School Year: **2025-26**

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Stevenson Ranch Elementary	19-64832-6113047	April 28, 2025	May 13, 2025

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

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

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

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

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

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

Plan Description

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

The 2025-26 Single Plan for School Achievement, Stevenson Ranch Elementary (SRE) has four site-based goals that we will be focusing on in order to ensure student growth. Our first goal deals with academic achievement and other pupil outcomes. At SR, the goal is for all students to demonstrate mastery of grade level academic standards and language proficiency. For this goal, we will be looking at data for the California Dashboard ELA and Math CAASPP scores, our ELPAC and language proficiency levels across all grade levels, district English Language Arts cycle assessments, our math unit assessments for grades kindergarten through second grade and the California Science Assessment for 5th grade. The second goal is around student engagement and school climate. It states that all students will attend school daily, actively participate, and demonstrate a strong sense of connection and belonging. To track this progress we will be looking at our suspension data, our chronic absenteeism data, and results from the 5th grade California Healthy Kids Survey. We will also review data from tier 1 and tier 2 PBIS strategies to measure the effectiveness of our PBIS program. This data will help us understand students who need more social emotional support. The third goal is regarding parental involvement and family engagement. Our goal is to increase parent involvement in school decision making and increase family participation at school events. We will be looking at data from our parent survey on school effectiveness, family attendance at school events, parent attendance at student conferences, and parent involvement in school committees, and will implement strategies to increase parent involvement and participation. The final goal is around basic services, implementation of state standards and access to courses. In order to address this goal, we will be implementing professional development and leadership opportunities for staff.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Stevenson Ranch teachers and administration review student performance data throughout the school year in order to make instructional decisions for Tier 1, 2 and 3 instruction. Both formal and informal assessments are given regularly throughout the year. Ongoing conversations take place during staff meetings regarding student performance and progress. The goals are reviewed and discussed throughout the school year. New goals are developed through discussions with teachers at staff meetings. School Site Council meets regularly throughout the year to discuss ongoing student data. Our English Learner Advisory Committee also meets and discusses student progress. Our site PBIS team meets monthly to discuss student behavior and social emotional needs. Each council is given the opportunity to give input into the goals and strategies for students. The School Site Council reviewed the final School Single Plan on April 28. The plan was then sent to the district office to be Board approved on May 13, 2025.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

According to the California School Dashboard, Stevenson Ranch Elementary does not have any categories that fall within the red or orange performance categories.

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

The indicator for school climate is overall blue. Socioeconomically disadvantaged and white student groups earned yellow, which is 2 levels below.

Other Needs

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

As a site, there are many ways that we look at data to determine appropriate goals for our Single Plan for Student Achievement.

Academically, teachers review and monitor student data though informal observations and common formative assessments within the classroom. These informal observations and assessments are preparing students for our districtwide formative assessments. In mathematics, teachers use Bridges unit assessments for grades kindergarten through fifth and chapter assessments for CPM in grade 6. In ELA, all of our students in grades kindergarten through sixth grade are participating in our district created cycle assessments as well as writing genre assessments. For science, we continue to teach the Next Generation Science Standards using our adopted curriculum. Students are given district assessments in grades 3-6 and students in 5th grade are administered the CAST.

For behavior, our site uses Office Data Referrals to discuss student behavior outcomes. These referrals are reviewed at our monthly PBIS team meetings to discuss target behaviors as well as help the team focus on trouble areas on campus. Currently, we have a high number of referrals that stem from aggression on the playground. To address this, we have reviewed and retaught our expected behaviors through our Positive Behavior & Intervention Supports Team. Additionally, we have spend a lot of time discussing the expected school rules for playground games.

