School Year: **2026-27**

School Plan for Student Achievement (SPSA) and Annual Evaluation Template

Addendum: Regulatory requirements and general instructions.

Appendix D: Guiding Questions: Use as prompts (not limits).

California School Dashboard Essential data to support completion of this SPSA. Please analyze the school's full data set for Dashboard State Indicators.

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

School Name, Contact, and Email	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Desert Ridge Academy Craig Christensen craig.christensen@desertsands.us	33-67058-0119305	04-14-2026	

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)

Schoolwide Program

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

This School 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, inclusive of the identification of resource inequities. Throughout this process, we developed goals, measurable outcomes, strategies, actions, and services that are aligned with those of the district while 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 for the 26-27 school year.

The Story

Describe the students and community and how the school serves them. Include a brief description of the school's context & summarize the school's priority needs.

Desert Ridge Academy (DRA) is located in Indio, California, and serves a diverse student population in grades six through eight. The school community reflects the broader demographics of the surrounding area. Approximately 84.6% of students identify as Hispanic, 7.9% as White, 1.7% as African American, and 1.4% represent other ethnic groups.

Desert Ridge Academy serves a high percentage of students from economically disadvantaged backgrounds and students requiring additional academic and language support. Approximately 81.8% of overall students are Socially Disadvantaged, 22.5% are English Learners, 14.1% are students with Individualized Education Programs (IEPs), and 0.7% are identified as Foster Youth. These demographic indicators highlight the importance of providing targeted academic, behavioral, and social-emotional supports to ensure all students have access to high-quality learning opportunities.

The Desert Ridge Academy community consists of a large attendance boundary that includes single-family homes, apartment complexes, and mobile home communities. These factors contribute to the diverse experiences and needs of our student population and require a strong partnership between the school, families, and the community to support student success.

Desert Ridge Academy is committed to fostering high expectations for all students by providing a safe, supportive, and rigorous 21st-century learning environment. The school's mission is to promote the social, emotional, and academic development of every student while leading with Accountability, Integrity, Respect, and Engagement. Staff, students, families, and community members work collaboratively to ensure that all students are supported and challenged to reach their full potential.

To meet the needs of our students, Desert Ridge Academy has focused its efforts on strengthening schoolwide systems that support academic achievement and positive school culture. Professional development and staff collaboration are centered around Advancement Via Individual Determination (AVID) strategies, strengthening Professional Learning

Communities (PLCs), and implementing a comprehensive Multi-Tiered System of Support (MTSS). These systems allow teachers to analyze data, refine instructional practices, and provide targeted academic and behavioral interventions.

Using multiple data sources, including local assessments, CAASPP results, attendance trends, and school climate indicators, Desert Ridge Academy has identified several priority areas for continued growth. These priorities include increasing student achievement in English Language Arts and mathematics, strengthening instructional practices through PLC collaboration, expanding intervention systems to support struggling learners, and continuing to build a positive and safe school culture that promotes student engagement and belonging.

By maintaining a strong focus on collaboration, data-driven decision-making, and targeted support systems, Desert Ridge Academy continues to strengthen its ability to meet the academic, behavioral, and social-emotional needs of all students.

Needs Assessment -- Review of Performance

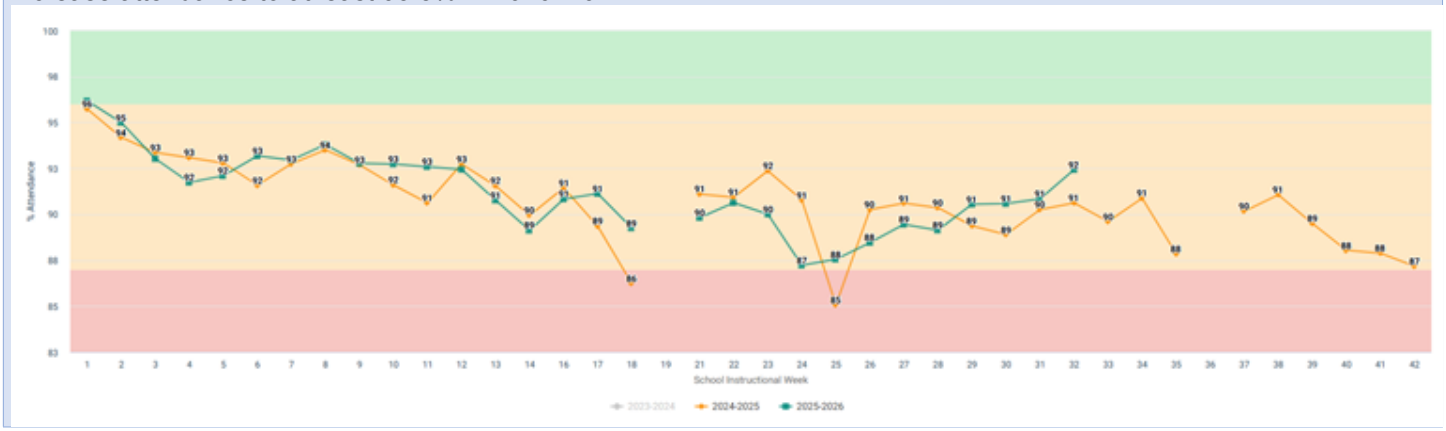
Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, educational partner input, of what progress is the school proudest, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students

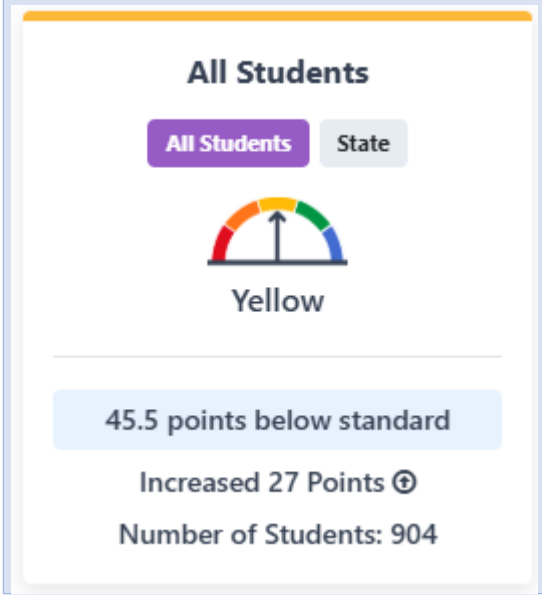
School Goal 1

Desert Ridge Academy increased its attendance rate from 88.89% in 2024–2025 to 92.06% in the current year. The school will build on this progress by implementing continued monitoring, family communication, and targeted supports to increase attendance to at least 93.5% in 2026–2027.



