



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
Plaza Vista School	30-73650-6115786	2/27/2025	June 24, 2025

Purpose and Description

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

School Wide Program

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

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

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

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Needs Assessment

Data Analysis

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

	Literacy
Data Analyzed	SBAC, STAR, ELPAC, Panorama, IUSD Annual Survey, End of Course (EOC)/Essential Standards Exams, and more
Strengths	School awarded California Distinguished School for student achievement growth in 2025 (based on 2024 data). From the California Department of Education: "Eligibility Criteria California uses a multiple measures accountability system to identify eligible schools based on their performance and progress on the state indicators as specified on the California School Dashboard. Information regarding the Dashboard is provided on the CDE California School Dashboard and System of Support web page. In 2025 California is recognizing outstanding elementary schools."
Areas for Growth	--Students with disabilities scored in the yellow on the CA School Dashboard, EL, Hispanic, and Asian scored in the green.
Questions & Key Findings	-How can we get our subgroups to score on a par with our overall school population? Socioeconomically Disadvantaged did so on literacy so why not math?

	Math
Data Analyzed	SBAC, STAR, ELPAC, Panorama, IUSD Annual Survey, End of Course/Essential Standards Exams, and more
Strengths	School awarded California Distinguished School for student achievement growth in 2025 (based on 2024 data). From the California Department of Education: "Eligibility Criteria California uses a multiple measures accountability system to identify eligible schools based on their performance and progress on the state indicators as specified on the California School Dashboard. Information regarding the Dashboard is provided on the CDE California School Dashboard and System of Support web page. In 2025 California is recognizing outstanding elementary schools."
Areas for Growth	-Students with disabilities scored in the yellow on the CA School Dashboard, EL, Hispanic, and Socioeconomically Disadvantaged scored in the green.
Questions & Key Findings	-EOC exams for math were within 1 point of IUSD average in advanced math and we have about 10% more EL than the district average. -How can we get our subgroups to score on a par with our overall school population?

	SEL/Behavior
Data Analyzed	SBAC, STAR, ELPAC, Panorama, IUSD Annual Survey, End of Course/Essential Standards Exams, and more
Strengths	School awarded California Distinguished School for student achievement growth in 2025 (based on 2024 data). From the California Department of Education: "Eligibility Criteria California uses a multiple measures accountability system to identify eligible schools based on their performance and progress on the state indicators as specified on the California School Dashboard. Information regarding the Dashboard is provided on the CDE California School Dashboard and System of Support web page. In 2025 California is recognizing outstanding elementary schools." -0 suspensions in 23-24.
Areas for Growth	-Chronic Absenteeism: 8% of students are "chronically absent": From the California Department of Education: A "chronic absentee" has been defined in Education Code Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."
Questions & Key Findings	How can we improve attendance? This summer we will award "Prefect Attendance" to students for the first time since the pandemic in an attempt to encourage attendance. Also, we will systematically run absentee reports next year in the office for the counseling staff and the assistant principal.

	School Climate
Data Analyzed	SBAC, STAR, ELPAC, Panorama, IUSD Annual Survey, End of Course/Essential Standards Exams, and more
Strengths	School awarded California Distinguished School for student achievement growth in 2025 (based on 2024 data). From the California Department of Education: "Eligibility Criteria California uses a multiple measures accountability system to identify eligible schools based on their performance and progress on the state indicators as specified on the California School Dashboard. Information regarding the Dashboard is provided on the CDE California School Dashboard and System of Support web page. In 2025 California is recognizing outstanding elementary schools." -96% of staff feel supported by their school administrator (K-8 average is 90%).
Areas for Growth	-Staff rated handling of school discipline as 28% (K-8 average is 50%)
Questions & Key Findings	-What other things PBIS and MTSS wise can we do to support student achievement in and our of the classroom including academics and behavior?

	College and Career Readiness (High Schools Only)
Data Analyzed	Not applicable- PK-8 School
Strengths	
Areas for Growth	

	College and Career Readiness (High Schools Only)
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.)

Supporting our EL students, particularly in grades where reading is not explicitly taught as much as PK-2, continues to be an area of challenge. We need to continue to dedicate more resources and training for grades 3 and up to ensure we are fully supporting our EL students. While we have a rich Tier 3 support at the elementary level in grades 1-5, we need to increase support for grades 6-8. IUSD is providing additional staffing for this purpose next school year.

Additionally, our students with IEP's, Hispanic/Latino, and socio-economically disadvantaged also under perform compared to their peers.

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

Open invitation for joining the council emailed multiple times along with the Zoom link. Staff membership is an adjunct duty to compensate them for thier involvement. ASB sends at least one student to represent each meeting. Our council met to approve the plan on 2/27/25 via Zoom.

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?

Implemented as planned:

- ASB
- PALS
- NJHS
- Increased intention about clustering ELs
- Designated ELD in all grades (30 minutes a day in elementary and a course in middle school)
- Instructional Rounds
- Team Goals

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.

-We need to revisit elementary clustering practices and designated ELD in elementary and plan to at the May leadership meeting.

