

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bowers Elementary School	43-69674-6048797	April 22, 2024	June 13, 2024

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 Bowers Elementary School for meeting ESSA's planning requirements for 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.

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Plan Description

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

Bowers' school goals are developed with input from multiple stakeholders, based on data analysis, and aligned with the district's LCAP goals in order to meet the needs of all students in a systematic way. This plan is also developed to meet ATSI planning requirements for the following student group: Students with disabilities.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Throughout the school year, the Principal and staff work with the Site Leadership Team (SLT), the School Site Council (SSC), the English Learner Advisory Committee (ELAC), and the Parent-Teacher Association (PTA) to determine site priorities and needs. School achievement, climate data, and school-wide goals are discussed, and the annual budget is reviewed. A plan is developed to utilize Targeted and Title 1 funds provided to the site, and the consensus is reached with input from all stakeholders.

Resource Inequities

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

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

Bowers conducted an inequity needs assessment and concluded that students with disabilities are having difficulty transitioning from home to school. In some instances, mental health is a factor. More students report feeling anxious and not feeling connected to school. To help students feel more connected to school, the school provides SEL lessons and enrichment activities during the school day and after school. Unfortunately, after-school enrichment classes are a challenge for students who take the school bus. They cannot stay after school because their families cannot pick them up.

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.

Bowers suspension rate is in the low performance (orange)

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.

Although there has been an overall decrease in chronic absenteeism school wide (-3.8), the following subgroups Asian, English Learners, and Students with disabilities are performing very low in chronic absenteeism. Likewise, there was a 19.9 point increase in ELA school wide (green, high performance), the following sub groups: English Learners and Hispanics are performing low (orange)

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.8%	%	0%	2		0
African American	1.2%	1.30%	0.86%	3	3	2
Asian	17.1%	16.96%	16.81%	44	39	39
Filipino	6.2%	6.52%	5.17%	16	15	12
Hispanic/Latino	51.0%	52.61%	58.19%	131	121	135
Pacific Islander	%	%	0.43%			1
White	16.3%	14.35%	9.48%	42	33	22
Multiple/No Response	7.4%	8.26%	9.05%	19	19	21
Total Enrollment				257	230	232

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	38	31	34
Grade 1	41	41	38
Grade 2	44	38	41
Grade3	47	40	35
Grade 4	41	46	42
Grade 5	46	34	42
Total Enrollment	257	230	232

Conclusions based on this data:

1. Bowers enrollment is declining.
2. Our enrollment in various subgroups has declined over the years as well.
3. In addition to K-5 enrollment listed above, Bowers hosts one TK classroom, two state preschool classrooms and three SAI Preschool classrooms which support approximately X additional students.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	92	101	90	35.80%	43.9%	38.8%
Fluent English Proficient (FEP)	38	29	36	14.80%	12.6%	15.5%
Reclassified Fluent English Proficient (RFEP)	3	15	21	3.3%	6.5%	9.1%

Conclusions based on this data:

1. According to the California Dashboard our Emergent Bilingual (EL) population in 2022-23 was 38.8%. According to DataZone our Emergent Bilingual population is currently at 37.96%.
2. Bowers IFEP student population has been increasing slightly each year. According to DataZone, we currently have 14 IFEP students.
3. According to California Dashboard, 45.2% of our Emergent Bilinguals are making progress.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	46	42	37	0	41	37	0	41	37	0.0	97.6	100.0
Grade 4	40	44	43	0	42	41	0	42	41	0.0	95.5	95.3
Grade 5	45	38	44	0	34	44	0	34	44	0.0	89.5	100.0
All Grades	131	124	124	0	117	122	0	117	122	0.0	94.4	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2405.	2411.		17.07	24.32		19.51	16.22		34.15	29.73		29.27	29.73
Grade 4		2436.	2479.		14.29	34.15		21.43	17.07		21.43	26.83		42.86	21.95
Grade 5		2504.	2495.		23.53	20.45		35.29	22.73		14.71	25.00		26.47	31.82
All Grades	N/A	N/A	N/A		17.95	26.23		24.79	18.85		23.93	27.05		33.33	27.87

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.63	29.73		68.29	40.54		17.07	29.73
Grade 4		7.14	24.39		69.05	63.41		23.81	12.20
Grade 5		17.65	9.09		64.71	63.64		17.65	27.27
All Grades		12.82	20.49		67.52	56.56		19.66	22.95

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.88	21.62		60.98	45.95		34.15	32.43
Grade 4		9.52	17.07		54.76	63.41		35.71	19.51
Grade 5		17.65	18.18		55.88	63.64		26.47	18.18
All Grades		10.26	18.85		57.26	58.20		32.48	22.95

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.32	21.62		73.17	64.86		19.51	13.51
Grade 4		9.52	14.63		66.67	75.61		23.81	9.76
Grade 5		14.71	15.91		73.53	61.36		11.76	22.73
All Grades		10.26	17.21		70.94	67.21		18.80	15.57