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**
746	**17%**	**8.3%**	**0.1%**
Total Number of Students enrolled in Stevenson Ranch 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	62	8.3%
Foster Youth	1	0.1%
Homeless	2	0.3%
Socioeconomically Disadvantaged	127	17%
Students with Disabilities	68	9.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	19	2.5%
American Indian	1	0.1%
Asian	198	26.5%
Filipino	30	4%
Hispanic	151	20.2%
Two or More Races	71	9.5%
Pacific Islander	0	0.0%
White	249	33.4%

School and Student Performance Data

Overall Performance

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Chronic Absenteeism** Green	**Suspension Rate** Blue
Mathematics Green		
English Learner Progress No Performance Color		

School and Student Performance Data

Academic Performance
English Language Arts

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	3	3

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	No Performance Color
93.3 points above standard	68.5 points above standard	0 Students
Maintained 2.0 points	Declined 11.4 points	
428 Students	27 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Less than 11 Students	Less than 11 Students	74.5 points above standard
1 Student	1 Student	Declined 16.6 points
		82 Students

Students with Disabilities	African American	American Indian
Green	No Performance Color	No Performance Color
21.3 points above standard	66.5 points above standard	Less than 11 Students
Declined 18.6 points	Increased 32.1 points	1 Student
36 Students	12 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Green
121.5 points above standard	115.8 points above standard	67.2 points above standard
Maintained 0.1 points	Increased 4.3 points	Declined 12.5 points
122 Students	19 Students	78 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
90.8 points above standard	0 Students	86.3 points above standard
Maintained 0.9 points		Increased 3.5 points
40 Students		152 Students

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	5	1

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	No Performance Color	No Performance Color
77.8 points above standard	66.7 points above standard	0 Students
Declined 7.4 points	Maintained 0.2 points	
429 Students	28 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
Less than 11 Students	Less than 11 Students	62.4 points above standard
1 Student	1 Student	Declined 20.0 points
		83 Students

Students with Disabilities	African American	American Indian
Green	No Performance Color	No Performance Color
21.2 points above standard	48.3 points above standard	Less than 11 Students
Declined 15.7 points	Increased 28.2 points	1 Student
36 Students	12 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Green
112.4 points above standard	93.7 points above standard	48.4 points above standard
Increased 3.0 points	Declined 15.5 points	Declined 21.2 points
122 Students	19 Students	78 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Green
72.6 points above standard	0 Students	68.3 points above standard
Declined 9.1 points		Declined 5.9 points
40 Students		153 Students

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.

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.

2024 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
No Performance Color	No Performance Color
54.8% making progress.	making progress.
Number Students: 31 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
12.9%	32.3%	29%	25.8%

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	Yellow	No Performance Color
5.8% Chronically Absent	10.5% Chronically Absent	0 Students
Declined 2	Declined 5.5	
787 Students	76 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	11.1% Chronically Absent
1 Student	5 Students	Declined 2.1
		144 Students

Students with Disabilities	African American	American Indian
Green	No Performance Color	No Performance Color
5.4% Chronically Absent	5% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 3.2	Increased 5	1 Student
74 Students	20 Students	

Asian	Filipino	Hispanic
Green	No Performance Color	Green
3.1% Chronically Absent	3.3% Chronically Absent	8.8% Chronically Absent
Declined 1.2	Declined 7.4	Declined 2.8
224 Students	30 Students	159 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Green
6.1% Chronically Absent	0 Students	6.7% Chronically Absent
Maintained 0.1		Declined 2.8
99 Students		254 Students

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	0	5

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Blue	No Performance Color
0.3% suspended at least one day	0% suspended at least one day	0 Students
Maintained 0.1%	Maintained 0%	
799 Students	77 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	0.7% suspended at least one day
1 Student	5 Students	Increased 0.7%
		147 Students

Students with Disabilities	African American	American Indian
Blue	No Performance Color	No Performance Color
0% suspended at least one day	0% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Maintained 0%	Maintained 0%	1 Student
74 Students	21 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Blue
0% suspended at least one day	0% suspended at least one day	0% suspended at least one day
Maintained 0%	Maintained 0%	Maintained 0%
229 Students	31 Students	160 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Yellow
0% suspended at least one day	0 Students	0.8% suspended at least one day
Maintained 0%		Increased 0.4%
102 Students		255 Students

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Achievement and Other Pupil Outcomes
The goal is for all students to demonstrate mastery of grade level academic standards and language proficiency.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: To ensure that all students achieve academic success, fostering a positive and inclusive learning environment

