



School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Alderwood Elementary	30-73650-6100838	Reapproval Oct. 14, 2025 / May 12, 2025	Reapproval Nov., 4, 2025 / June 24, 2025

Purpose and Description

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

School Wide Program

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

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

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

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Needs Assessment

Data Analysis

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

	Literacy
Data Analyzed	<p>CAASPP ELA performance from CA Dashboard</p> <p>Reading-focused PLC work (SPSA Annual Review)</p> <p>Panorama Sense of Belonging and Supportive Relationships data</p>
Strengths	<p>We have established a strong, data-driven foundation for supporting students with the greatest academic needs, particularly students with disabilities, English Learners, and those affected by chronic absenteeism. Targeted small group reading instruction during WIN time, combined with 1:1 early literacy practice and structured programs like Lexia, UFLI, SONDAY, and Imagine Learning, ensures consistent support for foundational reading. A robust system for progress monitoring—including formative assessments, exit tickets, and benchmark data—guides flexible regrouping and instructional adjustments. Collaborative planning between general education, Tier 3 teams, and SPED staff has strengthened alignment of supports and contributed to the development of 134 ELA intervention plans this year. Instructional assistants play a key role in delivering Tier 2 and Tier 3 support and monitoring Lexia use, providing scaffolding that benefits students at risk of falling behind. Additionally, consistent, designated ELD instruction—using Get Ready, Benchmark ELD, and Imagine Learning—has reinforced literacy growth for English Learners at varying proficiency levels.</p>
Areas for Growth	<p>Alderwood continues to refine practices to better serve students in the Orange Dashboard bands, including students with disabilities and those experiencing chronic absenteeism. There is a clear need for a more consistent, schoolwide approach to writing instruction to build fluency and support struggling writers, particularly within SPED, where access to general education materials remains limited. For English Learners, many students identified for comprehension support actually require intensive vocabulary development, indicating a need to strengthen targeted ELD instruction. Teachers are also working to better manage the diverse literacy needs within their classrooms, balancing intervention and enrichment while navigating testing demands that limit time for small-group instruction. In math, the absence of a formal intervention structure has made it harder to consistently identify and support students needing additional help. Lastly, sustaining English Learner growth will require more aligned and frequent ELD progress monitoring to ensure instruction matches language development levels.</p>
Questions & Key Findings	<p>Strong intervention structures (WIN time, Lexia, UFLI, and targeted small groups) are in place across all grade levels and are benefiting many students, including those at risk of falling behind. However, students with disabilities and chronically absent students may need even more consistent and intensive support due to missed instructional time or access barriers.</p> <p>Collaboration between classroom teachers, intervention staff, and SPED teams has helped drive progress in reading skills, particularly for students with disabilities.</p>

	Literacy
	<p>Continued coordination is key to addressing learning gaps reflected in the school's Orange Dashboard performance for this subgroup.</p> <p>Writing instruction, especially in the areas of fluency and structured support, needs to be strengthened for all students. This is especially critical for students with IEPs and those who are frequently absent, as they often lack consistent exposure to writing routines and feedback.</p> <p>Vocabulary development remains a significant need, particularly for English Learners and students misidentified for comprehension issues. Strengthening Tier 1 and Tier 3 vocabulary instruction will help ensure more accurate intervention placement and support for students flagged in the Orange performance bands.</p>

	Math
Data Analyzed	<p>CAASPP Math performance from CA Dashboard</p> <p>SPSA Annual Review PLC reflections</p>
Strengths	<p>Alderwood has laid important groundwork to support math achievement for students who are furthest from meeting standards, including students with disabilities and those impacted by chronic absenteeism. In the early grades (PK–2), teachers are leveraging small group instruction, number recognition activities, and ST Math to build strong numeracy foundations before skill gaps widen. Across grade levels, the use of exit tickets and quick checks is becoming more common, helping teachers assess math understanding in real time and adjust instruction to better support struggling learners. WIN time has been expanded in select grades (such as 1st and 3rd) to include targeted math groups, creating more structured opportunities for intervention and differentiation. In addition, some teachers are prioritizing challenging math tasks and extension activities to engage higher-order thinking, ensuring that students who are proficient continue to grow while reinforcing a mindset of academic rigor for all.</p>
Areas for Growth	<p>While Alderwood has established strong literacy intervention structures across all grades—including WIN time, Lexia, UFLI, and small group instruction—gaps remain that disproportionately impact students in our Orange Dashboard categories, particularly students with disabilities and those with histories of chronic absenteeism. Writing instruction, especially in the area of fluency and structured support, lacks consistency across grade levels and requires focused improvement to meet the needs of struggling writers. Additionally, vocabulary development is an ongoing challenge, particularly for English Learners, many of whom are misidentified for comprehension interventions when vocabulary is the root issue. Strengthening Tier 1 and Tier 3 vocabulary supports will be essential to improving literacy outcomes and ensuring accurate student placement in interventions.</p>
Questions & Key Findings	<p>Math differentiation is occurring across many classrooms, and teachers are making thoughtful instructional adjustments. However, math intervention structures are not yet as fully developed or consistent as those in literacy, which presents an opportunity to better support students with disabilities and students in Orange Dashboard groups who may benefit from more targeted and structured support.</p> <p>Teachers are using formative assessments, such as exit tickets and quick checks, to guide instruction effectively. Strengthening and formalizing math groupings and intervention time across all grade levels could help ensure that chronically absent students and those with learning gaps have consistent opportunities to reconnect with core concepts.</p>

	Math
	<p>While initial efforts in math intervention have begun at select grade levels, expanding these practices schoolwide would create a more equitable system of support—especially for students who may not yet be identified for Tiered services but still need focused instruction.</p> <p>The strong focus on literacy has led to significant growth, but it has also limited the time and resources available for math. With a solid foundation now in place for reading, this is a natural next step to elevate math supports and ensure all students, particularly those in Orange performance bands, have the tools they need to thrive in both core content areas.</p>

	SEL/Behavior
Data Analyzed	<p>Panorama SEL Competency and School Climate reports</p> <p>Annual Student Survey results</p> <p>SPSA Goal 2 Review (SEL strategies and strengths)</p>
Strengths	<p>We implemented a range of proactive, inclusive SEL practices that are helping to meet the needs of students who are often the most vulnerable—particularly students with disabilities and those affected by chronic absenteeism. Daily classroom routines, including morning meetings, check-ins, and community-building activities, help foster consistent emotional connection and a sense of belonging, which is essential for students who may struggle with attendance or regulation. Calm Classroom strategies, mindfulness routines, and Zones of Regulation are well embedded in primary and SPED settings, providing critical tools for emotional self-regulation and reducing barriers to learning. Tier 3 and SPED programs stand out for their use of personalized goal-setting, check-ins, and reinforcement systems, which increase motivation and support emotional safety. Schoolwide efforts like Kindness Week, Ability Awareness activities, and Big Buddies promote empathy and inclusive peer relationships, while intentional cultural inclusion practices in classrooms foster a welcoming environment for all students. Collectively, these practices contribute to stronger engagement for students who need the most support, helping reduce behavior challenges and increase connection to school.</p>
Areas for Growth	<p>Upper grade and SPED teams identified a need for a more engaging and age-appropriate SEL curriculum to better support students' real-life challenges—particularly for students with disabilities and those in Orange Dashboard categories. While SEL check-ins are common, there's a need for more consistent, structured approaches that could also help build connection for chronically absent students. Families need clearer communication to reinforce SEL strategies like Zones and Calm Classroom at home, especially in SPED settings. Additional training in restorative practices and empathy-building would strengthen peer relationships and conflict resolution. A small group of Tier 3 students continues to struggle with mindset and confidence, and more intentional alignment between SEL efforts and chronic absenteeism strategies is needed to reduce barriers to belonging and attendance.</p>
Questions & Key Findings	<p>SEL routines such as morning meetings, Calm Classroom, Zones of Regulation, and counselor-led lessons are well-established across grade levels. These practices have helped foster a positive climate and support student well-being, especially for those who benefit from consistent structure and emotional regulation strategies.</p>

	SEL/Behavior
	<p>Students are building social-emotional skills through schoolwide events like Kindness Week, Big Buddies, and Abilities Awareness, which promote empathy, connection, and a stronger sense of belonging. These efforts are particularly impactful for students who may be at risk for chronic absenteeism or social isolation.</p> <p>As students grow older, particularly in upper grades and SPED programs, there is a need for SEL tools that are more age-appropriate and responsive to their day-to-day challenges. Tailoring supports to better reflect their developmental stage can help deepen engagement and self-advocacy.</p> <p>SEL efforts are having a positive impact on classroom climate, yet the connection between SEL and student attendance is not yet fully realized. More intentional alignment between SEL practices and attendance strategies could help support students in Orange Dashboard groups who may be struggling to feel connected to school.</p> <p>While SEL strategies are being used regularly at school, families often aren't aware of the tools and language their children are learning. Strengthening school-home communication can help reinforce emotional skills and support students more consistently, especially those with individualized needs.</p>

	School Climate
Data Analyzed	<p>Panorama School Climate and Sense of Belonging surveys</p> <p>Parent/Guardian Survey results</p> <p>SPSA Goal 3 Review (Equity, Diversity, Inclusion)</p>
Strengths	<p>We have cultivated a positive and inclusive school climate that is particularly supportive of students with disabilities and those impacted by chronic absenteeism—groups who often benefit most from strong relationships and consistent connection to school. Relationship-building structures like morning meetings, restorative circles, and daily check-ins have created emotionally safe spaces that foster belonging, reduce isolation, and support re-engagement for students at risk of disengagement. Classrooms across the site, including SPED settings, consistently provide safe, trusting environments where students feel respected and valued, which is critical for students navigating social or emotional challenges. Schoolwide programs such as Abilities Awareness Week, Kindness Week, and cultural sharing activities have helped students celebrate their identities and develop empathy for others. In addition, staff play a vital role by consistently modeling inclusive and respectful behavior, reinforcing a culture of equity and emotional safety that supports all learners, especially those who may otherwise feel marginalized.</p>
Areas for Growth	<p>Embedding Diversity More Deeply: While celebrations are observed, there is a need to consistently embed diverse voices into daily curriculum—especially for students in Orange Dashboard groups who may not feel fully represented.</p> <p>Student-Led Inclusion Efforts: There's an opportunity to empower students, particularly those affected by chronic absenteeism, to lead inclusion efforts that promote engagement and belonging.</p> <p>Anti-Bias Professional Development: Ongoing training in anti-bias education and disability awareness will strengthen staff capacity to support students with disabilities and all learners.</p>