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

The council wants us to consider:

- How other schools transition up students from grade to grade
- How to get bigger improvements in math
- More after school remediation opportunities, particularly in math
- Increase the use of Paper by students during the school day and after school
- The impact of programs like PALS
- More Choc parenting classes like were used with the well space launch
- Further supporting our long term English Learners
- Instances of racism. This was particularly noted as a student raised this concern and it mirrors district overall data trends
- Social media and it's impact
- Inappropriate bathroom use by older students
- Allocating class size reduction on need (e.g., SPED, EL, foster youth, McKinney Vento, etc.) and not solely by the numbers

Priority Focus Area (Goal) 1:

Goal is to increase CAASPP standard met or exceeded to over 72.5% in ELA

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?
Proficiency CAASPP	63.47% scored standard meet or exceeded	70.65 scored standard meet or exceeded	Increase to >72.5%
Universal Screeners	STAR Middle of the Year: 68.15% Benchmark Met	STAR Middle of the Year: 70.17% Benchmark Met	STAR End of Year: >72.5% Benchmark Met

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: Professional development planned includes: - Daily 5 - "What's New in Young Adult Literature" - UCI History Project - UCI Writing Project - Data Based Questioning (DBQ's) - AP training - SEL - Equity Articulation day (1st trimester) - Revise team goals - Review homework plan using rubric - District Goal: Discuss Common Core training - School-Wide Goals: (Academic/Performance) Examine ongoing assessments to bring our instruction into alignment with the CA Common Core Standards Articulation day (2nd trimester) - District Goal: Discuss Common Core training - School-Wide Goals: (Academic/Performance) Examine ongoing assessments to bring our instruction into alignment with the CA Common Core Standards; CELDT scores	YEAR 1: LCFF Base LCFF Supplemental Lottery	YEAR 1: 47856 23086 2700	YEAR 1:	YEAR 1: Principal & certificated staff

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
available (Behavior/Culture) Examine PBIS data Articulation day (3rd trimester) - District Goal: Discuss Common Core training - School-Wide Goals: (Academic/Performance) Examine ongoing assessments to bring our instruction into alignment with the CA Common Core Standards (Behavior/Culture) Examine PBIS data Extended Learning (after school study skills class) Lunch Club & Game Club & Library available all lunchges except for Wednesdays Instructional Rounds with Intervention & EL Focus Supplemental instructional support-smaller group instruction-reduction of teacher/student ratio for the targeted grade level group Supplemental instructional programs-before and after school programs Lexia for all students and EL students that need support Additional Instructional Assistants Imagine Learning				
YEAR 2: Professional development planned includes: -Daily 5 -"What's New in Young Adult Literature" -UCI History Project -UCI Writing Project -Data Based Questioning (DBQ's) -AP training -SEL -Equity Articulation day (1st trimester) - Revise team goals - Review homework plan using rubric - District Goal: Discuss Common Core training - School-Wide Goals: (Academic/Performance) Examine ongoing assessments to bring our instruction into alignment with the CA Common Core Standards Articulation day (2nd trimester)	YEAR 2: LCFF Base LCFF Supplementa l Lottery	YEAR 2: 47856 23086 2700	YEAR 2:	YEAR 2: Principal & certificated staff

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
- District Goal: Discuss Common Core training - School-Wide Goals: (Academic/Performance) Examine ongoing assessments to bring our instruction into alignment with the CA Common Core Standards; CELDT scores available (Behavior/Culture) Examine PBIS data Articulation day (3rd trimester) - District Goal: Discuss Common Core training - School-Wide Goals: (Academic/Performance) Examine ongoing assessments to bring our instruction into alignment with the CA Common Core Standards (Behavior/Culture) Examine PBIS data Extended Learning (after school study skills class) Lunch Club & Game Club & Library available all lunchges except for Wednesdays Instructional Rounds with Intervention & EL Focus Supplemental instructional support-smaller group instruction-reduction of teacher/student ratio for the targeted grade level group Supplemental instructional programs-before and after school programs Lexia for all students and EL students that need support Additional Instructional Assistants Imagine Learning				
YEAR 3: Professional development planned includes: -Daily 5 -"What's New in Young Adult Literature" -UCI History Project -UCI Writing Project -Data Based Questioning (DBQ's) -AP training -SEL -Equity Articulation day (1st trimester) - Revise team goals - Review homework plan using rubric - District Goal: Discuss Common Core training - School-Wide Goals:				

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
(Academic/Performance) Examine ongoing assessments to bring our instruction into alignment with the CA Common Core Standards Articulation day (2nd trimester) - District Goal: Discuss Common Core training - School-Wide Goals: (Academic/Performance) Examine ongoing assessments to bring our instruction into alignment with the CA Common Core Standards; CELDT scores available (Behavior/Culture) Examine PBIS data Articulation day (3rd trimester) - District Goal: Discuss Common Core training - School-Wide Goals: (Academic/Performance) Examine ongoing assessments to bring our instruction into alignment with the CA Common Core Standards (Behavior/Culture) Examine PBIS data Extended Learning (after school study skills class) Lunch Club & Game Club & Library available all lunchges except for Wednesdays Instructional Rounds with Intervention & EL Focus Supplemental instructional support-smaller group instruction-reduction of teacher/student ratio for the targeted grade level group Supplemental instructional programs-before and after school programs Lexia for all students and EL students that need support Additional Instructional Assistants Imagine Learning					
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	Intentional instruction and more frequent checks for understanding and assessment will allow us to triangulate support and establish needs and effectiveness.				
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1: Standards Based Grading Training Best First Instruction Training Intervention Training Curriculum Training Report Card Pilot				

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 2: Standards Based Grading Training Best First Instruction Training Intervention Training Curriculum Training Report Card Pilot Year3: Standards Based Grading Training Best First Instruction Training Intervention Training Curriculum Training Report Card Pilot			

Priority Focus Area (Goal) 2:

Goal is to increase CAASPP standard met or exceeded to over 72.5% (SBAC) & 90% (STAR MOY) in Math

