	466	488	567	96.9	95.9	95.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2492.	2503.	2487.	49.51	60.91	55.63	25.24	15.45	18.13	16.50	12.73	13.13	8.74	10.91	13.13
Grade 4	2553.	2549.	2555.	57.14	57.94	63.57	29.46	20.63	15.71	7.14	7.14	7.14	6.25	14.29	13.57
Grade 5	2609.	2607.	2588.	67.80	62.50	62.77	17.80	24.22	13.87	5.08	8.59	8.03	9.32	4.69	15.33
Grade 6	2616.	2646.	2626.	57.14	65.32	58.46	25.56	25.00	29.23	11.28	8.06	7.69	6.02	1.61	4.62
All Grades	N/A	N/A	N/A	58.15	61.68	59.96	24.46	21.52	19.05	9.87	9.02	9.17	7.51	7.79	11.82

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	40.78	46.36	41.25	49.51	47.27	50.63	9.71	6.36	8.13
Grade 4	47.32	49.21	49.29	48.21	44.44	43.57	4.46	6.35	7.14
Grade 5	53.39	50.00	42.34	40.68	46.09	45.26	5.93	3.91	12.41
Grade 6	47.37	61.29	54.62	44.36	34.68	41.54	8.27	4.03	3.85
All Grades	47.42	51.84	46.56	45.49	43.03	45.50	7.08	5.12	7.94

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	39.81	46.36	36.25	50.49	42.73	45.63	9.71	10.91	18.13
Grade 4	38.39	48.41	56.43	55.36	40.48	33.57	6.25	11.11	10.00
Grade 5	66.10	64.84	58.39	27.12	30.47	29.20	6.78	4.69	12.41
Grade 6	51.13	62.90	53.08	41.35	34.68	43.08	7.52	2.42	3.85
All Grades	49.36	55.94	50.44	43.13	36.89	38.10	7.51	7.17	11.46

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	31.07	31.82	29.38	62.14	61.82	61.25	6.80	6.36	9.38
Grade 4	29.46	29.37	29.29	63.39	57.14	65.00	7.14	13.49	5.71
Grade 5	29.66	37.50	24.09	64.41	56.25	67.15	5.93	6.25	8.76
Grade 6	27.07	37.10	31.54	69.17	62.10	64.62	3.76	0.81	3.85
All Grades	29.18	34.02	28.57	65.02	59.22	64.37	5.79	6.76	7.05

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	35.92	40.00	39.38	54.37	55.45	55.00	9.71	4.55	5.63
Grade 4	40.18	38.89	44.29	50.89	51.59	49.29	8.93	9.52	6.43
Grade 5	54.24	43.75	43.80	39.83	51.56	44.53	5.93	4.69	11.68
Grade 6	40.60	48.39	44.62	54.89	49.19	50.77	4.51	2.42	4.62
All Grades	42.92	42.83	42.86	50.00	51.84	50.09	7.08	5.33	7.05

Conclusions based on this data:

1. The number of first time testers (3rd grade) has increased over the last three years.
2. The majority of students are performing At or Above standard in all areas.

3. Our students perform the highest in Math.

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	107	117	167	106	116	165	106	116	165	99.1	99.1	98.8
Grade 4	118	134	146	116	134	145	116	134	145	98.3	100.0	99.3
Grade 5	121	131	143	119	130	141	119	130	141	98.3	99.2	98.6
Grade 6	136	127	137	133	126	132	133	126	132	97.8	99.2	96.4
All Grades	482	509	593	474	506	583	474	506	583	98.3	99.4	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	2513.	2509.	2501.	59.43	54.31	55.15	19.81	25.86	21.82	12.26	12.07	9.70	8.49	7.76	13.33
Grade 4	2570.	2571.	2575.	59.48	58.21	64.14	27.59	26.87	20.00	10.34	9.70	11.72	2.59	5.22	4.14
Grade 5	2617.	2614.	2612.	73.11	67.69	66.67	12.61	13.85	10.64	6.72	13.85	12.06	7.56	4.62	10.64
Grade 6	2639.	2650.	2643.	68.42	73.02	65.15	15.79	12.70	18.94	6.77	6.35	9.85	9.02	7.94	6.06
All Grades	N/A	N/A	N/A	65.40	63.44	62.44	18.78	19.76	18.01	8.86	10.47	10.81	6.96	6.32	8.75