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.51	13.51		60.98	59.46		19.51	27.03
Grade 4		11.90	17.07		64.29	70.73		23.81	12.20
Grade 5		20.59	20.45		64.71	59.09		14.71	20.45
All Grades		17.09	17.21		63.25	63.11		19.66	19.67

Conclusions based on this data:

1. According to Data Zone, 7.68% of our Emergent Bilinguals who took the CAASPP in Spring 2023 performed at grade level in ELA. This indicates a relatively low proficiency level in ELA among this group. 23.08% of Emergent Bilinguals performed at or above grade level in Math on the 2023 CAASPP. This suggests a higher proficiency level in Math compared to ELA among the same group. We can infer that there may be variations in academic performance among Emergent Bilinguals, with a higher percentage achieving proficiency in Math compared to ELA. This could be due to various factors such as teaching methodologies, language support programs, or individual student strengths and challenges.
2. There was a 2.38% increase in achievement for all grades. We can conclude that there was a positive trend in achievement for all grades on the English Language Arts (ELA) section of the CAASPP in Spring 2023. This conclusion suggests that students across all grades made progress in their ELA skills, as evidenced by the increase in achievement. It could be attributed to various factors such as improved teaching methods, targeted interventions, or students' efforts and dedication to learning.
3. The data shows that fourth-grade students had the highest percentage (51.22%) of students performing at or above grade level in ELA. This indicates a relatively strong proficiency level in ELA among fourth-grade students compared to other grade levels. While fourth grade performed well, it also implies that other grade levels may have lower percentages of students performing at or above grade level in ELA. This highlights the need for targeted interventions or curriculum adjustments in those grade levels to improve ELA proficiency.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	46	42	37	0	42	37	0	42	37	0.0	100.0	100.0
Grade 4	40	44	43	0	43	42	0	43	42	0.0	97.7	97.7
Grade 5	45	38	44	0	36	44	0	36	44	0.0	94.7	100.0
All Grades	131	124	124	0	121	123	0	121	123	0.0	97.6	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2427.	2425.		19.05	18.92		26.19	29.73		28.57	24.32		26.19	27.03
Grade 4		2458.	2490.		11.63	30.95		27.91	21.43		23.26	30.95		37.21	16.67
Grade 5		2511.	2470.		25.00	15.91		27.78	15.91		22.22	18.18		25.00	50.00
All Grades	N/A	N/A	N/A		18.18	21.95		27.27	21.95		24.79	24.39		29.75	31.71

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.67	29.73		54.76	43.24		28.57	27.03
Grade 4		18.60	30.95		44.19	45.24		37.21	23.81
Grade 5		19.44	11.36		52.78	36.36		27.78	52.27
All Grades		18.18	23.58		50.41	41.46		31.40	34.96

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.43	16.22		54.76	54.05		23.81	29.73
Grade 4		11.63	23.81		58.14	57.14		30.23	19.05
Grade 5		22.22	15.91		55.56	45.45		22.22	38.64
All Grades		18.18	18.70		56.20	52.03		25.62	29.27

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.05	18.92		57.14	59.46		23.81	21.62
Grade 4		18.60	33.33		58.14	47.62		23.26	19.05
Grade 5		22.22	11.36		61.11	63.64		16.67	25.00
All Grades		19.83	21.14		58.68	56.91		21.49	21.95

Conclusions based on this data:

- 23.08% of Emergent Bilinguals performed at or above grade level in Math on the 2023 CAASPP. This suggests a higher math proficiency level than ELA among the same group. We can infer that there may be variations in academic performance among emergent bilinguals, with a higher percentage achieving proficiency in math than in ELA. This could be due to various factors such as teaching methodologies, language support programs, or individual student strengths and challenges.
- According to DataZone, there was a significant 7.9% increase in Hispanic students meeting or exceeding standards in Math. This indicates a positive trend in Math achievement among Hispanic students. While the increase is encouraging, it also highlights the ongoing need to continue supporting Hispanic students in their Math education. Continued efforts can help sustain and build upon this positive trajectory.
- The data shows that fourth-grade students had the highest percentage (52.38%) of students performing at or above grade level in math. This indicates a relatively strong proficiency level in ELA among fourth-grade students compared to other grade levels. While fourth grade performed well, it also implies that other grade levels may have lower percentages of students performing at or above grade level in math. This highlights the need for continued efforts to improve math proficiency across all grade levels.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1447.2	1452.0	1420.4	1459.6	1444.6	1427.1	1418.4	1469.2	1404.4	16	17	27
1	1464.6	1441.1	1428.6	1485.3	1450.8	1435.3	1443.4	1430.8	1421.4	18	21	16
2	1501.2	1450.1	1472.8	1512.3	1465.7	1472.6	1489.5	1434.1	1472.6	19	15	16
3	1478.7	1492.2	1481.3	1486.9	1490.4	1476.6	1470.1	1493.5	1485.4	19	17	18
4	*	1488.4	1505.5	*	1492.7	1501.0	*	1483.4	1509.3	10	19	15
5	1520.5	1487.1	1527.2	1525.1	1479.4	1509.7	1515.5	1494.0	1544.3	20	12	16
All Grades										102	101	108