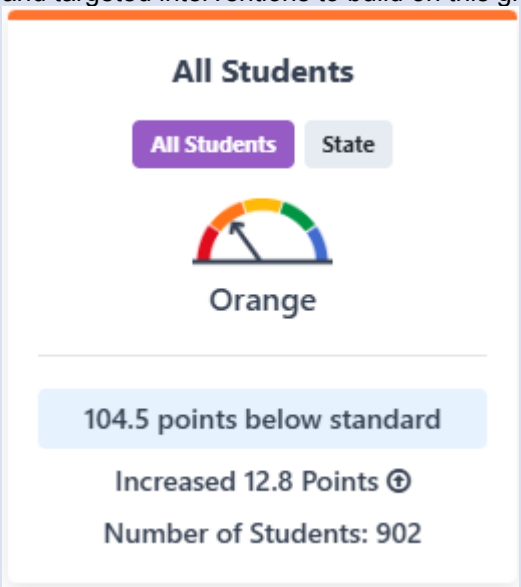
School Goal 2

According to the California School Dashboard, All Students increased by 27 points in ELA, with Socioeconomically Disadvantaged students increasing by 26.1 points. Desert Ridge Academy will continue to strengthen Tier I instruction and targeted supports to sustain this progress and further improve ELA outcomes for all students.



School Goal 3

According to the California School Dashboard, All Students increased 12.8 points in Math, with the Hispanic student group showing the highest increase at 13 points. Desert Ridge Academy will continue strengthening Tier I instruction and targeted interventions to build on this growth and further improve mathematics outcomes for all students.

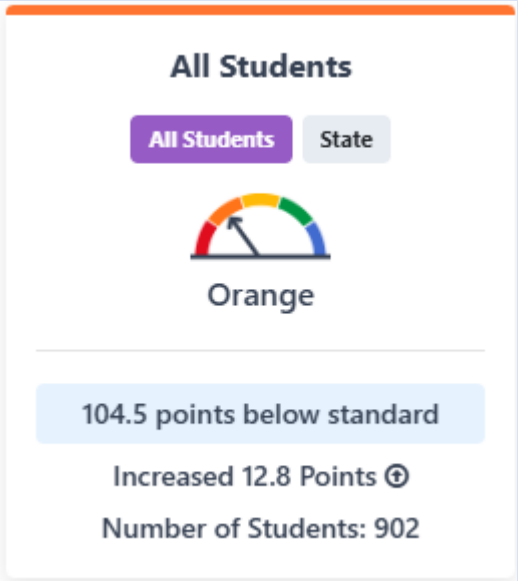


Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

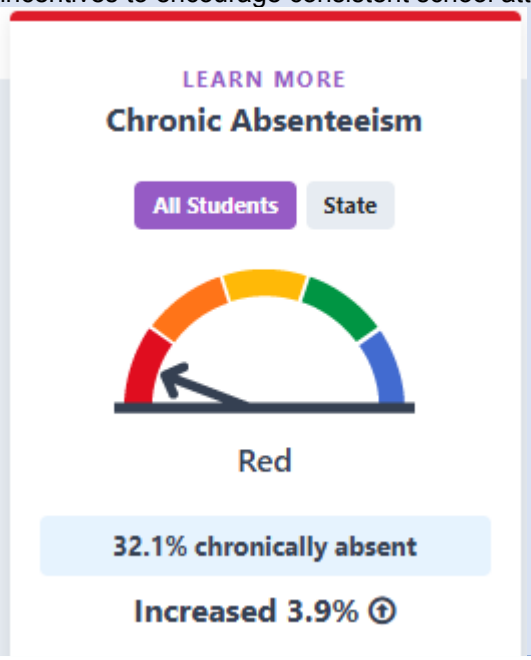
School Goal 1

Referring to the California School Dashboard, Desert Ridge Academy continues to identify academic achievement in English Language Arts and Mathematics as areas requiring continued improvement despite recent gains. While the school has demonstrated growth in both subjects, overall student performance remains below desired levels, indicating the need for sustained focus on improving student outcomes.



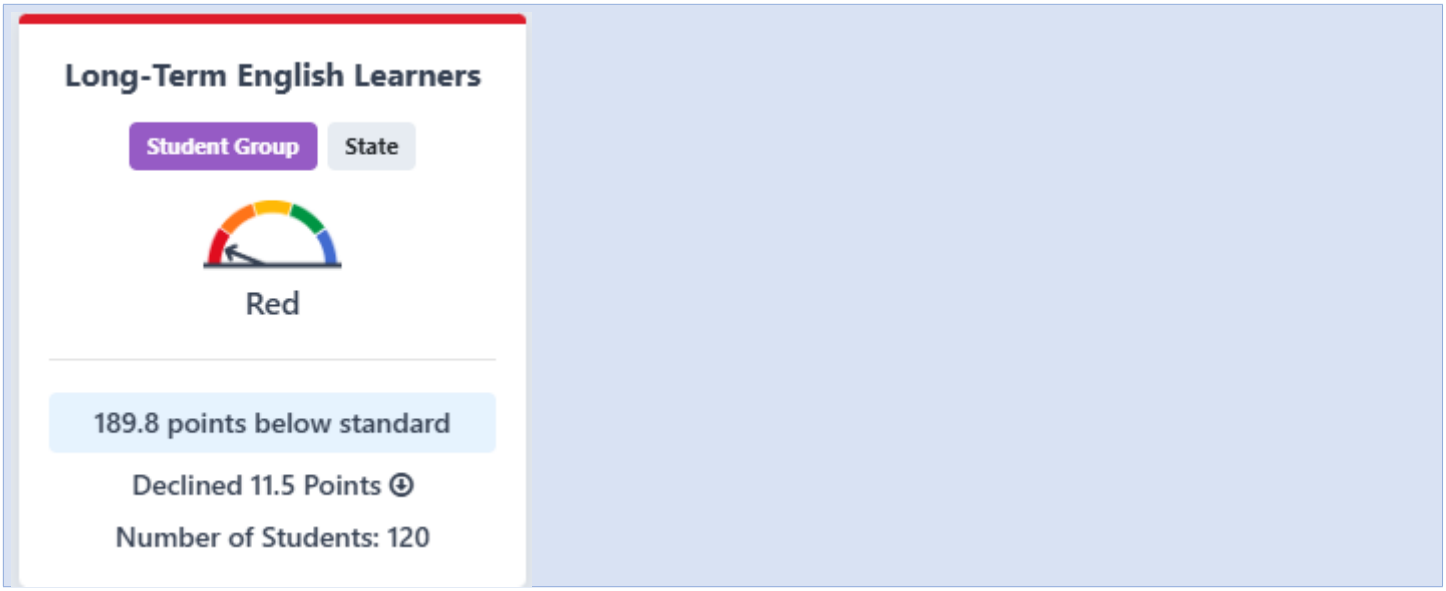
School Goal 2

Chronic absenteeism remains an area of concern, as consistent attendance is critical to improving academic performance and student engagement. Current data shows that 32.1% of the student population is chronically absent. Desert Ridge Academy will address this need by closely monitoring attendance data, increasing communication and outreach to families, providing targeted support for students with high absences, and implementing positive attendance incentives to encourage consistent school attendance.



School Goal 3

According to the California School Dashboard, Long-Term English Learners (LTELs) are in the Red performance category in Mathematics, declining 11.5 points. Desert Ridge Academy will address this need by strengthening Tier I math instruction, providing targeted intervention and support for LTEL students, and increasing the use of data to monitor progress and adjust instruction to better meet their academic and language development needs.



Resource Inequities

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

School Goal 1

Goal: Decrease school-wide chronic absenteeism by promoting a positive and safe learning environment.

There are no resource inequities for this goal. This is a global issue. We will continue to educate and motivate parents on the importance of attending school.