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	56.60	55.17	58.18	33.02	36.21	26.06	10.38	8.62	15.76
Grade 4	51.72	57.46	60.00	40.52	32.84	28.97	7.76	9.70	11.03
Grade 5	59.66	55.38	58.16	31.93	37.69	31.21	8.40	6.92	10.64
Grade 6	51.88	59.52	58.33	40.60	33.33	33.33	7.52	7.14	8.33
All Grades	54.85	56.92	58.66	36.71	34.98	29.67	8.44	8.10	11.66

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	49.06	47.41	50.30	43.40	45.69	36.97	7.55	6.90	12.73
Grade 4	57.76	58.21	58.62	38.79	35.07	36.55	3.45	6.72	4.83
Grade 5	59.66	50.00	57.45	36.97	43.85	33.33	3.36	6.15	9.22
Grade 6	50.38	57.94	58.33	42.86	37.30	34.09	6.77	4.76	7.58
All Grades	54.22	53.56	55.92	40.51	40.32	35.33	5.27	6.13	8.75

Conclusions based on this data:

1. The students perform approximately the same in both the areas of problem solving and communicating reasoning.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1442.3	1446.5	1461.3	1447.2	1441.3	1467.1	1430.8	1458.1	1447.8	32	28	33
1	1472.4	1477.1	1479.3	1467.6	1470.6	1466.7	1476.6	1483.2	1491.4	17	31	28
2	1482.8	1493.0	1526.2	1481.5	1470.9	1519.9	1483.5	1514.6	1531.8	22	24	27
3	1506.1	1489.4	1500.0	1511.0	1482.4	1516.4	1500.7	1495.7	1483.1	17	31	24
4	1503.4	1503.3	1537.5	1500.9	1499.1	1549.2	1505.6	1507.0	1525.3	16	20	30
5	*	*	1524.1	*	*	1543.8	*	*	1504.0	10	9	19
6	1552.6	*	1520.1	1558.2	*	1523.2	1546.5	*	1516.5	15	10	11
All Grades										129	153	172

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	18.75	33.33	36.36	50.00	22.22	30.30	28.13	33.33	18.18	3.13	11.11	15.15	32	27	33
1	11.76	29.03	17.86	58.82	45.16	60.71	29.41	22.58	17.86	0.00	3.23	3.57	17	31	28
2	0.00	29.17	44.44	68.18	33.33	44.44	27.27	25.00	7.41	4.55	12.50	3.70	22	24	27
3	29.41	12.90	12.50	41.18	35.48	45.83	23.53	41.94	33.33	5.88	9.68	8.33	17	31	24
4	25.00	25.00	36.67	31.25	30.00	43.33	18.75	25.00	10.00	25.00	20.00	10.00	16	20	30
5	*	*	31.58	*	*	15.79	*	*	26.32	*	*	26.32	*	*	19
6	53.33	*	27.27	20.00	*	27.27	13.33	*	18.18	13.33	*	27.27	15	*	11
All Grades	21.71	25.00	30.23	47.29	36.18	40.12	23.26	26.32	18.02	7.75	12.50	11.63	129	152	172

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	31.25	22.22	45.45	31.25	33.33	24.24	31.25	37.04	12.12	6.25	7.41	18.18	32	27	33
1	23.53	25.81	28.57	52.94	38.71	42.86	23.53	32.26	21.43	0.00	3.23	7.14	17	31	28
2	40.91	16.67	66.67	31.82	50.00	25.93	22.73	20.83	3.70	4.55	12.50	3.70	22	24	27
3	47.06	16.13	58.33	29.41	48.39	25.00	17.65	25.81	8.33	5.88	9.68	8.33	17	31	24
4	31.25	40.00	66.67	37.50	30.00	20.00	12.50	20.00	6.67	18.75	10.00	6.67	16	20	30
5	*	*	47.37	*	*	26.32	*	*	10.53	*	*	15.79	*	*	19
6	66.67	*	36.36	20.00	*	45.45	6.67	*	0.00	6.67	*	18.18	15	*	11
All Grades	40.31	26.32	51.16	33.33	38.82	28.49	19.38	26.32	9.88	6.98	8.55	10.47	129	152	172