	School Climate
	<p>Expanding Representation: Increasing staff diversity remains important to ensure all students, including those in underserved groups, see themselves reflected in their educators.</p> <p>Empowering Students with Disabilities: More intentional work is needed to ensure students with disabilities are empowered and visible in leadership and schoolwide initiatives.</p> <p>Aligning SEL and EDI Goals: Future SEL efforts should integrate cultural inclusivity, empathy, and identity development to support students—especially those at risk of chronic absenteeism—in feeling safe, connected, and valued.</p>
Questions & Key Findings	<p>Celebrations of student identity, such as Family Heritage projects and cultural presentations, foster inclusion and pride, especially for students in Orange Dashboard groups who benefit from feeling seen and connected to school.</p> <p>The use of diverse literature and curriculum materials during cultural heritage months has expanded representation, particularly in upper grades, supporting a more inclusive learning environment.</p> <p>Social-emotional strategies like community circles, Zones of Regulation, and kindness initiatives promote respectful communication and belonging—key to re-engaging chronically absent students and supporting schoolwide well-being.</p> <p>Participation in Abilities Awareness Week and inclusion events has strengthened empathy and visibility for students with disabilities, helping foster a culture of respect and understanding.</p> <p>Classrooms are increasingly safe and trusting spaces, especially in SPED and general education settings, where students feel supported in sharing their voices and experiences.</p> <p>Staff modeling of empathy and respect continues to positively shape school culture, reinforcing expectations for kindness, inclusion, and emotional safety for all students.</p>

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

Priority Focus Areas/Identified Needs

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

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

The needs assessment revealed several key opportunities for growth that will guide and inspire our next steps. While literacy intervention systems are well-established, math support structures remain limited, pointing to a need for more intentional and equitable focus on developing consistent Tier 2 and Tier 3 math interventions across all grade levels. In literacy, writing instruction and vocabulary development, especially for English Learners, emerged as areas where deeper alignment and shared practices are needed to support all learners in reaching their full potential. Social-emotional learning is a strength, particularly in the primary grades, but upper grade students would benefit from more engaging and developmentally responsive SEL curriculum that better connects to their lived experiences. Additionally, while celebrations of culture and identity are present, embedding these practices more consistently into daily instruction will ensure that every student feels seen and valued beyond heritage months or isolated events. Finally, empowering students to lead inclusion efforts and deepening staff learning around anti-bias and equity practices will strengthen the sense of belonging for all. These findings point to a powerful opportunity: to refine and expand our systems in ways that honor the diversity, potential, and voices of our students.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

At Alderwood Elementary, educational partners played an active and ongoing role in the comprehensive needs assessment process throughout the 2024–2025 school year. Stakeholder input was intentionally gathered through a series of structured meetings, campus walkthroughs, and collaborative planning sessions to ensure a thorough and inclusive analysis of academic and social-emotional needs.

The School Site Council (SSC) met regularly on October 22, 2024; January 13, 2025; March 10, 2025 (Site Walkthrough); and May 12, 2025. During these meetings, SSC members reviewed schoolwide achievement data, identified priority needs, provided feedback on site goals, and made recommendations for action planning aligned with the SPSA.

The English Learner Advisory Committee (ELAC) convened on November 6, 2024; February 5, 2025; and May 7, 2025. ELAC members examined data specific to English learner achievement and engagement, offered critical insights into program effectiveness, and contributed recommendations for strengthening services and supports for EL students.

The School Leadership Team (CIE Team) and the MTSS Team collaboratively analyzed academic, behavioral, and attendance trends, evaluated the effectiveness of current tiered intervention systems, and identified areas for systemwide growth. Their feedback directly informed the refinement of academic and social-emotional supports within the SPSA.

Grade-level Professional Learning Communities (PLCs) engaged in regular cycles of inquiry throughout the year, analyzing student performance data, identifying instructional gaps, and designing responsive strategies to address the comprehensive needs surfaced through classroom-level evidence.

The Parent Teacher Association (PTA) served as an important voice for the broader parent community, offering feedback on family engagement practices, school climate, and opportunities for strengthening communication between home and school.

Through these multiple layers of collaboration, Alderwood ensured that the comprehensive needs assessment process reflected a diverse range of educational partner perspectives. This collective input has been foundational in developing a responsive SPSA that addresses both the academic and social-emotional priorities of the school community.

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts for each goal.

ANALYSIS

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

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

For Goal 1: Professional Learning Communities and Academic Achievement, the site successfully implemented targeted small-group literacy instruction during WIN time across all grade levels. Programs such as Lexia, UFLI, SONDAY, and Imagine Learning were used consistently to support foundational reading skills. Regular formative assessments, including exit tickets and benchmark data analysis, helped drive instructional adjustments. Collaboration between classroom teachers, Tier 3 interventionists, and SPED staff improved the identification and support of students needing targeted literacy interventions.

However, while reading interventions were robust, full implementation of structured math interventions lagged behind literacy efforts. Although ST Math and small-group math practices began to emerge, math intervention

reached only two grade levels. Limited instructional minutes, a heavier emphasis on literacy needs, and resource allocation challenges were contributing factors to the slower expansion of math intervention.

For Goal 2: Social-Emotional Learning, the strategies around implementing daily SEL routines such as Calm Classroom, morning meetings, Zones of Regulation, and Second Step lessons were widely implemented and positively impacted school climate. Students showed growth in areas of emotional regulation, supportive relationships, and peer connections according to Panorama survey data.

However, feedback from upper-grade teams indicated that the SEL curriculum lacked engagement for older students. There was a desire for a more age-appropriate and relatable SEL framework, such as Moozoom, to better connect with the lived experiences of 4th–6th graders and students in SPED programs. Formalizing SEL check-ins and expanding restorative practice training were partially implemented, with more structured work planned for next year.

For Goal 3: Equity, Diversity, and Inclusion, efforts to create a more inclusive environment were evident through activities like Family Heritage projects, GRAPES of ME presentations, Ability Awareness Week, and diverse literature integration during Black History Month, Women’s History Month, and AAPI celebrations. Staff consistently modeled respectful and inclusive behavior, helping to promote a welcoming school culture.

However, embedding diverse perspectives more deeply into daily instruction rather than primarily through special events remained an area of partial implementation. While student celebrations were impactful, a systematic approach to incorporating equity and identity work across all subjects is still needed. Additionally, more student leadership opportunities around diversity and inclusion initiatives were identified as next steps.

Which strategies were most effective? Least effective?

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

Most Effective:

Literacy Interventions: WIN time, Lexia, UFLI, and targeted small-group instruction were widely implemented and highly effective in improving foundational reading skills.

Daily SEL Routines: Morning meetings, Calm Classroom, and Zones of Regulation built strong emotional awareness and peer connections.

Collaborative Data Practices: PLC and MTSS teams regularly used data to guide instruction and interventions effectively.

Least Effective / Incomplete:

Math Intervention Expansion: Only two grade levels received structured math intervention; full Tier 2/3 systems for math were not in place.

SEL Curriculum for Upper Grades: Existing SEL materials lacked relevance for older students, limiting engagement and impact.

Daily Equity Integration: Cultural celebrations were strong, but diverse perspectives were not yet embedded consistently into daily instruction.

Differences in Implementation / Budget

Math Intervention: Planned expansion was limited by staffing and scheduling constraints; IA and training resources remained focused on literacy.

Restorative Practices & SEL Updates: Intended rollout of updated SEL materials and restorative practices was delayed due to prioritization of academic supports.

Equity PD & Student Leadership: Anti-bias training and student-led inclusion activities were not fully implemented due to limited time and funding.

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

Looking ahead, Alderwood will expand its academic goals to more intentionally include structured math interventions, building on the strong foundation already in place for literacy. To better measure impact, new metrics will be added to track student access to math support, engagement with SEL in upper grades, and the daily integration of diverse perspectives into instruction. Moving forward, key strategies will include adopting a more engaging SEL curriculum tailored to older students, formalizing math intervention processes, and deepening staff capacity through restorative practices and equity-focused professional learning. The school also aims to elevate student voice through peer-led inclusion initiatives and strengthen schoolwide SEL check-ins. Budget adjustments will reflect these priorities by supporting staffing, updated materials, and meaningful training that supports a more inclusive, responsive learning environment for all students.

Priority Focus Area (Goal) 1:

Strengthen overall literacy and math proficiency across all grade levels and reduce performance gaps.