Identified Need

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

Stevenson Ranch Elementary has very strong data in regards to academic achievement and other pupil outcomes. In English Language Arts, our All Students group had a blue indicator rating. All student groups listed in our school also had a green or blue rating. Our focus this year will be to continue to have high expectations for our students to ensure that we either maintain or increase these high academic outcomes. In mathematics, we have an All Student green rating. This is a decrease of 7.4 points from the previous year. Our English Learner progress indicator no longer has a rating as we have fallen below a reporting number of students. As we look at our ELA and math data for our students in grades kindergarten through second, our results show that students are meeting standards. Our last focus is on fifth grade science testing. Last year, we had 79% of our students demonstrate proficiency. As we continue to develop our knowledge of the Next Generation Science Standards, as well as become more familiar with our new district curriculum adoption, our goal is to ensure that at least 85% of our students demonstrate proficiency on the 2025 CAST.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Indicator for English Language Arts:	Overall color ranking: Blue Points from standard: 93.3 points above standard Change from previous year: -2 Points Student groups that performed below the overall school rating: Hispanic: Green Students with Disabilities: Green Socioeconomically Disadvantaged: Green	The school will maintain Blue rating. All students group will increase one performance rating or maintain Blue rating. Socioeconomically Disadvantaged to Blue. Students with Disabilities to Blue. Hispanic to Blue.
California Dashboard Indicator for Mathematics:	Overall color ranking: Green Points from standard: 77.8 points above standard Change from previous year: -7.4 points Student groups that performed below the overall school rating: NONE	The school will increase to Blue rating. All students group will increase one color rating to the Blue performance level.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Indicator for English Language Proficiency	Overall color ranking: No Performance Level Percent of students who maintained a level 4 or increased one ELPI level: 54.8%	All students will increase one ELPI level, or maintain a level 4.
District English Language Arts Cycle Assessments (Kindergarten - 2nd Grade)	Percent Proficient by Cycle Kindergarten: Cycle 1: 94% Cycle 2: 86% Cycle 3: 97% Cycle 4: 97% Cycle 5: First Grade: Cycle 1: 83% Cycle 2: 80% Cycle 3: 84% Cycle 4: 94% Cycle 5: Second Grade: Cycle 1: 88% Cycle 2: 83% Cycle 3: 98% Cycle 4: 89% Cycle 5:	This is a baseline year for these assessments. Goal: School wide performance K-2 to meet or exceed 90% proficiency.
District Mathematics Unit Assessments (Kindergarten-2nd Grade)	Percent Proficient by Unit Kindergarten Unit 2: 89.5% Unit 3: 94.7% Unit 4: 96.1% Unit 5: 100% Unit 6: First Grade Unit 1: 92.7% Unit 2: 88.2% Unit 3: 91.8% Unit 4: 95.4% Unit 5: 98.1% Unit 6: Second Grade Unit 1: 95.1% Unit 2: 95.1% Unit 3: 85.4% Unit 4: 92.7% Unit 5: 95.1% Unit 6:	Each grade level will increase to 95% proficiency or maintain the percentage if already above.
California Science Assessment (CAST)	79% of 5th graders were proficient on the 2024 CAST	85% or more students to be proficient on the 2025 CAST.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Assessments - Grade-level teams will use the district ELA cycle assessments and teacher created common formative assessments throughout the school year to identify areas of need and strengths. This data is then used to form flexible, targeted groups for instruction. On-going data is collected for progress monitoring throughout the trimesters, and students are moved between instructional groups based on their instructional needs.	All Students	0.00 LCFF/District Funded
1.2	Extended Instructional Support - Identified students participate in additional instructional support in small groups across the grade level, facilitated by grade level teams and the Learning Support Teacher in grades K - 2 and What I Need (WIN) teacher in grades 3- 6. The Learning Support Teacher, WIN teachers and grade level teams will progress monitor identified students and provide additional instructional support in identified focus areas during grade level WIN time. Students will also be assessed to determine comprehension levels and the need for further assessment by their classroom teacher. District assessments will allow teachers to immediately form WIN (What I Need) groups for students in need of comprehension support. WIN groups will be held during the school day and will be supported by the site intervention staff and classroom teachers. The site resource teacher may also facilitate small groups of students with IEP services.	All students who demonstrate need for additional support.	73,117.00 Supplemental 1 WIN teacher, 1 curriculum specialist
1.3	Access to Literature - Stevenson Ranch will continue to offer a library stocked with all genres of literature for students to have access. In addition to reading specific academic materials, students will have the opportunity to visit the library and check out books. Our library will continue to update the books that will be available.	All Students	1,000.00 Base Grant
1.4	Study Clubs - Before and/or after school study clubs will be offered where students will work with a teacher/support staff member on reading fluency, comprehension skills and math fluency. Study clubs will consist of a mix of direct instruction from a teacher or support staff member using curriculum aligned text, and from school peer leaders for paired reading practice.	All students who demonstrate need for additional support on assessments.	1800.00 Base Grant Teacher/Classified Extra Hourly
1.5	EL Support - English Learners will meet with classroom teachers for designated academic instruction support during English Language Arts instruction. Teachers will track progress of identified students as well as Reclassified students using Ellevation. Training on Ellevation will be supplied to teachers during professional development time. Students will also continue to have access to Imagine Learning for online individual support.	EL Students	0.00 LCFF/District Funded
1.6	Professional collaboration and development in mathematics and ELA instruction will take place	All Students	16,000.00 Base Grant