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	18.75	35.29	11.11	50.00	29.41	25.93	25.00	29.41	51.85	6.25	5.88	11.11	16	17	27
1	16.67	0.00	0.00	50.00	33.33	18.75	22.22	47.62	62.50	11.11	19.05	18.75	18	21	16
2	26.32	0.00	6.25	52.63	53.33	37.50	15.79	26.67	50.00	5.26	20.00	6.25	19	15	16
3	5.26	17.65	5.56	42.11	41.18	44.44	26.32	35.29	22.22	26.32	5.88	27.78	19	17	18
4	*	10.53	13.33	*	36.84	33.33	*	36.84	40.00	*	15.79	13.33	*	19	15
5	10.00	16.67	25.00	45.00	25.00	50.00	40.00	33.33	12.50	5.00	25.00	12.50	20	12	16
All Grades	15.69	12.87	10.19	45.10	36.63	34.26	26.47	35.64	40.74	12.75	14.85	14.81	102	101	108

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.00	17.65	14.81	56.25	47.06	22.22	12.50	29.41	51.85	6.25	5.88	11.11	16	17	27
1	55.56	28.57	0.00	11.11	14.29	50.00	22.22	42.86	31.25	11.11	14.29	18.75	18	21	16
2	52.63	40.00	18.75	31.58	26.67	43.75	15.79	13.33	37.50	0.00	20.00	0.00	19	15	16
3	31.58	29.41	38.89	36.84	47.06	16.67	15.79	11.76	22.22	15.79	11.76	22.22	19	17	18
4	*	26.32	40.00	*	47.37	26.67	*	15.79	26.67	*	10.53	6.67	*	19	15
5	55.00	33.33	25.00	35.00	33.33	56.25	5.00	8.33	6.25	5.00	25.00	12.50	20	12	16
All Grades	44.12	28.71	22.22	32.35	35.64	34.26	14.71	21.78	31.48	8.82	13.86	12.04	102	101	108

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	18.75	23.53	7.41	18.75	29.41	11.11	56.25	35.29	70.37	6.25	11.76	11.11	16	17	27
1	16.67	0.00	0.00	33.33	19.05	6.25	22.22	57.14	68.75	27.78	23.81	25.00	18	21	16
2	0.00	0.00	6.25	68.42	13.33	31.25	15.79	60.00	50.00	15.79	26.67	12.50	19	15	16
3	0.00	11.76	0.00	21.05	29.41	44.44	36.84	41.18	27.78	42.11	17.65	27.78	19	17	18
4	*	0.00	0.00	*	26.32	26.67	*	31.58	60.00	*	42.11	13.33	*	19	15
5	5.00	8.33	31.25	10.00	25.00	12.50	55.00	8.33	37.50	30.00	58.33	18.75	20	12	16
All Grades	6.86	6.93	7.41	30.39	23.76	21.30	35.29	40.59	53.70	27.45	28.71	17.59	102	101	108

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.00	35.29	11.11	56.25	64.71	74.07	18.75	0.00	14.81	16	17	27
1	44.44	33.33	12.50	50.00	47.62	56.25	5.56	19.05	31.25	18	21	16
2	36.84	26.67	50.00	63.16	53.33	50.00	0.00	20.00	0.00	19	15	16
3	15.79	47.06	33.33	68.42	35.29	44.44	15.79	17.65	22.22	19	17	18
4	*	31.58	33.33	*	57.89	60.00	*	10.53	6.67	*	19	15
5	20.00	16.67	25.00	80.00	50.00	68.75	0.00	33.33	6.25	20	12	16
All Grades	29.41	32.67	25.93	59.80	51.49	60.19	10.78	15.84	13.89	102	101	108

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.00	11.76	14.81	68.75	82.35	70.37	6.25	5.88	14.81	16	17	27
1	61.11	4.76	6.25	27.78	71.43	75.00	11.11	23.81	18.75	18	21	16
2	57.89	53.33	6.25	42.11	20.00	87.50	0.00	26.67	6.25	19	15	16
3	57.89	47.06	22.22	26.32	35.29	38.89	15.79	17.65	38.89	19	17	18
4	*	31.58	33.33	*	57.89	53.33	*	10.53	13.33	*	19	15
5	80.00	58.33	56.25	15.00	16.67	25.00	5.00	25.00	18.75	20	12	16
All Grades	56.86	31.68	22.22	35.29	50.50	59.26	7.84	17.82	18.52	102	101	108

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.25	29.41	7.41	87.50	64.71	81.48	6.25	5.88	11.11	16	17	27
1	27.78	0.00	6.25	38.89	61.90	25.00	33.33	38.10	68.75	18	21	16
2	21.05	0.00	6.25	63.16	73.33	81.25	15.79	26.67	12.50	19	15	16
3	0.00	11.76	0.00	36.84	52.94	55.56	63.16	35.29	44.44	19	17	18
4	*	0.00	6.67	*	42.11	80.00	*	57.89	13.33	*	19	15
5	10.00	8.33	25.00	50.00	33.33	50.00	40.00	58.33	25.00	20	12	16
All Grades	11.76	7.92	8.33	53.92	55.45	63.89	34.31	36.63	27.78	102	101	108

