



Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Glen Avon Elementary School	33 67090 6032163	May 13, 2025	June 24, 2025

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

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

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

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

This plan is being used by Glen Avon Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement	3
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs	4
School and Student Performance Data	5
Student Enrollment.....	5
CAASPP Results.....	8
ELPAC Results	13
Student Population.....	17
Overall Performance	19
Academic Performance	20
Academic Engagement	25
Conditions & Climate.....	27
Goals, Strategies, & Proposed Expenditures.....	29
Goal 1.....	29
Goal 2.....	37
Goal 3.....	42
Budget Summary	47
Budget Summary	47
Other Federal, State, and Local Funds	47
Budgeted Funds and Expenditures in this Plan	48
Funds Budgeted to the School by Funding Source.....	48
Expenditures by Funding Source	48
Expenditures by Budget Reference	48
Expenditures by Budget Reference and Funding Source	48
Expenditures by Goal.....	49
School Site Council Membership	50
Recommendations and Assurances	51
Instructions.....	52
Appendix A: Plan Requirements	59
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	62
Appendix C: Select State and Federal Programs	65

Plan Description

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

Our school conducted a thorough needs assessment, analyzing student achievement data across various subgroups. This analysis revealed a concerning gap in ELA between Students with Disabilities who demonstrate lower proficiency than their peers. In response, our district developed a comprehensive goal within its Local Control and Accountability Plan (LCAP) to significantly increase college and career readiness, particularly emphasizing closing the gap for this identified subgroup. Our school mirrored this goal, breaking it down into specific, measurable targets aligned with our student population.

To achieve this goal, we developed a multi-faceted strategy leveraging funding from multiple sources in a coordinated manner. LCAP funds support the implementation of Extended Learning Opportunities, which will be provided before or after school to provide additional targeted support to students. The academic needs of English Learners and Students with Disabilities will be prioritized. Funds from the Every Student Succeeds Act (ESSA) are designated for professional development. They are focused on research-based strategies for teaching math to socioeconomically disadvantaged students and English learners to enhance our instructional approaches further. Recognizing the importance of family engagement, we also utilize local funds to provide translation services for parent workshops, empowering families to support their children's academic success.

We've established a robust system of monitoring and evaluation. Regular assessments track the progress of all students, with particular attention paid to our target subgroups. We've set a clear timeline for analyzing this data, allowing us to quickly identify the most effective strategies and modify our approach to maximize learning gains. Transparency remains a priority, and we actively share our plan, progress updates, and outcomes with parents and community members. This integrated approach, drawing from ESSA, the LCAP, and local funding streams, demonstrates our school's deep commitment to ensuring that every student receives the support they need to excel in academics, regardless of background or language proficiency.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

At Glen Avon Elementary, the development and ongoing refinement of the School Plan for Student Achievement (SPSA) is a collaborative and inclusive process grounded in stakeholder input and data-driven decision-making. The school actively engages a variety of educational partners, including the School Site Council (SSC), English Learner Advisory Committee (ELAC), Community School Council, Booster Club, district leadership, site staff, students, and families. The School Site Council (SSC) serves as the primary advisory body responsible for reviewing and approving SPSA goals, action steps, and associated expenditures. The English Learner Advisory Committee (ELAC) provides critical input on strategies and supports tailored to the needs of English learners, while the Community School Council and Booster Club offer feedback on school programs and promote community engagement.

The site's leadership team, comprised of grade-level representatives, an English Learner Facilitator, Intervention Facilitator, and Special Education Facilitator, meets monthly to review school data, assess campus needs, and evaluate the implementation of the SPSA. Additionally, staff are provided regular opportunities to provide input during staff meetings, grade-level collaboration sessions, PBIS meetings, and Attendance Team meetings.

Student voice comes from the analysis of Panorama survey data and informal student conversations, ensuring that student perspectives inform schoolwide decision-making. Parent and family input is actively solicited through annual LCAP surveys, school-level needs assessments, and meetings held throughout the year with ELAC, SSC, and the Community School Council. Key information is also presented at the annual Title I Parent Meeting.

To ensure transparency and accessibility, Glen Avon maintains open lines of communication with families through a digital bulletin board, schoolwide Class Dojo, social media platforms, and the school website. The school extends invitations to community members to participate in parent education workshops offered through Jurupa Unified PICO, strengthening home-school connections.

The SPSA is revised and refined based on input from all educational partners. Student performance data and stakeholder feedback are reviewed collaboratively to inform decisions regarding academic programming, resource allocation, and targeted interventions. All recommendations are presented to and approved by the SSC, ensuring alignment with school goals and a shared commitment to continuous improvement.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Glen Avon was in the orange category on English Learner Progress on the California School Dashboard.

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

In the area of CAASPP ELA, Glen Avon Students with Disabilities scored in the red.

Other Needs

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

Glen Avon will address the following areas of low performance and performance gaps to improve student outcomes:

Overall, students scored in the yellow performance category in the area of CAASPP ELA. Student subgroups that scored in the orange category were Chronic Absenteeism. Student Subgroups that scored in the red category were Students with Disabilities. To support these students, Glen Avon will monitor NWEA data and reports to ensure these students are being served by BLTs and Intervention Teachers if appropriate. Collaboration with general education teachers/Intervention teachers/Education Specialists will continue to focus on best practices and ongoing interventions to fill the educational gaps. Extended Learning Opportunities will be offered, which will allow additional time and resources for these students to gain skills and proficiency. Continued professional development for teachers and BLTs will be a focus of ELA, including best reading practices.

Overall, students scored in the yellow performance category in the area of CAASPP math. Student subgroups that scored in the orange category were Students with Disabilities. To support these students, Glen Avon will monitor NWEA data and reports to ensure these students are being served by BLTs and Intervention Teachers if appropriate. Collaboration with general education teachers/Intervention teachers/Education Specialists will continue to focus on best practices and ongoing interventions to fill the educational gaps. Extended Learning Opportunities will be offered, which will allow additional time and resources for these students to gain skills and proficiency. Continued professional development for teachers will be a focus of math.

Glen Avon will closely monitor English Learner progress in NWEA benchmark data. In addition, teachers will continue to support English Learners using ELD strategies and first-best instructional practices.

Glen Avon will closely monitor all student groups in chronic absenteeism data, with an emphasis on identifying and monitoring students with disabilities.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0%	0%	0%	0	0	0
African American	1.36%	1.49%	0.96%	7	8	5
Asian	2.33%	2.79%	3.47%	12	15	18
Filipino	0%	0%	0%	0	0	0
Hispanic/Latino	90.87%	90.69%	90.37%	468	487	469
Pacific Islander	0%	0%	0%	0	0	0
White	3.69%	3.54%	3.66%	19	19	19
Multiple/No Response	0.97%	0.56%	0.58%	5	3	3
Total Enrollment				515	537	519

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten			27
Kindergarten	80	64	50
Grade 1	68	80	52
Grade 2	64	77	81
Grade3	76	72	76
Grade 4	72	81	74
Grade 5	82	83	78
Grade 6	73	80	81
Total Enrollment	515	537	519

Conclusions based on this data:

1. The Hispanic/Latino student population remains the majority but has slightly declined in numbers, the Asian population has increased in numbers to show the population make up is changing at Glen Avon.
2. The number of kindergarten students has dropped significantly over three years.

3. Grades 2 through 6 have maintained relatively stable or slightly increasing enrollment numbers, which suggests that once students enter the school, they are more likely to stay through the later grades.

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	218	230	217	37.0%	42.3%	41.8%
Fluent English Proficient (FEP)	74	62	64	18.1%	14.4%	12.3%
Reclassified Fluent English Proficient (RFEP)	8	12	26	3%	4%	12.0%

Conclusions based on this data:

1. The percentage of English Learners has remained relatively stable over the past three years.
2. The percentage of Reclassified Fluent English Proficient students has increased significantly.