	through staff meetings and half day release. Teams will review student assessment data to look for trends and identify common areas of student need. Teacher teams will look at grade level data to determine site or district support that needed in areas to access differentiated ways of teaching identified content.		Teacher Release/Subs
1.7	Teaching Strategies - Strong agreed upon classroom teaching strategies and best practices will be used in both whole group and small group instruction in the classrooms in order to build student achievement in ELA, math and science data. Some of these strategies are, but not limited to, the following: student discourse, providing learning targets and success criteria for lessons, using sentence frames and anchor charts, Daily 5, student (buddy) assistance, multisensory approaches, Raz-kids, teaching expository text structures, using visuals, providing exit tickets for common formative assessments (CFAs), using thinking maps, teaching vocabulary context clues, annotating text strategies, GATE icons and utilizing Google Classroom for differentiated assignments.	All Students	43,353.00 Base Grant Supplies
1.8	Learning Incentives - Students in kindergarten are encouraged to become members of our "Rainbow Wizards Club" where they test to show proficiency toward their 100 sight words. Once they pass, their picture is hung on the Wizard Wall and their name is read aloud during morning announcements. Students in first grade are encouraged to become members of our "200 club" where they are tested on all 200 sight words with an administrator. Upon passing, they receive a membership card, their picture is hung up in the hallway and their name is read aloud during morning announcements. Third graders are encouraged to become a "Math Magician" where they are proving automaticity with their multiplication and division facts to 12. Students are tested by administration and upon passing receive a certificate, have their picture put up in the hallway and have their names read aloud during morning announcement. Students in grades kindergarten and first also have upper grade buddies that provide letter and sound identification leading to beginning fluency.	Students in kindergarten, first grade and third grade	0.00
1.9	Dreambox - Students in grades K-5 will be encouraged to participate in at least 5 lessons of Dream Box each week to provide additional individualized support in math. Teachers can also use the assigned focus feature to align work to the classroom instruction if desired. IXL will be offered and utilized to strengthen mathematical skills for our sixth graders.	All Students	0.00 LCFF/District Funded
1.10	Science Lab - Students will engage in hands-on science learning in the science lab. Students in kindergarten will attend monthly, students in grades first and second will attend biweekly and students in grades three through six will attend weekly. This hands-on instruction will be taught by the classroom teacher. These lessons will align to classroom	All Students	3,000.00 Base Grant Materials for Science Lab

	instruction and provide students with a deeper understanding through kinesthetic learning.		
1.11	Science Fair Participation - We will encourage all students, especially fourth and fifth graders, to participate in our PTO sponsored science fair. By exploring concepts in the classroom and science lab, students can build a love for learning science and may be willing to enter our yearly science fair to explore a concept of interest.	All Students	0.00 PTO Sponsored

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Our teachers worked with our district funded Learning Support Teacher (LST), site funded What I Need (WIN) teacher and 2 curriculum specialists to provide targeted tier 2 and tier 3 instruction to students based on grade level common formative assessments (CFA's),district required screeners, and cycle assessments. Grade levels participated in our district work around curriculum alignment. Through this work and our partnership with Orenda, teachers familiarized themselves better with grade level standards and what state proficiency looks like. Teams also continued to work together during Professional Learning Community (PLC) Friday meetings to look at data and discuss classroom teaching strategies in order to meet the differentiated needs of students. We have been able to provide study clubs before school for our kindergarteners and first graders who are working on letter and sound identification, sight word reading and fluency. We also have had sixth grade buddies who are working with students for the first 15 minutes of the school day on these skills. Support for our English learner students has continued to be provided through daily English Language Development lessons, as well as teacher use of Ellevation strategies. The high achievement data reflects the impact of these strategies.