Outcomes

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

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
CAASPP SBAC ELA	Grades: 3rd, 4th, 5th, 6th Exceed Standards: 39.58% Met Standards: 27.21% Nearly Met Standards: 15.19% Not Met Standards: 18.02%	Grades: 3rd, 4th, 5th, 6th Exceed Standards: 39.58% Met Standards: 27.21% Nearly Met Standards: 15.19% Not Met Standards: 18.02%	CAASPP 2026-2027 Data Expected Grades: 3rd, 4th, 5th, 6th Exceed Standards: 50% Met Standards: 35% Nearly Met Standards: 10% Not Met Standards: 5%
CAASPP SBAC Math	Grades: 3rd, 4th, 5th, 6th Exceed Standards: 33.44% Met Standards: 27.09% Nearly Met Standards: 26.09% Not Met Standards: 13.38%	Grades: 3rd, 4th, 5th, 6th Exceed Standards: 28.47% Met Standards: 29.17% Nearly Met Standards: 18.40% Not Met Standards: 23.96%	CAASPP 2026-2027 Data Expected Grades: 3rd, 4th, 5th, 6th Exceed Standards: 33-25% Met Standards: 35-37% Nearly Met Standards: 15% Not Met Standards: 13-15%
STAR Renaissance Reading Benchmark MOY	Grades: 2nd, 3rd, 4th, 5th, 6th Benchmark Not Met- 21.47% Benchmark Nearly Met- 10.25% Benchmark Met- 68.28%	Grades: 2nd, 3rd, 4th, 5th, 6th Benchmark Not Met- 15% Benchmark Nearly Met- 10.6% Benchmark Met- 74.4%	Data Expected: Grades: 1st, 2nd, 3rd, 4th, 5th, 6th Benchmark Not Met- 8-10% Benchmark Nearly Met- 6-8% Benchmark Met- 80-83%
STAR Renaissance Math Benchmark MOY	Grades: 1st, 2nd, 3rd, 4th, 5th Benchmark Not Met- 11.98% Benchmark Nearly Met- 7.98% Benchmark Met- 80.04%	Grades: 1st, 2nd, 3rd, 4th, 5th Benchmark Not Met- 12.2% Benchmark Nearly Met- 9.2% Benchmark Met- 78.6%	Data Expected: Grades: 1st, 2nd, 3rd, 4th, 5th Benchmark Not Met- 6-8% Benchmark Nearly Met- 5-7% Benchmark Met- 84-86%
LPA-Reading Assessment Level MOY	Grade K: Benchmark Not Met- 4.49% Benchmark Nearly Met- 4.49% Benchmark Met- 91.01% Grade 1: Benchmark Not Met- 4.95%	Grade K: Benchmark Not Met- 25% Benchmark Nearly Met- 18% Benchmark Met- 57%	Data Expected: Grade 1: Benchmark Not Met- 9-12% Benchmark Nearly Met- 6-8% Benchmark Met- 80-85%

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	Benchmark Nearly Met- 6.93% Benchmark Met- 88.12% Grade 2: Benchmark Not Met- 10.38% Benchmark Nearly Met- 7.55% Benchmark Met- 82.08%	Grade 1: Benchmark Not Met- 17% Benchmark Nearly Met- 10% Benchmark Met- 73% Grade 2: Benchmark Not Met- 18% Benchmark Nearly Met- 11% Benchmark Met- 71%	Grade 2: Benchmark Not Met- 10-13% Benchmark Nearly Met- 6-8% Benchmark Met- 79-84%

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: Utilize Instructional Assistants to decrease adult to student instructional ratios and provide differentiated instructional groups Grade Level PLC meetings with administration, PLC Facilitator Coach to discuss curriculum, instruction, assessment, and student progress. Grade level PLCs implement the Learning Cycle to increase student learning and improve instructional best practices with a focus on supporting at risk students. Administer common formative and summative assessments at determined intervals at each grade level. MTSS team to collect and analyze data to support teams in making instructional decisions. SST team to collaborate with staff and parents on interventions. Grade level teams and individual teachers will attend various Professional Development trainings. Intervention Lead Teachers will analyze data, develop resources, and collaborate with MTSS team to support at risk students. Provide differentiated instruction during CCSS core curriculum instruction; and implement strategic interventions and supports for students. Assistant Principal Additional programs and opportunities to supplement CCSS curriculum.	YEAR 1: LCFF Base LCFF Supplemental Title I Lottery	YEAR 1: 100,565 47,000 150,000 2,750	YEAR 1: All Student Groups All Student Groups All Student Groups All Student Groups All Student Groups All Student Groups All Student Groups All Student Groups All Student Groups All Student Groups	YEAR 1: Certificated staff Classified staff Tier III certificated staff Administrators

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>Utilize online programs/applications to supplement and individualize core instruction and enrich learning experiences for challenge students.</p> <p>Grade Level Summation Meetings to analyze student data and plan to support student: instructional, social, and emotional needs. Identify essential standards, develop examples of rigor, common assessments and timeline for teaching</p> <p>Professional opportunities for teachers to strengthen instructional practices; and strategies to target English Language Learners, at risk learners, and enrich advanced learners.</p> <p>Provide professional development opportunities on how to thoughtfully integrate and use technology in the classroom.</p> <p>Tier III Intervention Teacher</p> <p>WIN time in the classroom to support targeted instruction in ELA and Math</p>				
<p>YEAR 2:</p> <p>Utilize Instructional Assistants to decrease adult to student instructional ratios and provide differentiated instructional groups</p> <p>Grade Level PLC meetings with administration, PLC Facilitator Coach to discuss curriculum, instruction, assessment, and student progress. Grade level PLCs implement the Learning Cycle to increase student learning and improve instructional best practices with a focus on supporting at risk students.</p> <p>Administer common formative and summative assessments at determined intervals at each grade level. MTSS team to collect and analyze data to support teams in making instructional decisions. SST team to collaborate with staff and parents on interventions.</p> <p>Grade level teams and individual teachers will attend various Professional Development trainings.</p> <p>Intervention Lead Teachers will analyze data, develop resources, and collaborate with MTSS team to support at risk students.</p> <p>Provide differentiated instruction during CCSS core curriculum instruction; and implement strategic interventions and supports for students.</p> <p>Assistant Principal</p> <p>Additional programs and opportunities to supplement CCSS curriculum.</p>	<p>YEAR 2:</p> <p>LCFF Base</p> <p>LCFF Supplemental</p> <p>Lottery</p> <p>Title I</p>	<p>YEAR 2:</p> <p>100,000</p> <p>47,000</p> <p>6401.47</p> <p>172656.65</p>	<p>YEAR 2:</p> <p>All Student Groups</p> <p>All Student Groups</p> <p>All Student Groups</p> <p>All Student Groups</p> <p>All Student Groups</p> <p>All Student Groups</p> <p>All Student Groups</p> <p>All Student Groups</p> <p>All Student Groups</p> <p>All Student Groups</p> <p>Provide intervention and support to students in TIER 3 using data to identify</p>	<p>YEAR 2:</p> <p>Certificated staff</p> <p>Classified staff</p> <p>Tier III certificated staff</p> <p>Administrators</p>

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>Utilize online programs/applications to supplement and individualize core instruction and enrich learning experiences for challenge students.</p> <p>Grade Level Summation Meetings to analyze student data and plan to support student: instructional, social, and emotional needs. Identify essential standards, develop examples of rigor, common assessments and timeline for teaching</p> <p>Professional opportunities for teachers to strengthen instructional practices; and strategies to target English Language Learners, at risk learners, and enrich advanced learners.</p> <p>Provide professional development opportunities on how to thoughtfully integrate and use technology in the classroom.</p> <p>Tier III Intervention Teacher</p> <p>WIN time in the classroom to support targeted instruction in ELA and Math</p>			needs across grade levels.	
<p>YEAR 3:</p> <p>Utilize Instructional Assistants to decrease adult to student instructional ratios and provide differentiated instructional groups</p> <p>Grade Level PLC meetings with administration, PLC Facilitator Coach to discuss curriculum, instruction, assessment, and student progress. Grade level PLCs implement the Learning Cycle to increase student learning and improve instructional best practices with a focus on supporting at risk students.</p> <p>Administer common formative and summative assessments at determined intervals at each grade level. MTSS team to collect and analyze data to support teams in making instructional decisions. SST team to collaborate with staff and parents on interventions.</p> <p>Grade level teams and individual teachers will attend various Professional Development trainings.</p> <p>Intervention Lead Teachers will analyze data, develop resources, and collaborate with MTSS team to support at risk students.</p> <p>Provide differentiated instruction during CCSS core curriculum instruction; and implement strategic interventions and supports for students.</p> <p>Assistant Principal</p> <p>Additional programs and opportunities to supplement CCSS curriculum.</p>				

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>Utilize online programs/applications to supplement and individualize core instruction and enrich learning experiences for challenge students.</p> <p>Grade Level Summation Meetings to analyze student data and plan to support student: instructional, social, and emotional needs. Identify essential standards, develop examples of rigor, common assessments and timeline for teaching</p> <p>Professional opportunities for teachers to strengthen instructional practices; and strategies to target English Language Learners, at risk learners, and enrich advanced learners.</p> <p>Provide professional development opportunities on how to thoughtfully integrate and use technology in the classroom.</p> <p>Tier III Intervention Teacher</p> <p>WIN time in the classroom to support targeted instruction in ELA and Math</p>				
<p>How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?</p>	<p>Lower Student-to-Adult Ratios: Using Instructional Assistants allows for more individualized support, particularly benefiting students who need additional help accessing grade-level content.</p> <p>Focused Support Through PLCs and MTSS: Grade-level collaboration and the Learning Cycle center on identifying and supporting at-risk students, improving instructional practices and outcomes.</p> <p>Data-Driven Instruction and Interventions: Common assessments and MTSS/SST data reviews enable early identification of student needs and the delivery of timely, targeted interventions.</p> <p>Professional Development for Equity: Ongoing training strengthens strategies for meeting the needs of English Learners, at-risk students, and advanced learners, ensuring all students are supported.</p> <p>Differentiated Core Instruction: Planning for varying student needs within core curriculum helps close learning gaps and accelerates growth for all students.</p> <p>Supplemental Programs and Technology Tools: Online resources and enrichment programs provide both remediation and challenge, meeting diverse learner needs and interests.</p> <p>Summation Meetings Focused on Whole Child:</p>			

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
	<p>Grade-level data reviews ensure instructional and social-emotional supports are aligned to student needs, preventing students from being overlooked.</p> <p>Expanded Staff and Intervention Resources: Roles like the Tier III Intervention Teacher and Assistant Principal increase capacity to support targeted academic and behavioral interventions.</p> <p>WIN (What I Need) Time: Dedicated time for personalized ELA and Math support ensures all students receive instruction matched to their current learning level.</p> <p>Together, these actions create a more inclusive, responsive, and supportive environment where every student can thrive.</p>			
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	<p>Year 1: Tier 2 Systems to target ELA and Math High Priority Standards</p> <p>Year 2: Tier 2 Systems to target ELA and Math High Priority Standards</p> <p>Year3: Tier 2 Systems to target ELA and Math High Priority Standards</p>			

Priority Focus Area (Goal) 2:

Create a safe, inclusive, and respectful school environment by reducing incidents of racism and bullying, increasing positive behaviors, and fostering a strong sense of belonging. Support the development of students' social-emotional skills, strengthen school attendance, and promote awareness and support among all students and staff.