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	77	75	76	72	73	73	72	73	73	93.5	97.3	96.1
Grade 4	76	77	71	75	75	69	75	75	69	98.7	97.4	97.2
Grade 5	77	84	79	76	83	78	76	83	78	98.7	98.8	98.7
Grade 6	74	76	81	71	75	80	71	75	80	95.9	98.7	98.8
All Grades	304	312	307	294	306	300	294	306	300	96.7	98.1	97.7

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	2410.	2395.	2396.	20.83	21.92	13.70	19.44	13.70	16.44	23.61	20.55	35.62	36.11	43.84	34.25
Grade 4	2426.	2422.	2421.	12.00	10.67	10.14	12.00	20.00	15.94	28.00	17.33	24.64	48.00	52.00	49.28
Grade 5	2443.	2446.	2453.	6.58	6.02	11.54	19.74	21.69	23.08	21.05	20.48	16.67	52.63	51.81	48.72
Grade 6	2501.	2491.	2515.	8.45	5.33	13.75	35.21	25.33	30.00	23.94	36.00	32.50	32.39	33.33	23.75
All Grades	N/A	N/A	N/A	11.90	10.78	12.33	21.43	20.26	21.67	24.15	23.53	27.33	42.52	45.42	38.67

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	15.28	19.18	10.96	63.89	50.68	60.27	20.83	30.14	28.77
Grade 4	9.33	9.33	11.59	66.67	66.67	53.62	24.00	24.00	34.78
Grade 5	7.89	8.43	6.41	63.16	59.04	50.00	28.95	32.53	43.59
Grade 6	8.45	8.00	13.75	61.97	54.67	56.25	29.58	37.33	30.00
All Grades	10.20	11.11	10.67	63.95	57.84	55.00	25.85	31.05	34.33

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	11.11	13.70	9.59	63.89	52.05	53.42	25.00	34.25	36.99
Grade 4	6.67	4.00	8.70	52.00	60.00	60.87	41.33	36.00	30.43
Grade 5	10.53	7.23	8.97	46.05	50.60	57.69	43.42	42.17	33.33
Grade 6	12.68	4.00	8.75	57.75	68.00	63.75	29.58	28.00	27.50
All Grades	10.20	7.19	9.00	54.76	57.52	59.00	35.03	35.29	32.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.56	6.85	9.59	70.83	72.60	68.49	23.61	20.55	21.92
Grade 4	8.00	5.33	8.70	76.00	80.00	76.81	16.00	14.67	14.49
Grade 5	5.26	4.82	3.85	59.21	72.29	71.79	35.53	22.89	24.36
Grade 6	9.86	5.33	20.00	67.61	82.67	68.75	22.54	12.00	11.25
All Grades	7.14	5.56	10.67	68.37	76.80	71.33	24.49	17.65	18.00

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	13.89	13.70	13.70	65.28	54.79	65.75	20.83	31.51	20.55
Grade 4	10.67	4.00	4.35	62.67	77.33	68.12	26.67	18.67	27.54
Grade 5	5.26	7.23	6.41	65.79	68.67	65.38	28.95	24.10	28.21
Grade 6	14.08	6.67	12.50	67.61	76.00	72.50	18.31	17.33	15.00
All Grades	10.88	7.84	9.33	65.31	69.28	68.00	23.81	22.88	22.67

Conclusions based on this data:

1. The percentage of students Below Standard in writing has gradually decreased, indicating progress in writing instruction and interventions
2. Overall reading performance has declined over the past three years, with fewer students meeting or exceeding standards and a growing percentage falling below standard—especially in Grade 5

3. Grade 6 showed the most improvement, suggesting successful strategies that could be replicated in other grades

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	77	75	76	74	75	74	74	75	74	96.1	100.0	97.4
Grade 4	76	77	71	76	77	71	76	77	71	100.0	100.0	100
Grade 5	77	84	79	76	83	78	76	83	78	98.7	98.8	98.7
Grade 6	74	76	81	72	76	80	72	76	80	97.3	100.0	98.8
All Grades	304	312	307	298	311	303	298	311	303	98.0	99.7	98.7

* 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	2421.	2409.	2404.	18.92	10.67	2.70	28.38	36.00	33.78	20.27	20.00	28.38	32.43	33.33	35.14
Grade 4	2434.	2434.	2439.	7.89	3.90	11.27	14.47	22.08	19.72	39.47	32.47	28.17	38.16	41.56	40.85
Grade 5	2427.	2427.	2440.	3.95	2.41	6.41	6.58	2.41	7.69	27.63	30.12	33.33	61.84	65.06	52.56
Grade 6	2491.	2483.	2499.	6.94	6.58	8.75	22.22	14.47	23.75	29.17	32.89	32.50	41.67	46.05	35.00
All Grades	N/A	N/A	N/A	9.40	5.79	7.26	17.79	18.33	21.12	29.19	28.94	30.69	43.62	46.95	40.92

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	20.27	17.33	14.86	48.65	52.00	51.35	31.08	30.67	33.78
Grade 4	9.21	7.79	7.04	48.68	48.05	53.52	42.11	44.16	39.44
Grade 5	3.95	2.41	2.56	40.79	53.01	47.44	55.26	44.58	50.00
Grade 6	5.56	3.95	5.00	58.33	52.63	61.25	36.11	43.42	33.75
All Grades	9.73	7.72	7.26	48.99	51.45	53.47	41.28	40.84	39.27

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	20.27	10.67	6.76	58.11	64.00	63.51	21.62	25.33	29.73
Grade 4	10.53	6.49	11.27	53.95	51.95	57.75	35.53	41.56	30.99
Grade 5	3.95	3.61	5.13	48.68	49.40	55.13	47.37	46.99	39.74
Grade 6	13.89	9.21	8.75	58.33	61.84	68.75	27.78	28.95	22.50
All Grades	12.08	7.40	7.92	54.70	56.59	61.39	33.22	36.01	30.69

Conclusions based on this data:

- Grade 6 improved in overall math scores suggesting effective interventions may be working in that grade level.
- Third grade has significantly declined in students above standard.
- The percentage of students exceeding expectations in problem-solving and data analysis has steadily declined across all grades over the past three years.

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	1417.9	1399.9	1408.2	1429.4	1417.7	1421.5	1390.6	1358.4	1377.1	35	33	34
1	1423.2	1465.2	1435.2	1430.7	1476.9	1444.1	1415.3	1452.8	1425.7	34	31	24
2	1473.0	1461.1	1480.2	1485.8	1469.0	1487.2	1459.8	1452.6	1472.6	24	31	26
3	1498.1	1497.2	1468.6	1501.9	1505.8	1467.4	1493.7	1488.0	1469.1	34	32	29
4	1492.5	1501.7	1496.1	1474.9	1499.1	1503.6	1509.7	1503.8	1488.2	31	33	25
5	1515.6	1530.4	1510.9	1517.5	1538.2	1513.2	1513.2	1522.0	1508.2	34	34	24
6	1514.0	1551.0	1547.0	1517.8	1550.1	1554.5	1509.7	1551.5	1539.0	24	34	26
All Grades										216	228	188

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	14.29	3.03	11.76	20.00	42.42	35.29	51.43	36.36	29.41	14.29	18.18	23.53	35	33	34
1	2.94	16.13	8.33	23.53	45.16	54.17	47.06	32.26	20.83	26.47	6.45	16.67	34	31	24
2	8.33	3.23	15.38	50.00	41.94	57.69	29.17	41.94	15.38	12.50	12.90	11.54	24	31	26
3	20.59	21.88	10.34	41.18	43.75	24.14	23.53	21.88	44.83	14.71	12.50	20.69	34	32	29
4	6.45	21.21	12.00	41.94	30.30	36.00	35.48	27.27	32.00	16.13	21.21	20.00	31	33	25
5	2.94	26.47	20.83	50.00	35.29	37.50	41.18	29.41	25.00	5.88	8.82	16.67	34	34	24
6	12.50	23.53	38.46	33.33	58.82	38.46	37.50	17.65	19.23	16.67	0.00	3.85	24	34	26
All Grades	9.72	16.67	16.49	36.57	42.54	39.89	38.43	29.39	27.13	15.28	11.40	16.49	216	228	188

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	20.00	15.15	26.47	22.86	36.36	32.35	45.71	24.24	14.71	11.43	24.24	26.47	35	33	34
1	20.59	38.71	29.17	20.59	35.48	33.33	35.29	19.35	25.00	23.53	6.45	12.50	34	31	24
2	25.00	16.13	38.46	50.00	45.16	38.46	25.00	25.81	11.54	0.00	12.90	11.54	24	31	26
3	47.06	50.00	20.69	26.47	25.00	31.03	14.71	15.63	34.48	11.76	9.38	13.79	34	32	29
4	19.35	33.33	44.00	29.03	33.33	32.00	29.03	18.18	8.00	22.58	15.15	16.00	31	33	25
5	26.47	55.88	45.83	64.71	32.35	20.83	8.82	2.94	25.00	0.00	8.82	8.33	34	34	24
6	33.33	47.06	53.85	41.67	50.00	42.31	16.67	2.94	0.00	8.33	0.00	3.85	24	34	26
All Grades	27.31	36.84	36.17	35.65	36.84	32.98	25.46	15.35	17.02	11.57	10.96	13.83	216	228	188