School Goal 2

Goal: Targeted Academic Support for LTEL Students

Long-Term English Learners (LTELs) demonstrated significant decline in Mathematics performance on the California School Dashboard. Additional resources are needed to provide targeted instructional support, intervention opportunities, and language development strategies that help LTEL students access grade-level math content.

School Goal 3

Goal: Intervention and Academic Support for Struggling Students

While overall growth has occurred, many students still require additional academic intervention and differentiated instruction to meet grade-level standards in English Language Arts and Mathematics. Increased resources for intervention materials, instructional support, and data-driven progress monitoring are necessary to accelerate student learning.

Needs Assessment - Educational Partner Involvement

Involvement Process for the SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? How did these consultations impact the SPSA?

Name of Group	Date(s)	Input	Impact on SPSA
SSC	09/30/2025, 10/21/2025, 11/18/2025, 01/20/2026, 02/24/2026, 04/14/2026, 05/19/2026	The committee provided feedback on the current actions, need for certain actions, depletion of unneeded actions, and the allotted money.	The SSC approves changes, additions, and deletions. It also helps maintain the fidelity of the school plan and provides overall input that helps our school achieve its goals.
ELAC	01/19/2026, 02/23/2026, 04/14/2026, 05/18/2026	The committee provided feedback on the current actions, need for certain actions, depletion of unneeded actions, and the allotted money with specific attention to our English Language Learners.	ELAC provides input for SSC to approve changes , additions, and deletions to the SPSA.
Other Groups *(click add row)*			

School and Student Performance Data

Student Population

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

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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
962	**81.9%**	**18.7%**	**0.3%**
Total Number of Students enrolled in Desert Ridge Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	180	18.7%
Foster Youth	3	0.3%
Homeless	13	1.4%
Socioeconomically Disadvantaged	788	81.9%
Students with Disabilities	145	15.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	13	1.4%
American Indian	2	0.2%
Asian	9	0.9%
Filipino	7	0.7%
Hispanic	815	84.7%
Two or More Races	6	0.6%
Pacific Islander	3	0.3%
White	81	8.4%

Note: This data is typically released in the Fall of each year. The data is sourced from and can be reviewed at https://www.caschooldashboard.org/#/Home (search school or LEA and select the appropriate dashboard section).

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.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Red	**Suspension Rate** Orange
Mathematics Orange		
English Learner Progress Yellow		

Note: This data is typically released in the Fall of each year. The data is sourced from and can be reviewed at https://www.caschooldashboard.org/#/Home (search school or LEA and select the appropriate dashboard section).

Comprehensive Needs Assessment

Goal 1 – Student Group Data Analysis

English Language Arts

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	3	0	0

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Orange	Red
45.5 points below standard	73.5 points below standard	135.4 points below standard
Increased 27 points	Increased 20.4 points	Maintained -0.9 points
904 Students	297 Students	122 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	131.8 points below standard	56.5 points below standard
5 Students	Maintained 1.6 points	Increased 26.3 points
	18 Students	746 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
126.3 points below standard	80.2 points below standard	Fewer than 11 students - No Data for Privacy
Increased 22.8 points	Increased 40.9 points	2 Students
144 Students	13 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	49.2 points below standard
6 Students	7 Students	Increased 25.9 points
		766 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	35.9 points below standard
6 Students	2 Students	Increased 10.2 points
		77 Students

School and Student Performance Data

Goal 1 – Grade Level Data Analysis
English Language Arts/Literacy (All Students)

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	12.07	9.93	14.60	48.30	47.95	49.27	39.63	42.12	36.13
Grade 7	7.29	9.73	16.19	63.22	53.10	53.33	29.48	37.17	30.48
Grade 8	12.08	8.88	13.73	50.45	45.27	50.15	37.46	45.86	36.12
All Grades	10.48	9.49	14.83	54.02	48.81	50.97	35.50	41.69	34.20

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	6.81	5.48	16.06	40.87	40.41	42.34	52.32	54.11	41.61
Grade 7	7.90	6.82	13.38	45.90	39.76	42.99	46.20	53.41	43.63
Grade 8	8.76	4.14	6.27	48.04	36.98	47.46	43.20	58.88	46.27
All Grades	7.83	5.48	11.59	44.96	38.99	44.42	47.20	55.53	43.99

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	8.98	9.25	12.04	73.68	65.75	68.98	17.34	25.00	18.98
Grade 7	7.60	7.94	11.11	72.64	69.12	66.03	19.76	22.94	22.86
Grade 8	11.18	8.58	9.25	70.09	66.86	67.46	18.73	24.56	23.28
All Grades	9.26	8.56	10.71	72.13	67.32	67.42	18.62	24.12	21.86

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	10.43	11.30	15.27	64.11	56.51	62.18	25.46	32.19	22.55
Grade 7	12.16	10.85	13.02	60.18	57.48	61.59	27.66	31.67	25.40
Grade 8	12.05	7.69	11.34	63.55	63.31	62.39	24.40	28.99	26.27
All Grades	11.55	9.89	13.08	62.61	59.22	62.05	25.84	30.90	24.86

School and Student Performance Data

Goal 1 - i-Ready Data Analysis
English Language Arts

ELA Overall Placement (%)

	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or more grade levels below
Kinder	0%	0%	0%	0%	0%
1st	0%	0%	0%	0%	0%
2nd	0%	0%	0%	0%	0%
3rd	0%	0%	0%	0%	0%
4th	0%	0%	0%	0%	0%
5th	0%	0%	0%	0%	0%
6th	24.0%	13.0%	17.0%	9.0%	37.0%
7th	26.0%	12.0%	15.0%	10.0%	38.0%
8th	18.0%	14.0%	19.0%	6.0%	43.0%
9th	0%	0%	0%	0%	0%
10th	0%	0%	0%	0%	0%
11th	0%	0%	0%	0%	0%
12th	0%	0%	0%	0%	0%

ELA Overall Placement by Domain (%)

	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or more grade levels below
Phonological Awareness (PA)	100.0%	0.0%	0.0%	0.0%	0.0%
Phonics (PH)	86.0%	0.0%	0.0%	0.0%	14.0%
High-Frequency Words (HFW)	95.0%	0.0%	0.0%	0.0%	5.0%
Vocabulary (VOC)	27.0%	12.0%	18.0%	10.0%	33.0%
Comprehension: Overall (COMP)	21.0%	13.0%	15.0%	8.0%	42.0%
Literature (LIT)	23.0%	12.0%	17.0%	8.0%	41.0%
Informational Text (INFO)	21.0%	12.0%	16.0%	8.0%	43.0%

ELA EL Placement (%)

	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or more grade levels below
Kinder	0%	0%	0%	0%	0%
1st	0%	0%	0%	0%	0%
2nd	0%	0%	0%	0%	0%
3rd	0%	0%	0%	0%	0%
4th	0%	0%	0%	0%	0%

5th	0%	0%	0%	0%	0%
6th	2.0%	4.0%	6.0%	10.0%	77.0%
7th	0.0%	2.0%	0.0%	13.0%	85.0%
8th	4.0%	0.0%	4.0%	6.0%	86.0%
9th	0%	0%	0%	0%	0%
10th	0%	0%	0%	0%	0%
11th	0%	0%	0%	0%	0%
12th	0%	0%	0%	0%	0%

ELA EL Placement by Domain (%)