Outcomes

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

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
Spring SEL (Panorama) Screener Student Reported Grades 3-6	Percent Favorable: Students Grades 3-6 Supportive Relationships: 87% Self-Management: 77% Social Awareness: 70% Grit: 71% Emotional Regulation: 46%	Percent Favorable: Students Grades 3-6 Supportive Relationships: 86% Self-Management: 66% Social Awareness: 62% Grit: 58% Emotional Regulation: 60%	Percent Favorable: Students Grades 3-6 Supportive Relationships: 90% Self-Management: 72% Social Awareness: 68% Grit: 65% Emotional Regulation: 66%
Spring SEL (Panorama) Screener Teacher Reported Grades K-2	Percent Favorable: Teacher Perspective Grades K-2 Emotional Regulation: 83% Social Awareness: 79% Grit: 76% Self-Management: 62%	Percent Favorable: Teacher Perspective Grades K-2 Emotional Regulation: 82% Social Awareness: 79% Grit: 77% Self-Management: 80%	Percent Favorable: Teacher Perspective Grades K-2 Emotional Regulation: 86% Social Awareness: 83% Grit: 81% Self-Management: 84 %
Hanover Annual School Climate Survey	Student- My overall educational experience Very Satisfied: 28% Satisfied: 51% Neither Satisfied nor Dissatisfied: 14% Dissatisfied: 4% Very Dissatisfied: 2% Parent- My child's overall educational experience Very Satisfied: 28% Satisfied: 55%	Student- My overall educational experience Very Satisfied: 26% Satisfied: 52% Neither Satisfied nor Dissatisfied: 15% Dissatisfied: 5% Very Dissatisfied: 2%	Student- My overall educational experience Very Satisfied: 40% Satisfied: 50% Neither Satisfied nor Dissatisfied: 0% Dissatisfied: 0% Very Dissatisfied: 0%

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	Neither Satisfied nor Dissatisfied: 9% Dissatisfied: 7% Very Dissatisfied: 1%	Parent- My child's overall educational experience Very Satisfied: 31% Satisfied: 53% Neither Satisfied nor Dissatisfied: 9% Dissatisfied: 6% Very Dissatisfied: 1%	Parent- My child's overall educational experience Very Satisfied: 40% Satisfied: 50% Neither Satisfied nor Dissatisfied: 0% Dissatisfied: 0% Very Dissatisfied: 0%
CA Dashboard	18%- Chronic Absenteeism Increase of 5.7% from previous year	10.8%- Chronic Absenteeism Decrease of 7.1% from previous year	8%- Chronic Absenteeism Decrease of 2% over three years

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: Fieldtrips Provide student access to technology rich learning experiences and support integration of technology in student learning to enhance educational experience. Host parent education and engagement nights Flexible furniture in collaborative and shared spaces School PBIS Team will meet regularly and train staff as needed. Weekly Owl Star Cart, PBIS Incentives Teach positive behavior expectations, continue to develop lessons to support PBIS implementation Pupil Supplies, Administration Supplies, Contracts PE Para Provides release for PLC instruction Curriculum development, materials, student supplies Intervention Lead Teachers will analyze data, develop resources, and collaborate with MTSS team to support at risk students.	YEAR 1: LCFF Base LCFF Supplemental Title I Lottery	YEAR 1: 40,000 25,000 2,991.33 2,750	YEAR 1: All Student Groups All Student Groups All Student Groups All Student Groups All Student Groups All Student Groups All Student Groups All Student Groups All Student Groups	YEAR 1: Administrator s, Classroom Teachers

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 2: Fieldtrips Provide student access to technology rich learning experiences and support integration of technology in student learning to enhance educational experience. Host parent education and engagement nights Flexible furniture in collaborative and shared spaces School PBIS Team will meet regularly and train staff as needed. Weekly Owl Star Cart, PBIS Incentives Teach positive behavior expectations, continue to develop lessons to support PBIS implementation Pupil Supplies, Administration Supplies, Contracts PE Para Provides release for PLC instruction Curriculum development, materials, student supplies Intervention Lead Teachers will analyze data, develop resources, and collaborate with MTSS team to support at risk students. Create and purchase materials to support Tier 1 of PBIS program Create and purchase materials to support Tier 2 of PBIS program Elementary Resource Counselor and Guidance Assistant Curriculum development and materials Intervention Lead Teachers will analyze data, develop resources, and collaborate with MTSS team to support at risk students. Parent and Family Engagement Materials	YEAR 2: LCFF Base LCFF Supplemental Title I Lottery	YEAR 2: 40,000 15,000 3522.0 6401.47	YEAR 2: All Student Groups All Student Groups All Student Groups All Student Groups All Student Groups All Student Groups All Student Groups All Student Groups All Student Groups	YEAR 2: Administrator s, Classroom Teachers
YEAR 3: Fieldtrips Provide student access to technology rich learning experiences and support integration of technology in student learning to enhance educational experience. Host parent education and engagement nights Flexible furniture in collaborative and shared spaces School PBIS Team will meet regularly and train staff as needed. Weekly Owl Star Cart, PBIS Incentives Teach positive behavior expectations, continue to develop lessons to support PBIS implementation Pupil Supplies, Administration Supplies, Contracts				

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>PE Para Provides release for PLC instruction</p> <p>Curriculum development, materials, student supplies</p> <p>Intervention Lead Teachers will analyze data, develop resources, and collaborate with MTSS team to support at risk students.</p> <p>Create and purchase materials to support Tier 1 of PBIS program</p> <p>Create and purchase materials to support Tier 2 of PBIS program</p> <p>Elementary Resource Counselor and Guidance Assistant</p> <p>Curriculum development and materials</p> <p>Intervention Lead Teachers will analyze data, develop resources, and collaborate with MTSS team to support at risk students.</p>				
<p>How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?</p>	<p>Field Trips Funded by PTA: Providing all students with enriching experiences, regardless of financial means, ensures equitable access to broader learning opportunities and reduces barriers linked to cost or logistics.</p> <p>Technology Integration and Access: Supporting technology-rich instruction bridges the digital divide, ensuring that all students develop digital literacy skills and have access to necessary tools and resources.</p> <p>Parent Education and Engagement Nights: Offering resources and support for all families empowers them to actively participate in their child's education, fostering inclusivity and strengthening school-home partnerships.</p> <p>PBIS Team Meetings and Staff Training: Ongoing training equips staff to implement consistent, equitable discipline practices, creating a positive, inclusive environment for all students and reducing disproportionality in disciplinary actions.</p> <p>PBIS Incentives (Owl Star Cart, Prizes): Inclusive rewards for positive behavior recognize and celebrate all students' achievements, promoting motivation and reinforcing a supportive school culture.</p> <p>Tier 1 and Tier 2 PBIS Supports, ERC and Guidance Assistant: Providing comprehensive social-emotional and behavioral support ensures that all students' needs are met, especially those requiring additional help, creating a more equitable and inclusive school community.</p> <p>Together, these initiatives ensure that all students and families — regardless of background — have equitable access to opportunities, support, and recognition.</p>			

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1: Zones of Regulation Refresh Year 2: Implement New SEL Curriculum (MooZoom) Year3: Restorative Circle Training			

Priority Focus Area (Goal) 3:

Increase the number of English Language Learners making progress towards English language proficiency.

Outcomes

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

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
CA Dashboard ELPAC	Total number of English Learners 2023: 216 Level 1- 39 students 18.1% Level 2- 62 28.7% Level 3- 79 36.6%	Total number of English Learners 2024 191 Level 1 80 students- 41.9% Level 2 64 students - 33.5% Level 3 47 students- 24.6%	Level 2024 Baseline 2027 Target % Change Goal Level 1 41.9% (80) 25% (~48) ~17% Level 2 33.5% (64) 30% (~57) ~3% Level 3 24.6% (47) 25% (~48) steady Level 4 0% 20% (~38) +20% Goal is to reclassify ~38 students over 3 years.