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	5.71	0.00	8.82	14.29	6.06	23.53	48.57	69.70	38.24	31.43	24.24	29.41	35	33	34
1	2.94	9.68	4.17	11.76	32.26	41.67	38.24	32.26	29.17	47.06	25.81	25.00	34	31	24
2	4.17	0.00	7.69	29.17	32.26	46.15	37.50	38.71	23.08	29.17	29.03	23.08	24	31	26
3	8.82	3.13	0.00	20.59	34.38	17.24	52.94	31.25	58.62	17.65	31.25	24.14	34	32	29
4	3.23	0.00	8.00	38.71	33.33	4.00	38.71	30.30	40.00	19.35	36.36	48.00	31	33	25
5	0.00	2.94	4.17	11.76	23.53	29.17	67.65	55.88	37.50	20.59	17.65	29.17	34	34	24
6	0.00	17.65	15.38	20.83	35.29	46.15	37.50	41.18	19.23	41.67	5.88	19.23	24	34	26
All Grades	3.70	4.82	6.91	20.37	28.07	29.26	46.76	42.98	35.64	29.17	24.12	28.19	216	228	188

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	17.14	6.06	11.76	77.14	69.70	55.88	5.71	24.24	32.35	35	33	34
1	20.59	51.61	33.33	52.94	38.71	50.00	26.47	9.68	16.67	34	31	24
2	20.83	22.58	15.38	79.17	61.29	76.92	0.00	16.13	7.69	24	31	26
3	32.35	12.50	20.69	52.94	59.38	58.62	14.71	28.13	20.69	34	32	29
4	45.16	27.27	36.00	35.48	48.48	48.00	19.35	24.24	16.00	31	33	25
5	5.88	29.41	20.83	76.47	61.76	62.50	17.65	8.82	16.67	34	34	24
6	12.50	17.65	23.08	54.17	79.41	57.69	33.33	2.94	19.23	24	34	26
All Grades	22.22	23.68	22.34	61.11	60.09	58.51	16.67	16.23	19.15	216	228	188

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	14.29	21.21	32.35	62.86	48.48	50.00	22.86	30.30	17.65	35	33	34
1	8.82	29.03	16.67	64.71	67.74	66.67	26.47	3.23	16.67	34	31	24
2	33.33	32.26	50.00	62.50	58.06	42.31	4.17	9.68	7.69	24	31	26
3	58.82	62.50	27.59	29.41	25.00	58.62	11.76	12.50	13.79	34	32	29
4	12.90	39.39	64.00	58.06	42.42	20.00	29.03	18.18	16.00	31	33	25
5	79.41	85.29	70.83	17.65	8.82	16.67	2.94	5.88	12.50	34	34	24
6	83.33	82.35	92.31	8.33	17.65	3.85	8.33	0.00	3.85	24	34	26
All Grades	40.28	50.88	49.47	43.98	37.72	37.77	15.74	11.40	12.77	216	228	188

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	5.71	0.00	8.82	71.43	75.76	58.82	22.86	24.24	32.35	35	33	34
1	5.88	22.58	25.00	41.18	45.16	41.67	52.94	32.26	33.33	34	31	24
2	4.17	9.68	3.85	62.50	54.84	69.23	33.33	35.48	26.92	24	31	26
3	5.88	3.13	3.45	50.00	53.13	48.28	44.12	43.75	48.28	34	32	29
4	0.00	6.06	8.00	61.29	54.55	28.00	38.71	39.39	64.00	31	33	25
5	2.94	2.94	8.33	58.82	64.71	54.17	38.24	32.35	37.50	34	34	24
6	0.00	11.76	7.69	37.50	47.06	61.54	62.50	41.18	30.77	24	34	26
All Grades	3.70	7.89	9.04	55.09	56.58	52.13	41.20	35.53	38.83	216	228	188

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	11.43	9.09	20.59	57.14	57.58	32.35	31.43	33.33	47.06	35	33	34
1	2.94	3.23	4.17	67.65	83.87	79.17	29.41	12.90	16.67	34	31	24
2	16.67	3.23	19.23	62.50	80.65	76.92	20.83	16.13	3.85	24	31	26
3	14.71	25.00	3.45	76.47	62.50	79.31	8.82	12.50	17.24	34	32	29
4	22.58	21.21	16.00	64.52	57.58	60.00	12.90	21.21	24.00	31	33	25
5	5.88	14.71	16.67	85.29	79.41	66.67	8.82	5.88	16.67	34	34	24
6	16.67	52.94	46.15	66.67	47.06	50.00	16.67	0.00	3.85	24	34	26
All Grades	12.50	18.86	18.09	68.98	66.67	62.23	18.52	14.47	19.68	216	228	188

Conclusions based on this data:

1. Grade 5 stands out as an area of concern in speaking, possibly due to increased oral academic expectations.

2. Many students remain in Somewhat/Moderately Developed, but few move to Well Developed in Grades 3-5 reading.
3. High retention of Beginning students from K-2 appears to carry over—students are still struggling to reach proficiency in Grades 3-5 writing.

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
519	85%	41.8%	0.6%
Total Number of Students enrolled in Glen Avon Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	217	41.8%
Foster Youth	3	0.6%
Homeless	3	0.6%
Socioeconomically Disadvantaged	441	85%
Students with Disabilities	69	13.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1%
American Indian	0	0.0%
Asian	18	3.5%
Filipino	0	0.0%
Hispanic	469	90.4%
Two or More Races	3	0.6%
Pacific Islander	0	0.0%
White	19	3.7%

Conclusions based on this data:

- 41.8% of the students at Glen Avon are English Learners.

2. 90.7% of students at Glen Avon are Hispanic.
3. 85% of students at Glen Avon are Socioeconomically Disadvantaged.

School and Student Performance Data

Overall Performance






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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- English Learner progress decreased and scored in the orange.
- Chronic Absenteeism scored in the yellow.
- English Language Arts and Mathematics increased and scored in the yellow.

School and Student Performance Data

Academic Performance English Language Arts

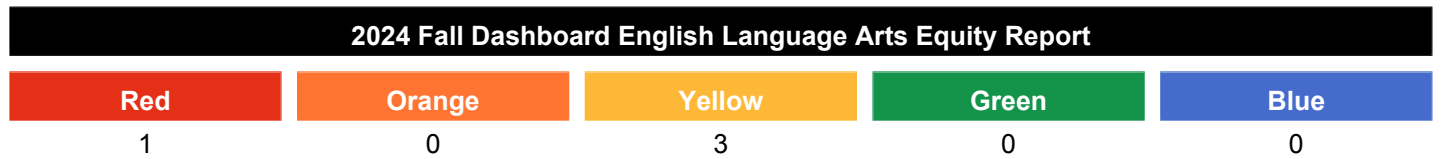
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>35.7 points below standard</div> <div>Increased 8.8 points</div> <div>287 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>58.5 points below standard</div> <div>Increased 11.8 points</div> <div>124 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>44.0 points below standard</div> <div>11 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>39.2 points below standard</div> <div>Increased 8.1 points</div> <div>251 Students</div>

Students with Disabilities  Red 103.8 points below standard Declined 5.1 points 52 Students	African American  No Performance Color Less than 11 Students 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 5 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 39.5 points below standard Increased 10.4 points 265 Students
Two or More Races  No Performance Color Less than 11 Students 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students 10 Students

Conclusions based on this data:

1. Glen Avon students overall scored in the yellow for English Language Arts with an 8 point increase.
2. Socioeconomic and Hispanic and English Learners subgroups scored in the yellow for English Language Arts.
3. Students with Disabilities scored in the Red for English Language Arts.