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?
Proficiency CAASPP	69.78% met or exceeded standard		>72.5% met or exceeded standard
Universal Screeners	STAR Middle of the Year: 87.2% Benchmark Met	STAR Middle of the Year: 87.21% Benchmark Met	>90% Benchmark Met End of the Year

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: Professional Development Attend Common Core professional development training focused on improving instructional practice in the core content areas as well as integrating the CCSS in daily instruction and assessment practices Instructional Rounds Math Focus After school Extended Learning Classes Eight Standards of Mathematical Practice Training (4th-8th Grade Math Teachers) ST math for all students Intervention TOSA Math Lab Sections Math Nights Additional Instructional Assistants	YEAR 1: LCFF Base LCFF Supplemental Lottery	YEAR 1: 47856 23086 2700	YEAR 1: 4th-8th grade All students	YEAR 1:
YEAR 2: Attend Common Core professional development training focused on improving instructional practice in the core content areas as well as integrating the CCSS in daily instruction and assessment practices Instructional Rounds Math Focus After school Extended Learning Classes Eight Standards of Mathematical Practice Training (4th-8th Grade Math Teachers)	YEAR 2: LCFF Base LCFF Supplemental Lottery	YEAR 2: 47856 23086 2700	YEAR 2: 4th-8th grade All students	YEAR 2:

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
ST math for all students Intervention TOSA Math Lab Sections Math Nights Additional Instructional Assistants					
YEAR 3: Attend Common Core professional development training focused on improving instructional practice in the core content areas as well as integrating the CCSS in daily instruction and assessment practices Instructional Rounds Math Focus After school Extended Learning Classes Eight Standards of Mathematical Practice Training (4th-8th Grade Math Teachers) ST math for all students Intervention TOSA Math Lab Sections Math Nights Additional Instructional Assistants					
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	Intentional instruction and more frequent checks for understanding and assessment will allow us to triangulate support and establish needs and effectiveness.				
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1: Standards Based Grading Training Best First Instruction Training Intervention Training Curriculum Training Report Card Pilot Year 2: Standards Based Grading Training Best First Instruction Training Intervention Training Curriculum Training Report Card Pilot Year3: Standards Based Grading Training Best First Instruction Training Intervention Training Curriculum Training Report Card Pilot				

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

Priority Focus Area (Goal) 3:

PV Panorama Fall results/IUSD Average (348 students):

Goal to increase all areas by 3%

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/Grades 7-8)	Emotional Regulation: 48%/47% Grit: 65%/66% Self-Management: 79%/78% Social Awareness: 71%/70% Supportive Relationships: 83%/86%	Emotional Regulation: 51%/48% Grit: 70%/63% Self-Management: 78%/66% Social Awareness: 68%/65% Supportive Relationships: 90%/86%	Goal to increase all areas by 3% with attention on Emotional Regulation in particular since it is our biggest area of challenge.

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: Lunch Club PTA Events Game Club Kindness Week PALs ASB Wellness Space CHOC Parenting Classes Newport Academy student, staff, and parent training Wellness elective for middle school Calm Classroom 2nd Step Panorama Resources	YEAR 1: LCFF Base Lottery LCFF Supplemental	YEAR 1: 47856 23086 2700	YEAR 1:	YEAR 1: Principal & Certificated Staff
YEAR 2: Lunch Club PTA Events Game Club Kindness Week PALs ASB	YEAR 2: LCFF Base Lottery LCFF Supplemental	YEAR 2: 47856 23086 2700	YEAR 2:	YEAR 2: Principal & Certificated Staff

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
Wellness Space CHOC Parenting Classes Newport Academy student, staff, and parent training Wellness elective for middle school Calm Classroom 2nd Step Panorama Resources					
YEAR 3: Lunch Club PTA Events Game Club Kindness Week PALs ASB Wellness Space CHOC Parenting Classes Newport Academy student, staff, and parent training Wellness elective for middle school Calm Classroom 2nd Step Panorama Resources					
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	These actions will lead to increased mental health outcomes and awareness.				
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1: CHOC Training Newport Academy Training Calm Classroom & 2nd Step Refresher Year 2: CHOC Training Newport Academy Training Calm Classroom & 2nd Step Refresher Year3: CHOC Training Newport Academy Training Calm Classroom & 2nd Step Refresher				

Priority Focus Area (Goal) 4:

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Outcomes

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

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

Actions, Strategies, and Expenditures:

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

LCAP ITEM (High School & Middle Schools Only):

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

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

-Read 180
-Math Lab
-Supplemental materials (graphic novels, Imagine Learning, etc.)
-Class size reduction where possible
-AVID (both intro course at 6th grade as part of a "wheel" and a 7th/8th grade elective proper with tutors, field trips, etc.) and AVID PD
-Section for EL Coordination
-Imagine Learning
-Additional Instructional Assistants

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)

-Additional instructional assistants to help with instruction, remediation, and enrichment.
-Supplemental materials like iPads and Imagine Learning.
-Supplemental materials (graphic novels, Imagine Learning, etc.)
-Class size reduction where possible
-Section for EL Coordination

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?

NA

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	\$220,926.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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	\$143,568.00
LCFF Supplemental	\$48,872.00
Lottery	\$28,486.00

Subtotal of state or local funds included for this school: \$220,926.00

Total of federal, state, and/or local funds for this school: \$220,926.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF Base	143,568.00
LCFF Supplemental	48,872.00
Lottery	28,486.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Base	143,568.00
	LCFF Supplemental	48,872.00
	Lottery	28,486.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	73,642.00
Goal 2	73,642.00
Goal 3	73,642.00
ATSI Goal	

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
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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 2/27/2025.