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	18.75	52.94	29.63	68.75	35.29	55.56	12.50	11.76	14.81	16	17	27
1	16.67	4.76	0.00	66.67	85.71	87.50	16.67	9.52	12.50	18	21	16
2	5.26	0.00	6.25	68.42	66.67	93.75	26.32	33.33	0.00	19	15	16
3	5.26	11.76	33.33	73.68	82.35	50.00	21.05	5.88	16.67	19	17	18
4	*	10.53	20.00	*	68.42	53.33	*	21.05	26.67	*	19	15
5	5.00	8.33	56.25	85.00	50.00	37.50	10.00	41.67	6.25	20	12	16
All Grades	10.78	14.85	25.00	70.59	66.34	62.04	18.63	18.81	12.96	102	101	108

Conclusions based on this data:

1. The fact that 40.74% of Emergent Bilinguals are in Level 2 suggests that many students are progressing in English language proficiency. Level 2 typically indicates a basic understanding of English but with some limitations, implying that these students are advancing beyond the initial stages of language acquisition. With 27 students in Kindergarten identified as Emergent Bilinguals, early intervention and support for language development are crucial. ELPAC data shows a need for continued intentional and targeted designated and integrated ELD.

2. The fact that over half (56.25%) of 5th-grade emergent bilingual students are classified as "Well Developed" in writing suggests a significant level of proficiency in this domain. This data implies that the strategies and interventions used were effective. It reflects positively on the teaching methods, resources, and support provided to students in developing their writing abilities.
3. According to the California Dashboard, 45.2% of emergent bilinguals progressed at least one ELPI level on the ELPAC. That is a 12.3% increase from the previous year. While the data shows progress, it also suggests there is room for improvement.

School and Student Performance Data

California School Dashboard Student Population

The 2023 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.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
232	69.8	38.8	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Bowers Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	90	38.8
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	162	69.8
Students with Disabilities	26	11.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.9
Asian	39	16.8
Filipino	12	5.2
Hispanic	135	58.2
Two or More Races	21	9.1
Pacific Islander	1	0.4
White	22	9.5

Conclusions based on this data:

1. Bowers enrollment has been in decline for the past three years.

2. Hispanic students is our largest sub group and is growing.
3. The Socioeconomically disadvantaged population has experienced a substantial increase from 43% in the 2022-23 period to 68% in the current year. This indicates a rapid growth rate in the number of individuals identified as significantly SED. The substantial increase in the SED population may point to underlying socioeconomic challenges within the community or region. It is also important to note that our Transitional Kindergarten classroom opened in January, months after the SED report is made.

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.”



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Overall students are performing in the green on ELA.
2. Overall students are performing in the yellow on Math
3. English Language learners are progress is in the green.

School and Student Performance Data

Academic Performance English Language Arts

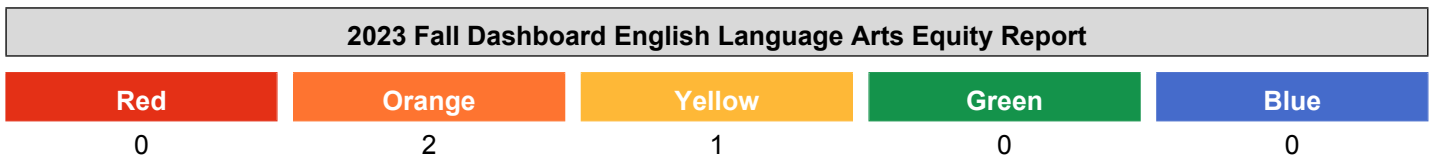
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>0.6 points below standard</p> <p>Increased Significantly +19.9 points</p> <p>115 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>36.6 points below standard</p> <p>Maintained +2.8 points</p> <p>54 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>26.7 points below standard</p> <p>Increased +9.2 points</p> <p>80 Students</p>	<p>Students with Disabilities</p> <p>98.3 points below standard</p> <p>Increased Significantly +35.1 points</p> <p>20 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	44.5 points above standard Increased Significantly +73.8 points 21 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 39.4 points below standard Maintained -0.3 points 61 Students	Less than 11 Students 9 Students	Less than 11 Students 1 Student	64.3 points above standard Increased Significantly +58.6 points 15 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
84.1 points below standard Increased Significantly +15.5 points 36 Students	58.5 points above standard Increased Significantly +24.7 points 18 Students	31.1 points above standard Increased Significantly +35.7 points 47 Students

Conclusions based on this data:

1. There has been a significant improvement in English Language Arts (ELA) proficiency in California schools, as indicated by the 19.9 point increase on the ELA Smarter Balanced Summative Assessment.
2. There has been a significant improvement of 35 points among students with disabilities in the ELA Smarter Balanced Summative Assessment. However, despite this improvement, these students are still performing 98.3 points below the standard proficiency level.
3. Despite Bowers being a SEAL school with a strong focus on second language acquisition, ELLs at Bowers are performing 84.1 points below the standard proficiency level in English Language Arts (ELA)..