School and Student Performance Data

Academic Performance Mathematics

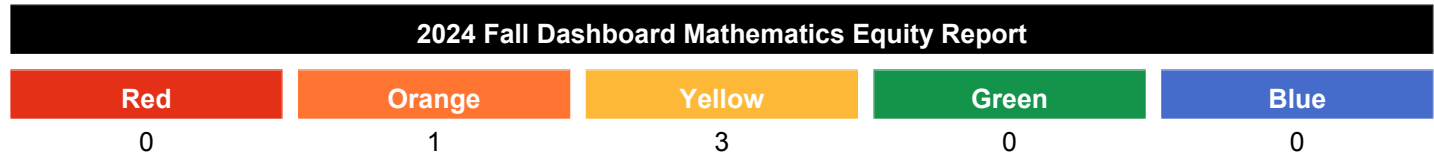
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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		
<div>All Students</div> <div></div> <div>Yellow</div> <div>53.0 points below standard</div> <div>Increased 7.4 points</div> <div>289 Students</div>	<div>English Learners</div> <div></div> <div>Yellow</div> <div>69.6 points below standard</div> <div>Increased 14.7 points</div> <div>126 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>79.1 points below standard</div> <div>11 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>57.0 points below standard</div> <div>Increased 6.7 points</div> <div>252 Students</div>

Students with Disabilities  Orange 104.0 points below standard Increased 4.6 points 53 Students	African American  No Performance Color Less than 11 Students 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 6 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 57.3 points below standard Increased 7.8 points 266 Students
Two or More Races  No Performance Color Less than 11 Students 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students 10 Students

Conclusions based on this data:

1. Students with Disabilities increased 4.6 points in mathematics.
2. Three of the four student subgroups increased and scored in the yellow in Mathematics.
3. English Learners increased 14.7 points in Mathematics.

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
 Orange	 No Performance Color
51.1% making progress.	making progress.
Number Students: 141 Students	Number Students: 10 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.7%	31.2%	0.7%	50.4%

Conclusions based on this data:

- English Learner progress decreased and scored in the orange.
- 50.4% progressed at least one ELPI level.
- 105 English Learners progressed at least one ELPI Level with the majority of students being in 6th grade.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

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

All Students



Yellow

22.3% Chronically Absent

Declined 7.3

555 Students

English Learners



Yellow

24.5% Chronically Absent

Declined 5.3

233 Students

Long-Term English Learners



No Performance Color

45.5% Chronically Absent

0

11 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

8 Students

Homeless



No Performance Color

Fewer than 11 students - data not displayed for privacy

6 Students

Socioeconomically Disadvantaged












Yellow

24.7% Chronically Absent

Declined 6.4

481 Students

Students with Disabilities  Orange 21.7% Chronically Absent Declined 15.6 92 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 5.6% Chronically Absent Declined 6.2 18 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 23.6% Chronically Absent Declined 8.1 501 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 23.8% Chronically Absent Increased 23.8 21 Students

Conclusions based on this data:

1. Overall Glen Avon scored Yellow with a significant decline of 7.3 in Chronic Absenteeism.
2. English Learners, Hispanic and Socioeconomically Disadvantaged subgroups scored in the Yellow.
3. All but one subgroup declined in Chronic Absenteeism.

School and Student Performance Data

Conditions & Climate Suspension Rate

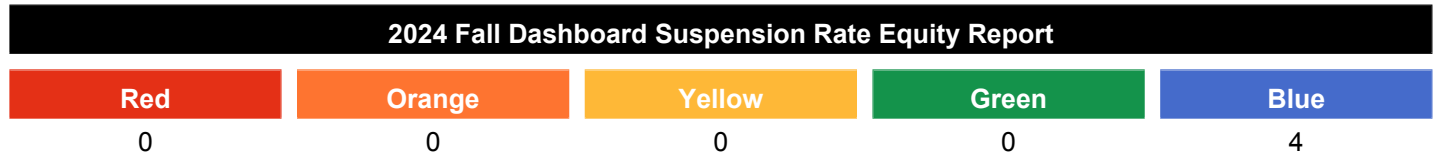
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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		
<div>All Students</div> <div></div> <div>Blue</div> <div>0.3% suspended at least one day</div> <div>Declined 0.5%</div> <div>584 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Declined 1.2%</div> <div>245 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0% suspended at least one day</div> <div>11 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>9 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>6 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Blue</div> <div>0.4% suspended at least one day</div> <div>Declined 0.4%</div> <div>509 Students</div>

Students with Disabilities  Blue 0% suspended at least one day Maintained 0% 94 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 21 Students	Filipino  No Performance Color 0 Students	Hispanic  Blue 0.4% suspended at least one day Declined 0.4% 525 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0% suspended at least one day Declined 4.5% 22 Students

Conclusions based on this data:

1. Glen Avon scored blue in Suspension Rate.
2. Students with Disabilities scored blue in Suspension Rate.
3. Hispanic and Socioeconomically Disadvantaged subgroups scored blue in Suspension Rate.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students will be college and career ready.

The aim of college and career readiness is to ensure all students graduate high school prepared for their futures. This means equipping them with the academic foundation, critical thinking skills, and real-world experience to succeed in either higher education or directly in their chosen career path. By fostering college and career readiness, we empower students to transition smoothly into their next chapter and contribute meaningfully to the workforce.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will be college and career-ready.

Identified Need

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

Glen Avon was in the yellow category for CAASPP English Language Arts (ELA) and math Overall and in the student subgroups Socioeconomically Disadvantaged, English Learners, and Hispanic. Students with Disabilities were in the orange in math. Glen Avon was in the red category on the CAASPP English Language Arts (ELA) in the student subgroups Students with Disabilities.

To support these students, Glen Avon will monitor NWEA data and reports in both ELA and Math to ensure all students are making growth/progress. Based on data goals will be set with grade levels to focus on achievement growth for each NWEA benchmark. In addition, teachers will continue to support English Learners using ELD strategies and first-best instructional practices within classrooms, including Designated and Integrated English Language Development. Students with Disabilities subgroup will be monitored, and collaboration between general education teachers/Intervention teachers/Education Specialists will continue to focus on best practices and ongoing interventions to fill the educational gaps for each of these students based on their Individual Educational Plan. The Students with disabilities subgroup will be monitored, and students will be identified for additional support from tier 2 instruction. Extended Learning Opportunities will be offered in both ELA and math, which will allow additional time and resources for all students to gain skills and proficiency. ELA will focus on continued professional development for teachers and BLTs, including reading practices and math.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	<p>Overall distance from standard: 35.7 points below standard</p> <p>Socioeconomically disadvantaged: 39.2 points below standard</p> <p>English learners: 58.5 points below standard</p> <p>Long-Term English Learners 44 distance from standard</p> <p>Students with disabilities: 103.8 points below standard</p> <p>Foster Youth: N/A</p> <p>Students experiencing Homelessness: N/A</p> <p>African American: N/A</p> <p>Asian: N/A</p> <p>Filipino: N/A</p> <p>Hispanic: 39.5 points below standard</p> <p>Native Hawaiian or Pacific Islander: N/A</p> <p>Two or More Races: N/A</p> <p>White: N/A</p> <p>Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p>	<p>Overall distance from standard: 32.7 points below standard</p> <p>Socioeconomically disadvantaged: 36.2 points below standard</p> <p>English learners: 55.5 points below standard</p> <p>Long-Term English Learners</p> <p>Students with disabilities: 100.8 points below standard</p> <p>Foster Youth: N/A</p> <p>Students experiencing Homelessness: African American: N/A</p> <p>Asian: N/A</p> <p>Filipino: N/A</p> <p>Hispanic: 36.5 points below standard</p> <p>Native Hawaiian Pacific Islander: N/A</p> <p>Two or More Races: N/A</p> <p>White: N/A</p> <p>Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p>
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	<p>Overall distance from standard: 53 points below standard</p> <p>Socioeconomically disadvantaged: 57 points below standard</p> <p>English learners: 69.6 points below standard</p> <p>Long-Term English Learners 79.1 below standard</p> <p>Students with disabilities: 104 points below standard</p> <p>Foster Youth: N/A</p> <p>Students experiencing Homelessness: African American: N/A</p> <p>Asian: N/A</p> <p>Filipino: N/A</p> <p>Hispanic: 57.3 points below standard</p> <p>Native Hawaiian Pacific Islander: N/A</p> <p>Two or More Races: N/A</p> <p>White: N/A</p> <p>Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p>	<p>Overall distance from standard: 50 points below standard</p> <p>Socioeconomically disadvantaged: 54 points below standard</p> <p>English learners: 66 points below standard</p> <p>Long-Term English Learners 76.1</p> <p>Students with disabilities: 101 points below standard</p> <p>Foster Youth: N/A</p> <p>Students experiencing Homelessness: African American: N/A</p> <p>American Indian: N/A</p> <p>Asian: N/A</p> <p>Filipino: N/A</p> <p>Hispanic: 54.3 points below standard</p> <p>Native Hawaiian Pacific Islander: N/A</p> <p>Two or More Races: N/A</p> <p>White: N/A</p> <p>Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p>
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	<p>Current Percentage of English Learners making progress: 51.1%</p> <p>Status Level: Orange</p>	<p>Current Percentage of English Learners making progress: 60%</p>

