



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Felix J. Appleby Elementary School	33 67181 6032460	05/18/2026	06/23/2026

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 Felix J. Appleby Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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# Plan Description

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

This plan is being used by Felix J. Appleby Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Felix J. Appleby School will provide extra support through this SPSA and through the PVUSD LCAP for the following: Mathematics with the following student groups in red: English Learners, Hispanic Students, Socioeconomically Disadvantaged Students, White Students. English Language Arts has three student groups who are in red: English Learners, Students with Disabilities, and White Students.

## Educational Partner Involvement

How, when, and with whom did Felix J. Appleby 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

School Site Council Meeting dates discussing SPSA goals, evaluation of goals, adjustments/development of new goals

\_\_\_\_\_.

## Resource Inequities

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

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

Not Applicable.

## 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.

Red: Mathematics Orange: English Language Arts,

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.

Not applicable

## Other Needs

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

Currently the Star Reading Proficiency Rate (State Benchmark) is 30% and Star Math Proficiency Rate (State Benchmark) is 18%.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Felix J. Appleby 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.65%	0.65%	0.64%	4	4	4
African American	6.50%	6.65%	7.96%	40	41	50
Asian	%	0.16%	0.16%		1	1
Filipino	%	0.16%	0.16%		1	1
Hispanic/Latino	76.75%	75.85%	75.80%	472	468	476
Pacific Islander	%	%	0.16%			1
White	13.66%	13.94%	12.10%	84	86	76
Two or More Races	1.14%	1.94%	1.91%	7	12	12
Not Reported	1.30%	0.65%	1.11%	8	4	7
<b>Total Enrollment</b>				615	617	628

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		36	40
Kindergarten	50	44	63
Grade 1	72	55	50
Grade 2	69	78	67
Grade3	65	67	84
Grade 4	66	71	69
Grade 5	64	73	71
Grade 6	80	68	59
Grade 7	63	63	61
Grade 8	66	62	64
<b>Total Enrollment</b>	615	617	628

**Conclusions based on this data:**

1. Based on the data from from this chart, it can be concluded that the enrollment at Appleby elementary declined and last year it stayed the same.
2. Based on the data one can infer that four grade levels have lost students in the last three years.
3. Based on the information on this chart one can deduce that enrollment will continue to decrease in next few years.

# 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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	63	60	63	10.2%	9.7%	10.0%
Fluent English Proficient (FEP)	18	17	17	2.9%	2.8%	2.7%
Reclassified Fluent English Proficient (RFEP)	18	17		2.9%	2.8%	

### Conclusions based on this data:

1. From the chart it can be deduced that the number of EL students changes from being steady for two years to decreasing in the third year.
2. The chart also shows that a much smaller number of EL Students is becoming Fluent English Proficient.
3. The chart also shows that this last year EL students were not successful in their reclassification.

# 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	72	64	62	70	63	62	70	63	62	97.2	98.4	100
Grade 4	62	67	74	62	67	66	62	67	66	100.0	100	89.2
Grade 5	77	64	74	77	62	73	77	62	73	100.0	96.9	98.6
Grade 6	77	69	67	75	68	64	75	68	64	97.4	98.6	95.5
Grade 7	68	65	58	66	61	57	66	61	57	97.1	93.8	98.3
Grade 8	62	65	62	61	62	52	61	62	51	98.4	95.4	83.9
All Grades	418	394	397	411	383	374	411	383	373	98.3	97.2	94.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2370.	2356.	2354.	11.43	7.94	8.06	17.14	15.87	6.45	22.86	20.63	29.03	48.57	55.56	56.45
Grade 4	2430.	2404.	2375.	14.52	10.45	4.55	20.97	17.91	12.12	25.81	23.88	22.73	38.71	47.76	60.61
Grade 5	2403.	2470.	2423.	6.49	19.35	6.85	11.69	19.35	13.70	14.29	22.58	19.18	67.53	38.71	60.27
Grade 6	2461.	2470.	2473.	2.67	8.82	9.38	20.00	22.06	20.31	33.33	27.94	25.00	44.00	41.18	45.31
Grade 7	2546.	2491.	2516.	12.12	6.56	5.26	40.91	26.23	38.60	16.67	21.31	22.81	30.30	45.90	33.33
Grade 8	2538.	2552.	2522.	18.03	11.29	5.88	29.51	37.10	21.57	18.03	24.19	37.25	34.43	27.42	35.29
All Grades	N/A	N/A	N/A	10.46	10.70	6.70	22.87	22.98	18.23	21.90	23.50	25.47	44.77	42.82	49.60