	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or more grade levels below
Phonological Awareness (PA)	100.0%	0.0%	0.0%	0.0%	0.0%
Phonics (PH)	62.0%	0.0%	0.0%	0.0%	38.0%
High-Frequency Words (HFW)	84.0%	0.0%	0.0%	0.0%	16.0%
Vocabulary (VOC)	3.0%	5.0%	9.0%	12.0%	71.0%
Literature (LIT)	4.0%	1.0%	6.0%	9.0%	80.0%
Informational Text (INFO)	1.0%	1.0%	7.0%	8.0%	84.0%

School and Student Performance Data

Goal 1 – Student Group Data Analysis
Mathematics

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

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	4	0	0	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	Red
104.5 points below standard	130.5 points below standard	189.8 points below standard
Increased 12.8 points	Increased 9.9 points	Declined 11.5 points
902 Students	297 Students	120 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	189 points below standard	113.6 points below standard
5 Students	Declined 7.4 points	Increased 11.6 points
	18 Students	743 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
176.8 points below standard	164.5 points below standard	Fewer than 11 students - No Data for Privacy
Increased 11.8 points	Declined 9.7 points	2 Students
143 Students	13 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	107.5 points below standard
8 Students	7 Students	Increased 13 points
		763 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	95.9 points below standard
6 Students	2 Students	Maintained -2.9 points
		76 Students

School and Student Performance Data

Goal 1 – Grade Level Data Analysis
Mathematics (All Students)

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	7.06	7.43	7.66	41.10	40.88	44.53	51.84	51.69	47.81
Grade 7	2.42	2.63	8.95	45.02	41.81	43.45	52.57	55.56	47.60
Grade 8	5.99	3.24	4.80	41.62	47.06	47.45	52.40	49.71	47.75
All Grades	5.15	4.29	7.07	42.58	43.35	45.22	52.27	52.35	47.72

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	7.36	5.74	10.95	53.99	56.42	52.19	38.65	37.84	36.86
Grade 7	4.83	1.75	7.67	55.59	58.48	52.72	39.58	39.77	39.62
Grade 8	5.39	3.24	2.70	50.90	56.76	49.55	43.71	40.00	47.75
All Grades	5.85	3.48	6.85	53.48	57.26	51.41	40.67	39.26	41.74

School and Student Performance Data

Goal 1 - i-Ready Data Analysis
Mathematics

Math Overall Placement (%)

	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or more grade levels below
Kinder	0%	0%	0%	0%	0%
1st	0%	0%	0%	0%	0%
2nd	0%	0%	0%	0%	0%
3rd	0%	0%	0%	0%	0%
4th	0%	0%	0%	0%	0%
5th	0%	0%	0%	0%	0%
6th	20.0%	21.0%	24.0%	10.0%	24.0%
7th	11.0%	15.0%	20.0%	13.0%	41.0%
8th	10.0%	9.0%	20.0%	8.0%	54.0%
9th	0%	0%	0%	0%	0%
10th	0%	0%	0%	0%	0%

11th	0%	0%	0%	0%	0%
12th	0%	0%	0%	0%	0%

Math Overall Placement by Domain (%)

	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or more grade levels below
Number and Operations (NO)	18.0%	13.0%	22.0%	11.0%	35.0%
Algebra and Algebraic Thinking (ALG)	15.0%	13.0%	21.0%	11.0%	40.0%
Measurement and Data (MS)	22.0%	10.0%	21.0%	10.0%	37.0%
Geometry (GEO)	15.0%	12.0%	21.0%	11.0%	41.0%

Math EL Placement (%)

	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or more grade levels below
Kinder	0%	0%	0%	0%	0%
1st	0%	0%	0%	0%	0%
2nd	0%	0%	0%	0%	0%
3rd	0%	0%	0%	0%	0%
4th	0%	0%	0%	0%	0%
5th	0%	0%	0%	0%	0%
6th	2.0%	4.0%	23.0%	17.0%	54.0%
7th	2.0%	2.0%	9.0%	15.0%	72.0%
8th	5.0%	0.0%	9.0%	7.0%	79.0%
9th	0%	0%	0%	0%	0%
10th	0%	0%	0%	0%	0%
11th	0%	0%	0%	0%	0%
12th	0%	0%	0%	0%	0%

Math EL Placement by Domain (%)

	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or more grade levels below
Number and Operations (NO)	5.0%	3.0%	13.0%	18.0%	61.0%
Algebra and Algebraic Thinking (ALG)	3.0%	5.0%	18.0%	11.0%	64.0%
Measurement and Data (MS)	4.0%	2.0%	19.0%	12.0%	63.0%
Geometry (GEO)	2.0%	4.0%	13.0%	14.0%	66.0%

School and Student Performance Data

Goal 1 – Data Analysis
ELPAC

English Learner Progress

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

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Yellow	Yellow
43.8 making progress.	44.9 making progress.
Number of students: 162 Students	Number of students: 118 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
18.1%	38.1%	0.6%	43.1%

Note: This data is typically released in the Fall of each year. The data is sourced from and can be reviewed at https://www.caschooldashboard.org/#/Home (search school or LEA and select the appropriate dashboard section).

School and Student Performance Data

Goal 1 - Data Analysis
ELPAC

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	19.72	8.96	10.71	35.21	32.84	41.07	32.39	37.31	19.64	12.68	20.90	28.57	71	67	56
7	34.52	12.12	11.29	27.38	30.30	33.87	27.38	28.79	37.10	10.71	28.79	17.74	84	66	62
8	33.33	18.46	15.79	32.05	44.62	24.56	24.36	23.08	35.09	10.26	13.85	24.56	78	65	57
All Grades	29.61	13.13	12.57	31.33	35.86	33.14	27.90	29.80	30.86	11.16	21.21	23.43	233	198	175

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	42.25	28.36	30.36	38.03	44.78	33.93	11.27	11.94	10.71	8.45	14.93	25.00	71	67	56
7	46.43	30.30	24.19	35.71	27.27	45.16	9.52	24.24	17.74	8.33	18.18	12.90	84	66	62
8	43.59	35.38	28.07	35.90	46.15	28.07	11.54	9.23	21.05	8.97	9.23	22.81	78	65	57
All Grades	44.21	31.31	27.43	36.48	39.39	36.00	10.73	15.15	16.57	8.58	14.14	20.00	233	198	175

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	7.04	2.99	5.36	26.76	16.42	21.43	30.99	29.85	32.14	35.21	50.75	41.07	71	67	56
7	15.48	1.52	3.23	28.57	19.70	16.13	25.00	27.27	45.16	30.95	51.52	35.48	84	66	62
8	11.54	7.69	1.75	26.92	21.54	17.54	42.31	38.46	42.11	19.23	32.31	38.60	78	65	57
All Grades	11.59	4.04	3.43	27.47	19.19	18.29	32.62	31.82	40.00	28.33	44.95	38.29	233	198	175

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	25.35	8.96	21.43	63.38	58.21	42.86	11.27	32.84	35.71	71	67	56
7	13.10	15.15	8.06	72.62	48.48	56.45	14.29	36.36	35.48	84	66	62
8	17.95	20.00	15.79	60.26	56.92	54.39	21.79	23.08	29.82	78	65	57
All Grades	18.45	14.65	14.86	65.67	54.55	51.43	15.88	30.81	33.71	233	198	175