P4: English Learner Reclassification Rate during 2023-24 School Year	Reclassification Rate- 23 Students- 13.45%	Reclassification Rate- 36 Students- 21%
P8: Other Student Outcomes - NWEA ELA	Winter 2024-2025 NWEA ELA Data: Achievement Percentile: All Grades: 28th All Grades English language Learners: 15th All Grades (Students with Disabilities) Grade 1: 8th Grade 2: 23rd Grade 3: 17th Grade 4: 12th Grade 5: 7th Grade 6: 13th	Winter 2025-2026 NWEA ELA Data: Achievement Percentile: All Grades: 33rd All Grades English language Learners: 20th All Grades (Students with Disabilities) Grade 1: 13th Grade 2: 28th Grade 3: 22nd Grade 4: 17th Grade 5: 12th Grade 6: 18th
P8: Other Student Outcomes - NWEA Math	Winter 2024-2025 NWEA Math Data: Achievement Percentile: All Grades: 36th All Grades (EL): 20th All Grades (Students with Disabilities) Grade 1: 41st Grade 2: 47th Grade 3: 34th Grade 4: 16th Grade 5: 10th Grade 6: 13th	Winter 2025-2026 NWEA Math Data: Achievement Percentile: All Grades: 41st All Grades (EL): 25th All Grades (Students with Disabilities) Grade 1: 45th Grade 2: 52nd Grade 3: 39th Grade 4: 21st Grade 5: 15th Grade 6: 18th

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>CCSS/NGSS Implementation</p> <p>A. Provide opportunities for teachers to support the full implementation of Common Core State Standards (CCSS) through researched-based academic strategies, professional development, Literacy/Math Intervention Support Teacher, and, when necessary, outside consultants to support the implementation plan.</p> <p>B. Teachers will participate in ongoing collaboration around instructional best practices, and data analysis of local/state assessments in the area of ELA and Math.</p> <p>C. Teachers will be trained to use and implement all newly adopted district curriculum, materials and programs.</p> <p>D. Teachers and support staff will be provided with necessary supplies for their classrooms and students. This includes but is not limited to, copy machines, laminators, poster makers, an adequate</p>	<p>All Students</p> <p>English Learners</p> <p>Students with Disabilities</p>	<p>14062</p> <p>LCFF Suppl/Conc -- 0707</p> <p>4000-4999: Books And Supplies</p> <p>Materials and supplies</p> <p>7,000</p> <p>LCFF Suppl/Conc -- 0707</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Maintenance Contracts for Office Machines</p> <p>290</p> <p>Title I Basic -- 3010</p> <p>4000-4999: Books And Supplies</p> <p>Follett for Library Books</p> <p>3000</p> <p>LCFF Suppl/Conc -- 0707</p> <p>5700-5799: Transfers Of Direct Costs</p>

	<p>supply of paper, appropriate working technology, district print shop services, print materials, etc.</p> <p>E. EMCC will provide students, families, and educational partners access to the library, coordinate materials, and provide technology support. EMCC and teachers will inform the selection of library materials/books and Digital Resources (eBooks) to support CCSS and Students with Disabilities.</p> <p>F. Technology support and makerspace materials for classroom and school library to support CCSS. Materials and supplies for the school library/makerspace to include earbuds, eBooks, digital resources, and other needed supplies.</p> <p>G. Testing incentives and recognition will be utilized to encourage students to try their best, demonstrate growth, and have good attendance on local and state assessments.</p> <p>H. Provide student engagement materials, incentives, and awards for academic performance, citizenship recognition, attendance, and progress.</p> <p>J. Provide additional support for Instructional Aides to support reading programs such as SIPPS, academic support for students to be college and career ready.</p> <p>K. Provide additional hourly for TCT and/or Bilingual Tutor services to support English Learners and support translating services during peak hours/seasons to ensure support and engagement in college and career CCSS activities, events, and programs.</p>		<p>Print Shop services</p> <p>6000 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Teacher Release Time</p> <p>8000 Title I Basic -- 3010 2000-2999: Classified Personnel Salaries SIPPs or academic support</p> <p>78,322 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries EMCC Salary</p> <p>1000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Technology Support</p> <p>1000 Title I Basic -- 3010 4000-4999: Books And Supplies Office Supplies: Postage, Laminating, etc.</p> <p>1000 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries TCT & BLT Extra Hourly</p>
1.2	<p>Staff Development/Collaboration</p> <p>A. Provide staff development for classified, certificated, and administrators throughout the school year. Professional development may include professional books, coaching, training, and conferences in supporting student academic achievement, inclusive of the use of technology, and effective student behavior management strategies to keep students engaged in learning: CCSS, ELA, ELD, inclusion, math, SEL/PBIS, science/NGSS (STEAM/STEM) and college/career readiness, in order to prepare staff to implement rigor and depth required by CCSS and ensure students are college and career ready.</p> <p>B. Teachers will take part in professional development with a priority focus on math and ELA instructional best practices.</p> <p>C. Provide release time to teachers and support staff for collaboration with RSP/Speech teachers and professional development to support students with disabilities.</p>	<p>All Students English Language Learners Students with Disabilities</p>	<p>5500 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Subs for Teacher Release</p> <p>500 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Travel & Conferences</p>

	<p>D. Provide support and collaborative planning time for implementation of reading and math intervention and support.</p> <p>E. Teachers and Administration will attend opportunities to attend conferences/professional development in the areas of, but not limited to, educational equity, best instructional practices, supporting students with disabilities, English Learners, college and career readiness, and social-emotional learning.</p>		
1.3	<p>Intervention</p> <p>A. Provide intervention teacher and supports/resources for implementation of guided reading and intensive intervention for students in grades 1-6 (early literacy/reading, writing, math) and data analysis support.</p> <p>B. Extended learning opportunities will be provided before and after school to provide additional targeted support to students. The academic needs of English Learners and Students with Disabilities will be prioritized. Extended learning opportunities may be offered within the Saturday School program to support remediation/acceleration of skills, CCSS, SEL needs, test prep for CAASPP, ELPAC, Newcomer support, and GATE.</p> <p>C. Provide resources and materials to support intervention, which may include printed materials, professional development, programs, technology, and/or planning/release time.</p> <p>D. Provide an Intervention teacher and resources/support for implementing small group instruction in guided reading and intensive interventions for all students.</p> <p>E. Student Success Team will regularly meet to support and create/monitor learning goals for students whom the classroom teachers have referred. Supplies and materials will be available for students and teachers, as needed, to provide support and accommodations to students to meet their academic and social needs.</p> <p>F. Communication Enrichment Program (CEP): Provide voice, fluency, and/or articulation skill enrichment. Identify and resolve speech difficulties before the need for more intensive interventions arises. Students may receive differentiated instruction based on a tiered approach.</p>	<p>All Students English Language Learners Students with Disabilities</p>	<p>113,768 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Support Teacher Salary Split Funded</p> <p>50,564 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Support Teacher Salary Split Funded</p> <p>16,253 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries Support Teacher Salary Split Funded</p> <p>4000 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Teacher Hourly</p> <p>500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Supplies for intervention supports</p>
1.4	<p>Enrichment</p> <p>A. Provide enrichment opportunities such as field trips, assemblies, coding, STEM, and STEAM for students to support core instruction and promote critical thinking, problem-solving, analyzing, and</p>	<p>All Students GATE Students</p>	<p>300 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Enrichment Opportunities</p>

	<p>collaboration skills needed to meet grade-level standards.</p> <p>B. Participate in JUSD band instrument classes for 4th - 6th grade students.</p> <p>C. Provide identified GATE students with supplemental services/materials that align with research-based strategies to support GATE learners.</p> <p>D. Participate in district VAPA enrichment opportunities provided for all students in the areas of vocational and performing arts.</p> <p>G. Provide family enrichment opportunities prioritizing CCSS standards through opportunities such as math night, literacy night, family game night, etc.</p>		
1.5	<p>College and Career Readiness</p> <p>A. Promote college and career readiness in grades TK-6, including a school culture with a college and career focus.</p> <p>B. Support college and career implementation, including incentives and supplies for activities to support and reward students who use these strategies.</p> <p>C. Encourage teachers/staff/Leadership Team to collaborate, plan, and organize school-wide activities to promote college and career readiness, including, but not limited to, spirit week, incentives, career day, career fairs, field trips, etc.</p> <p>D. Organize College and Career events on campus and other activities, not limited to including visits and tours to local colleges and universities.</p>	All Students	
1.6	<p>ELD</p> <p>A. Provide Designated ELD daily instruction time for K-6 (30 minutes) to implement ELD standards-based instruction using district-adopted ELD materials at the appropriate EL level for all EL students. Students may rotate within the grade level for designated ELD instruction.</p> <p>B. Teachers will include Integrated ELD resources and strategies and first best instruction practices/strategies throughout the school day for all English Learners.</p> <p>C. Ensure that students are grouped by their appropriate proficiency in English Learner Levels: Emerging, Expanding, and Bridging.</p> <p>D. Bilingual Language Tutors (BLTs) will be assigned to classrooms based on data-identified needs, with priority given to students at the</p>	English Learners	<p>40,487 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Salary, Two Bilingual Language Tutors (3 hours each)</p> <p>193 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified Hourly</p> <p>1176 Title I Basic -- 3010 2000-2999: Classified Personnel Salaries Classified Hourly</p>