<b>Reading</b> Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.57	7.94	4.84	58.57	46.03	58.06	32.86	46.03	37.10
Grade 4	14.52	10.45	9.09	53.23	55.22	51.52	32.26	34.33	39.39
Grade 5	6.49	11.29	5.48	42.86	62.90	53.42	50.65	25.81	41.10
Grade 6	5.33	14.71	7.81	46.67	36.76	46.88	48.00	48.53	45.31
Grade 7	4.55	8.20	7.02	71.21	52.46	57.89	24.24	39.34	35.09
Grade 8	18.03	11.29	3.92	44.26	58.06	54.90	37.70	30.65	41.18
All Grades	9.25	10.70	6.43	52.55	51.70	53.62	38.20	37.60	39.95

<b>Writing</b> Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.14	6.35	8.06	48.57	46.03	32.26	44.29	47.62	59.68
Grade 4	9.84	7.46	3.03	57.38	47.76	36.36	32.79	44.78	60.61
Grade 5	5.19	14.52	5.48	41.56	51.61	52.05	53.25	33.87	42.47
Grade 6	8.00	13.24	9.38	50.67	51.47	45.31	41.33	35.29	45.31
Grade 7	27.27	8.20	5.26	53.03	47.54	64.91	19.70	44.26	29.82
Grade 8	11.48	8.06	17.65	57.38	67.74	52.94	31.15	24.19	29.41
All Grades	11.22	9.66	7.77	50.98	51.96	46.92	37.80	38.38	45.31

<b>Listening</b> Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	1.43	1.59	0.00	64.29	74.60	59.68	34.29	23.81	40.32
Grade 4	6.56	1.49	6.06	70.49	65.67	59.09	22.95	32.84	34.85
Grade 5	1.30	12.90	2.74	58.44	72.58	57.53	40.26	14.52	39.73
Grade 6	4.00	4.41	12.50	73.33	63.24	64.06	22.67	32.35	23.44
Grade 7	22.73	1.64	5.26	65.15	80.33	80.70	12.12	18.03	14.04
Grade 8	9.84	16.13	5.88	68.85	70.97	82.35	21.31	12.90	11.76
All Grades	7.32	6.27	5.36	66.59	71.02	66.22	26.10	22.72	28.42

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.71	12.70	4.84	44.29	49.21	58.06	40.00	38.10	37.10
Grade 4	8.20	8.96	4.55	68.85	56.72	59.09	22.95	34.33	36.36
Grade 5	9.09	11.29	1.37	48.05	62.90	64.38	42.86	25.81	34.25
Grade 6	8.00	5.88	7.81	60.00	63.24	59.38	32.00	30.88	32.81
Grade 7	10.61	8.20	10.53	71.21	65.57	68.42	18.18	26.23	21.05
Grade 8	14.75	22.58	9.80	65.57	66.13	72.55	19.67	11.29	17.65
All Grades	10.98	11.49	6.17	59.02	60.57	63.27	30.00	27.94	30.56

**Conclusions based on this data:**

1. Reading and writing are the areas in which our students are having the most difficulty.
2. We need to implement more strategies that will help students to better comprehend what they are reading.
3. Students need to understand the questions they are being asked in order to work out the problems and show their work.

# 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	72	64	62	72	63	62	72	63	62	100.0	98.4	100
Grade 4	62	67	74	61	67	65	61	67	65	98.4	100	87.8
Grade 5	77	63	74	77	61	73	77	61	73	100.0	96.8	98.6
Grade 6	77	69	67	75	65	64	75	65	64	97.4	94.2	95.5
Grade 7	68	65	58	67	61	57	67	61	57	98.5	93.8	98.3
Grade 8	62	65	62	61	62	52	61	62	52	98.4	95.4	83.9
All Grades	418	393	397	413	379	373	413	379	373	98.8	96.4	94

\* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2374.	2377.	2398.	6.94	6.35	12.90	25.00	22.22	17.74	22.22	23.81	22.58	45.83	47.62	46.77
Grade 4	2432.	2414.	2377.	8.20	7.46	0.00	19.67	13.43	7.69	37.70	32.84	30.77	34.43	46.27	61.54
Grade 5	2373.	2432.	2395.	2.60	4.92	2.74	5.19	6.56	5.48	10.39	34.43	21.92	81.82	54.10	69.86
Grade 6	2415.	2425.	2422.	1.33	1.54	3.13	5.33	6.15	10.94	20.00	30.77	17.19	73.33	61.54	68.75
Grade 7	2445.	2448.	2456.	4.48	1.64	0.00	10.45	8.20	10.53	17.91	26.23	28.07	67.16	63.93	61.40
Grade 8	2457.	2473.	2462.	9.84	6.45	1.92	9.84	11.29	7.69	16.39	24.19	19.23	63.93	58.06	71.15
Grade 11															
All Grades	N/A	N/A	N/A	5.33	4.75	3.49	12.35	11.35	9.92	20.34	28.76	23.32	61.99	55.15	63.27

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.72	9.52	20.97	41.67	41.27	45.16	48.61	49.21	33.87
Grade 4	11.48	2.99	1.54	39.34	46.27	21.54	49.18	50.75	76.92
Grade 5	2.60	1.64	0.00	24.68	36.07	35.62	72.73	62.30	64.38
Grade 6	0.00	1.54	1.56	26.67	32.31	34.38	73.33	66.15	64.06
Grade 7	5.97	1.64	1.75	26.87	26.23	38.60	67.16	72.13	59.65
Grade 8	9.84	8.06	1.92	29.51	41.94	30.77	60.66	50.00	67.31
Grade 11									
All Grades	6.30	4.22	4.56	31.23	37.47	34.32	62.47	58.31	61.13

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.72	15.87	14.52	41.67	34.92	33.87	48.61	49.21	51.61
Grade 4	8.20	7.46	3.08	55.74	50.75	46.15	36.07	41.79	50.77
Grade 5	3.90	6.56	5.48	22.08	49.18	35.62	74.03	44.26	58.90
Grade 6	2.67	6.15	0.00	32.00	38.46	37.50	65.33	55.38	62.50
Grade 7	7.46	1.64	1.75	44.78	52.46	50.88	47.76	45.90	47.37
Grade 8	8.20	3.23	0.00	44.26	46.77	46.15	47.54	50.00	53.85
All Grades	6.54	6.86	4.29	39.23	45.38	41.29	54.24	47.76	54.42

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.50	6.35	16.13	61.11	58.73	50.00	26.39	34.92	33.87
Grade 4	9.84	4.48	0.00	62.30	52.24	40.00	27.87	43.28	60.00
Grade 5	1.30	6.56	4.11	35.06	52.46	31.51	63.64	40.98	64.38
Grade 6	4.00	4.62	4.69	45.33	47.69	51.56	50.67	47.69	43.75
Grade 7	4.48	1.64	1.75	50.75	60.66	59.65	44.78	37.70	38.60
Grade 8	1.64	4.84	0.00	49.18	59.68	61.54	49.18	35.48	38.46
All Grades	5.57	4.75	4.56	50.12	55.15	47.99	44.31	40.11	47.45

**Conclusions based on this data:**

1. In math, students are having more struggles in the areas of concepts and procedures.
2. Math is an area of struggle across the board, however, our students are having more struggles understanding concepts and procedures when solving a math problems.

# 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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	8	6	*
1	*	*	*	*	*	*	*	*	*	*	8	7
2	*	*	*	*	*	*	*	*	*	9	*	7
3	*	*	*	*	*	*	*	*	*	9	7	*
4	*	*	*	*	*	*	*	*	*	7	9	6
5	1499.9	*	*	1500.4	*	*	1499.0	*	*	16	4	9
6	*	1475.6	*	*	1485.3	*	*	1465.3	*	9	16	6
7	*	*	1516.8	*	*	1516.1	*	*	1517.1	7	5	15
8	*	*	*	*	*	*	*	*	*	5	6	4
<b>All Grades</b>										71	62	59

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	0.00	*	*	50.00	*	*	25.00	*	*	25.00	*	*	16	*	*
6	*	0.00	*	*	12.50	*	*	56.25	*	*	31.25	*	*	16	*
7	*	*	0.00	*	*	46.67	*	*	40.00	*	*	13.33	*	*	15
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	11.27	9.68	3.39	35.21	24.19	38.98	28.17	41.94	30.51	25.35	24.19	27.12	71	62	59