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	56.34	61.19	51.85	39.44	29.85	25.93	4.23	8.96	22.22	71	67	54
7	69.51	57.58	77.05	24.39	30.30	11.48	6.10	12.12	11.48	82	66	61
8	78.95	76.56	57.89	14.47	15.63	26.32	6.58	7.81	15.79	76	64	57
All Grades	68.56	64.97	62.79	25.76	25.38	20.93	5.68	9.64	16.28	229	197	172

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	11.27	4.48	14.29	35.21	29.85	21.43	53.52	65.67	64.29	71	67	56
7	20.24	4.62	3.23	33.33	35.38	40.32	46.43	60.00	56.45	84	65	62
8	23.08	12.31	7.02	32.05	40.00	29.82	44.87	47.69	63.16	78	65	57
All Grades	18.45	7.11	8.00	33.48	35.03	30.86	48.07	57.87	61.14	233	197	175

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	23.94	14.93	10.71	64.79	56.72	66.07	11.27	28.36	23.21	71	67	56
7	18.29	7.58	3.23	69.51	78.79	85.48	12.20	13.64	11.29	82	66	62
8	5.13	4.62	1.75	83.33	81.54	80.70	11.54	13.85	17.54	78	65	57
All Grades	15.58	9.09	5.14	72.73	72.22	77.71	11.69	18.69	17.14	231	198	175

Comprehensive Needs Assessment

Goal 1 - i-Ready Data Analysis – English Learners
English Language Arts

ELA Overall Placement (%)

	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or more grade levels below
Kinder	0%	0%	0%	0%	0%
1st	0%	0%	0%	0%	0%
2nd	0%	0%	0%	0%	0%
3rd	0%	0%	0%	0%	0%
4th	0%	0%	0%	0%	0%
5th	0%	0%	0%	0%	0%

6th	2.0%	5.0%	11.0%	8.0%	74.0%
7th	0.0%	0.0%	6.0%	13.0%	81.0%
8th	2.0%	5.0%	6.0%	5.0%	82.0%
9th	0%	0%	0%	0%	0%
10th	0%	0%	0%	0%	0%
11th	0%	0%	0%	0%	0%
12th	0%	0%	0%	0%	0%

ELA Overall Placement by Domain (%)

	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or more grade levels below
Phonological Awareness (PA)	97.0%	0.0%	0.0%	0.0%	3.0%
Phonics (PH)	63.0%	0.0%	0.0%	0.0%	37.0%
High-Frequency Words (HFW)	87.0%	0.0%	0.0%	0.0%	13.0%
Vocabulary (VOC)	2.0%	8.0%	9.0%	9.0%	72.0%
Literature (LIT)	3.0%	2.0%	6.0%	12.0%	77.0%
Informational Text (INFO)	2.0%	1.0%	6.0%	10.0%	81.0%

Goal 1 - i-Ready Data Analysis – English Learners Mathematics

Math Overall Placement (%)

	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or more grade levels below
Kinder	0%	0%	0%	0%	0%
1st	0%	0%	0%	0%	0%
2nd	0%	0%	0%	0%	0%
3rd	0%	0%	0%	0%	0%
4th	0%	0%	0%	0%	0%
5th	0%	0%	0%	0%	0%
6th	0.0%	8.0%	26.0%	20.0%	46.0%
7th	0.0%	2.0%	6.0%	14.0%	78.0%
8th	0.0%	2.0%	8.0%	10.0%	81.0%
9th	0%	0%	0%	0%	0%
10th	0%	0%	0%	0%	0%
11th	0%	0%	0%	0%	0%
12th	0%	0%	0%	0%	0%

Math Overall Placement by Domain (%)

	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or more grade levels below
Number and Operations (NO)	3.0%	3.0%	17.0%	17.0%	60.0%

Algebra and Algebraic Thinking (ALG)	1.0%	3.0%	17.0%	14.0%	65.0%
Measurement and Data (MS)	2.0%	5.0%	19.0%	9.0%	65.0%
Geometry (GEO)	1.0%	2.0%	15.0%	11.0%	72.0%

Goal 1 – Data Analysis

	Strengths	Needs
ELA Overall Analysis	Increase in Comprehension Skills Overall. Increase in students from Yellow to Green (3% increase). Students in the Red decreased by 3% in all three grades.	Students comprehending Informational Text is a major need with over half the students in the Red.
Math Overall Analysis	In 6th grade, students in the Green/Blue were at 13% on the Fall assessment and 20% on the Winter assessment, an increase of 7%. Seventh grade had an overall increase of 3%. Eighth grade showed an 8% increase in the Green/Blue category.	Students in the Red still absorb 38% of our overall population. The Foster Youth subgroup is at 71% in Red showing no growth between the Fall and Winter assessment.
English Learner Performance/ELPAC	On the 24-25 ELPAC overall data, there was a 3% increase in students moving from level 3 to level 4.	On the 24-25 ELPAC overall data, there was no change in our numbers of students in Level 1 or 2. There needs to be a focus on integrated ELD instruction in all classrooms.
English Learners/ELA	There is no strengths in this category. On the 24-25 CAASPP for ELA learners in ELA, there was a 7% decrease of our ELL in ELA.	On the 24-25 CAASPP for ELA learners, there was a 7% increase in the number of Standards Not Met. There needs to be a focus on integrated ELD instruction in all classrooms.
English Learners/Math	There are no strengths in this category. On the 24-25 CAASPP, 10% of our ELL students in ELA, and 10% of our ELL students in Math.	On the 24-25 CAASPP, 90% of our ELL students are in the Standards Not Met category. There needs to be a deeper focus on integrated ELD instruction in all classrooms and the math curriculum.

School and Student Performance Data

Goal 2 – Data Analysis
College and Career Indicator

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

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 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

Note: This data is typically released in the Fall of each year. The data is sourced from and can be reviewed at https://www.caschooldashboard.org/#/Home (search school or LEA and select the appropriate dashboard section).

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Note: This data is typically released in the Fall of each year. The data is sourced from and can be reviewed at https://www.caschooldashboard.org/#/Home (search school or LEA and select the appropriate dashboard section).

School and Student Performance Data

Goal 2 – Data Analysis

	Strengths	Needs
AVID Program Implementation (elementary, middle, high)	Every student is provided an agenda to assist in organization of learning. Students are offered AVID as an elective in all three grade levels.	55% of the staff need to be trained/retrained in the AVID strategies. Teachers need to apply AVID strategies in classroom instruction.
Other College/Career Readiness programs – Implementation & impact (CTE, STEM, art, music, coding, etc.) (elementary, middle, high schools)	AVID students had two opportunities to visit various universities.	There needs to be a focus on college and career readiness involving community members to showcase local businesses for career opportunities.
AVID Student performance on CAASPP/iReady compared to non-AVID students (middle, high schools)	No strengths. AVID and AVID EXCEL students are being outperformed by non-AVID students across the board.	55% of the staff need to be trained/retrained in the AVID strategies. Teachers need to apply AVID strategies in classroom instruction. Professional development in Principal-Directed meetings. There also needs to be a focus on integrated ELD instruction.
Percentage of 8th graders receiving a C or better in CORE ELA, Math, Science, Social Science (middle school only)	83% of eighth grader received a C or better in CORE ELA, Math, Science, Social Science.	Teachers need to deepen their instructional strategies to meet the needs of low performance students.
Access to Honors AP and College Courses (middle & high school)	Students have access to Compacted Math classes to prepare for high school Math.	Staff needs to collaborate with our feeder high school to align expectations to support students in advanced learning.
Graduation Rate (HS only)	NA	NA
College & Career Indicator (HS only)	NA	NA