School and Student Performance Data

Academic Performance Mathematics

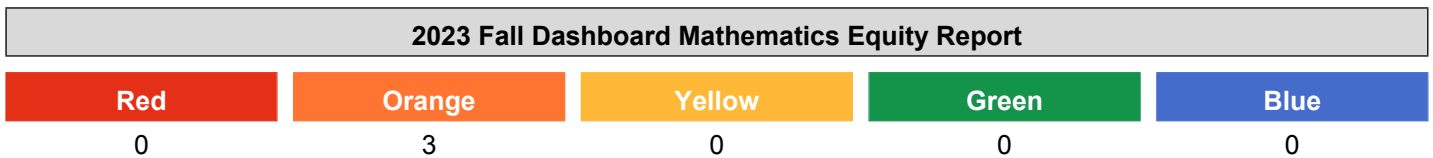
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Yellow 14.1 points below standard Maintained +0.6 points 115 Students	English Learners Orange 50 points below standard Decreased -12.2 points 54 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged Orange 35.8 points below standard Decreased -3 points 80 Students	Students with Disabilities 96.6 points below standard Increased Significantly +34 points 20 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	48.4 points above standard Increased Significantly +56.4 points 21 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 57.8 points below standard Decreased Significantly - 17.5 points 61 Students	Less than 11 Students 9 Students	Less than 11 Students 1 Student	42.5 points above standard Increased Significantly +20.9 points 15 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
81.7 points below standard Increased +12.5 points 36 Students	13.4 points above standard Decreased Significantly -15.8 points 18 Students	14.5 points above standard Increased +5 points 47 Students

Conclusions based on this data:

1. There was minimal growth in +0.6 for all students on Smarter Balanced Summative Math Assessment.
2. Asian students had the highest point growth than any other sub group +56.4.
3. Reclassified English language learners and hispanics both saw a decrease in performance level.

School and Student Performance Data

Academic Performance English Learner Progress

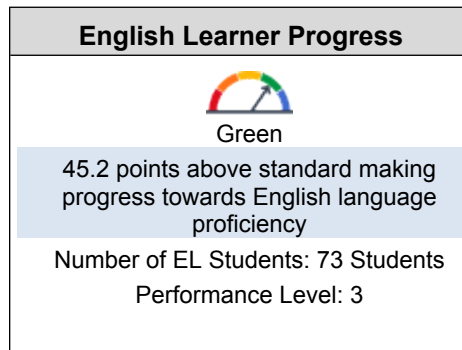
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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.

2023 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
16	24	0	33

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 24.6% Chronically Absent Declined Significantly -3.8 260 Students	English Learners Red 30.1% Chronically Absent Increased 5.5 113 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged Yellow 25.4% Chronically Absent Declined Significantly -6.8 181 Students	Students with Disabilities Red 41.7% Chronically Absent Increased 1.7 36 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	 No Performance Color 0 Students	 Red 33.3% Chronically Absent Increased 26.2 48 Students	7.7% Chronically Absent Declined -19 13 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 24.1% Chronically Absent Declined -13 145 Students	14.3% Chronically Absent Declined -14.3 21 Students	Less than 11 Students 1 Student	15.4% Chronically Absent Declined -5.8 26 Students

Conclusions based on this data:

1. Although there was an overall decline in chronic absenteeism, it continues to be a problem at Bowers. We need to continue to improve the attendance rates of all students, especially our students with disabilities to get them under 10%.
2. Our students with disabilities' chronic absenteeism increased the most and needs to be a focus next year. Students with disabilities and white students had very high rates of Chronic absenteeism and need to be a focus for ATSI purposes.

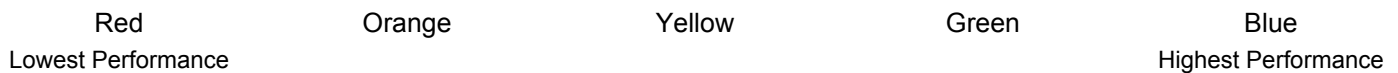
School and Student Performance Data

Academic Engagement Graduation Rate

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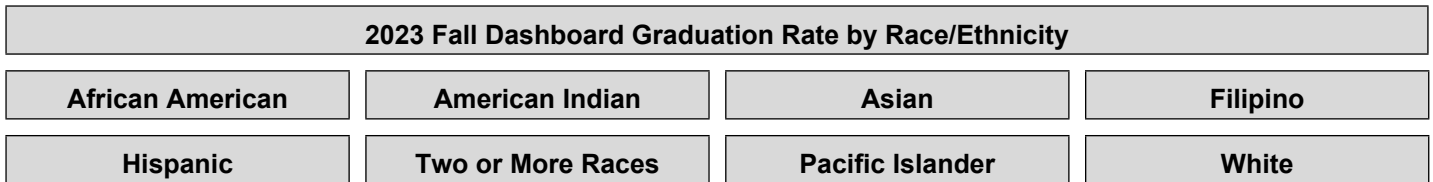
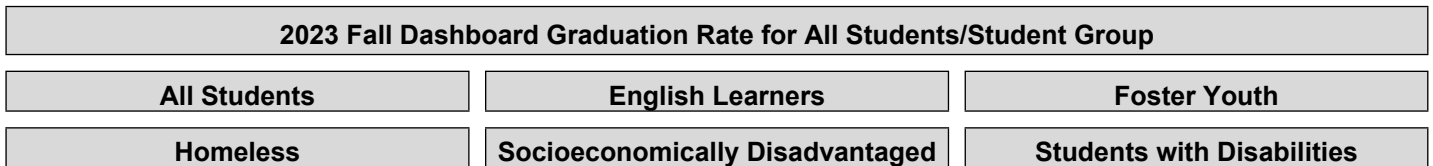
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This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