Attested:



Principal, James Parker on 2/27/2025



SSC Chairperson, Stella Huynh on 2/27/2025

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
- 2 Classroom Teachers
- 0 Other School Staff
- 2 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
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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 Plaza Vista 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	0.25%	0.25%	0.25%	2	2	2
African American	0.50%	1.01%	1.11%	4	8	9
Asian	50.44%	50.69%	50.99%	401	403	413
Filipino	4.03%	3.4%	3.46%	32	27	28
Hispanic/Latino	17.61%	16.48%	16.79%	140	131	136
Pacific Islander	%	0.13%	0.25%	0	1	2
White	20.50%	20.75%	19.75%	163	165	160
Multiple/No Response	6.42%	7.04%	7.16%	51	56	58
Total Enrollment				795	795	810

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	72	99	75
Grade 1	100	69	81
Grade 2	82	95	75
Grade3	103	85	90
Grade 4	105	95	81
Grade 5	94	108	98
Grade 6	89	88	118
Grade 7	64	94	81
Grade 8	86	62	89
Total Enrollment	795	795	810

Conclusions based on this data:

1.

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	213	176	183	30.3%	26.8%	22.6%
Fluent English Proficient (FEP)	158	215	219	17.7%	19.9%	27.0%
Reclassified Fluent English Proficient (RFEP)	73	135		42.8%	25.50%	

Conclusions based on this data:

1.

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	101	89	92	99	82	88	99	82	88	98.0	92.1	95.7
Grade 4	107	100	83	103	94	76	103	94	76	96.3	94.0	91.6
Grade 5	93	113	102	90	109	98	90	109	98	96.8	96.5	96.1
Grade 6	95	92	122	92	86	112	92	86	112	96.8	93.5	91.8
Grade 7	66	92	77	65	86	75	65	86	75	98.5	93.5	97.4
Grade 8	90	66	88	88	62	86	88	62	86	97.8	93.9	97.7
All Grades	552	552	564	537	519	535	537	519	535	97.3	94.0	94.9

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	2448.	2451.	2473.	32.32	40.24	43.18	21.21	25.61	30.68	27.27	18.29	19.32	19.19	15.85	6.82
Grade 4	2511.	2518.	2517.	46.60	44.68	47.37	19.42	27.66	25.00	17.48	18.09	10.53	16.50	9.57	17.11
Grade 5	2543.	2543.	2544.	38.89	38.53	40.82	31.11	24.77	25.51	17.78	18.35	21.43	12.22	18.35	12.24
Grade 6	2573.	2575.	2568.	32.61	33.72	37.50	36.96	36.05	24.11	18.48	24.42	21.43	11.96	5.81	16.96
Grade 7	2589.	2616.	2615.	29.23	39.53	33.33	32.31	37.21	45.33	21.54	16.28	16.00	16.92	6.98	5.33
Grade 8	2647.	2583.	2627.	50.00	32.26	30.23	30.68	24.19	46.51	11.36	19.35	13.95	7.95	24.19	9.30
All Grades	N/A	N/A	N/A	38.73	38.54	38.69	28.12	29.29	32.15	18.99	19.08	17.57	14.15	13.10	11.59

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	21.21	40.24	31.82	66.67	50.00	62.50	12.12	9.76	5.68
Grade 4	25.24	29.79	35.53	63.11	63.83	55.26	11.65	6.38	9.21
Grade 5	26.67	32.11	23.47	64.44	56.88	69.39	8.89	11.01	7.14
Grade 6	27.17	26.74	34.82	56.52	63.95	47.32	16.30	9.30	17.86
Grade 7	32.31	32.56	37.33	47.69	61.63	61.33	20.00	5.81	1.33
Grade 8	44.32	30.65	33.72	44.32	43.55	56.98	11.36	25.81	9.30
All Grades	29.05	31.98	32.52	57.91	57.42	58.50	13.04	10.60	8.97

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	27.27	23.17	35.23	54.55	52.44	54.55	18.18	24.39	10.23
Grade 4	43.69	28.72	36.84	47.57	62.77	50.00	8.74	8.51	13.16
Grade 5	34.44	40.37	29.59	52.22	49.54	57.14	13.33	10.09	13.27
Grade 6	34.78	27.91	40.18	51.09	52.33	39.29	14.13	19.77	20.54
Grade 7	40.00	41.86	41.33	50.77	47.67	49.33	9.23	10.47	9.33
Grade 8	45.45	25.81	34.88	46.59	50.00	56.98	7.95	24.19	8.14
All Grades	37.43	31.98	36.26	50.47	52.60	50.84	12.10	15.41	12.90

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	12.12	17.07	18.18	75.76	76.83	73.86	12.12	6.10	7.95
Grade 4	15.53	24.47	21.05	79.61	67.02	68.42	4.85	8.51	10.53
Grade 5	14.44	16.51	19.39	80.00	66.97	75.51	5.56	16.51	5.10
Grade 6	17.39	19.77	20.54	73.91	73.26	73.21	8.70	6.98	6.25
Grade 7	16.92	23.26	14.67	70.77	72.09	80.00	12.31	4.65	5.33
Grade 8	28.41	25.81	29.07	69.32	66.13	62.79	2.27	8.06	8.14
All Grades	17.32	20.81	20.56	75.23	70.33	72.34	7.45	8.86	7.10

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	25.25	13.41	25.00	64.65	71.95	62.50	10.10	14.63	12.50
Grade 4	25.24	27.66	22.37	61.17	64.89	68.42	13.59	7.45	9.21
Grade 5	27.78	31.19	33.67	58.89	58.72	60.20	13.33	10.09	6.12
Grade 6	27.17	29.07	29.46	65.22	67.44	63.39	7.61	3.49	7.14
Grade 7	35.38	41.86	34.67	47.69	50.00	61.33	16.92	8.14	4.00
Grade 8	44.32	27.42	46.51	50.00	58.06	45.35	5.68	14.52	8.14
All Grades	30.35	28.71	31.96	58.66	61.85	60.19	10.99	9.44	7.85

Conclusions based on this data:

1.