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	9.38	22.22	27.27	46.88	29.63	24.24	40.63	37.04	39.39	3.13	11.11	9.09	32	27	33
1	23.53	12.90	17.86	41.18	54.84	60.71	35.29	19.35	21.43	0.00	12.90	0.00	17	31	28
2	0.00	33.33	29.63	45.45	33.33	51.85	50.00	25.00	14.81	4.55	8.33	3.70	22	24	27
3	17.65	16.13	4.17	35.29	22.58	16.67	23.53	29.03	45.83	23.53	32.26	33.33	17	31	24
4	6.25	5.00	13.33	31.25	35.00	33.33	25.00	25.00	33.33	37.50	35.00	20.00	16	20	30
5	*	*	0.00	*	*	26.32	*	*	26.32	*	*	47.37	*	*	19
6	26.67	*	18.18	33.33	*	9.09	20.00	*	36.36	20.00	*	36.36	15	*	11
All Grades	13.18	17.76	16.86	37.98	34.21	34.30	36.43	26.32	30.81	12.40	21.71	18.02	129	152	172

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	34.38	37.04	39.39	53.13	51.85	45.45	12.50	11.11	15.15	32	27	33
1	58.82	61.29	32.14	35.29	35.48	64.29	5.88	3.23	3.57	17	31	28
2	27.27	29.17	48.15	59.09	58.33	48.15	13.64	12.50	3.70	22	24	27
3	47.06	25.81	37.50	35.29	58.06	45.83	17.65	16.13	16.67	17	31	24
4	56.25	35.00	43.33	37.50	50.00	46.67	6.25	15.00	10.00	16	20	30
5	*	*	36.84	*	*	42.11	*	*	21.05	*	*	19
6	20.00	*	9.09	73.33	*	54.55	6.67	*	36.36	15	*	11
All Grades	38.76	37.50	37.79	50.39	50.00	49.42	10.85	12.50	12.79	129	152	172

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	12.50	22.22	45.45	81.25	66.67	36.36	6.25	11.11	18.18	32	27	33
1	5.88	19.35	14.29	76.47	67.74	71.43	17.65	12.90	14.29	17	31	28
2	27.27	33.33	66.67	68.18	54.17	29.63	4.55	12.50	3.70	22	24	27
3	64.71	19.35	70.83	29.41	64.52	20.83	5.88	16.13	8.33	17	31	24
4	31.25	45.00	83.33	50.00	40.00	10.00	18.75	15.00	6.67	16	20	30
5	*	*	66.67	*	*	22.22	*	*	11.11	*	*	18
6	80.00	*	72.73	20.00	*	9.09	0.00	*	18.18	15	*	11
All Grades	36.43	28.29	57.89	55.04	59.21	30.99	8.53	12.50	11.11	129	152	171

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	12.50	26.92	27.27	84.38	65.38	54.55	3.13	7.69	18.18	32	26	33
1	29.41	32.26	32.14	64.71	48.39	64.29	5.88	19.35	3.57	17	31	28
2	9.09	37.50	25.93	90.91	54.17	62.96	0.00	8.33	11.11	22	24	27
3	17.65	12.90	4.17	52.94	51.61	41.67	29.41	35.48	54.17	17	31	24
4	6.25	10.00	10.00	56.25	50.00	63.33	37.50	40.00	26.67	16	20	30
5	*	*	10.53	*	*	42.11	*	*	47.37	*	*	19
6	20.00	*	0.00	53.33	*	54.55	26.67	*	45.45	15	*	11
All Grades	15.50	23.84	18.02	70.54	51.66	55.81	13.95	24.50	26.16	129	151	172

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	32.26	55.56	54.55	61.29	33.33	36.36	6.45	11.11	9.09	31	27	33
1	18.75	22.58	14.29	81.25	64.52	82.14	0.00	12.90	3.57	16	31	28
2	4.55	45.83	44.44	81.82	37.50	51.85	13.64	16.67	3.70	22	24	27
3	17.65	22.58	0.00	70.59	61.29	87.50	11.76	16.13	12.50	17	31	24
4	25.00	20.00	30.00	56.25	60.00	53.33	18.75	20.00	16.67	16	20	30
5	*	*	0.00	*	*	68.42	*	*	31.58	*	*	19
6	26.67	*	18.18	60.00	*	54.55	13.33	*	27.27	15	*	11
All Grades	22.05	31.58	26.16	67.72	52.63	61.05	10.24	15.79	12.79	127	152	172