School and Student Performance Data

Goal 3 - Data Analysis
Chronic Absenteeism

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

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Red	Red	Red
32.1% Chronically Absent	42.1% Chronically Absent	43.6% Chronically Absent
Increased 3.9	Increased 7.8	Increased 7.5
1005 Students	195 Students	133 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
50% Chronically Absent	64% Chronically Absent	35.3% Chronically Absent
Declined 7.1	Increased 16.9	Increased 4.2
12 Students	25 Students	834 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
39.6% Chronically Absent	28.6% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 2.3	Increased 17.5	2 Students
159 Students	14 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	33.5% Chronically Absent
9 Students	7 Students	Increased 4
		856 Students

Two or More Races	Pacific Islander	White
Red	No Performance Color	Red
25% Chronically Absent	Fewer than 11 students - No Data for Privacy	25.6% Chronically Absent
Increased 0.6	3 Students	Increased 4.7
32 Students		82 Students

Note: This data is typically released in the Fall of each year. The data is sourced from and can be reviewed at https://www.caschooldashboard.org/#/Home (search school or LEA and select the appropriate dashboard section).

School and Student Performance Data

Goal 3 – Data Analysis
Suspension Rate

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

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

Red

Orange

Yellow

Green

Blue

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	7	0	0	0

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	Orange
4.9% suspended at least one day	4.1% suspended at least one day	6% suspended at least one day
Increased 3.4%	Increased 2.6%	Increased 4%
1021 Students	196 Students	133 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
23.1% suspended at least one day	7.4% suspended at least one day	5.4% suspended at least one day
Increased 16.8%	Increased 1.9%	Increased 3.8%
13 Students	27 Students	849 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
6.9% suspended at least one day	18.8% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 4.4%	Increased 8.2%	2 Students
160 Students	16 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	4.3% suspended at least one day
9 Students	7 Students	Increased 2.7%
		869 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Orange
6.3% suspended at least one day	Fewer than 11 students - No Data for Privacy	9.6% suspended at least one day
Increased 6.3%	3 Students	Increased 8.5%
32 Students		83 Students

Note: This data is typically released in the Fall of each year. The data is sourced from and can be reviewed at https://www.caschooldashboard.org/#/Home (search school or LEA and select the appropriate dashboard section).

School and Student Performance Data

Goal 3 – Data Analysis

	Strengths	Needs
Chronic Absenteeism	There was an increase from 2.4 to 3.9% of students having no absences.	The number of students chronically absent increased. We need to find ways to motivate students and parents to come to school.
Suspension	No strength. Suspension rates have increased over the past years.	More Tier I, II, and III supports need to be implemented.
Panorama Survey Results - Students	Greatest increases were in Growth Mindset and School Climate.	Lowest increases were in School Safety and Self-Efficacy.
Panorama Survey Results - Family	Communication between school and home increased.	Parent participation was very low. Parent engagement and school safety need attention.
Panorama Survey Results - Staff	Greatest increase was in staff-family relationships with a 7% increase.	Sense of Belonging had an 18% decrease.
Local data points to consider: Examples may include RFAs, ATS recidivism, Tier 2/3 exit, etc.	Fewer RFAs.	More Tier I, II, and III supports need to be implemented.

Goals, Actions, & Services

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

LEA/LCAP Goal

All students will demonstrate growth as measured by federal, state, and district assessments.

School Goal 1

The percentage of students meeting or exceeding standards in English Language Arts (ELA) and Mathematics will increase by 33%, as measured by the CAASPP, with a focus on narrowing the achievement gap for all student groups.

Identified Need

Our school identifies a critical need for collaborative structures and professional development experiences to address achievement gaps in ELA and Math specifically EL students, LTEL students, Student with Disabilities, and EL Students with Disabilities. We require dedicated time and personnel to implement a robust MTSS framework, ensure equitable access to supplemental resources and technology for 950 students, and provide intensive linguistic support for our Newcomer and EL populations to ensure all students meet state standards.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (2023-24)	Year 2 Outcome 2024-25	Year 2 Outcome 2025-26 To be Completed During 2027-28 SPSA Development	Desired Outcome 2026-27
Academic Indicator ELA: Distance from Standard	Improve ELA CAASPP scores by 5 points (CA Dashboard) ALL- 72.5 DFS EL-94.0 DFS SWD-149 DFS SED-82.8 DFS	ELA CAASPP ALL- 45.5 DFS EL-73.5 DFS SWD-126.3 DFS SED-56.5 DFS		Improve ELA CAASPP scores by: ALL-30.3 DFS (Increase by 15.2 points) EL-49.0 DFS (Increase by 24.5 points) SWD-84.2 DFS (Increase by 42.1 points)

Metric/Indicator	Baseline (2023-24)	Year 2 Outcome 2024-25	Year 2 Outcome 2025-26 To be Completed During 2027-28 SPSA Development	Desired Outcome 2026-27
				SED-37.6 DFS (Increase by 18.83 points)
Academic Indicator Math: Distance from Standard	Improve Math CAASPP scores by 5 points (CA Dashboard) ALL-109.3 DFS EL-135 DFS SWD-184.1 DFS SED-120.2 DFS	Math CAASPP ALL- 104.5 DFS EL- 130.5 DFS SWD- 176.8 DFS SED- 113.6 DFS		Improve Math CAASPP scores by: ALL- 69.7 DFS (Increase by 34.8 points) EL- 87 DFS (Increase by 43.5 points) SWD- 117.9 DFS (Increase by 58.9 points) SED- DFS 75.7 (Increase by 37.9 points)
Academic Indicator ELPAC: Percentage of students reclassifying per school year	Current 2025 - 2026 ELPAC scores: Reclassification Rate (RFEP) for 2025-26: 17.9% *162 students (54 8th; 51 7th; 57 6th) 29 students reclassified (6 6th; 8 7th; 15 8th)	N/A	N/A	Increase reclassification Rate (RFEP) for 2026-27 to 20% *184 projected ELL students (81 incoming 6th graders; 55 7th; 48 8th) = 37 students reclassified

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action 1

Certificated staff will attend professional development funded by the site to help further our goals for student achievement. Funding will cover travel & conference expenses and guest teachers. Staff will attend AVID, PLC & Solution Tree conference, CABE, DLI, Model Schools, Innovative Schools Summit, Learning Forward, Project-Based Learning, Co-Teaching Models, Coaching Conferences, and Plain Talk conferences during the 2026/2027	Title I 5000-5999: Services And Other Operating Expenditures 8000
	LCFF - SC 5000-5999: Services And Other Operating Expenditures

school year to narrow the achievement gap and stay current with research-based, first-best instruction.	30481