	<p>beginning levels of language acquisition, including Newcomers.</p> <p>E. BLTs will provide extra support (extra hourly) during "peak" times during the year, including, but not limited to, the beginning and end of the school year, state testing, guided reading, Extended Learning Opportunities, and intervention opportunities.</p> <p>F. Professional Development will be provided for Teachers and Staff, including BLTs, to support the ELD program.</p> <p>G. Newcomer students will be provided with additional support and resources to help them acquire language and transition into school.</p>		
1.7	<p>Transitions</p> <p>A. Prospective students will visit the TK and/or Kindergarten classrooms, the office, and the cafeteria to familiarize themselves with the rest of the campus.</p> <p>B. TK/K teachers will offer a parent workshop/meet-the-teacher event for TK and kindergarten orientation at the site.</p> <p>C. Kindergarten students and their parents may also attend transitional kindergarten classes offered by the District Parent Involvement Office.</p> <p>D. Pre-school students will be invited to all school events and activities. Pre-school teachers will encourage parent participation in school activities.</p> <p>E. Registration information for TK and Kindergarten will be provided in the spring and available in both English and Spanish.</p> <p>F. Additional support for 6th-grade students transitioning successfully to JUSD feeder middle schools, including transition meetings for students on IEPs, middle school counselor site visits, parent workshops/meetings, and individual supports as needed for student/parent meetings by teachers and/or Administration.</p> <p>G. Partnership with Rubidoux High School Adult Transitioning Program to beautify the Glen Avon campus and support collaboration in the school garden.</p>	All Students	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

The California Dashboard indicates that Glen Avon increased in ELA (8.8) and Mathematics (7.4) distance from standard. English Learners scored yellow and Students with Disabilities scored red in English Language Arts. On the English Learner Progress Monitor (ELPI), Glen Avon's English Learners decreased by 9%. Suspension Rate decreased by .5% and Chronic Absenteeism decreased 7.3%. Many of the planned strategies were successfully implemented, resulting in improved academic support, instructional quality, and student engagement. Teachers engaged in professional development aligned with Common Core Structured Literacy, ELD, and utilized NWEA data to guide instruction, and collaborated on best practices. Intervention support was effectively delivered through small group instruction and targeted resources, with a strong focus on meeting the needs of English Learners and students with disabilities. Enrichment opportunities, included GATE activities, field trips, and assemblies, enhanced student learning and engagement. The school also promoted a college-going culture through events like College and Career Day. The ELD program was implemented with fidelity, using both designated and integrated instruction, and supported by bilingual tutors and teacher training. Additionally, thoughtful transition activities—from TK/K orientation to 6th-grade middle school preparation—ensured students and families felt supported. Overall, the implementation of these strategies proved effective in advancing student achievement, increasing collaboration, and promoting an inclusive and supportive school environment.

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

While Heggerty was the only new program introduced for teacher training, we adjusted by using the resident substitute to provide classroom coverage so teachers could observe the program in action. To provide additional student support, the school held fundraisers to supplement available resources. Some of the planned funds were re-allocated to support teachers attending conferences, which helped build leadership capacity and knowledge of best teaching practices. Additional funds were also used to replace outdated or broken technology and to increase teacher release time for collaboration and planning. Another deviation from the original plan was that the school did not host a College and Career Day event as intended but instead focused on colleges and career options in the classroom.

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

Goal 1.1 Technology-related subscriptions and resources will no longer be funded; however, Success Maker will be encouraged as a free alternative. Goal 1.4 Funding for enrichment programs, field trips, conferences, makerspace supplies, and Follett will be limited or removed, with the digital book fair partially replacing Follett purchases. In contrast, Goal 1.1, print shop funding has been increased and promoted as a cost-saving measure to reduce maintenance on copy machines. Office machine contracts will also be increased to improve efficiency. Release days for planning events (Goal 1.5) will be reduced, with a greater emphasis on collaboration with intervention staff and sped teachers. Goal 1.6 will eliminate extra wording on newcomer support. Finally, family enrichment opportunities will be supported through Community School funding. These changes will be reflected in the updated SPSA under the revised budget and strategy sections for academic support, family engagement, and enrichment.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students will have a safe, orderly, and inviting learning environment.

Our goal is to cultivate a learning environment where all students feel safe, respected, and supported. This means creating a space that is orderly and predictable, allowing students to focus on learning. We also want it to be inviting and stimulating, fostering a love of discovery and a sense of belonging.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will have a safe, orderly, and inviting learning environment.

Identified Need

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

Glen Avon was in the orange category on Chronic Absenteeism in the student subgroup Students with Disabilities. Glen Avon will closely monitor all student groups in chronic absenteeism data, with an emphasis on identifying and monitoring students with disabilities. Education Specialists, classroom teachers, and the Attendance Team will monitor the Students with Disabilities subgroup closely and work to eliminate barriers keeping them from attending school daily. Glen Avon will focus on effective methods/strategies to increase a positive school culture/climate, ensure effective classroom management skills using conflict/resolution/restorative practices, and Implement PBIS strategies to improve the attendance rate.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 1: Safe, Clean Functional School Facilities	Percentage of facilities meeting "Good Repair" status: 98% Source: 2024-25 School Accountability Report Card (SARC)	Percentage of facilities meeting "Good Repair" status: 100% Source: 2025-26 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	TK: 88.5% K: 89.6% 1: 93.1% 2: 90.2% 3: 93.3% 4: 92% 5: 93.4% 6: 92.4% Source: Student Information System P-2 report	TK: 89.5% K: 90.6% 1: 94.1% 2: 91.2% 3: 94.3% 4: 93% 5: 94.4% 6: 93.4% Source: Student Information System P-2 report
LCFF Priority 5: Chronic Absenteeism Rate	All Students: 22.3% Socioeconomically Disadvantaged: 31.1% English Learners: 24.5%	All Students: 22% Socioeconomically Disadvantaged: 30% English Learners: 23%

	<p>Long-Term English Learners 45.5%</p> <p>Students with Disabilities: 21.7%</p> <p>Foster Youth: NA</p> <p>Students experiencing Homelessness: NA</p> <p>African American: NA</p> <p>Asian: 5.6%</p> <p>Filipino: NA</p> <p>Hispanic: 23.6%</p> <p>Native Hawaiian or Pacific Islander: NA</p> <p>Two or More Races: NA</p> <p>White: 23.8%</p> <p>Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p> <p>Source: Fall 2024 Dashboard</p>	<p>Long-Term English Learners 45%</p> <p>Students with Disabilities: 20%</p> <p>Foster Youth: NA</p> <p>Students experiencing Homelessness: NA</p> <p>African American: NA</p> <p>Asian: 5.0%</p> <p>Filipino: NA</p> <p>Hispanic: 23%</p> <p>Native Hawaiian or Pacific Islander: NA</p> <p>Two or More Races: NA</p> <p>White: 23%</p> <p>Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p> <p>Source: Fall 2025 Dashboard</p>
LCFF Priority 6: Pupil Suspension Rate	<p>All Students 0.3%</p> <p>English Learners 0%</p> <p>Long-Term English Learners 0%</p> <p>Foster Youth NA</p> <p>Homeless NA</p> <p>Socioeconomically Disadvantaged 0.4%</p> <p>Students with Disabilities 0%</p> <p>African American NA</p> <p>Asian 0%</p> <p>Filipino NA</p> <p>Hispanic 0.4%</p> <p>Native Hawaiian or Pacific Islander NA</p> <p>White 0%</p> <p>Two or More Races NA</p> <p>Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p> <p>Source: Fall 2024 Dashboard</p>	<p>All Students 0.0%</p> <p>English Learners 0%</p> <p>Long-Term English Learners 0%</p> <p>Foster Youth NA</p> <p>Homeless NA</p> <p>Socioeconomically Disadvantaged 0.0%</p> <p>Students with Disabilities 0%</p> <p>African American NA</p> <p>Asian 0%</p> <p>Filipino NA</p> <p>Hispanic 0.0%</p> <p>Native Hawaiian or Pacific Islander NA</p> <p>White 0%</p> <p>Two or More Races NA</p> <p>Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p> <p>Source: Fall 2025 Dashboard</p>
LCFF Priority 6: Pupil Expulsion Rate	<p>All Students: 0%</p> <p>Source: Data Quest 2023-24</p>	<p>All Students: 0%</p>
LCFF Priority 6: School Climate Survey: School Safety	<p>Percent favorable perceptions of student physical and psychological safety at school</p> <p>52%</p> <p>Source: Panorama Student Survey</p>	<p>Percent favorable perceptions of student physical and psychological safety at school</p> <p>55%</p> <p>Source: Panorama Student Survey</p>
LCFF Priority 6: School Climate Survey: Sense of Belonging	<p>Percent favorable of how much students feel they are valued members of the school community.</p> <p>52%</p> <p>Source: Panorama Student Survey</p>	<p>Percent favorable of how much students feel they are valued members of the school community.</p> <p>55%</p> <p>Source: Panorama Student Survey</p>
LCFF Priority 6: School Climate Survey: Teacher-Student Relationships	<p>Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom.</p>	<p>Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom.</p>