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	31.25	*	*	37.50	*	*	25.00	*	*	6.25	*	*	16	*	*
<b>6</b>	*	6.25	*	*	50.00	*	*	31.25	*	*	12.50	*	*	16	*
<b>7</b>	*	*	6.67	*	*	80.00	*	*	6.67	*	*	6.67	*	*	15
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	23.94	24.19	18.64	36.62	32.26	40.68	23.94	24.19	16.95	15.49	19.35	23.73	71	62	59

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	9.09	*	*	18.18	*	*	27.27	*	*	45.45	*	*	11	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	0.00	*	*	14.29	*	*	64.29	*	*	21.43	*	*	14	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	0.00	*	*	9.09	*	*	36.36	*	*	54.55	*	*	11	*	*
<b>6</b>	*	0.00	*	*	6.25	*	*	50.00	*	*	43.75	*	*	16	*
<b>7</b>	*	*	0.00	*	*	20.00	*	*	40.00	*	*	40.00	*	*	15
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	4.23	4.84	1.69	18.31	12.90	15.25	38.03	43.55	37.29	39.44	38.71	45.76	71	62	59

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	6.25	*	*	81.25	*	*	12.50	*	*	16	*	*
<b>6</b>	*	0.00	*	*	75.00	*	*	25.00	*	*	16	*
<b>7</b>	*	*	0.00	*	*	86.67	*	*	13.33	*	*	15
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	15.49	12.90	11.86	64.79	61.29	66.10	19.72	25.81	22.03	71	62	59

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	56.25	*	*	25.00	*	*	18.75	*	*	16	*	*
<b>6</b>	*	18.75	*	*	68.75	*	*	12.50	*	*	16	*
<b>7</b>	*	*	60.00	*	*	40.00	*	*	0.00	*	*	15
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	43.66	35.48	45.76	38.03	50.00	32.20	18.31	14.52	22.03	71	62	59

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	0.00	*	*	56.25	*	*	43.75	*	*	16	*	*
6	*	0.00	*	*	12.50	*	*	87.50	*	*	16	*
7	*	*	0.00	*	*	33.33	*	*	66.67	*	*	15
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.45	6.45	1.69	40.85	41.94	45.76	50.70	51.61	52.54	71	62	59

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	12.50	*	*	62.50	*	*	25.00	*	*	16	*	*
6	*	12.50	*	*	56.25	*	*	31.25	*	*	16	*
7	*	*	6.67	*	*	80.00	*	*	13.33	*	*	15
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.68	9.68	10.17	59.15	61.29	57.63	28.17	29.03	32.20	71	62	59

**Conclusions based on this data:**

1. Based on the data provided on the summative assessment, Appleby does not have enough students in grades K, 1, 2, 3, 7, and 8 to make the scores public.
2. Based on the data on this chart one can deduce that Appleby only has three grade levels with 10 or more EL students. The grade levels that can be represented by these scores are 4th, 5th, and 6th grade.

# School and Student Performance Data

## Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
617	86.1%	9.7%	3.9%
Total Number of Students enrolled in Felix J. Appleby 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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	60	9.7%
Foster Youth	24	3.9%
Homeless	17	2.8%
Socioeconomically Disadvantaged	531	86.1%
Students with Disabilities	101	16.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	41	6.6%
American Indian	4	0.6%
Asian	1	0.2%
Filipino	1	0.2%
Hispanic	468	75.9%
Two or More Races	12	1.9%
Pacific Islander	0	0.0%
White	86	13.9%

### Conclusions based on this data:

1. Based on the data, one can infer that a high percentage of our students is at a disadvantage in terms of the support that they can receive at home.

2. At least 9.7% of our students struggles with the English language.
3. In order to increase student achievement, teachers must deliver first best instruction.

# 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.”



### 2025 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. Attendance continues to be our focus and our concern.
2. PBIS interventions are being used, nevertheless, suspensions and referrals have decreased.
3. We need to focus on successful academic interventions and best first instruction to increase our scores in ELA, Math and English Language Progress.