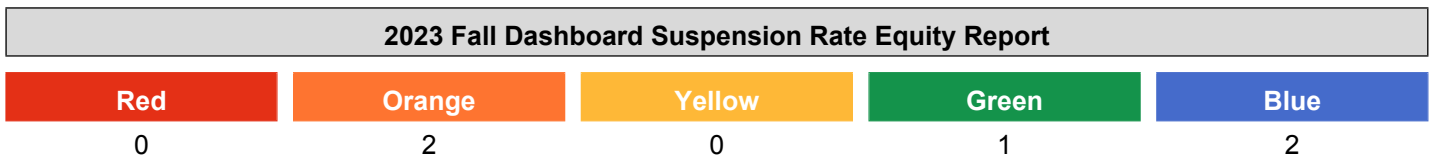
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 3% suspended at least one day Increased 0.6 267 Students	 Green 0.9% suspended at least one day Maintained 0 115 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 5 Students	 Orange 4.4% suspended at least one day Increased 0.3 181 Students	 Blue 0% suspended at least one day Declined -3.2 36 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	 No Performance Color 0 Students	 Blue 0% suspended at least one day Maintained 0 49 Students	0% suspended at least one day Maintained 0 13 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 4.1% suspended at least one day Increased 0.4 147 Students	0% suspended at least one day Maintained 0 22 Students	Less than 11 Students 1 Student	3.4% suspended at least one day Increased 0.4 29 Students

Conclusions based on this data:

1. There has been a significant decrease in suspensions from the academic year 2022-2023 to 2023-2024. Specifically, there were 12 suspension incidents in 2022-2023, whereas in the subsequent academic year 2023-2024, only 4 incidents occurred. This reduction indicates an improvement in the overall behavior and discipline within the context of the environment being analyzed. Several factors could contribute to this decrease, such as proactive disciplinary measures, enhanced support systems for students
2. All four incidents during 2023-2024 involved male Latino (2) and African American students (1).
3. The four incidents have been concentrated on three 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

Each student will demonstrate a 4% academic growth, and we will reduce achievement gaps between higher and lower performing students towards mastering California State Standards as measured by the state assessments (CAASPP ELA and Math grades 3-5), i-Ready Reading and Math Diagnostic.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate the achievement of historically underserved student groups to narrow opportunity gaps.

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.

iReady data shows promising progress in overall student performance on iReady Reading and Math diagnostics, with a notable increase in students reaching Mid or Above grade level. However, closer examination of the data uncovers a significant % performance gap of 44% between Emergent Bilingual students and non-language learners. This underscores the importance of implementing targeted support and strategies to address this disparity, ensuring all students have equitable academic opportunities. By focusing on targeted interventions, ongoing assessment, and fostering an inclusive learning environment, we can work towards narrowing this gap and supporting the holistic growth of all students.

ELA and Math CAASPP data reveal small incremental gains in proficiency +2%. CAASPP data reveal a +50% achievement gap between Emergent Bilinguals and EO, IFEP, and RFEP students. This underscores the importance of implementing targeted support and strategies to address this disparity and ensure all students have equitable academic opportunities. By focusing on targeted interventions, ongoing assessment, and fostering an inclusive learning environment, we can work towards narrowing this gap and supporting the holistic growth of all students.

According to the California Dashboard, 45.2% of emergent bilinguals progressed at least one ELPI level on the ELPAC. That is a 12.3% increase from the previous year. While the data shows progress, it also suggests there is room for improvement.