	60% Source: Panorama Student Survey	63% Source: Panorama Student Survey
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Healthy/Safe Environment</p> <p>A. Provide health care aides to support students' well-being by attending to their needs. Serve as a resource to families for medical, vision, hearing, dental, and other health-related concerns. Supplies will be replenished as needed.</p> <p>B. Provide healthy snacks to students during the school year Attendance events, etc.</p> <p>C. Provide social skills and character-building programs (PBIS/SEL), speakers, assemblies, etc., to encourage and support a positive school culture and climate.</p> <p>D. Provide awards and incentives to support a positive school culture and climate that reinforces student expectations and decreases suspensions and expulsions. (Weekly, Monthly/Trimesterly)</p> <p>E. Provide professional development to both certificated and classified staff both on and off-site and attend conferences on effective methods to increase a positive school culture/climate, how to use effective classroom management skills, conflict/resolution, restorative practices, and for Implementation of strategies for PBIS/SEL tiers 1 - 3.</p> <p>F. Provide training, resources, and support to students and staff to implement site-based student leadership programs.</p> <p>G. Provide additional counseling services for students who continue to struggle with behavior goals with the support of PICO services.</p> <p>H. The safety coordinator will annually revise the Safe School Plan to include these essential components: assuring each student a safe and healthy physical environment and a safe, nurturing, and respectful emotional environment. Students and staff will participate in monthly safety drills and practice disaster procedures. The plan will be approved every year by the school site council.</p> <p>I. Purchase playground equipment and other play equipment for use during recess or structured physical education instruction to support health and physical fitness.</p>	All Students	<p>70,445 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Health Care Aide Salary 6 hrs (1.0)</p> <p>1500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Incentives and Materials</p> <p>1500 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures PBIS/SEL Programs/Assemblies</p> <p>416 LCFF Suppl/Conc -- 0707 5700-5799: Transfers Of Direct Costs Healthy Snacks for Testing</p> <p>1000 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified Support</p> <p>1000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Equipment for PE, recess, outside activities</p>

	<p>J. Create and maintain a safe, healthy, drug, alcohol, and tobacco-free learning environment through various activities such as Red Ribbon Week, bullying assemblies, digital citizenship, 100 Mile Club, and other school-based activities/spirit weeks.</p> <p>K. Provide the resources and support needed to adequately ensure the safety of all educational partners, including emergency supplies, walkie-talkies, etc.</p> <p>L. Provide classified personnel to support school events.</p> <p>M. Provide an additional activity supervisor (1.25 hours) to assist with supervising recesses for full-day TK/K.</p> <p>N. Provide a classified Activity Supervisor extra hourly to supervise campus activities safely before, during, and after school.</p>		
2.2	<p>Attendance</p> <p>A. Encourage increased student attendance, monitor and celebrate attendance individually, by classroom, grade level, and school-wide. Students will continue to have the opportunity to make up absences at Saturday School. Continue to increase and prioritize communication with families regarding students' attendance.</p> <p>B. Continue to implement processes of SART and SARB, providing resources to families, referrals to mental health connections, home visits, medical releases/supports, awards, rewards, incentives, Saturday School, perfect attendance celebrations/recognitions/incentives, assemblies, etc.</p> <p>C. Host school-wide spirit weeks and incentives throughout the year to increase attendance and promote a positive school culture.</p>		<p>780 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Attendance Incentives</p>

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

According to the California Dashboard Glen Avon reduced chronic absenteeism significantly declined. Throughout the year, Glen Avon Elementary made consistent progress in fostering a safe and supportive learning environment. Health services were actively provided to support student well-being, and a variety of state and local assessments were administered successfully. The revision and implementation of PBIS strategies contributed to a more positive school

climate, behavior reinforcement systems. Staff had the option to receive targeted professional development focused on student behavior, trauma-informed practices, and classroom management. Supervision during arrival and dismissal times helped maintain a safe campus atmosphere, and lunchtime support ensured positive student interactions. Counseling and mental health support services were utilized to meet student needs, and staff collaborated regularly with the site's school social worker to connect families with community resources. Attendance strategies, including SART and SARB meetings, as well as outreach and incentive efforts, helped promote regular attendance and reinforce a culture of belonging. Overall, the school effectively implemented the majority of planned strategies, resulting in a more structured, connected, and supportive school climate for students and staff.

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

A student leadership program was never established this year. Our Community School TSA attended a training on PALS and has started recruiting 4th and 5th graders so it can be fully up and running at the beginning of next school year.

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

Based on this year's analysis, several changes will be made to Goal 2 to better align resources with actual use and impact. Under Goal 2.1, funding will be reduced for student leadership programs, PBIS training, snacks for state testing, and assemblies. PBIS training will continue at no cost through RCOE, and Community School funding will now support leadership programming. Assembly funding will remain available, but adjusted based on actual spending from the current year. Snacks for state testing will be removed, as they were determined to be not cost-effective. Under Goal 2.2, a large portion of funds previously allocated for attendance parties went unused, so this allocation will be reduced in the upcoming year.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.

Glen Avon strives to build a strong school community where all students feel like valued members. This involves creating engaging educational practices that spark curiosity and make learning relevant. Glen Avon also fosters partnerships with parents and community members, allowing them to contribute to the learning experience and creating a support system that extends beyond the classroom walls. This collaborative approach ensures students feel connected, supported, and empowered to thrive. Communication with parents/community is essential and continued use of Q Communications, Class Dojo, Arey digital bulletin board in the office are used regularly. Family events on campus continue to provide parents opportunities to be involved on campus with their students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and the community.

Identified Need

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

Glen Avon will continue to focus and ensure that we meet the needs of the families we serve. A need identified with the LCAP Parent Survey indicated that 89.8% of our parents strongly agree or agree Glen Avon encourages them to be an active partner in educating their child. Glen Avon will work towards a high percentage of parents' feelings and being active partners in their child's education. Needs assessments will be administered to collect new data to indicate what the school communities need accurately. The identified needs and parenting classes/workshops will be scheduled accordingly. Glen Avon will continue encouraging parents to be active partners with the school. To improve in this area, we will increase parent involvement through informational meetings, committees, and engagement during school-wide activities.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	The percentage of parents who responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child." 89.8% Source: LCAP Parent Survey Winter 2024-25	The percentage of parents who responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child." 9.3% Source: LCAP Parent Survey Winter 2025-26
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	The percentage of staff who responded favorably to the question: "My school encourages parental	The percentage of staff who responded favorably to the question: "My school encourages parental

	involvement (engagement events, volunteerism, etc.)."	involvement (engagement events, volunteerism, etc.)."
	83.3%	87%
	Source: LCAP Staff Survey Winter 2024-25	Source: LCAP Staff Survey Winter 2025-26
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	The percentage of parents who responded favorably to the question: "Teachers communicate with parents about what students are expected to learn in class. "	The percentage of parents who responded favorably to the question: "Teachers communicate with parents about what students are expected to learn in class. "
	93.2%	97%
	Source: LCAP Parent Survey Winter 2024-25	Source: LCAP Parent Survey Winter 2025-26
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	The percentage of staff who responded favorably to the question: "My school effectively communicates with parents/guardians regarding student progress."	The percentage of staff who responded favorably to the question: "My school effectively communicates with parents/guardians regarding student progress."
	83.3%	87%
	Source: LCAP Staff Survey Winter 2024-25	Source: LCAP Staff Survey Winter 2025-26