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	101	89	92	101	89	90	101	89	90	100.0	100.0	97.8
Grade 4	107	100	84	105	100	81	105	100	81	98.1	100.0	96.4
Grade 5	93	113	102	92	112	98	92	112	98	98.9	99.1	96.1
Grade 6	95	92	122	93	91	118	93	91	118	97.9	98.9	96.7
Grade 7	66	92	77	66	89	76	66	89	76	100.0	96.7	98.7
Grade 8	90	66	88	90	62	87	90	62	87	100.0	93.9	98.9
All Grades	552	552	565	547	543	550	547	543	550	99.1	98.4	97.3

* 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	2458.	2463.	2484.	31.68	31.46	44.44	27.72	32.58	33.33	25.74	21.35	15.56	14.85	14.61	6.67
Grade 4	2518.	2508.	2524.	38.10	30.00	39.51	30.48	35.00	32.10	21.90	26.00	19.75	9.52	9.00	8.64
Grade 5	2548.	2538.	2546.	36.96	36.61	32.65	23.91	16.96	29.59	23.91	29.46	24.49	15.22	16.96	13.27
Grade 6	2587.	2602.	2574.	41.94	49.45	35.59	17.20	26.37	22.88	29.03	17.58	31.36	11.83	6.59	10.17
Grade 7	2600.	2618.	2642.	45.45	44.94	56.58	18.18	23.60	27.63	12.12	19.10	6.58	24.24	12.36	9.21
Grade 8	2652.	2613.	2655.	51.11	45.16	48.28	15.56	16.13	20.69	23.33	17.74	22.99	10.00	20.97	8.05
All Grades	N/A	N/A	N/A	40.40	39.04	42.00	22.67	25.41	27.45	23.22	22.47	21.09	13.71	13.08	9.45

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	30.69	37.08	45.56	57.43	43.82	43.33	11.88	19.10	11.11
Grade 4	33.33	29.00	33.33	50.48	53.00	55.56	16.19	18.00	11.11
Grade 5	31.52	26.79	24.49	54.35	57.14	58.16	14.13	16.07	17.35
Grade 6	31.18	36.26	26.27	52.69	57.14	60.17	16.13	6.59	13.56
Grade 7	40.91	39.33	50.00	34.85	49.44	40.79	24.24	11.24	9.21
Grade 8	51.11	40.32	37.93	37.78	35.48	51.72	11.11	24.19	10.34
All Grades	36.01	34.07	35.27	48.81	50.46	52.36	15.17	15.47	12.36

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	31.68	30.34	47.78	60.40	61.80	43.33	7.92	7.87	8.89
Grade 4	40.95	37.00	38.27	44.76	55.00	53.09	14.29	8.00	8.64
Grade 5	31.52	27.68	24.49	53.26	58.93	63.27	15.22	13.39	12.24
Grade 6	34.41	39.56	28.81	56.99	56.04	57.63	8.60	4.40	13.56
Grade 7	48.48	42.70	47.37	37.88	44.94	43.42	13.64	12.36	9.21
Grade 8	45.56	38.71	45.98	47.78	38.71	49.43	6.67	22.58	4.60
All Grades	38.21	35.54	37.82	50.82	53.59	52.36	10.97	10.87	9.82

Conclusions based on this data:

1.

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	1470.9	1438.6	1446.5	1442.4	1424.6	1437.5	1537.3	1471.2	1467.3	25	48	46
1	1458.5	1457.3	1467.7	1462.3	1452.6	1464.0	1453.9	1461.3	1471.0	19	18	24
2	1492.7	1495.8	1478.7	1485.3	1493.6	1465.4	1499.7	1497.6	1491.4	17	18	25
3	1526.5	1467.5	1491.1	1528.2	1464.0	1478.4	1524.3	1470.5	1503.3	17	22	19
4	1524.7	1512.9	1495.0	1535.8	1506.6	1491.7	1513.0	1518.7	1497.7	26	18	23
5	1563.8	1529.5	1543.1	1568.2	1532.7	1553.9	1558.8	1525.9	1531.7	13	27	19
6	*	1560.1	1520.7	*	1567.1	1523.6	*	1552.3	1517.2	10	13	29
7	1559.1	*	*	1575.6	*	*	1542.2	*	*	14	10	5
8	*	1547.5	*	*	1565.4	*	*	1529.2	*	*	13	9
All Grades										144	187	199