# School and Student Performance Data

## Academic Performance English Language Arts

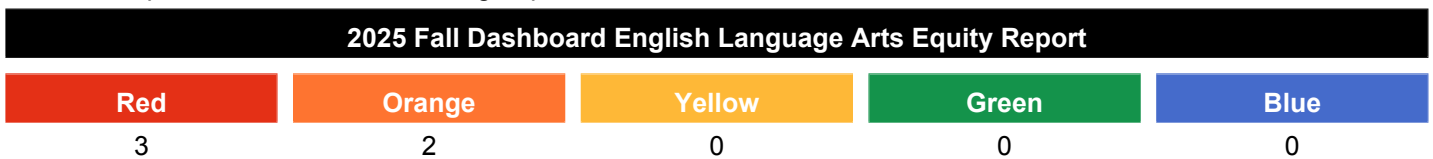
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>63.5 points below standard</p> <p>Declined 13.7 points</p> <p>352 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>74.8 points below standard</p> <p>Declined 3.7 points</p> <p>52 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>90.2 points below standard</p> <p>17 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>78 points below standard</p> <p>Increased 66.9 points</p> <p>19 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>69.8 points below standard</p> <p>Declined 8.7 points</p> <p>302 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>145.4 points below standard</p> <p>Declined 6.3 points</p> <p>71 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>94.2 points below standard</p> <p>Maintained 2.8 points</p> <p>24 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>57.2 points below standard</p> <p>Declined 5 points</p> <p>268 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Red</p> <p>93.7 points below standard</p> <p>Declined 78.9 points</p> <p>51 Students</p>

**Conclusions based on this data:**

1. Based on the data, one concludes that all areas need to continue to increase.
2. We need to continue to have intervention programs that are research based.

# School and Student Performance Data

## Academic Performance Mathematics

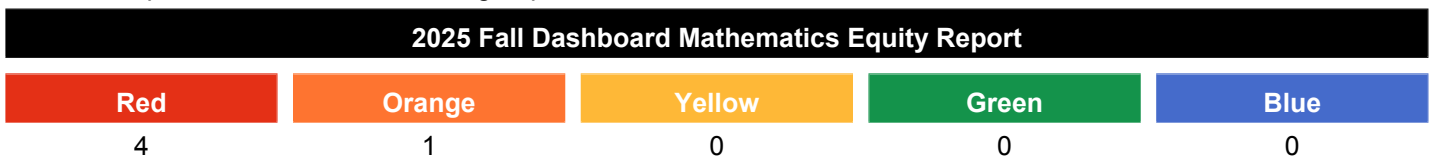
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>105.8 points below standard</p> <p>Declined 9.8 points</p> <p>354 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>132.8 points below standard</p> <p>Declined 25.7 points</p> <p>53 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>170.3 points below standard</p> <p>17 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>121.3 points below standard</p> <p>Increased 48.7 points</p> <p>19 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>112.4 points below standard</p> <p>Declined 6.8 points</p> <p>302 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>165.6 points below standard</p> <p>Increased 6.2 points</p> <p>70 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>131.3 points below standard</p> <p>Increased 9.4 points</p> <p>24 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>102.1 points below standard</p> <p>Declined 4.2 points</p> <p>269 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Red</p> <p>125 points below standard</p> <p>Declined 66.1 points</p> <p>51 Students</p>

**Conclusions based on this data:**

1. Mathematics is still an area of concern for our students in general (red).
2. Red: English Learners, Hispanic, Socio Economic Disadvantage, and Students with Disabilities (orange).

# School and Student Performance Data

## Academic Performance Science

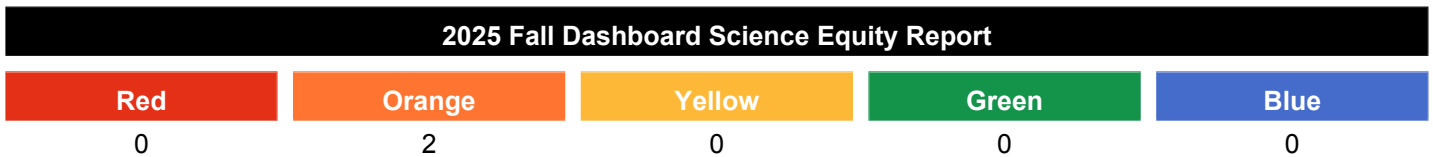
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>36.6 science points</p> <p>Declined 7 points</p> <p>124 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>37.3 science points</p> <p>Declined 5.3 points</p> <p>18 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>35.3 science points</p> <p>Declined 5.7 points</p> <p>104 Students</p>