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

Extra funds were spent to assist teachers in grades second through sixth in working toward the creation of common teaching agreements for grade level instruction. This became a requested need from our curriculum alignment work and was requested by teachers.

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

Based on the differences described above, we have now added a line item to goal 1.6 to budget for grade level collaboration for one half day during each of the 5 cycles of instruction. This change will allow teachers the opportunity to continue the work they are engaging in and provide more aligned and targeted instruction across the grade level.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Student Engagement and School Climate
All students will attend school daily, actively participate, and demonstrate a strong sense of connection and belonging.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: To enhance student engagement and foster a positive school climate, ensuring that every student feels connected, supported, and motivated to actively participate in their educational journey

Identified Need

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

According to the California Dashboard, Stevenson Ranch is in the green performance rating for chronic absenteeism. This is an overall decline of 2 percentage points taking us from 7.8% in 2023 to only 5.8% of students who were absent 10 or more percent of the instructional days they were enrolled. We still have three student groups that are in the yellow performance rating: English Learners, Socioeconomically Disadvantaged and Two or more Races. We are working toward returning to our pre-covid percentage of 3.8% in 2019.
Behavior also plays a significant role in school climate. Through the continued use of our PBIS systems, we are continuing to teacher our school wide expected behaviors as well as providing Tier 2 and Tier 3 support for students who need extra assistance. Our office data referrals and teacher referrals help us to target students who just need a little more support. Our suspension rate for the 2024 school year was in the blue performance rating, maintaining our suspension rate of 0.3% suspended at least one day.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Suspension Indicator	Overall color rating: Blue Percent suspended at least one day: 0.3% Increase/decrease of: + 0.1% Student groups that earned a color rating below the overall school color: Socioeconomically Disadvantaged and White - yellow	The school will maintain blue rating. All student groups will maintain blue color rating. Socioeconomically Disadvantaged and White to increase to at least green.
California Dashboard Chronic Absenteeism Indicator	Overall color rating: Green Percent chronically absent: 5.8% Increase/decrease of: -2 percentage points Student groups that earned a color rating below the overall school color: English Learners - yellow Two or More Races - yellow Socioeconomically Disadvantaged - yellow	The school will increase to blue. All student groups will increase by at least one color rating. English learners: Increase to at least Green Socioeconomically Disadvantaged: Increase to at least Green Two or More Races: Increase to at least Green

California Healthy Kids Survey	Percentage of students engaged based on key indicators: (Percentages taken from results of 68/109 5th grade students) School connectedness: 78% (-4% from 23/24) Academic motivation: 92% (-1% from 23/24) Social Emotional Learning & Support: 78% (+1% from 23/24) Feel safe at school: 92% (+6% from 23/24)	Will score 90% or higher in each indicator. For indicators already over 90%, increase by at least 2 percentage points.
PBIS Award	23/24 Earned the Silver Recognition award.	Work toward progressing to the next tier in order to be able to apply for Gold recognition.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Student Leadership - Student leadership will be promoted through the student council. These student leaders will collect ideas and represent students in designing activities to promote students' connectedness to the school environment. The creativity of students can result in school wide events, community philanthropy, and family events. Student leaders will explore strategies to get input from the general student population.	All Students	0.00 Student Council has their own budget
2.2	PBIS - In order to promote a positive school climate that respects all members of the school community, students will be provided opportunities to learn through direct instruction on school-wide behaviors and expectations. These direct instruction and learning opportunities will be facilitated through the site-based comprehensive Positive Behaviors, Interventions and Supports (PBIS) program. Activities and events designed to foster student engagement and build a sense of community include monthly PBIS assemblies called "Boots Bashes", PBIS trimester reward events and activities, and individual recognition for showing one of our 5 expected behaviors outlined in our schoolwide matrix.	All Students	4397.00 LCFF/District Funded Supplemental Funding for PBIS
2.3	Social Emotional - To further enhance school climate, and therefore positively impact attendance, all students will participate in direct instruction on social emotional learning through the District-adopted curriculum. These direct instructional opportunities will occur during whole classroom lessons. Students who need additional behavior support will also have the opportunity to work in small groups through tier 2 or tier 3 with our school counselor and behavior support specialist. These small group or individual lessons will be geared	All Students	500.00 Base Grant Expansion of Wellness Room