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	48.00	31.25	30.43	24.00	25.00	30.43	20.00	31.25	23.91	8.00	12.50	15.22	25	48	46
1	10.53	11.11	16.67	68.42	44.44	50.00	15.79	27.78	25.00	5.26	16.67	8.33	19	18	24
2	17.65	5.56	16.00	58.82	72.22	52.00	17.65	22.22	16.00	5.88	0.00	16.00	17	18	25
3	47.06	0.00	21.05	41.18	36.36	42.11	11.76	45.45	21.05	0.00	18.18	15.79	17	22	19
4	30.77	33.33	13.04	38.46	27.78	43.48	19.23	22.22	17.39	11.54	16.67	26.09	26	18	23
5	46.15	22.22	27.78	30.77	48.15	55.56	15.38	14.81	0.00	7.69	14.81	16.67	13	27	18
6	*	46.15	24.14	*	30.77	27.59	*	15.38	27.59	*	7.69	20.69	*	13	29
7	35.71	*	*	28.57	*	*	28.57	*	*	7.14	*	*	14	*	*
8	*	23.08	*	*	30.77	*	*	30.77	*	*	15.38	*	*	13	*
All Grades	36.11	22.99	22.22	40.97	37.97	41.92	16.67	26.20	19.70	6.25	12.83	16.16	144	187	198

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	28.00	18.75	28.26	36.00	33.33	28.26	28.00	27.08	26.09	8.00	20.83	17.39	25	48	46
1	36.84	5.56	25.00	36.84	50.00	41.67	21.05	38.89	29.17	5.26	5.56	4.17	19	18	24
2	41.18	22.22	36.00	47.06	50.00	24.00	5.88	27.78	20.00	5.88	0.00	20.00	17	18	25
3	76.47	27.27	36.84	17.65	22.73	26.32	5.88	31.82	21.05	0.00	18.18	15.79	17	22	19
4	38.46	50.00	43.48	46.15	16.67	26.09	7.69	16.67	4.35	7.69	16.67	26.09	26	18	23
5	69.23	55.56	66.67	15.38	29.63	16.67	7.69	3.70	0.00	7.69	11.11	16.67	13	27	18
6	*	69.23	41.38	*	23.08	20.69	*	7.69	13.79	*	0.00	24.14	*	13	29
7	50.00	*	*	28.57	*	*	21.43	*	*	0.00	*	*	14	*	*
8	*	46.15	*	*	23.08	*	*	15.38	*	*	15.38	*	*	13	*
All Grades	47.92	34.76	37.88	34.03	31.02	27.27	13.19	21.39	17.68	4.86	12.83	17.17	144	187	198

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	44.00	25.00	30.43	32.00	29.17	26.09	12.00	37.50	34.78	12.00	8.33	8.70	25	48	46
1	0.00	5.56	25.00	57.89	50.00	25.00	31.58	22.22	29.17	10.53	22.22	20.83	19	18	24
2	11.76	11.11	12.00	58.82	44.44	60.00	23.53	44.44	16.00	5.88	0.00	12.00	17	18	25
3	11.76	0.00	15.79	58.82	18.18	26.32	29.41	50.00	42.11	0.00	31.82	15.79	17	22	19
4	7.69	11.11	17.39	34.62	44.44	4.35	38.46	22.22	39.13	19.23	22.22	39.13	26	18	23
5	23.08	11.11	11.11	30.77	11.11	11.11	30.77	62.96	66.67	15.38	14.81	11.11	13	27	18
6	*	23.08	3.45	*	15.38	17.24	*	46.15	48.28	*	15.38	31.03	*	13	29
7	7.14	*	*	28.57	*	*	50.00	*	*	14.29	*	*	14	*	*
8	*	15.38	*	*	15.38	*	*	30.77	*	*	38.46	*	*	13	*
All Grades	16.67	15.51	17.17	43.06	27.81	26.26	29.86	39.57	38.38	10.42	17.11	18.18	144	187	198

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	32.00	18.75	21.74	64.00	64.58	60.87	4.00	16.67	17.39	25	48	46
1	63.16	16.67	45.83	31.58	77.78	50.00	5.26	5.56	4.17	19	18	24
2	29.41	27.78	48.00	64.71	72.22	40.00	5.88	0.00	12.00	17	18	25
3	70.59	13.64	26.32	23.53	54.55	52.63	5.88	31.82	21.05	17	22	19
4	53.85	44.44	39.13	30.77	33.33	39.13	15.38	22.22	21.74	26	18	23
5	38.46	18.52	44.44	53.85	70.37	44.44	7.69	11.11	11.11	13	27	18
6	*	46.15	24.14	*	38.46	44.83	*	15.38	31.03	*	13	29
7	21.43	*	*	64.29	*	*	14.29	*	*	14	*	*
8	*	30.77	*	*	46.15	*	*	23.08	*	*	13	*
All Grades	43.06	24.60	32.83	49.31	59.89	50.51	7.64	15.51	16.67	144	187	198

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	24.00	16.67	32.61	64.00	60.42	39.13	12.00	22.92	28.26	25	48	46
1	21.05	5.56	20.83	68.42	77.78	66.67	10.53	16.67	12.50	19	18	24
2	52.94	33.33	24.00	41.18	66.67	48.00	5.88	0.00	28.00	17	18	25
3	76.47	36.36	47.37	23.53	40.91	31.58	0.00	22.73	21.05	17	22	19
4	50.00	50.00	47.83	42.31	27.78	26.09	7.69	22.22	26.09	26	18	23
5	76.92	77.78	72.22	15.38	11.11	11.11	7.69	11.11	16.67	13	27	18
6	*	84.62	48.28	*	15.38	31.03	*	0.00	20.69	*	13	29
7	71.43	*	*	28.57	*	*	0.00	*	*	14	*	*
8	*	61.54	*	*	30.77	*	*	7.69	*	*	13	*
All Grades	52.78	42.78	40.91	40.97	42.25	37.37	6.25	14.97	21.72	144	187	198