Conclusions based on this data:

1. The number of students tested on the ELPAC has increased over the last three years.

2. The students perform better on the Listening and Speaking domains rather than the Writing and Reading domains.

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
899	22%	18.8%	0.0%
Total Number of Students enrolled in Turtle Rock Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	169	18.8%
Foster Youth	0	0.0%
Homeless	5	0.6%
Socioeconomically Disadvantaged	198	22%
Students with Disabilities	88	9.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	2.3%
American Indian	2	0.2%
Asian	474	52.7%
Filipino	7	0.8%
Hispanic	112	12.5%
Two or More Races	69	7.7%
Pacific Islander	0	0.0%
White	213	23.7%

Conclusions based on this data:

- 20% of the student population is Socio-economically disadvantaged.

2. 18% are EL's
3. Asian is the largest ethnic subgroup on campus.

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.

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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We are green in every area but Absenteeism.

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.

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












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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		
<div>All Students</div> <div></div> <div>Green</div> <div>81.2 points above standard</div> <div>Declined 17.0 points</div> <div>545 Students</div>	<div>English Learners</div> <div></div> <div>Green</div> <div>31.7 points above standard</div> <div>Declined 36.6 points</div> <div>134 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>5 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>14.5 points above standard</div> <div>Declined 19.4 points</div> <div>110 Students</div>

Students with Disabilities  Yellow 3.1 points above standard Declined 28.9 points 62 Students	African American  No Performance Color 50.8 points above standard Declined 25.5 points 12 Students	American Indian  No Performance Color Less than 11 Students 2 Students
Asian  Green 107.2 points above standard Declined 17.5 points 303 Students	Filipino  No Performance Color Less than 11 Students 7 Students	Hispanic  Orange 16.5 points below standard Declined 34.7 points 56 Students
Two or More Races  Blue 112.2 points above standard Increased 10.2 points 38 Students	Pacific Islander  No Performance Color 0 Students	White  Green 57.2 points above standard Declined 15.2 points 126 Students

Conclusions based on this data:

1. Students with Disabilities are in Yellow.
2. Socio Economically Disadvantaged students should be on watch for low green scores.
3. Hispanic students should be on watch for low green scores.

School and Student Performance Data

Academic Performance Mathematics

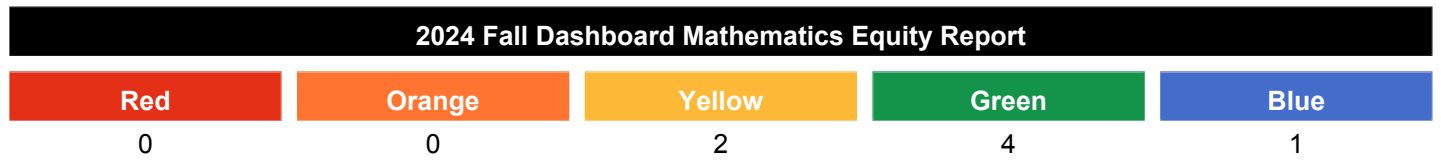
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>85.7 points above standard</div> <div>Declined 7.8 points</div> <div>556 Students</div>	<div>English Learners</div> <div></div> <div>Green</div> <div>59.6 points above standard</div> <div>Declined 10.0 points</div> <div>147 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>5 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>13.9 points above standard</div> <div>Declined 15.7 points</div> <div>114 Students</div>

Students with Disabilities  Yellow 0.9 points below standard Declined 39.5 points 61 Students	African American  No Performance Color 14.8 points above standard Declined 27.2 points 12 Students	American Indian  No Performance Color Less than 11 Students 2 Students
Asian  Green 118.1 points above standard Declined 3.5 points 313 Students	Filipino  No Performance Color Less than 11 Students 7 Students	Hispanic  Yellow 14.0 points below standard Declined 15.1 points 56 Students
Two or More Races  Blue 97.3 points above standard Maintained 1.6 points 38 Students	Pacific Islander  No Performance Color 0 Students	White  Green 57.3 points above standard Declined 19.2 points 127 Students

Conclusions based on this data:

1. Students with Disabilities are performing below standard in Math.
2. Socio Economically Disadvantaged students should be on watch for low green scores.
3. Hispanics students should be on watch for low green scores.