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: Intervention Lead Teachers will analyze data, develop resources, and collaborate with MTSS team to support at risk students. Curriculum development and materials Utilize Instructional Assistants to decrease adult to student instructional ratios and provide differentiated instructional groups	YEAR 1: LCFF Base LCFF Supplemental Title I Lottery	YEAR 1: 18,000 7,644 5,500 2,750	YEAR 1: All student groups Students identified for Tier 2 support All student groups	YEAR 1: Administrator s, Classroom Teachers
YEAR 2: Intervention Lead Teachers will analyze data, develop resources, and collaborate with MTSS team to support at risk students. Curriculum development and materials Utilize Instructional Assistants to decrease adult to student instructional ratios and provide differentiated instructional groups	YEAR 2: LCFF Base LCFF Supplemental I	YEAR 2: 24,264.21 31,330.10	YEAR 2: All student groups Students identified for EL Support	YEAR 2: Administrator s, Classroom Teachers, Instructional Assistants
YEAR 3:				

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.		Funding Source	Budgeted Amount	Students Served	Person Responsible
Intervention Lead Teachers will analyze data, develop resources, and collaborate with MTSS team to support at risk students. Curriculum development and materials Utilize Instructional Assistants to decrease adult to student instructional ratios and provide differentiated instructional groups					
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	By focusing on the root cause of language development gaps, particularly vocabulary, our site is ensuring that English Learners receive instruction that truly meets their needs. Instructional assistants, using programs like Lexia, SOAR, SAIL, and UFLI, provide individualized, scaffolded support that complements classroom learning. As we expand vocabulary strategies into general education classrooms and increase progress monitoring, all students, especially those in high-need groups, will benefit from more consistent, inclusive support. These actions reflect a schoolwide commitment to seeing every learner holistically and equitably, creating a stronger, more responsive environment for both students and staff.				
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	<p>Year 1: To support the EL goal, instructional assistants will be trained in UFLI, and staff will receive bi-monthly professional development from the Tier 3 TOSA focused on targeted EL support. Trimester summation meetings will provide time to review Lexia data and adjust instruction based on student needs. These supports ensure staff are equipped to meet EL learners where they are and help them grow confidently in their language development.</p> <p>Year 2: In Year 2, staff will continue receiving bi-monthly PD with a focus on integrating vocabulary scaffolds (e.g., sentence frames, visuals, front-loading) into Tier 1 instruction to support ELs within the general education classroom. Instructional assistants will collaborate more closely with classroom teachers to deliver coordinated support, especially in high-need grade levels. Trimester summation meetings will evolve to include ELD formative check-ins (short, skill-aligned assessments) to better track language growth and adjust supports in real time. These steps will ensure all staff are not only identifying EL needs but embedding responsive strategies into daily instruction for lasting impact.</p> <p>Year3:</p>				

Priority Focus Area (Goal) 4:

N/A

Outcomes

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

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

Actions, Strategies, and Expenditures:

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

LCAP ITEM (High School & Middle Schools Only):

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

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

LCAP ITEM (Elementary Schools Only):

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

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

Alderwood will strategically utilize Local Control and Accountability Plan (LCAP) direct support funding, alongside district resources, to increase equity, access, and academic success for all students, particularly those identified as unduplicated (English Learners, students eligible for free or reduced-price meals, and foster youth).

LCAP funds will be used to expand instructional aide support across grade levels, ensuring students receive timely and targeted assistance during core instructional time. Instructional aides will work closely with classroom teachers to provide small-group and one-on-one support, especially for students who need additional scaffolding to meet grade-level standards. This will enhance personalized learning, improve engagement, and build confidence among our most at-risk learners.

A combination of site and district funding will support the implementation of intervention programs that occur during the instructional day. These targeted, small-group sessions will provide academic support in foundational skills, with a focus on literacy and mathematics. Intervention will be data-driven and designed to meet the needs of students performing below grade level, with special attention given to unduplicated students and English Learners.

To carry out this initiative, the school will have three certificated intervention teachers and two instructional assistants dedicated to delivering focused, differentiated instruction. These staff members will provide intensive academic support while ensuring students remain engaged in core instructional time, fostering equity, strengthening language development, and accelerating overall academic growth.

By directing LCAP and district funds toward instructional aides and intervention programs, Alderwood is committed to promoting equity, closing achievement gaps, and providing early and targeted support to students who need it most. These actions ensure that all students, regardless of background, have the tools, support, and opportunities they need to succeed academically and thrive socially.

ATSI Identified Schools

ATSI Annual Review (2024-2025)

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

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

Which strategies were most effective? Least effective?

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$446,575.90
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	\$176,178.65

Subtotal of additional federal funds included for this school: \$176,178.65

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

State or Local Programs	Allocation (\$)
LCFF Base	\$164,264.21
LCFF Supplemental	\$93,330.10
Lottery	\$12,802.94

Subtotal of state or local funds included for this school: \$270,397.25

Total of federal, state, and/or local funds for this school: \$446,575.90

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF Base	164,264.21
LCFF Supplemental	93,330.10
Lottery	12,802.94
Title I	176,178.65

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Base	164,264.21
	LCFF Supplemental	93,330.10
	Lottery	12,802.94
	Title I	176,178.65

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	326,058.12
Goal 2	64,923.47
Goal 3	55,594.31

ATSI Goal


Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 12, 2025.

Attested:

	Principal, Kelli Cheshire on 5/22/25
	SSC Chairperson, Sarah Hladek on 5/22/25

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Kelli Cheshire	Principal
Melissa Zakhar	Other School Staff
Lanie Teegarden	Other School Staff
Shelley Edgar	Classroom Teacher
Sarah Hladek	Classroom Teacher
Shannon Mulvany	Classroom Teacher
Hala Ataba	Parent or Community Member
Masheed Hosseini	Parent or Community Member
Unju Rogers	Parent or Community Member
Joyce Noche	Parent or Community Member
Kim Jennings	Parent or Community Member
Shikha Kathuria	Parent or Community Member

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	1.76%	1.48%	1.45%	13	12	12
Asian	34.64%	37.44%	35.39%	256	304	292
Filipino	4.06%	3.82%	3.15%	30	31	26
Hispanic/Latino	13.13%	12.68%	12.48%	97	103	103
Pacific Islander	0.14%	0.12%	%	1	1	
White	33.02%	32.02%	35.64%	244	260	294
Multiple/No Response	12.18%	11.7%	11.64%	90	95	96
Total Enrollment				739	812	825

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	104	136	94
Grade 1	109	109	101
Grade 2	104	120	108
Grade3	113	115	132
Grade 4	97	114	111
Grade 5	100	108	119
Grade 6	112	110	122
Total Enrollment	739	812	825

Conclusions based on this data:

- Enrollment Growth Requires Strategic Support:
Alderwood's student population has grown steadily from 739 in 2021–22 to 825 in 2023–24. This ongoing growth highlights the need for expanded staffing, increased mental health resources, and targeted academic interventions to ensure every student receives the support they need to succeed as the community continues to grow and evolve.
- Diverse Student Body Calls for Inclusive Practices:

With Asian (35.39%) and White (35.64%) students making up the majority, alongside meaningful representation from Hispanic/Latino (12.48%) and Multiple/No Response (11.64%) groups, Alderwood's increasingly diverse student body underscores the importance of embracing culturally responsive instruction, inclusive school practices, and rich multicultural programming to celebrate and support all learners.

3. **Building Connections with Smaller-Represented Groups:**
While class sizes remain relatively balanced across grade levels, students from smaller-represented groups — including African American, Filipino, and Pacific Islander students — may experience unique challenges related to visibility and connection. By fostering intentional community-building, strengthening relationships, and offering culturally responsive supports, we can ensure every student feels seen, valued, and empowered to thrive.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	164	141	204	20.3%	22.2%	24.7%
Fluent English Proficient (FEP)	112	188	185	14.0%	15.2%	22.4%
Reclassified Fluent English Proficient (RFEP)	38	90		47.8%	18.80%	

Conclusions based on this data:

- 1. A Thriving Multilingual Learner Community**
Alderwood continues to grow as a vibrant, multilingual school, with English Learners now making up 24.7% of the student population, up from 20.3% two years ago. This increase reflects the rich linguistic and cultural assets our students bring, creating meaningful opportunities to promote language development, global awareness, and cultural appreciation across the school.
- 2. Celebrating Student Progress in English Proficiency**
The number of students reclassified as Fluent English Proficient (RFEP) more than doubled from 38 in 2021–22 to 90 in 2022–23, highlighting the success of our language support systems and the hard work of students, teachers, and families. These results show that our English Learners are growing and thriving, and that continued investment in language instruction is making a difference.
- 3. Supporting Language Growth at Every Stage**
With a well-balanced population of English Learners (24.7%), Fluent English Proficient students (22.4%), and a strong number of Reclassified students, Alderwood serves learners at every stage of their language journey. This balanced continuum reinforces the importance of differentiated instruction, responsive teaching strategies, and celebrating growth as students progress toward full academic fluency.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	115	115	136	115	109	132	115	109	132	100.0	94.8	97.1
Grade 4	100	118	109	100	113	100	100	113	100	100.0	95.8	91.7
Grade 5	105	115	119	104	104	114	104	104	114	99.0	90.4	95.8
Grade 6	115	111	127	114	106	121	114	106	121	99.1	95.5	95.3
All Grades	435	459	491	433	432	467	433	432	467	99.5	94.1	95.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2476.	2469.	2449.	50.43	41.28	34.85	19.13	29.36	25.76	16.52	17.43	23.48	13.91	11.93	15.91
Grade 4	2509.	2501.	2508.	47.00	34.51	42.00	22.00	30.09	25.00	12.00	15.93	15.00	19.00	19.47	18.00
Grade 5	2566.	2547.	2546.	45.19	45.19	42.11	32.69	21.15	21.05	15.38	14.42	19.30	6.73	19.23	17.54
Grade 6	2575.	2605.	2565.	33.33	52.83	36.36	43.86	27.36	28.10	10.53	16.04	19.01	12.28	3.77	16.53
All Grades	N/A	N/A	N/A	43.88	43.29	38.54	29.56	27.08	25.05	13.63	15.97	19.49	12.93	13.66	16.92

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	36.52	32.11	28.03	53.04	59.63	62.88	10.43	8.26	9.09
Grade 4	34.00	32.74	31.00	53.00	55.75	62.00	13.00	11.50	7.00
Grade 5	30.77	31.73	26.32	63.46	57.69	60.53	5.77	10.58	13.16
Grade 6	32.46	37.74	33.06	56.14	56.60	51.24	11.40	5.66	15.70
All Grades	33.49	33.56	29.55	56.35	57.41	59.10	10.16	9.03	11.35

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	37.39	25.69	18.18	45.22	59.63	62.12	17.39	14.68	19.70
Grade 4	33.00	20.35	24.00	55.00	61.06	57.00	12.00	18.58	19.00
Grade 5	50.00	43.27	39.47	44.23	43.27	50.88	5.77	13.46	9.65
Grade 6	26.32	42.45	30.58	54.39	53.77	47.93	19.30	3.77	21.49
All Grades	36.49	32.64	27.84	49.65	54.63	54.60	13.86	12.73	17.56