Action 2

Provide full sub days for grade-level or department teams/teachers to unpack and review essential standards, plan cohesive instruction, and create short- and long-term goals and plans. Teams will also collect, organize, and review data to identify students in need of intervention and enrichment support, as well as other TIER I and II needs. Each grade level or department will have one full day per quarter for planning.	Title I 1000-1999: Certificated Personnel Salaries 11000

Action 3

Provide Guest Teacher Funding for teacher release time, observations, inhouse instructional rounds, school visits, data planning days, leadership team, PLC's, MTSS, and cognitive lesson planning using a variety of protocols to increase academic achievement.	Title I 1000-1999: Certificated Personnel Salaries 5000

Action 4

Provide full release days (sub coverage) for Leadership Team (Tier I) and Tier II teams to collect, analyze, and monitor data and develop tiered interventions for SEL, behavior, and academics. Teams will also use this time to review and refine school goals, the MTSS plan, and the SPSA.	Title I 1000-1999: Certificated Personnel Salaries 6000

Action 5

Provide extra duty for Leadership Team (Tier I), Tier II team, and Department Leads to collect, analyze, and monitor data in order to develop and implement tiered interventions for SEL, behavior, and academics. Teams will also use this time to review and refine school goals, MTSS, SPSA, CFA assessments, and core instruction planning.	Title I 1000-1999: Certificated Personnel Salaries 10000

Action 6

Allocate funding to support AVID tutors in implementing program requirements and ensuring alignment with the AVID Secondary Implementation Tool (SIT).	Title I 5000-5999: Services And Other Operating Expenditures 13083

Action 7

Employ an intervention specialist (at-will employee) to provide daily support for ELLs with a focus on literacy support for newcomers, writing, and oral language development. An at-will employee will work five days a week, 6.5 hours per day, 180 days per year.	Title I 1000-1999: Certificated Personnel Salaries 45000

Action 8

Employ an at-will employee to provide intervention support in language arts or math for targeted Tier II students. One at-will employee, 6.5 hours per day, 180 school days.	Title I 1000-1999: Certificated Personnel Salaries 45000

Action 9

Provide research-based supplemental materials to support increased access to core content standards ELA, Math, Social Emotional Learning, technology, music, and art. Supplemental materials include graphic organizers, word study student journals, AVID agendas, AVID binders with pencil pouches and dividers, math manipulatives, basic school supplies/essentials (pencils, paper, colored pencils, markers, crayons, highlighters, erasers, etc). Supplies will support approximately 950 students from sixth through eighth grade.	LCFF - SC None Specified 32122

Action 10

Provide funding to add or replace classroom equipment and supplies to support instruction for all students. Funding will be used to purchase/replace/repair LFDs, Chromebooks, tablets, mice, and headphones. Funding will also cover hardware and software. Supplies will support approximately 950 students from sixth through eighth grade.	LCFF - SC 4000-4999: Books And Supplies 5000

Action 11

Fund educational field trip opportunities, including bussing and entrance fees, to support core content standards in ELA, Math, Science, Social Emotional Learning, technology, social studies, music, and art. Students will attend Acrisure Center, Living Desert, McCallum Theater, Museum of Tolerance, Oak Glenn, Palm Springs Art Museum, Palm Springs Air Museum, Joshua Tree National Park, and college campuses.	LCFF - SC 5000-5999: Services And Other Operating Expenditures 12000

Action 12

Fund the duplication and printing (graphic services) of research-based materials that supplement, enhance, and support students in reaching proficiency in reading, writing, math, and science. Supplies will support approximately 950 students from sixth through eighth grade.	Title I 5000-5999: Services And Other Operating Expenditures 10000

Action 13

Provide extra duty for the Instructional Coach to collect, organize, and review data for teachers, grade levels, and administration. The coach uses the data to organize and oversee daily intervention and enrichment programs during the day and after school. The coach will utilize this extra duty to plan coaching cycles with teams and individual teachers.	Title I 1000-1999: Certificated Personnel Salaries 7500

Action 14

Provide extra duty for the Middle School Facilitator to collect, organize, and review data for teachers, grade levels, and administration. The facilitator uses the data to organize and oversee daily intervention and enrichment programs during the day and after school. The facilitator will utilize this extra duty to plan coaching cycles with teams and individual teachers.	LCFF - SC 1000-1999: Certificated Personnel Salaries 7500

Action 15

Provide extra duty for the counselors to create the master schedule and create student schedules. Counselors will use data to determine appropriate students grouping with special attention ELA, Math, EL, and SPED.	LCFF - SC 1000-1999: Certificated Personnel Salaries 14000

Action 16

Provide funding to add and/or replace books, materials, and supplies for school or classroom libraries. The materials include complimentary core literature books, leveled readers, multicultural awareness books, socio-emotional awareness books, etc.	LCFF - SC 4000-4999: Books And Supplies 3000

Action 17

Fund a limited term Bilingual Community Tech to help support our parents of EL Learners' access school information to help them be more informed. This position will help inform parents about the importance of attendance and being involved with the school. The position is an eight hour, 45 day employee.	LCFF - SC 2000-2999: Classified Personnel Salaries 15000

Goals, Actions, & Services

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

LEA/LCAP Goal

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

School Goal 2

To reduce the Chronic Absenteeism rate by 33.3% (one-third) from the 2025-2026 baseline, ensuring all students—particularly those in high-risk subgroups—maintain the consistent attendance necessary for high school, post-secondary education, and career readiness.

Identified Need

To reach our goal of reducing chronic absenteeism by 1/3, our school identifies a critical need to re-engage students through positive incentive systems and high-interest enrichment that builds a sense of belonging. Furthermore, we must bridge the home-school gap by removing socio-economic and linguistic barriers that currently prevent our most vulnerable families from participating in the educational process. Students cannot prepare for a career if they are not physically present to engage with the curriculum.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (2023-24)	Year 2 Outcome 2024-25	Year 2 Outcome 2025-26 To be Completed During 2027-28 SPSA Development	Desired Outcome 2026-27
Chronic Absenteeism	Improve ALL Student Groups Chronically Absent Rate by 5% (California Dashboard) All - Current Dashboard 38.8% improve to 33.8% EL-Current Dashboard 43.3% improve to 38.4% SWD -Current Dashboard 48.11% improve to 43.1%	Improve ALL Student Groups Chronically Absent Rate (California Dashboard) All - Current Dashboard 32.1% (increased by 3.9%) EL-Current Dashboard 42.1% (increased by 7.8%) SWD -Current Dashboard 39.6% (increased by 2.3%)		Decrease school-wide chronic absenteeism (California Dashboard) All - decrease from 32.1% to 21.4% EL- decrease from 42.1% to 28.1% SWD - decrease from 39.6% to 26.4%

Metric/Indicator	Baseline (2023-24)	Year 2 Outcome 2024-25	Year 2 Outcome 2025-26 To be Completed During 2027-28 SPSA Development	Desired Outcome 2026-27
	SED -Current Dashboard 42.1% improve to 37.1%	SED -Current Dashboard 35.3% (increased by 4.2%)		SED - decrease from 35.3% to 23.5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action 1

Funding for school-wide attendance reward program to decrease our chronic absenteeism rate for all subgroups. Funding will support school store and award recognitions.	LCFF - SC 4000-4999: Books And Supplies 2500

Action 2

Provide enrichment opportunities (i.e assemblies, guest speakers) for all students, including AVID, GATE, and DLI. Funding will cover guest teachers, guest speaker fees, and assembly fees.	LCFF - SC 5000-5999: Services And Other Operating Expenditures 2000
	LCFF - SC 4000-4999: Books And Supplies 1000

Action 3

Enhance parent involvement by providing workshops, training sessions, and student enrichment opportunities that support academic success. Cover expenses for trainers, materials, child care, and refreshments to ensure accessibility. Allocate extra duty hours for interpretation, translation, and additional support before, during, and after school. Offer activities that foster strong home-school connections and actively engage parents in their children's education.	LCFF - SC 5000-5999: Services And Other Operating Expenditures 2000
	LCFF - SC 4000-4999: Books And Supplies 2000

Goals, Actions, & Services

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

LEA/LCAP Goal

All students will develop and consistently demonstrate responsible, respectful, and ethical behavior in a safe, clean, and orderly environment.