<p><b>Students with Disabilities</b></p> <p> No Performance Color</p> <p>27.9 science points</p> <p>28 Students</p>	<p><b>African American</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p><b>American Indian</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p><b>Asian</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Filipino</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p> <p> Orange</p> <p>36.8 science points</p> <p>Declined 5.1 points</p> <p>95 Students</p>
<p><b>Two or More Races</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Pacific Islander</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p> <p> No Performance Color</p> <p>34.6 science points</p> <p>Declined 15.3 points</p> <p>18 Students</p>

**Conclusions based on this data:**

1. Orange: Hispanic and socioeconomic declined
2. Teachers will use with fidelity the district adopted curriculum for science.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2025 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Yellow 41.5 making progress. Number Students: 53 Students	<b>Long-Term English Learner Progress</b>  No Performance Color 47.1 making progress. Number Students: 17 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.

2025 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
13.2%	45.3%	0%	41.5%

### Conclusions based on this data:

- 45.3% of the EL students are maintaining and 41.5% made progress at least one level. Students overall are making positive movement in their English language acquisition.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group																	
<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> <tr> <td> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">29.1% Chronically Absent</td> </tr> <tr> <td>Declined 9.6</td> </tr> <tr> <td>654 Students</td> </tr> </table>	All Students	 Yellow	29.1% Chronically Absent	Declined 9.6	654 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> <tr> <td> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">16.7% Chronically Absent</td> </tr> <tr> <td>Declined 11.5</td> </tr> <tr> <td>60 Students</td> </tr> </table>	English Learners	 Yellow	16.7% Chronically Absent	Declined 11.5	60 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">Long-Term English Learners</th> </tr> <tr> <td> No Performance Color</td> </tr> <tr> <td style="background-color: #e6f2ff;">5.9% Chronically Absent</td> </tr> <tr> <td>0</td> </tr> <tr> <td>17 Students</td> </tr> </table>	Long-Term English Learners	 No Performance Color	5.9% Chronically Absent	0	17 Students
All Students																	
 Yellow																	
29.1% Chronically Absent																	
Declined 9.6																	
654 Students																	
English Learners																	
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<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> <tr> <td> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">28.6% Chronically Absent</td> </tr> <tr> <td>Declined 16.4</td> </tr> <tr> <td>49 Students</td> </tr> </table>	Foster Youth	 Orange	28.6% Chronically Absent	Declined 16.4	49 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> <tr> <td> No Performance Color</td> </tr> <tr> <td style="background-color: #e6f2ff;">35% Chronically Absent</td> </tr> <tr> <td>Declined 33.2</td> </tr> <tr> <td>20 Students</td> </tr> </table>	Homeless	 No Performance Color	35% Chronically Absent	Declined 33.2	20 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> <tr> <td> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">31.8% Chronically Absent</td> </tr> <tr> <td>Declined 9.5</td> </tr> <tr> <td>569 Students</td> </tr> </table>	Socioeconomically Disadvantaged	 Yellow	31.8% Chronically Absent	Declined 9.5	569 Students
Foster Youth																	
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20 Students																	
Socioeconomically Disadvantaged																	
 Yellow																	
31.8% Chronically Absent																	
Declined 9.5																	
569 Students																	

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>38.3% Chronically Absent</p> <p>Declined 4.1</p> <p>133 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>42.3% Chronically Absent</p> <p>Declined 17</p> <p>52 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>27.7% Chronically Absent</p> <p>Declined 9</p> <p>488 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>35.3% Chronically Absent</p> <p>Declined 14.7</p> <p>17 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>27.5% Chronically Absent</p> <p>Declined 5.5</p> <p>91 Students</p>

**Conclusions based on this data:**

- Attendance is a concern. We have over 29.1% of our students who are chronically absent.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