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
iReady ELA Reading	<p>Baseline Diagnostic 3 2024</p> <p>32% Mid or above grade level 24% Early on grade level 31% One grade level Below 9% Two grade levels below 4% Three or more grade levels below</p> <p>31% Emergent Bilingual Early on grade level or above</p> <p>50% Low-Income Early on grade level or above</p> <p>51%Hispanic/Latinx Early on grade level or above</p> <p>16% Students with IEP's Early on grade level or above</p>	<p>Baseline Diagnostic 3 2024</p> <p>36% Mid or above grade level 28% Early on grade level 30% One grade level Below 5% Two grade levels below 1% Three or more grade levels below</p> <p>35% Emergent Bilingual Early on grade level or above</p> <p>54% Low-Income Early on grade level or above</p> <p>54%Hispanic/Latinx Early on grade level or above</p> <p>20%Students with IEP's Early on grade level or above</p>
iReady Math	<p>Baseline Diagnostic 3 2024</p> <p>25% Mid or above grade level 19% Early on grade level 42% One grade level Below 9% Two grade levels below 4% Three or more grade levels below</p> <p>25% Emergent Bilingual Early on grade level or above</p> <p>25% Low-Income Early on grade level or above</p> <p>36%Hispanic/Latinx Early on grade level or above</p> <p>16% Students with IEP's Early on grade level or above</p>	<p>Baseline Diagnostic 3 2025</p> <p>29% Mid or above grade level 25% Early on grade level 38% One grade level Below 7 % Two grade levels below 1 % Three or more grade levels below</p> <p>29% Emergent Bilingual Early on grade level or above</p> <p>29% Low-Income Early on grade level or above</p> <p>40%Hispanic/Latinx Early on grade level or above</p> <p>20% Students with IEP's Early on grade level or above</p>
ELA CAASPP	<p>Baseline June of 2023</p> <p>Overall 15.58% Standard Exceeded 18.18% Standard Met 27.27% Standard Nearly Met 38.96% Standard Not Met</p> <p>0% Emergent Bilinguals meeting/exceeding</p> <p>22.22% Low-Income meeting/exceeding</p> <p>26.19%.Hispanic/Latinx meeting/exceeding</p>	<p>By June of 2025</p> <p>Overall 19.58% Standard Exceeded 22.19% Standard Met 31.27% Standard Nearly Met 26.96% Standard Not Met</p> <p>4% Emergent Bilinguals meeting/exceeding</p> <p>26.22% Low-Income meeting/exceeding</p> <p>30.19% Hispanic/Latinx meeting/exceeding</p>

	0% Students with IEPs meeting/exceeding	4% Students with IEPs meeting/exceeding
Math CAASPP	<p>Baseline June 2023 Overall 15.38% Standard Exceeded 23.08% Standard Met 28.21% Standard Nearly Met 33.33% Standard Not Met</p> <p>3.57% Emergent Bilinguals meeting/exceeding 26.09% Low-Income meeting/exceeding 20.93% Hispanic/Latinx meeting/exceeding 8.33% Students with IEPs meeting/exceeding</p>	<p>By June 2025 Overall 20% Standard Exceeded 26% Standard Met 27% Standard Nearly Met 27% Standard Not Met</p> <p>3.57% Emergent Bilinguals meeting/exceeding 26.09% Low-Income meeting/exceeding 24.93% Hispanic/Latinx meeting/exceeding 12.33% Students with IEPs meeting/exceeding</p>
ELPAC	<p>Baseline June 2023</p> <p>14.85% Level 1 40.79% Level 2 34.26% Level 3 10.19% Level 4</p>	<p>By June 2025</p> <p>10% Level 1 39% Level 2 37% Level 3 14% Level 4</p>

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	Part-time Literacy/ELD /Math Intervention Teacher to provide small-group targeted instruction to K-5 students below the benchmark as measured by iReady Reading and Math Diagnostics. Targeted groups will be adjusted throughout the year based on needs.	Students in Grades K-5, (including students with IEPs) performing below benchmark as measured by F & P, iReady Reading and iReady Math data will have access to intervention support.	192,960.00 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 10,383.00 Targeted Allocation 1000-1999: Certificated Personnel Salaries
1.2	Hire classified instructional support to work with small groups to support instructional time, including short-term limited assignments and/or a temporary general education para educator.	Students in Grades K-5, (including students with IEPs) performing below benchmark as measured by F & P, iReady Reading and iReady Math data will have access to intervention support.	7,000.00 Targeted Allocation 2000-2999: Classified Personnel Salaries
1.3	Provide teachers with embedded collaboration. Hire a substitute twice a month to free classroom	All Students	7,000.00 None Specified

	teachers. Teachers will collaborate to analyze student work and common formative assessments and use this data to drive instruction. Roving substitutes will also be utilized for SST and IEP meetings.		0000: Unrestricted General Fund
1.4	Materials that support all academic content areas will be provided to support student learning. (Learning materials, tools, and supplemental materials including but not limited to: Reading, Writing, Math Workshop Materials/Supplies, Assessment materials, AVMR, Classroom materials for small group guided reading, guided math, guided reading books, classroom leveled reading materials including high interest, supplemental Origo Math Tools, Reading Recovery books, classroom, and school library books, recess/PE equipment, Art, Garden, Makers/STEAM activities, and digital subscriptions)	All Student	28,176.00 None Specified 0000: Unrestricted General Fund and Donations
1.5	Teacher Professional Development on instruction including but not limited to release time for planning, conferences, workshops, book studies	All Students	3,000 None Specified 0000: Unrestricted General Fund
1.6	Provide Emergent Bilinguals students with additional targeted language development out side of the school day, after school or intersession	67% of students	3,166.00 Targeted Allocation 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2023-24

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.

We hired a full-time intervention teacher for grades 3-5, a part-time intervention teacher for grades 1-2. We also hired retired teachers to provide support for our student reading below grade level, and newcomers. We saw a significant growth in students academic performance based on iReady Data and F&P.