	toward specific social emotional needs of students. The SRE wellness room will continue to be utilized to help students who need additional supports. In addition, the wellness room will be used for our "Lunch Bunch" program where students can come together to engage in games focused on working together, interacting appropriately and supporting one another. We will also continue our partnership using Therapy Dogs for students who receive tier 2 or tier 3 supports.		
2.4	Attendance - After analyzing attendance data and following tier 1 instruction for all students, those students who demonstrate attendance concerns by accumulating at least 6 excused and unexcused absences will receive attendance letters. In order to partner with parents to resolve any underlying factors that may be contributing to attendance concerns, school staff - including administration, classroom teachers, office staff and community liaisons - will make a concerted effort to support parents with barriers to regular attendance. If student attendance concerns persist following communication with parents and the issuance of our attendance letters, parents will be invited to participate in the School Attendance Review Team (SART) meeting process. The purpose of the SART process will be to gain greater understanding of parent needs and concerns related to attendance, outline clear expectations and strategies for attendance, and create a strategic plan with parents that is designed to improve student attendance. Additionally, our teachers will bring students up for Student Success Team (SST) meetings where administrators, families and teachers work together to address needs that may be prohibiting successful learning.	All Students	0.00 LCFF/District Funded
2.5	Attendance Incentives - We will continue to develop ways to encourage student attendance for our healthy students who should be in school. We will provide monthly perfect attendance awards, recognize classrooms with the highest attendance at our monthly celebrations, offer classroom rewards when classes reach 100% attendance and students are on time. We will also offer weekly perfect attendance drawings. Staff and administration will continue to reach out to families who are struggling with attendance to see how we can help. As a site we are also stressing the importance of every minute of school counting and therefore the importance of ensuring that our students arrive to school on time. We will continue to send home tardy letters to families as they accumulate tardies in multiples of 5.	All Students	500.00 Base Grant Attendance Rewards
2.6	Attendance- With support from the district attendance incentive program, we will recognize students who have "Good Attendance" which is defined as having 6 or less tardies and/or absences. Students will also be recognized for "Perfect Attendance" which means that they have been at school everyday, on time and for the whole day.	All Students	2,000.00 LCFF/District Funded Shirts and trophies

2.7	Student Buddies - 1. Students in sixth grade will be paired with students in kindergarten and first grade for the first 15 minutes of school to work on letter identification, letter sounds, sight words and fluency. This partnership and pairing build responsibility and empathy for the upper grade students as well as support and care for our primary students. 2. Classroom buddies pair up with one primary classroom and one upper grade classroom to come together to do fun and educational activities. This pair promotes teamwork and a whole school community for all students.	All Students	0.00
2.8	Safety Supervisor Professional Development - Our safety supervisors are tasked with watching high numbers of students during unstructured activities on the playground. It is important that they are well trained in playground game rules, discipline procedures, our PBIS structures and have the opportunity to communicate with administration. Monthly meetings will be held to offer these opportunities.	All Students	2,000 Base Grant

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Our school-wide PBIS program has continued to develop and grow throughout the year. Our site team meets monthly, presents to our staff and attends district offered PBIS trainings. Our BOOTs acronym is used to teach expected behavior as well as make corrections when needed. The vast majority of students can articulate exactly what expected behaviors are and how they can demonstrate these behaviors in the classroom, on the playground, in the multi-purpose room, in bathrooms and all around campus. During morning announcements, a student always reminds us about a focus behavior for the day that is aligned to our school wide behavior expectation matrix. Students are rewarded individually, as well as whole-class. Our student council has had a strong appearance around campus this year and is run by by our site Learning Support Teacher. They have facilitated fundraising campaigns to address different needs around school based on input from our students. Student Council members have created fun spirit days, and regularly meet with their classrooms and buddy classrooms to share information. Our counselor has been successful in teaching tier 2 classroom lessons and is available to meet with students who have immediate needs. Together, all of these strategies, work in concert to increase our expected behavior outcomes.