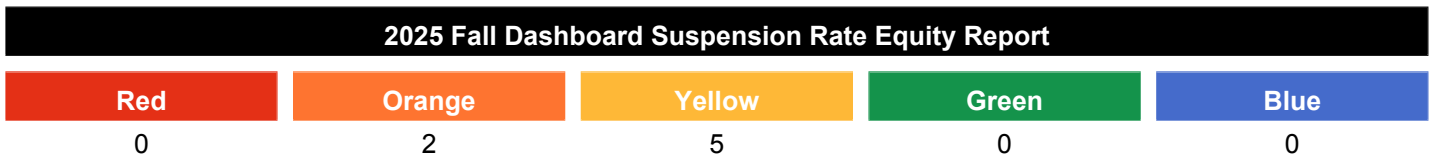
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>6% suspended at least one day</p> <p>Declined 3.8%</p> <p>668 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>3.3% suspended at least one day</p> <p>Declined 7.3%</p> <p>60 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>5.9% suspended at least one day</p> <p>17 Students</p>
<p><b>Foster Youth</b></p> <p>Yellow</p> <p>4.1% suspended at least one day</p> <p>Declined 6.8%</p> <p>49 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>10% suspended at least one day</p> <p>Declined 10.7%</p> <p>20 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>6.4% suspended at least one day</p> <p>Declined 3.7%</p> <p>579 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>13.3% suspended at least one day</p> <p>Declined 2.3%</p> <p>135 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>16.1% suspended at least one day</p> <p>Declined 5.2%</p> <p>56 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>4.4% suspended at least one day</p> <p>Declined 3.9%</p> <p>495 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>21.1% suspended at least one day</p> <p>Increased 21.1%</p> <p>19 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>5.5% suspended at least one day</p> <p>Declined 7%</p> <p>91 Students</p>

**Conclusions based on this data:**

1. We are doing well with Tier 1 PBIS.
2. We've identified Tier 2 & 3 students and are working to put plans in place for these students
3. We need to continue to find ways to reduce suspendable student behaviors through interventions from our TOSA, counselor, and seeking support from our Behavior Analyst.

# 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.

#### Academic Achievement

Increase student academic achievement with daily lesson delivery aligned with research-based instructional practices that ensure students active participation with mastering state content standards.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL # 1: Create and implement systems of support to increase student achievement to ensure 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.

According to the California dashboard Appleby is low in English Language Arts and very low in Mathematics.

### 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
School Dashboard ELA Indicator	ELA for all students - 63.5 points below the standards	24% students meet or exceed standards in ELA
School Dashboard Math Indicator	Math for all students - 105.8 points below standard	13.4% students meet or exceed standards in Math

### 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	1. Students will engage in Tier 2 and Tier 3 reading intervention/enrichment instruction to increase their reading comprehension, phonics development, vocabulary improvement, and reading ability.  DIBELS, UFLI, 95% Interventions	All students	1000 Title I 4000-4999: Books And Supplies Supplies and Materials
1.2	2. Use of district adopted, evidence-based instructional strategies > Direct Instruction > Focus and deconstruction of lesson objectives and standards > Structured Lesson Plans > Student Engagement > Proactive Classroom Management > Other Evidence Based Instructional Strategies	All students	Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.3	3. Teaching materials that can be used in the classroom to facilitate student learning and achievement *) Student workbooks to reinforce grammar and spelling patterns *) Software systems that support student learning of math facts *) Textbooks to supplement the teaching of state standards *) Materials and supplies that support student learning	All students	21628 Title I 4000-4999: Books And Supplies Teaching materials, resources, and supplies
1.4	4. Paraeducators supporting grades TK-8 strategic intervention ELA/ELD program with a focus on our students with disabilities and our African-American students.	All students	69000 Title I 2000-2999: Classified Personnel Salaries Paraeducators  60000 Title I 3000-3999: Employee Benefits
1.5	5. Teacher collaboration and professional development	All students	No budget required
1.6	6. Research and purchase a proven intervention program for Tier 2 Math and Reading	Tier 2 students	16680 Title I 5000-5999: Services And Other Operating Expenditures Tier 2 Intervention Program
1.8			
1.9			

## Annual Review

### SPSA Year Reviewed: 2025-26

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.

Even though Appleby has all these strategies and support systems in place for students the California Dashboard data shows that in ELA and Math we are still below standards.

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

No major difference in all the strategies/activities listed above.

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.

We will continue to follow and implement same strategies and activities to support students academic needs.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### Student Academic Achievement

Improve student achievement by increasing daily student attendance.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL # 1: Create and implement systems of support to increase student achievement to ensure 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.

According to the California State Dashboard Appleby students were low in English Language Arts and very low in Mathematics.

### 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
State dashboard indicator for chronic absenteeism	State dashboard indicator for chronic absenteeism - 29.1% Chronically Absent	State dashboard indicator for chronic absenteeism = from 13.5% to 12.5%

### 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	1. Utilize the school site attendance team to monitor student attendance.	All students	No impact to site budget
2.2			
2.3	3. Continue to use the attendance MTSS intervention system.	All students.	No impact to site budget
2.4			
2.5			

## Annual Review

**SPSA Year Reviewed: 2025-26**

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.