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	22.61	23.85	15.15	66.09	70.64	73.48	11.30	5.50	11.36
Grade 4	18.00	15.93	24.00	71.00	73.45	70.00	11.00	10.62	6.00
Grade 5	24.04	16.35	22.81	73.08	72.12	67.54	2.88	11.54	9.65
Grade 6	24.56	29.25	23.97	71.93	67.92	66.12	3.51	2.83	9.92
All Grades	22.40	21.30	21.20	70.44	71.06	69.38	7.16	7.64	9.42

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	35.65	24.77	25.76	54.78	66.06	61.36	9.57	9.17	12.88
Grade 4	26.00	29.20	30.00	58.00	62.83	61.00	16.00	7.96	9.00
Grade 5	31.73	32.69	28.95	61.54	55.77	60.53	6.73	11.54	10.53
Grade 6	30.70	37.74	28.93	61.40	57.55	59.50	7.89	4.72	11.57
All Grades	31.18	31.02	28.27	58.89	60.65	60.60	9.93	8.33	11.13

Conclusions based on this data:

1. Strong Student Participation Reflects Schoolwide Engagement
With over 95% of enrolled students tested, Alderwood continues to show high participation in CAASPP assessments across grade levels. This high level of engagement reflects a school culture that values academic growth and student involvement, ensuring we are capturing meaningful data to inform instruction.

2. **Steady Achievement in Literacy with Signs of Progress**
While overall performance slightly declined compared to prior years, nearly 67% of students in grades 3–6 met or exceeded the standard in ELA in 2023–24. Grade-level improvements in areas like Reading (e.g., Grade 3 and 4 increased % Above Standard) and Writing (e.g., decreased % Below Standard in Grades 4 and 5) highlight the impact of instructional efforts. Continued focus on targeted literacy strategies will help build on this momentum.
3. **Students Are Demonstrating Growth in Key Literacy Skills**
In the areas of Reading, Writing, Listening, and Research/Inquiry, a majority of students are performing at or near standard. For example, over 60% of students across most grades are at or near standard in Reading and Listening, demonstrating solid comprehension and communication skills. These foundational strengths provide a strong platform for continued progress in more advanced academic tasks.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	115	115	136	115	114	136	115	114	136	100.0	99.1	100
Grade 4	100	118	109	100	118	107	100	118	107	100.0	100.0	98.2
Grade 5	104	115	119	103	113	119	103	113	119	99.0	98.3	100
Grade 6	115	110	126	114	109	126	114	109	126	99.1	99.1	100
All Grades	434	458	490	432	454	488	432	454	488	99.5	99.1	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2486.	2467.	2460.	40.87	31.58	29.41	35.65	33.33	36.76	16.52	22.81	19.12	6.96	12.28	14.71
Grade 4	2515.	2512.	2517.	40.00	33.90	34.58	27.00	26.27	25.23	21.00	29.66	29.91	12.00	10.17	10.28
Grade 5	2562.	2541.	2535.	43.69	38.05	31.09	26.21	20.35	25.21	23.30	25.66	24.37	6.80	15.93	19.33
Grade 6	2579.	2600.	2580.	42.98	47.71	46.83	23.68	27.52	18.25	19.30	16.51	19.84	14.04	8.26	15.08
All Grades	N/A	N/A	N/A	41.90	37.67	35.45	28.24	26.87	26.64	19.91	23.79	22.95	9.95	11.67	14.96

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	46.09	33.33	35.29	42.61	54.39	47.06	11.30	12.28	17.65
Grade 4	37.00	29.66	29.91	47.00	55.08	57.01	16.00	15.25	13.08
Grade 5	33.98	29.20	23.53	53.40	55.75	57.14	12.62	15.04	19.33
Grade 6	32.46	36.70	33.33	51.75	55.96	45.24	15.79	7.34	21.43
All Grades	37.50	32.16	30.74	48.61	55.29	51.23	13.89	12.56	18.03

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	44.35	28.95	33.09	52.17	63.16	54.41	3.48	7.89	12.50
Grade 4	40.00	35.59	36.45	51.00	54.24	50.47	9.00	10.17	13.08
Grade 5	27.18	30.97	24.37	65.05	53.98	61.34	7.77	15.04	14.29
Grade 6	34.21	41.28	33.33	54.39	48.62	53.97	11.40	10.09	12.70
All Grades	36.57	34.14	31.76	55.56	55.07	55.12	7.87	10.79	13.11

Conclusions based on this data:

- Outstanding Student Participation Demonstrates Commitment to Learning**
Alderwood achieved a near-perfect participation rate of 99.6%, with students in grades 3–6 fully engaged in state testing. This level of involvement shows a strong schoolwide culture of academic responsibility and readiness to take on rigorous challenges.
- Bright Spots in Mathematical Understanding Across Grades**
Despite a slight decline in overall scores, many students continue to show strengths in key areas. Notably, over 60% of students in several grade levels performed at or near standard in both Problem Solving and Communicating Reasoning, demonstrating a solid grasp of real-world math applications and mathematical thinking. These strengths offer a strong foundation to build upon through targeted instruction and practice.
- Opportunities for Growth Spark Strategic Focus**
While fewer students exceeded standards compared to prior years, many remained close to proficiency. With more than 50% of students at or near standard in multiple math domains, focused intervention and scaffolded support can help shift more students from nearly meeting to meeting and exceeding standards. The progress students have made positions them well for continued growth with the right supports in place.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1447.5	1438.8	1414.6	1444.1	1435.2	1425.9	1455.0	1446.9	1388.1	35	46	50
1	1481.1	1444.0	1431.7	1483.8	1436.7	1429.1	1477.7	1451.0	1433.7	18	26	31
2	1502.6	1479.2	1478.4	1493.2	1476.2	1488.0	1511.5	1481.9	1468.4	19	22	25
3	1504.1	1480.7	1494.8	1503.0	1481.5	1492.5	1504.5	1479.3	1496.6	19	21	25
4	1529.2	1496.6	1505.0	1529.7	1500.3	1508.3	1528.2	1492.0	1501.2	18	22	26
5	*	1532.4	1514.2	*	1547.6	1521.7	*	1516.6	1506.0	10	28	23
6	*	*	1538.4	*	*	1547.6	*	*	1528.7	8	9	36
All Grades										127	174	216

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	25.71	30.43	10.00	25.71	30.43	34.00	40.00	28.26	42.00	8.57	10.87	14.00	35	46	50
1	22.22	11.54	16.13	50.00	23.08	32.26	16.67	46.15	19.35	11.11	19.23	32.26	18	26	31
2	26.32	22.73	12.00	57.89	31.82	44.00	10.53	27.27	28.00	5.26	18.18	16.00	19	22	25
3	15.79	23.81	12.00	63.16	19.05	40.00	15.79	33.33	36.00	5.26	23.81	12.00	19	21	25
4	33.33	22.73	19.23	38.89	31.82	42.31	27.78	13.64	19.23	0.00	31.82	19.23	18	22	26
5	*	21.43	17.39	*	39.29	34.78	*	25.00	30.43	*	14.29	17.39	*	28	23
6	*	*	30.56	*	*	36.11	*	*	16.67	*	*	16.67	*	*	36
All Grades	27.56	23.12	16.67	42.52	29.48	37.04	22.83	28.32	28.24	7.09	19.08	18.06	127	173	216

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	28.57	21.74	12.00	34.29	41.30	40.00	28.57	19.57	34.00	8.57	17.39	14.00	35	46	50
1	38.89	19.23	29.03	27.78	23.08	19.35	27.78	30.77	12.90	5.56	26.92	38.71	18	26	31
2	47.37	31.82	36.00	21.05	27.27	24.00	31.58	18.18	28.00	0.00	22.73	12.00	19	22	25
3	31.58	42.86	44.00	52.63	14.29	36.00	10.53	14.29	12.00	5.26	28.57	8.00	19	21	25
4	44.44	45.45	46.15	38.89	13.64	26.92	16.67	13.64	3.85	0.00	27.27	23.08	18	22	26
5	*	50.00	47.83	*	35.71	34.78	*	3.57	4.35	*	10.71	13.04	*	28	23
6	*	*	50.00	*	*	25.00	*	*	11.11	*	*	13.89	*	*	36
All Grades	40.16	34.10	35.19	33.86	27.75	30.09	20.47	16.18	17.13	5.51	21.97	17.59	127	173	216

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.00	19.57	6.00	28.57	32.61	24.00	40.00	34.78	60.00	11.43	13.04	10.00	35	46	50
1	16.67	3.85	6.45	38.89	38.46	25.81	22.22	30.77	35.48	22.22	26.92	32.26	18	26	31
2	10.53	18.18	4.00	73.68	27.27	32.00	10.53	36.36	36.00	5.26	18.18	28.00	19	22	25
3	0.00	4.76	16.00	63.16	19.05	20.00	31.58	38.10	40.00	5.26	38.10	24.00	19	21	25
4	11.11	4.55	7.69	27.78	22.73	23.08	44.44	27.27	34.62	16.67	45.45	34.62	18	22	26
5	*	7.14	4.35	*	17.86	4.35	*	39.29	60.87	*	35.71	30.43	*	28	23
6	*	*	11.11	*	*	33.33	*	*	19.44	*	*	36.11	*	*	36
All Grades	14.96	10.98	7.87	40.94	26.59	24.07	31.50	34.10	41.67	12.60	28.32	26.39	127	173	216