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Parent Outreach</p> <p>A. Provide site-based parent training and student opportunities, including a variety of parent engagement opportunities based on site-based parent and student needs on school programs and information including but not limited to Attendance and impact on student achievement, supporting students with disabilities, Technology and Chromebooks, PBIS, digital citizenship, helping with homework, etc.). Meetings may be held virtually and/or in-person.</p> <p>B. Parent meetings, informational newsletters, phone messages, emails, social media, Arreaya, and flyers will be provided in English, Spanish, and home language when possible.</p> <p>C. Bilingual office staff, TCT, and a bilingual Tutor will be available to translate for Spanish-speaking families as needed. The JUSD office of Multilingual Education will seek/provide bilingual translation for</p>	All Students English Language Learners	<p>1441 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Supplies for Parent Meetings</p> <p>1560 Title III LEP -- 4203 2000-2999: Classified Personnel Salaries Classified hourly</p> <p>960 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials</p> <p>1873 Title I Basic -- 3010</p>

	<p>additional languages as needed by the families attending Glen Avon.</p> <p>D. Provide families with materials that promote literacy in the home in all areas, including but not limited to SEL, College and Career Readiness, GATE, CCSS, and NGSS.</p> <p>E. Provide materials, incentives, and refreshments for events, activities, meetings, etc., to increase parental support.</p> <p>F. Provide leadership opportunities for all educational stakeholders (e.g., ELAC, SSC, PBIS, Booster Club, etc.).</p> <p>G. Provide personnel, materials, and equipment to support communication with families and the community, including the maintenance of audiovisual equipment.</p> <p>H. Provide information and education for parents to support students with technology, including, but not limited to, Chromebooks, Digital Citizenship, Social Media safety, and educational websites and resources.</p> <p>I. Provide additional hourly for TCT and/or Bilingual Tutor services to support translating for English Learner families to engage better and support school activities, events, and programs.</p>		<p>2000-2999: Classified Personnel Salaries Classified Hourly: TCT & BLT</p>
3.2	<p>Provide Family Activities</p> <p>A. Provide parent engagement opportunities to support learning at home while effectively connecting home, school, and the community, including, but not limited to, Math/Literacy/NGSS nights, trunk-or-treat, movie nights, etc.</p> <p>B. Encourage families to attend district/community events throughout the year.</p> <p>C. Provide families with resources, services, and training that improve academic achievement, SEL, and school climate and promote a sense of school connectedness (e.g., parent conferences, Coffee with the Principal, etc.).</p> <p>D. Provide childcare for parenting classes, back-to-school nights, ELAC meetings, SSC meetings, IEPs, and other meetings/events.</p> <p>E. Utilize the school library for parent engagement activities before/after school. Such activities may include book access, research, read-aloud, literacy events, and assistance with technology and digital resources.</p> <p>F. Include parents/families in the Glen Avon community garden, with activities and events</p>	All Students	<p>330 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Family activity supplies</p> <p>1500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials for parents</p> <p>1750 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Certificated Hourly</p> <p>1486 Title III LEP -- 4203 2000-2999: Classified Personnel Salaries Classified Hourly</p>

	centered around and maintaining the school garden to foster family engagement.		
3.3	<p>Student Engagement</p> <p>A. Students will participate in various activities supporting school events such as Red Ribbon Week, College and Career Readiness, Anti-bullying campaigns, walk-to-school days, etc.</p> <p>B. Provide engaging school assemblies, activities, and field trips. These events are utilized to support character development, school safety, academics, anti-bullying, connectedness to school, and an overall positive school climate that inspires students to succeed and want to attend school.</p> <p>C. Students will grow and maintain a garden through the development of a committee: staff, parents, and students.</p> <p>D. Provide activities, incentives, and games during recess to promote a sense of community, especially during heat alerts and/or inclement weather.</p> <p>E. Provide information, registration process, and support for enrollment in the Think Together after-school program, which includes the regular school year program, Winter/Spring Break/Summer programs, and the 6th-grade transition to middle school program.</p> <p>F. Support Glen Avon Booster Club-sponsored events and help with providing supervision, supplies, and refreshments as needed to encourage parents and students to feel connected as part of the Glen Avon school community.</p>	All Students	<p>700 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Garden Club</p> <p>1500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Playground Equipment/Games</p> <p>366 Title III LEP -- 4203 4000-4999: Books And Supplies Materials and Supplies</p>

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Glen Avon has a strong school community where everyone's voice is heard. Using the Winter 2024 Panorama survey Glen Avon Elementary made strong progress in implementing strategies outlined to support parent outreach, family engagement, and student involvement. A wide range of parent engagement opportunities were successfully held throughout the year, including events such as Literacy/Math Night, and Coffee with the Principal. These events helped build stronger school-home connections and encouraged ongoing family participation. The school also maintained consistent communication with families through social media, phone messaging, flyers, and digital platforms. Collaborative efforts between school staff and community organizations supported the development of student leadership opportunities, community service projects, and health and wellness initiatives. Family events such as Trunk-or-Treat, Pictures with (or without) Santa, Cards and Cocoa, Literacy Night, Math Night, and garden activities further enriched the school community. Overall, the implementation of these strategies was effective in promoting meaningful

partnerships with families, encouraging consistent attendance at events, and enhancing students' sense of belonging and pride in their school. These actions contributed to a more connected, inclusive, and engaged school environment.

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

Every strategy in Goal 3 for engaging the community was accomplished this year with money left over to spend on extra support staff and take home materials for parents and students at community events.

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

Goal 3.1 certificated, classified salaries and supplies will come from community school grant money. This reduces the amount in LCFF. Same for 3.2 and 3.3. Extra support and materials will be provided out of community school funds

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	\$137,290.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$443,022.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I Basic -- 3010	\$132,107.00
Title I Parent Involvement -- 3010 1902	\$1,771.00
Title III LEP -- 4203	\$3,412.00

Subtotal of additional federal funds included for this school: \$137,290.00

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

State or Local Programs	Allocation (\$)
LCFF District -- 500 0707	\$165,020.00
LCFF Suppl/Conc -- 0707	\$140,712.00

Subtotal of state or local funds included for this school: \$305,732.00

Total of federal, state, and/or local funds for this school: \$443,022.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	132,107	0.00
Title I Parent Involvement -- 3010 1902	1,771	0.00
Title III LEP -- 4203	3,412	0.00
LCFF Suppl/Conc -- 0707	140,712	0.00
LCFF District -- 500 0707	165,020	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	165,020.00
LCFF Suppl/Conc -- 0707	140,712.00
Title I Basic -- 3010	132,107.00
Title I Parent Involvement -- 3010 1902	1,771.00
Title III LEP -- 4203	3,412.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	197,835.00
2000-2999: Classified Personnel Salaries	205,542.00
4000-4999: Books And Supplies	27,229.00
5000-5999: Services And Other Operating Expenditures	9,000.00
5700-5799: Transfers Of Direct Costs	3,416.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	16,253.00

2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	148,767.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	61,814.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	42,680.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	23,802.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	9,000.00
5700-5799: Transfers Of Direct Costs	LCFF Suppl/Conc -- 0707	3,416.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	119,768.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	11,049.00
4000-4999: Books And Supplies	Title I Basic -- 3010	1,290.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	1,771.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	3,046.00
4000-4999: Books And Supplies	Title III LEP -- 4203	366.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	352,915.00
Goal 2	76,641.00
Goal 3	13,466.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Cara Woolweaver	Principal
Heather Broda	Classroom Teacher
Cecilia Power	Classroom Teacher
Robert Schiefer	Classroom Teacher
Karen Gurrola	Other School Staff
Jessica Diaz	Parent or Community Member
Katia Hernandez	Parent or Community Member
Mary Lebron	Parent or Community Member
Yosseline A. Perez	Parent or Community Member
Olivia Vallejo	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/13/25.

Attested:



Principal, Cara Woolweaver on 5/13/25

SSC Chairperson, Jessica Diaz on 5/13/25

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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