School Goal 3

We will reduce the total suspension rate by 33.3% (one-third) from the 2025-2026 baseline, with a primary focus on decreasing disproportionate disciplinary actions for unduplicated student groups and increasing the use of restorative alternatives.

Identified Need

To ensure a safe, clean, and orderly environment, our school identifies a critical need for augmented supervision and security personnel to manage campus climate and investigate incidents thoroughly. Furthermore, there is a need to maintain and modernize safety equipment (communication and traffic tools) and provide dedicated custodial support for after-school community events to maintain facility standards and foster a sense of campus pride and safety for students and families.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (2023-24)	Year 2 Outcome 2024-25	Year 2 Outcome 2025-26 To be Completed During 2027-28 SPSA Development	Desired Outcome 2026-27
Suspension Rate	Decrease ALL Student Groups Suspension Rate by 2% (California Dashboard) All - Current Dashboard 6.4% EL-Current Dashboard 5.3% SWD -Current Dashboard 6.5% SED -Current Dashboard 6.8%	Decrease ALL Student Groups Suspension Rate (California Dashboard) All = 4.9% suspended at least 1 day (increased 3.4%) EL = 4.1% suspended at least 1 day (increased 2.6%) SWD = 6.9% suspended at least 1 day (increased 4.4%)		Decrease Schoolwide Suspension Rate (California Dashboard) All = decrease from 4.9% to 3.3% (decrease by 1.6%) EL = decrease from 4.1% to 2.7% (decrease by 1.4%) SWD = decrease from 6.9% to 4.6% (decrease by 2.3%)

Metric/Indicator	Baseline (2023-24)	Year 2 Outcome 2024-25	Year 2 Outcome 2025-26 To be Completed During 2027-28 SPSA Development	Desired Outcome 2026-27
		SED = 5.4% suspended at least 1 day (increased 3.8%)		SED = decrease from 5.4% to 3.6% (decrease by 1.8%)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action 1

Provide extra duty hours and/or additional School Site Monitors to maintain a safe school campus. Site monitors work 3.75 hours a day for 180 days.	LCFF - SC 2000-2999: Classified Personnel Salaries 43000

Action 2

Allocate extra duty funds to security personnel to support investigations and reports outside regular work hours, as well as to provide supervision before and after school events, including school events, parent workshops, and awards nights.	LCFF - SC 2000-2999: Classified Personnel Salaries 2500

Action 3

Funding for school safety. Funding will be used to purchase/replace walkie-talkies, traffic-control signage, safety cones, safety vests, cooling clothes, and other necessary items.	LCFF - SC 4000-4999: Books And Supplies 5000

Action 4

Provide extra duty funding for custodians to ensure a clean, safe, and fully functional school campus. Provide custodial support for parent workshops.	LCFF - SC 2000-2999: Classified Personnel Salaries 2500

Action 5

Employ an at-will employee to provide intervention support in language arts and SEL support for targeted students. One at-will employee, 6.5 hours per day, 180 school days.	LCFF - SC 1000-1999: Certificated Personnel Salaries 45,000

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and **will be performed as a centralized service**. Note: the total amount for each categorical program must be aligned with the Consolidated Application.

Actions to be Taken to Reach This Goal	Estimated Cost	Funding Source (itemize for each source)
Professional Development and Teacher Support	9144 **Total Estimated Cost**: 9,144	Title I
District ELA Project Facilitator	17763 **Total Estimated Cost**: 17,763	Title I
District Math Project Facilitator	17981 **Total Estimated Cost**: 17,981	Title I
Site Instructional Coach	68135 **Total Estimated Cost**: 68,135	Title I
Preschool to Elementary Transition	7797 **Total Estimated Cost**: 7,797	Title I
Budget Support	1199 **Total Estimated Cost**: 1,199	Title I
SFPO Project Facilitator	12912 **Total Estimated Cost**: 12,912	Title I
Coordinator of Equity, Diversity, and Parent & Family Engagement	8530 **Total Estimated Cost**: 8,530	Title I

Actions to be Taken to Reach This Goal	Estimated Cost	Funding Source (itemize for each source)
Foster and McKinney-Vento Liaison	3210 **Total Estimated Cost**: 3,210	Title I

Total Cost For All Actions: 146,671

Note: Centralized services may include the following direct services:

- *Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After–School and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized services do not include administrative costs.

Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	160,583	0.00
LCFF - SC	226,603	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - SC	226,603.00
Title I	160,583.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - SC	66,500.00
2000-2999: Classified Personnel Salaries	LCFF - SC	63,000.00
4000-4999: Books And Supplies	LCFF - SC	18,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - SC	46,481.00
None Specified	LCFF - SC	32,122.00
1000-1999: Certificated Personnel Salaries	Title I	129,500.00
5000-5999: Services And Other Operating Expenditures	Title I	31,083.00

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:

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

2. 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.

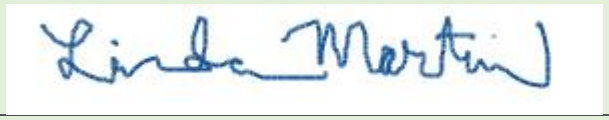
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Select from:

State Compensatory Education Advisory Committee

English Learner Advisory Committee

Other: School Site Council (SSC)

[Enter name of consulted group or committee]	[Signature of authorized person]
Principal - Craig Christensen	
SSC - Michelle Mendizabal	
SSC Teacher - Linda Martin	
SSC Teacher - Heidi Moore	
SSC Parent - Felicitas Hayes	
SSC Parent - Alexaundria Munoz	
ELAC chairperson - Norma Cervantes	

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on:April 14, 2026.

Attested:

Craig Christensen _____ _____ _____

Typed name of school principal	Signature of school principal	Date
Michelle Mendizabal		
Typed name of SSC chairperson	Signature of SSC chairperson	Date
Norma Cervantes		
Typed name of ELAC chairperson	Signature of ELAC Chairperson	Date

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent/ Community Member or Students (only HS may have students)
Craig Christensen	X			
Michelle Mendizabal			X	
Gidion Murell		X		
Julie Giem-Mathews		X		
Heidi Moore		X		
Linda Martin		X		
Alexaundria Munoz				X
Esme Greiner				X
Felicitas Hayes				X
Marlyn Sanchez				X
Lindsey Moreno-Zaragoza				X
Denise Bojorquez				X
Numbers of members of each category:	**1**	**4**	**1**	**6**