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	37.14	26.09	10.00	57.14	63.04	76.00	5.71	10.87	14.00	35	46	50
1	61.11	30.77	25.81	38.89	38.46	38.71	0.00	30.77	35.48	18	26	31
2	21.05	27.27	40.00	73.68	59.09	48.00	5.26	13.64	12.00	19	22	25
3	52.63	23.81	36.00	42.11	38.10	40.00	5.26	38.10	24.00	19	21	25
4	55.56	50.00	26.92	44.44	27.27	57.69	0.00	22.73	15.38	18	22	26
5	*	42.86	30.43	*	42.86	56.52	*	14.29	13.04	*	28	23
6	*	*	22.22	*	*	52.78	*	*	25.00	*	*	36
All Grades	45.67	32.37	25.00	49.61	46.82	55.09	4.72	20.81	19.91	127	173	216

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	17.14	19.57	22.00	68.57	60.87	60.00	14.29	19.57	18.00	35	46	50
1	27.78	15.38	35.48	61.11	61.54	22.58	11.11	23.08	41.94	18	26	31
2	47.37	40.91	36.00	47.37	36.36	48.00	5.26	22.73	16.00	19	22	25
3	52.63	57.14	48.00	42.11	14.29	44.00	5.26	28.57	8.00	19	21	25
4	44.44	45.45	50.00	50.00	22.73	26.92	5.56	31.82	23.08	18	22	26
5	*	75.00	60.87	*	14.29	21.74	*	10.71	17.39	*	28	23
6	*	*	61.11	*	*	27.78	*	*	11.11	*	*	36
All Grades	38.58	39.88	42.59	52.76	37.57	37.96	8.66	22.54	19.44	127	173	216

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	25.71	19.57	6.00	65.71	63.04	76.00	8.57	17.39	18.00	35	46	50
1	33.33	23.08	19.35	33.33	38.46	51.61	33.33	38.46	29.03	18	26	31
2	10.53	27.27	4.00	84.21	50.00	64.00	5.26	22.73	32.00	19	22	25
3	0.00	9.52	12.00	78.95	38.10	60.00	21.05	52.38	28.00	19	21	25
4	5.56	13.64	7.69	66.67	40.91	61.54	27.78	45.45	30.77	18	22	26
5	*	14.29	4.35	*	46.43	69.57	*	39.29	26.09	*	28	23
6	*	*	13.89	*	*	38.89	*	*	47.22	*	*	36
All Grades	18.11	17.92	9.72	63.78	47.40	60.65	18.11	34.68	29.63	127	173	216

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	37.14	50.00	14.00	51.43	34.78	70.00	11.43	15.22	16.00	35	46	50
1	16.67	3.85	3.23	66.67	76.92	67.74	16.67	19.23	29.03	18	26	31
2	36.84	28.57	16.00	63.16	57.14	76.00	0.00	14.29	8.00	19	21	25
3	21.05	14.29	16.00	73.68	61.90	60.00	5.26	23.81	24.00	19	21	25
4	33.33	4.55	15.38	55.56	50.00	61.54	11.11	45.45	23.08	18	22	26
5	*	10.71	4.35	*	67.86	69.57	*	21.43	26.09	*	28	23
6	*	*	19.44	*	*	61.11	*	*	19.44	*	*	36
All Grades	29.13	23.26	12.96	62.20	53.49	66.67	8.66	23.26	20.37	127	172	216

Conclusions based on this data:

- Continued Growth in Oral Language Proficiency:

Students demonstrated steady and meaningful improvement in oral language skills across all grade levels, with 35.19% of English Learners scoring at Level 4—the highest performance level—on the 2023–24 ELPAC Oral Language assessment. This marks a continued upward trend from previous years and suggests that students are not only acquiring foundational language structures but are also becoming more confident and effective in using English to express complex ideas. This growth is likely the result of intentional, scaffolded language instruction, increased opportunities for structured academic conversations, and a school-wide emphasis on building oral fluency through authentic speaking and listening tasks.

2. **Expanding Participation and Monitoring:**
The number of English Learners assessed on the ELPAC has steadily increased over the past three years, growing from 127 students in 2021–22 to 216 students in 2023–24. This increase reflects both enrollment growth and strengthened systems for assessment participation and data monitoring. As more students are assessed, the school gains a clearer, more complete understanding of language development trends across grade levels and subgroups. This expanded participation ensures that more students receive the support and scaffolding they need, while enabling the school to use disaggregated data to tailor instructional approaches and allocate resources effectively.
3. **Promising Gains in Listening and Speaking Domains:**
Student performance in the Listening and Speaking domains remained notably strong in 2023–24, with 42.59% of English Learners achieving “Well Developed” in Speaking and 25% reaching that level in Listening. These results reflect the effectiveness of language-rich classroom environments that prioritize student voice, oral collaboration, and culturally responsive instructional strategies. The strong speaking outcomes are especially encouraging, as they suggest that students are not only engaging with academic content but also actively participating in meaningful dialogue—an essential skill for long-term language acquisition and academic success across content areas.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
825	24.1%	24.7%	0.0%
Total Number of Students enrolled in Alderwood Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	204	24.7%
Foster Youth	0	0.0%
Homeless	1	0.1%
Socioeconomically Disadvantaged	199	24.1%
Students with Disabilities	67	8.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	1.5%
American Indian	0	0.0%
Asian	292	35.4%
Filipino	26	3.2%
Hispanic	103	12.5%
Two or More Races	96	11.6%
Pacific Islander	0	0.0%
White	294	35.6%

Conclusions based on this data:

1. A Community Full of Potential and Promise

Alderwood is proud to serve a vibrant and resilient community where nearly one in four students are English Learners (24.7%), 24.1% are Socioeconomically Disadvantaged, and 8.1% receive special education services. These students bring diverse strengths, rich experiences, and great potential. Through responsive teaching, inclusive supports, and strong relationships, we can empower every learner to succeed and shine.

2. **A Richly Diverse School Worth Celebrating**
Our student population reflects a beautiful blend of cultures and backgrounds, with large groups of Asian (35.4%), White (35.6%), and Hispanic/Latino (12.5%) students, along with many others identifying across multiple backgrounds. This diversity enriches our school culture and offers daily opportunities to elevate student voices, weave multicultural perspectives into learning, and build a truly inclusive community.
3. **Honoring and Uplifting Every Student Voice**
Although some groups—like African American (1.5%), Filipino (3.2%), and Pacific Islander (0%) students—make up a smaller portion of our enrollment, they remain an essential part of our school family. By creating space for authentic representation, intentional connection, and culturally responsive support, we can ensure that every student feels seen, celebrated, and supported.

School and Student Performance Data

Overall Performance






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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Strong Academic Achievement:
Students at Alderwood Elementary are performing well in both English Language Arts and Mathematics, earning a Green performance level in both areas. This reflects consistent academic progress and effective instructional practices schoolwide.

2. **Excellent Conditions for Learning:**
The Suspension Rate is in the Blue category, indicating the highest performance level and reflecting a safe, respectful, and supportive school environment with strong behavior expectations and restorative practices in place.
3. **Areas for Growth in Engagement:**
Chronic Absenteeism is rated Yellow, signaling a need for continued focus on attendance support and family engagement. While most indicators are strong, reducing chronic absences will help ensure students are present and able to fully benefit from instruction.

School and Student Performance Data

Academic Performance English Language Arts

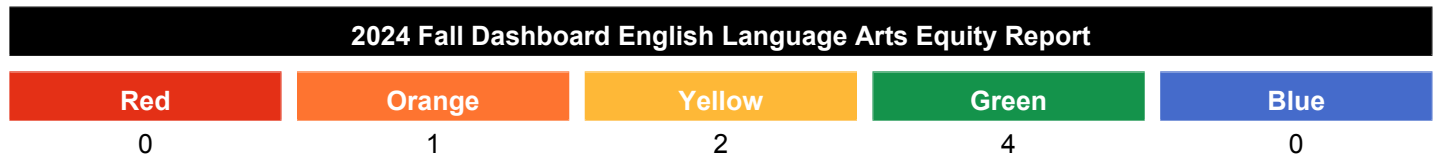
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>36.8 points above standard</div> <div>Declined 10.7 points</div> <div>434 Students</div>	<div>English Learners</div> <div></div> <div>Yellow</div> <div>1.6 points above standard</div> <div>Declined 19.4 points</div> <div>126 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>6.6 points above standard</div> <div>Increased 5.2 points</div> <div>98 Students</div>

Students with Disabilities  Orange 29.9 points below standard Maintained 2.3 points 50 Students	African American  No Performance Color Less than 11 Students 9 Students	American Indian  No Performance Color 0 Students
Asian  Green 59.8 points above standard Declined 11.0 points 155 Students	Filipino  No Performance Color 68.7 points above standard Increased 11.0 points 17 Students	Hispanic  Yellow 1.2 points above standard Declined 11.3 points 53 Students
Two or More Races  Green 38.4 points above standard Declined 9.0 points 59 Students	Pacific Islander  No Performance Color Less than 11 Students 0 Students	White  Green 23.5 points above standard Declined 6.5 points 139 Students

Conclusions based on this data:

- Overall Strong ELA Performance With Room for Growth**
Alderwood's overall performance in ELA is rated Green, with students scoring 36.8 points above standard. While this indicates strong schoolwide achievement, the overall score declined by 10.7 points, signaling a need to monitor instructional impact and student growth trends more closely.
- Achievement Gaps Persist Across Student Groups**
While some subgroups such as Asian (+59.8), Filipino (+68.7), White (+23.5), and Two or More Races (+38.4) students scored well above standard, other subgroups showed significantly lower performance:

Students with Disabilities: 29.9 points below standard (Orange)

English Learners: 1.6 points above standard (Yellow)

Hispanic students: 1.2 points above standard (Yellow)

These gaps underscore the need for differentiated supports and targeted instructional strategies to close equity gaps and ensure all student groups are thriving.
- Data Gaps Limit Full Equity Insight for Smaller Groups**
Several subgroups—including African American, Pacific Islander, Foster Youth, Homeless, and American Indian—do not have performance color ratings due to small sample sizes. This highlights the importance of intentional

outreach, inclusive practices, and continued efforts to ensure visibility and support for underrepresented and historically underserved students.