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
 Blue	 No Performance Color
72.8% making progress.	making progress.
Number Students: 103 Students	Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7.8%	19.4%	1%	71.8%

Conclusions based on this data:

- English Learners are performing well in English Language Proficiency assessments.

School and Student Performance Data

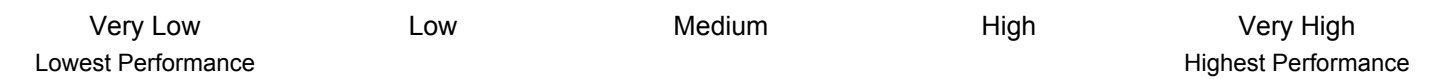
Academic Performance College/Career Report

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.



This section provides number of student groups in each level.



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

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

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

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



Orange

10.7% Chronically Absent

Maintained 0.3

943 Students

English Learners



Yellow

12.2% Chronically Absent

Declined 2.3

189 Students

Long-Term English Learners



No Performance Color

0 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

2 Students

Homeless



No Performance Color

46.2% Chronically Absent

Declined 15.4

13 Students

Socioeconomically Disadvantaged












Red

21.4% Chronically Absent

Maintained 0.1

234 Students

Students with Disabilities  Orange 14.5% Chronically Absent Increased 2 117 Students	African American  No Performance Color 16.7% Chronically Absent Declined 7.5 24 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Green 6% Chronically Absent Declined 2.1 503 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Hispanic  Red 26.3% Chronically Absent Increased 4.8 118 Students
Two or More Races  Orange 12.5% Chronically Absent Increased 5.6 72 Students	Pacific Islander  No Performance Color 0 Students	White  Red 12% Chronically Absent Increased 3.3 217 Students

Conclusions based on this data:

1. English Learners are in the yellow zone.
2. Hispanics, Socio-Economically Disadvantaged, and Whites have an attendance issue. They are in the red zone.
3. Students with Disabilities are in the orange Zone

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.

School and Student Performance Data

Conditions & Climate Suspension Rate

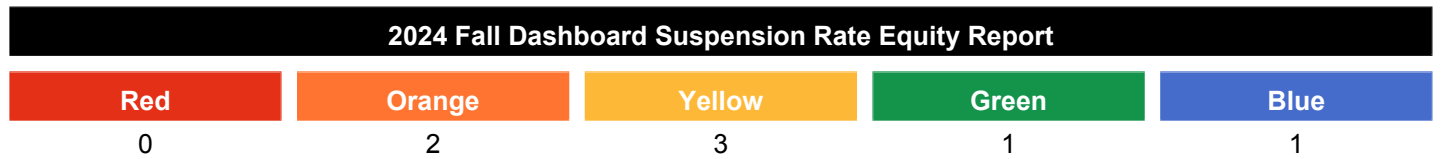
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>0.5% suspended at least one day</div> <div>Increased 0.5%</div> <div>980 Students</div>	<div>English Learners</div> <div></div> <div>Green</div> <div>0.5% suspended at least one day</div> <div>Increased 0.5%</div> <div>199 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>4 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>4.3% suspended at least one day</div> <div>Increased 4.3%</div> <div>23 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>0.8% suspended at least one day</div> <div>Increased 0.8%</div> <div>255 Students</div>

Students with Disabilities  Yellow 0.8% suspended at least one day Increased 0.8% 118 Students	African American  No Performance Color 0% suspended at least one day Maintained 0% 25 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Blue 0% suspended at least one day Maintained 0% 521 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Hispanic  Yellow 0.8% suspended at least one day Increased 0.8% 129 Students
Two or More Races  Orange 1.3% suspended at least one day Increased 1.3% 75 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Orange 1.4% suspended at least one day Increased 1.4% 220 Students

Conclusions based on this data:

1. Hispanics, Whites, and Students with Disabilities are in the yellow zone.
2. Asian students do not have an suspension issue.

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Na Zhang

English Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 5, 2025.

Attested:

Jeremy Stonebarger
Debbie Foret

Principal, Jeremy Stonebarger on May 12, 2025

SSC Chairperson, Debbie Foret on May 12, 2025