Appleby has in place these strategies to help with student absenteeism our school Chronic Absenteeism decreased 9.6% according to the California Dashboard.

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

The position funded above received an increase in salary.

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.

At Appleby we will continue to monitor students attendance and intervene to improve students attendance.

# 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.

#### Safe and Healthy Learning Environments

Continue to implement Positive Behavior Interventions and Supports (PBIS) model supporting positive behaviors for students

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL #2 Create and implement systems of support to provide a safe and healthy learning environment for students, staff, and parents.

### 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.

Based on the California Dashboard our suspension rate decreased by 3.8%

### 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
State Dashboard Indicator for Suspension Rates	State Dashboard Indicator for suspension rates -yellow 6%	State dashboard indicator for suspension rate = 6% or lower

### 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	1. Rebuild a PBIS Team.	All students	No impact to site budget
3.2	2. Continue to implement behavioral Multi-Tiered System of Supports model.	All students	No impact to site budget
3.3	3. Continue to recognize and reinforce positive student behavior.	All students	
3.4	4. Purchase and maintain Pikmykid	All students	4000 Title I 5000-5999: Services And Other Operating Expenditures Pikmykid Program
3.5	5. Continue to use the school rule room as a reteach opportunity for students needing extra behavioral support.	All students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			No impact to site budget

# Annual Review

**SPSA Year Reviewed: 2025-26**

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.

At Appleby even though the strategies/activities mentioned above were in place our suspension rate decreased by 3.8%.

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

No major differences will be made for next year. The PBIS team will be rebuilt as needed depending on need. PBIS incentives budget will remain as mentioned above.

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.

The PBIS team will be rebuilt as needed depending on need. PBIS incentives budget will remain as mentioned above.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### Educational Partner Collaboration and Engagement

Increase parent involvement at different events taking place at Appleby Elementary School.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL #4 Create and implement systems of support to increase collaboration and engagement with all educational partners to advance learning and continuous improvement.

### 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.

At Appleby we will continue to build positive rapport with all educational partners through, school activities, social media, monthly newsletter, aeries communications, reminders, school marquee, etc.

### 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
Teacher documented call logs	only negative calls	Teacher log positive and negative calls home

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	2. Use Morning Announcements as a way of communication with families and students	All students	
4.2	Bring more parents to our school.	All students.	
4.3	Field trips to support students involvement	All students	

## Annual Review

SPSA Year Reviewed: 2025-26

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.

At Appleby our communication with educational partners has improved since we have added monthly newsletters, reminders, and Aeries Communications.

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

At Appleby we will continue to build positive rapport and communication with all educational partners through, school activities (monthly assemblies, events), social media (school face-book page, class dojo, google classroom) monthly newsletter, Aeries Communications, reminders, school marquee, etc.

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.

No major changes will be made to the activities/strategies mentioned above.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### 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.

### 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
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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
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## Annual Review

**SPSA Year Reviewed: 2025-26**

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.

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

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.

# 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	\$172308
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$172,308.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$172,308.00

Subtotal of additional federal funds included for this school: \$172,308.00

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 (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$172,308.00

# 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	208946	36,638.00

## Expenditures by Funding Source

Funding Source	Amount
Title I	172,308.00

## Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	69,000.00
3000-3999: Employee Benefits	60,000.00
4000-4999: Books And Supplies	22,628.00
5000-5999: Services And Other Operating Expenditures	20,680.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Title I	69,000.00
3000-3999: Employee Benefits	Title I	60,000.00
4000-4999: Books And Supplies	Title I	22,628.00
5000-5999: Services And Other Operating Expenditures	Title I	20,680.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	168,308.00
Goal 3	4,000.00

# 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
- 4 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Patricia A Arce	Principal
Elaine Chavez	Classroom Teacher
Enedina Medina	Classroom Teacher
Maria De Leon	Classroom Teacher
Regina Rios	Other School Staff
Yesenia Maidment	Parent or Community Member
Esther Bowen	Parent or Community Member
Monica Quihuis-Maciell	Parent or Community Member
Valeria Siqueiros	Parent or Community Member
Ana Duggan	Other School Staff

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**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/28/25.

Attested:



Principal, Patricia A. Arce on 5/18/26



SSC Chairperson, Regina Rios on 5/18/26

# 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](mailto: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](mailto: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](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023