School and Student Performance Data

Academic Performance Mathematics

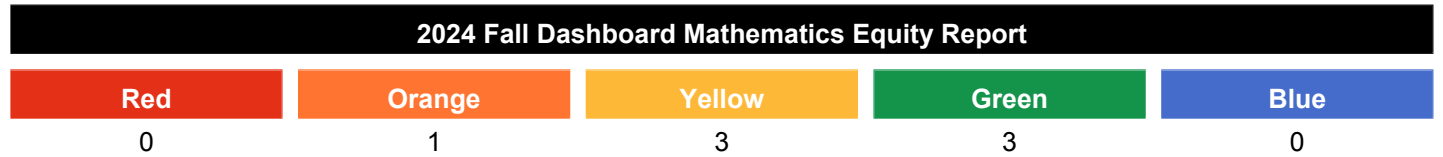
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>23.8 points above standard</div> <div>Declined 13.5 points</div> <div>467 Students</div>	<div>English Learners</div> <div></div> <div>Green</div> <div>5.5 points above standard</div> <div>Declined 18.2 points</div> <div>161 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>14.4 points below standard</div> <div>Declined 14.5 points</div> <div>119 Students</div>

Students with Disabilities  Orange 39.1 points below standard Declined 25.0 points 50 Students	African American  No Performance Color Less than 11 Students 9 Students	American Indian  No Performance Color 0 Students
Asian  Green 61.1 points above standard Declined 8.5 points 167 Students	Filipino  No Performance Color 48.6 points above standard Increased 37.5 points 17 Students	Hispanic  Yellow 20.4 points below standard Declined 11.4 points 54 Students
Two or More Races  Green 26.9 points above standard Declined 18.5 points 61 Students	Pacific Islander  No Performance Color Less than 11 Students 0 Students	White  Yellow 3.3 points below standard Declined 19.4 points 157 Students

Conclusions based on this data:

- Strong Overall Math Achievement With Recent Decline**
Alderwood students scored 23.8 points above standard overall in Mathematics, earning a Green performance level. However, a decline of 13.5 points suggests the need to revisit instructional strategies and maintain strong momentum in math progress.
- Equity Gaps Evident Across Key Student Groups**
While some groups—such as Asian (+61.1), Filipino (+48.6), and Two or More Races (+26.9)—performed well above standard, other groups faced significant challenges:
Students with Disabilities: 39.1 points below standard (Orange)
Socioeconomically Disadvantaged: 14.4 points below standard (Yellow)
Hispanic students: 20.4 points below standard (Yellow)
White students: 3.3 points below standard (Yellow)
These disparities indicate a need for more differentiated math supports and equity-focused instructional practices.
- Need for Inclusive Practices to Support Underrepresented Groups**
Although some student groups are too small to report performance levels, their presence in the school community is important. Proactive efforts—such as culturally responsive teaching, intentional relationship-building, and

individualized academic support—are key to ensuring students from underrepresented groups feel included, supported, and positioned for success, even if their data isn’t reflected on the dashboard.

School and Student Performance Data



Academic Performance English Learner Progress

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 No Performance Color
68.1% making progress.	making progress.
Number Students: 113 Students	Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.2%	17.7%	3.5%	64.6%

Conclusions based on this data:

1.

Strong Progress in Language Acquisition:

An impressive 68.1% of English Learners made progress toward English language proficiency or maintained the highest ELPI level, earning the school a Blue performance level—the highest possible rating on the state’s dashboard. This result is a strong indicator of the school’s effective implementation of integrated and designated ELD instruction, consistent monitoring, and supportive learning environments that nurture language growth at every level. It reflects the collective efforts of educators, support staff, and families in creating a culture that celebrates multilingualism while equipping students with the academic language necessary to thrive.
2.

Majority of EL Students Moving Forward:

Nearly two-thirds (64.6%) of English Learners progressed at least one ELPI level from the previous year, signaling steady momentum in language development across grade levels. This upward movement confirms that the supports and scaffolds in place—such as small-group interventions, language-rich curriculum, and access to tools for expressive and receptive communication—are having a meaningful impact on student achievement and confidence in English.
3.

Targeted Support Continues to Make a Difference:

While 17.7% of students maintained their ELPI level and 14.2% experienced a decline, these figures offer important insights that help refine support systems and personalize instruction. The 3.5% of students who maintained the highest possible level (ELPI 4) reflect the success of long-term language support strategies in sustaining advanced proficiency. Continued analysis of subgroup data and instructional practices will help ensure that all learners—particularly those who may need additional scaffolding—remain on a path of growth and reclassification readiness.

School and Student Performance Data

Academic Performance College/Career Report

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

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>10.8% Chronically Absent</div> <div>Declined 7.1</div> <div>867 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>13.4% Chronically Absent</div> <div>Declined 4.6</div> <div>224 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>16.3% Chronically Absent</div> <div>Declined 8.3</div> <div>233 Students</div>

Students with Disabilities  Green 9% Chronically Absent Declined 6.2 89 Students	African American  No Performance Color 16.7% Chronically Absent Increased 3.3 12 Students	American Indian  No Performance Color 0 Students
Asian  Green 7.8% Chronically Absent Declined 5.6 309 Students	Filipino  No Performance Color 3.8% Chronically Absent Declined 12.3 26 Students	Hispanic  Yellow 14.3% Chronically Absent Declined 11.4 105 Students
Two or More Races  Green 5.7% Chronically Absent Declined 12.9 105 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 14.8% Chronically Absent Declined 5.7 310 Students

Conclusions based on this data:

- Sustained Improvements in Attendance for Key Student Groups:**
Multiple student groups demonstrated strong attendance patterns in 2023–24. Asian (7.8%) and Two or More Races (5.7%) students performed in the Green range for chronic absenteeism, with Two or More Races showing a notable decline of 12.9 percentage points. Students with Disabilities also maintained Green status, reflecting the impact of consistent, individualized support systems.
- Positive Momentum in Overall Attendance Rates:**
The overall chronic absenteeism rate for all students was 10.8%, which, while still in the Yellow range, represents a significant 7.1-point improvement from the prior year. This decline reflects the success of proactive strategies including parent communication, early outreach, and Tier 1 attendance initiatives that are helping to re-establish positive attendance habits schoolwide.
- Ongoing Focus on Equitable Engagement:**
English Learners showed growth with a 4.6-point decline in chronic absenteeism, signaling improved school connection and support. While groups such as Socioeconomically Disadvantaged and Hispanic students remain in the Yellow range, these data points present valuable opportunities to deepen partnerships with families and enhance culturally responsive practices that promote strong, daily attendance.

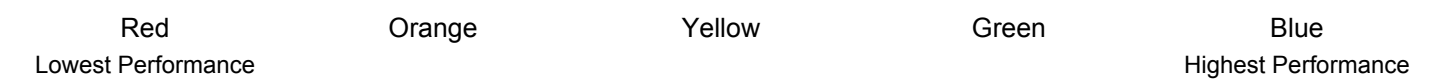
School and Student Performance Data

Academic Engagement Graduation Rate

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This section provides number of student groups in each level.



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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

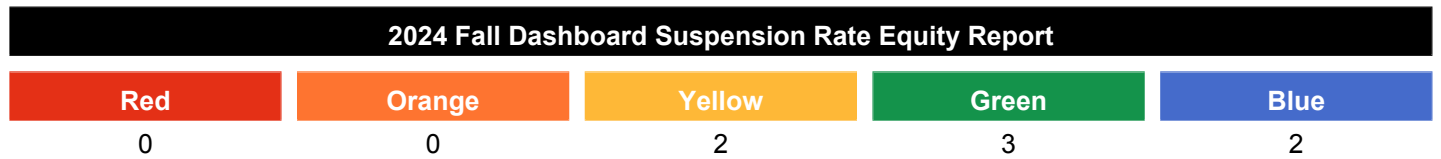
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Blue</div> <div>0.3% suspended at least one day</div> <div>Maintained 0%</div> <div>892 Students</div>	<div>English Learners</div> <div></div> <div>Green</div> <div>0.4% suspended at least one day</div> <div>Increased 0.4%</div> <div>238 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>6 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>0.4% suspended at least one day</div> <div>Increased 0.4%</div> <div>244 Students</div>

Students with Disabilities  Yellow 2.2% suspended at least one day Maintained 0.1% 91 Students	African American  No Performance Color 0% suspended at least one day Maintained 0% 12 Students	American Indian  No Performance Color 0 Students
Asian  Blue 0% suspended at least one day Maintained 0% 318 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 26 Students	Hispanic  Blue 0% suspended at least one day Maintained 0% 109 Students
Two or More Races  Yellow 0.9% suspended at least one day Increased 0.9% 108 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Green 0.6% suspended at least one day Declined 0.4% 318 Students

Conclusions based on this data:

- Consistently Low Suspension Rates Across Student Groups:**
Alderwood continues to maintain a safe and supportive school environment, with a very low suspension rate of just 0.3% for all students. This success is further underscored by Blue and Green performance levels across multiple student groups, including Asian, Hispanic, and English Learners, reflecting a strong campus culture of respect and positive behavior.
- Improved Equity and Inclusion for English Learners and Socioeconomically Disadvantaged Students:**
Suspension rates for English Learners and Socioeconomically Disadvantaged students remain low at 0.4%, with both groups earning a Green performance level. This suggests that the school's proactive approach to equity, inclusive discipline practices, and restorative strategies is making a measurable impact on student outcomes.
- Targeted Support for Specific Student Groups:**
While the vast majority of student groups maintained or improved their suspension rates, data for Students with Disabilities (2.2%) and students identifying with Two or More Races (0.9%) indicate opportunities for continued refinement of support systems. These insights will help inform future professional development and tailored interventions to ensure all students thrive in a safe and caring environment.

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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