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	48.00	31.25	28.26	44.00	64.58	60.87	8.00	4.17	10.87	25	48	46
1	21.05	5.56	45.83	57.89	72.22	29.17	21.05	22.22	25.00	19	18	24
2	17.65	16.67	4.00	76.47	83.33	76.00	5.88	0.00	20.00	17	18	25
3	5.88	0.00	10.53	76.47	50.00	63.16	17.65	50.00	26.32	17	22	19
4	3.85	11.11	8.70	69.23	50.00	47.83	26.92	38.89	43.48	26	18	23
5	38.46	14.81	11.11	46.15	66.67	66.67	15.38	18.52	22.22	13	27	18
6	*	30.77	3.45	*	30.77	34.48	*	38.46	62.07	*	13	29
7	7.14	*	*	57.14	*	*	35.71	*	*	14	*	*
8	*	23.08	*	*	7.69	*	*	69.23	*	*	13	*
All Grades	22.22	19.25	18.18	60.42	56.15	54.55	17.36	24.60	27.27	144	187	198

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	72.00	59.57	60.00	24.00	25.53	24.44	4.00	14.89	15.56	25	47	45
1	10.53	23.53	12.50	78.95	58.82	79.17	10.53	17.65	8.33	19	17	24
2	12.50	16.67	20.00	81.25	83.33	64.00	6.25	0.00	16.00	16	18	25
3	35.29	4.55	5.26	64.71	72.73	78.95	0.00	22.73	15.79	17	22	19
4	15.38	27.78	17.39	76.92	55.56	56.52	7.69	16.67	26.09	26	18	23
5	23.08	18.52	16.67	61.54	66.67	72.22	15.38	14.81	11.11	13	27	18
6	*	30.77	6.90	*	61.54	79.31	*	7.69	13.79	*	13	29
7	14.29	*	*	85.71	*	*	0.00	*	*	14	*	*
8	*	0.00	*	*	76.92	*	*	23.08	*	*	13	*
All Grades	28.17	29.73	23.35	66.20	56.22	61.93	5.63	14.05	14.72	142	185	197

Conclusions based on this data:

1.

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
810	18.3%	22.6%	0.1%
Total Number of Students enrolled in Plaza Vista 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	183	22.6%
Foster Youth	1	0.1%
Homeless	2	0.2%
Socioeconomically Disadvantaged	148	18.3%
Students with Disabilities	58	7.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.1%
American Indian	2	0.2%
Asian	413	51%
Filipino	28	3.5%
Hispanic	136	16.8%
Two or More Races	58	7.2%
Pacific Islander	2	0.2%
White	160	19.8%

Conclusions based on this data:

1. Our EL population continues to rise and is above the IUSD average and we need to continue to focus on them.

2. Our Student with Disabilities population continues to rise and is above the IUSD average and we need to continue to focus on them.
3. It's counter intuitive that some of our literacy scores are higher than some of our math scores considering our sub group populations. Usually, the reverse it true for us.

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
English Language Arts  Blue	Chronic Absenteeism  Green	Suspension Rate  Blue
Mathematics  Blue		
English Learner Progress  Blue		

Conclusions based on this data:

1. We are fortunate to have 0 suspensions off campus the past two years.
2. Our attendance is not good enough considering some of our other metrics. This impacts student engagements, achievement, and the budget.

3. While our EL students made great gains in 2024, previous years have not been as good. We need to continue to focus on this important and burgeoning subgroup.

School and Student Performance Data

Academic Performance English Language Arts

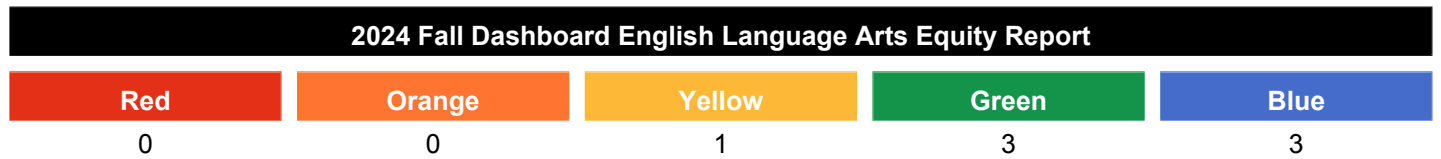
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 48.2 points above standard Increased 5.9 points 519 Students	English Learners  Green 12.7 points above standard Declined 8.3 points 169 Students	Long-Term English Learners  No Performance Color Less than 11 Students 6 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Blue 11.9 points above standard Increased 17.4 points 108 Students

Students with Disabilities  Yellow 10.0 points below standard Increased 33.2 points 51 Students	African American  No Performance Color Less than 11 Students 6 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Green 60.1 points above standard Declined 5.1 points 258 Students	Filipino  No Performance Color 53.0 points above standard Increased 19.2 points 22 Students	Hispanic  Green 15.9 points above standard Increased 6.5 points 93 Students
Two or More Races  Blue 42.5 points above standard Increased 17.0 points 37 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Blue 52.7 points above standard Increased 25.8 points 99 Students

Conclusions based on this data:

1. We made gains!
2. Why did Socioeconomically Disadvantaged score better here than in math? Usually it is the reverse for us? What now?
3. Our students with disabilities continue to need support and they may need to be a bigger focus next year.