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

We are testing the Check-In / Check-out process designed in the next tier of PBIS. We successfully ran this for about 12 students this year and hope to expand it to the staff and students involved.

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

The strategies listed above are consistent with plans that we have had in place but we continue to build our capacity around the next tier in PBIS adoption including fluid Check-In and Check-Out and well as focusing more time to our students who have more needs in tier 2 behaviors based on office data referrals.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Parental Involvement and Family Engagement
The goal is to increase parent involvement in school decision making and increase family participation at school events.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: To expand partnership with parents in decision-making processes and school activities, fostering a collaborative and supportive environment that positively impacts student success

Identified Need

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

Parent involvement and engagement at Stevenson Ranch is an important piece of student success. When we have events for the whole school, our turn out is high; however, when the events are only intended for a specific group (ex: ELAC), only a very small percentage of those invited actually attend. The need is to increase parent engagement in enrichment and learning support.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey	Percentage of parents who indicate that they are encouraged to participate in school activities: Percentage of parents who indicate that the school communicates with parents:	To increase parent agreement that they are encouraged to participate in school activities to 98% or higher. To increase the parent agreement that the school communicates with parents to 96% or higher.
School activities that provide opportunities to participate	Average number of families that attend social events: 425 Average number of families that attend learning / enrichment events: 25 Average number of parents that attend learning / support events: <20	To increase the average number of families that attend social events to 500 or more. To increase the average number of families that attend learning / enrichment events to 50 or more. To increase the average number of parents that attend learning / support events to 40 or more.
Parent and teacher conferences	Percentage of parents who attended fall 2024 parent conferences: 95%	To increase parent attendance to be 97% or higher.
Parent Committees	English Language Advisory Council (ELAC): Number of meetings: 4 , Average number of EL family participation: 4	To increase representation at the ELAC to include 15 families or more. To maintain elected member attendance at SSC meetings. To increase parent participation at PTA meetings to 30.

	School Site Council: Number of meetings: 5, Average number of elected members who attend: 8/10 Parent Teacher Organization: Number of meetings: 7 so far this year, average number who attend: 17	

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Student participation - Work with teachers and staff to offer student performances and/or input at parent meetings to achieve higher attendance for families. Students love performing for parents and parents love to see their children so this will be mutually beneficial for all.	All Students	0.00
3.2	Communication - We will ensure communication of the events is sent out to parents providing them enough scheduling time to attend. We will continue the use of Parent Square messaging as well as text blasts and the school marquee to keep parents updated. Consider offering both in person and online options for all meetings in order to build attendance. We will also begin utilizing our Community Outreach to make personal phone calls to families inviting them to attend specific events such as ELAC.	All Students	0.00 LCFF/District Funded Cost of Parent Square
3.3	Collect parent Input - Continue to offer multiple ways for parents to be involved in our school community. Our PTO holds a multitude of events for both parents and students after school and in the evening. These fun events are always well attended. We will continue to open our campus to classroom volunteers and request feedback in parent groups such at PTO, our School Site Council, and English Language Advisory Committee.	All Students	0.00
3.4	Parent Orientation for UPK and Kindergarten Families - Kindergarten and Universal Pre-Kindergarten will be offered an opportunity to attend orientation to learn about their new school prior to the year beginning so that they are comfortable sending their young students here.	New Students	200.00 Base Grant
3.5	Parent Volunteers - Per teacher request, parents will be invited into the classrooms to assist with classroom preparation, running a small group, helping create an engaging environment, attending field trips or monitoring student centers.	All Students	0.00

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Parent communication is key in ensuring that parents feel like a part of our school. In addition to attending school events and being on campus, we want to ensure parents stay informed about what is happening at school. Our school marquee is on and updated regularly to inform parents about important upcoming dates and information. The use of Parent Square has definitely increased. As a site, weekly newsletters are sent home each Sunday giving parents regular updates. Most teachers and/or teams use Parent Square as well to share what is happening in the classroom and across grade levels. Parent Square also allows for individual messaging similar to what an email would do so it is just another line of communication between home and school. Our PTO decided this year to offer both morning and evening meetings for parents in a hope to capture the opportunity for all parents to participate regardless of their working status. Unfortunately, this has not shown to make a difference; in fact, our morning meetings continue to be better attended than the evening offerings.