School and Student Performance Data

Academic Performance Mathematics

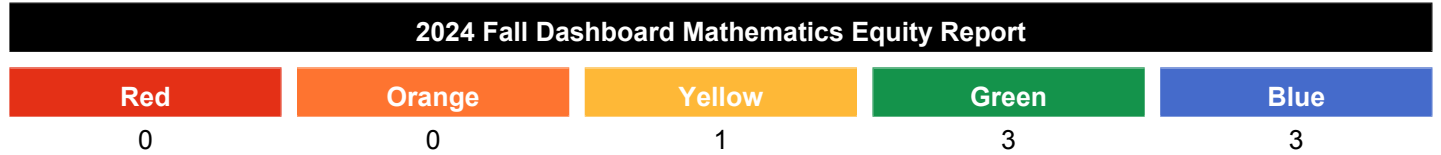
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 44.9 points above standard Increased 8.3 points 525 Students	English Learners  Green 32.5 points above standard Increased 11.8 points 177 Students	Long-Term English Learners  No Performance Color Less than 11 Students 6 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Green 6.5 points below standard Increased 13.8 points 111 Students

Students with Disabilities  Yellow 40.6 points below standard Increased 26.5 points 50 Students	African American  No Performance Color Less than 11 Students 6 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Blue 71.6 points above standard Maintained 1.2 points 264 Students	Filipino  No Performance Color 44.1 points above standard Increased 17.0 points 22 Students	Hispanic  Green 12.2 points below standard Increased 10.0 points 94 Students
Two or More Races  Blue 38.0 points above standard Increased 7.5 points 36 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Blue 32.5 points above standard Increased 18.7 points 100 Students

Conclusions based on this data:

1. We made gains!
2. EL students did better on literacy than math in some areas and that is counterintuitive. Why did this happen?
3. Socioeconomically Disadvantaged scored better in literacy? Why? What now?

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.

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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 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
66.4% making progress.	making progress.
Number Students: 116 Students	Number Students: 6 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
8.6%	25%	5.2%	61.2%

Conclusions based on this data:

- Our EL students made gains
- Our intentionality around clustering, ELD, and more seems to have given rise to acheivement
- We can and will do more next year and need to continue to focus on our EL students as the enrollment number gains most years for us

School and Student Performance Data

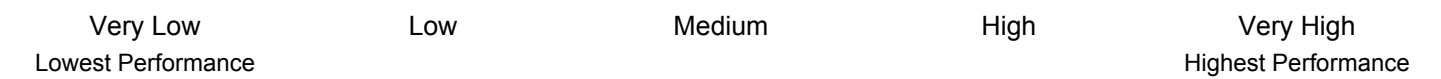
Academic Performance College/Career Report

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.”



This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Green 8% Chronically Absent Declined 4.4 864 Students	English Learners  Green 7.4% Chronically Absent Declined 5 217 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Socioeconomically Disadvantaged  Yellow 14.4% Chronically Absent Declined 9.9 174 Students

Students with Disabilities  Yellow 19.5% Chronically Absent Declined 2.1 82 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Green 5.8% Chronically Absent Declined 1 451 Students	Filipino  No Performance Color 0% Chronically Absent Maintained 0 28 Students	Hispanic  Yellow 15% Chronically Absent Declined 8.4 140 Students
Two or More Races  Green 6.3% Chronically Absent Declined 3.8 64 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Yellow 10.1% Chronically Absent Declined 9.6 168 Students

Conclusions based on this data:

1. Our attendance can improve
2. PK often has the lowest attendance- what can we do here?
3. Perfect attendance rewards and systems of reports to come in summer and fall

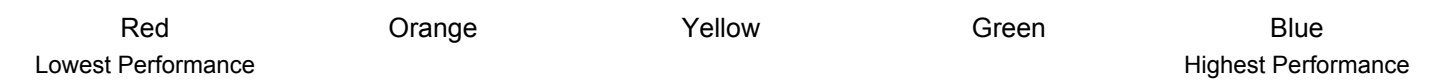
School and Student Performance Data

Academic Engagement Graduation Rate

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

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

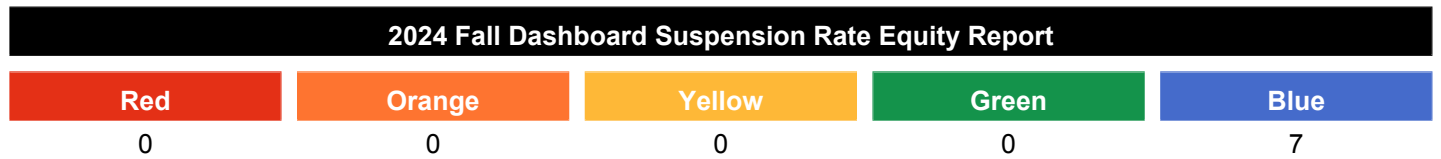
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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		
All Students  Blue 0% suspended at least one day Declined 0.3% 893 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 229 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Socioeconomically Disadvantaged  Blue 0% suspended at least one day Declined 1.7% 181 Students

Students with Disabilities  Blue 0% suspended at least one day Declined 1.3% 84 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Blue 0% suspended at least one day Maintained 0.2% 469 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 28 Students	Hispanic  Blue 0% suspended at least one day Declined 0.7% 145 Students
Two or More Races  Blue 0% suspended at least one day Maintained 0% 64 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Blue 0% suspended at least one day Declined 0.5% 174 Students

Conclusions based on this data:

1. Awesome to have 0 suspensions!
2. More MTSS and PBIS work is underway (revising matrixes, school rules, etc.).
3. Positive reinforcement is key

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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