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

We did not have the opportunity to tie our parent meetings with student performances, but there were many separate opportunities for parents to come watch their students perform in grade level plays, classroom events, grade level presentations and school events.

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

This coming year, we have planned to host a beginning of the school year parent orientation for Transitional Kindergarten (TK) and kindergarten families prior to the start of the year to familiarize themselves with the campus and routines. Additionally, parents will continue to be invited into the classrooms as volunteers as well as on campus to assist the office and our PTO.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Basic Services, Implementation of State Standards, and Access to Courses
The goal is to ensure that all students are taught academic standards at a high level of rigor in all content areas, using instructional materials aligned with standards.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4: To provide equitable access to basic services, rigorous implementation of state standards, and increased accessibility to a diverse range of courses for all students within the school district

Identified Need

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

Continuous professional development for teachers on updated teaching content, strategies, standards and ways to assist is important in ensuring that we are meeting the diverse needs of our students. To help continue to develop our understanding of the state standards and the level of expectation, our teachers and administration will continue with the work around curriculum alignment.
With differentiated work, teachers will need time to analyze assessments to build understanding, they will need time to analyze data results and then determine appropriate strategies for both intervention and acceleration.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff Development / Professional Development	Staff meetings at least once a month will focus on our school-wide goal - looking at assessment data and discussing ways to meet all learners especially with the focus on tier 2 instruction. We will provide time for teachers to continue the work around curriculum alignment. PLC time will be dedicated to review student progress, student needs and planning instruction.	At least one staff meeting a month will be used to discuss cycle assessments. We will discuss, plan and analyze curriculum and assessments to focus our learning on priority standards.
Instructional Leadership Team Data Analysis and Outcomes	Grade level teams and our instructional leadership team will look at data from our district created assessments to determine how students have performed and what we are going to do to address those who have learned and what we will do for those who have not.	Analysis after each teaching cycle in accordance with the district calendar will result with grade level teams looking at the data. We are in the process of completing our baseline year, we will be looking to make adjustments and continue to build our outcomes on the assessments for each cycle. This analysis will then lead to discussions around best practices in the classroom.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Professional learning around the blueprints and targets - continue to work with our district Instructional team to study grade level standards, district cycle assessments and learning targets to focus our learning with the level of rigor expected on the CAASPP exam. Allow teams time to work together beyond district training to deepen their content knowledge around claims and targets. This is also addressed in Goal number 1 under strategy 1.6.	All Students	0.00
4.2	Teacher Leadership that looks at school-wide achievement and grade level alignment - As team leaders, we will meet regularly to discuss the progress within grade levels and look at vertical alignment. Additionally, team leaders and administration will work together to provide school wide PD and plans for a strong core curriculum with tier two interventions. ILT team meets to discuss student progress and performance. Grade level need for specific purposes driving instruction.	All Students	4000.00 Base Grant Team Leader Hourly
4.3	Professional learning facilitated by the PBIS team, administration and school psychologist to build capacity around tier 2 behavior and academic intervention	All Students	0.00

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Teachers spent time familiarizing themselves with the cycle assessments and grade level ELA matrices. A great deal of time went into looking at strategies and making grade level common agreements around teaching practices that would lead to better outcomes for ALL students. Teachers have been keeping logs of the changes they want to propose for next year and are continuing to build their capacity around the standards. Team leaders looked at school wide data. A data wall was created in our staff PD room where we can look at student progress across the grade levels.

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

We had discussed having a focus on our Tier 2 instruction this year. However, with the work we have been doing around curriculum alignment this year, our focus really shifted to the work we are doing in our core instruction. While we still provided tier 2 instruction during WIN time, a greater focus was spent trying to better our core instruction practices in each grade level.

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

We will be continuing our work around modifying and bettering our practices towards the core curriculum. The team leaders and ILT will work to review the 5 focus standards for each learning cycle to determine best teaching practices and how to address needs after the cycle assessment.

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	$151,867.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
	$0.00
Base Grant	$72,353.00
LCFF/District Funded	$6,397.00
Supplemental	$73,117.00

Subtotal of state or local funds included for this school: $151,867.00

Total of federal, state, and/or local funds for this school: $151,867.00