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

We initially intended to hire two classroom para educators to push into the classrooms to support 3-5. We were only successful in hiring one general education para educator. She worked from September to January. She resigned in preparation for the arrival of her baby. We held interviews to replace her and fill the other positions, but we were unable to find a suitable candidate.

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.

Due to funding we will need to reduce the amount of intervention we will be able to provide. Next year, the plan is to have two 50% intervention teachers, 1 teacher will serve K-2 and the other will serve 3-5 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 2

Title and Description of School Goal

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

School Climate

All Bowers students will equitably receive the social, emotional, and behavioral support they need to be resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.

90% or more of students surveyed will respond positively to questions regarding academic motivation, having at least one caring adult on campus, and having opportunities to engage in meaningful participation in school.

All students and staff will work in an environment that supports physical and emotional health and safety.

Increase average daily attendance to 98% for all students. Increase daily attendance for subgroups by 4%.

Decrease chronic absenteeism to 10% or below overall and reduce absenteeism of most affected students.

Maintain positive student behavior and pro-social interaction (Wellness and SEL support)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

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.

This year, 5th-grade students participated in the California Healthy Kids Survey. Below is a summary of key indicators—three highest and three lowest responses per section.

School Engagement and Support

- 88% Academic Motivation
- 78% Social and emotional learning support
- 77% School Connectedness
- 44% Meaningful participation

School Safety and Cyberbullying

- 81% of students reported feeling safe on the way to and from school
- 73% of students reported feeling safe at school

School Disciplinary Environment

- 95% of students reported being clear on clarity
- 92% of students reported students are treated with respect
- 49% of students reported students are well-behaved.

Based on the survey data, students need to see themselves as having an active part in their learning by goal setting and monitoring progress towards those goals.

There has been a significant decrease in suspensions from the academic year 2022-2023 to 2023-2024. Specifically, there were 12 suspension incidents in 2022-2023, whereas in the subsequent academic year 2023-2024, only 4 incidents occurred. This reduction indicates an improvement in the overall behavior and discipline within the analyzed environment. Several factors could contribute to this decrease, such as proactive disciplinary measures, enhanced support systems for students

All staff (certificated and classified) must be continuously trained in a Multi-Tier System of Support for social and behavioral needs to use the same language, routines, and practices.

We need 5-6 noon-duty supervisors to ensure a safe recess environment. Noon duty supervisors are challenging to retain, so we continually hire and re-hire staff and training.

Based on our surveys and Behavior Tracking Tool BTT, we must continue strengthening our Tier 1 and Tier 2 PBIS interventions.

Bowers was identified for Additional Targeted Support and Improvement. High chronic absenteeism is an area of need to address, specifically with students with disabilities.

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
Attendance (Data Zone) April 2024	Spring, 2024 (K-5) Average Daily Attendance: Overall: 94.79% English Learners 95.10% Low-Income 94.77% Hispanic/Latinx 94.49% White 95.63% Students with IEP's 93.68%	Spring, 2025 (K-5) Average Daily Attendance: Overall: 98% English Learners 99.% Low-Income 98% Hispanic/Latinx 98% White 99% Students with IEP's 97%
California Healthy Kids Survey	Baseline 2023-2024 School Engagement and Support 88% Academic Motivation	Spring 2025 School Engagement and Support 92% Academic Motivation

	<p>78% Social and emotional learning support 77% School Connectedness 44% Meaningful participation</p> <p>School Safety and Cyberbullying 81% of students reported feeling safe on the way to and from school 73% of students reported feeling safe at school</p> <p>School Disciplinary Environment 95% of students reported being clear on rule clarity 92% of students reported students are treated with respect 49% of students reported students are well-behaved.</p>	<p>82% Social and emotional learning support 83% School Connectedness 50% Meaningful participation</p> <p>School Safety and Cyberbullying 84% of students reported feeling safe on the way to and from school 77% of students reported feeling safe at school</p> <p>School Disciplinary Environment 99% of students reported being clear on rule clarity 96% of students reported students are treated with respect 53% of students reported students are well-behaved.</p>
Chronic Absenteeism (Data Zone) Moderate and Severe	2023-2024 Overall:11% Emergent Bilinguals:4% Low-Income: 5% Hispanic/Latinx:2 % Students with IEP's: 1%	2024-2025 Overall: 7% Emergent Bilinguals:0% Low-Income:3% Hispanic/Latinx:0% Students with IEP's: %

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	Hire Garden Education Teacher to teach TK - 5th Grade students garden education lessons. (.2 FTE) Includes prepping and planning.	TK-5 Students	29,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries
1.2	<p>Offer enrichment activities to build community and collaboration skills inside and outside the classroom. (Including but not limited to Project Cornerstone, Lunch Time Sports, Recess Equipment, Arts Education, Music, Assemblies, Character Building literature/programs, community-building events, events to promote student attendance and reduce Chronic Absenteeism, and field trips)</p> <p>Continue to develop our Multi-Tier System of Support. PBIS professional development. Purchase and utilize materials that will address student behavior, social thinking, and character education, such as but not limited to books, classroom materials, etc.</p> <p>Purchase materials to support school-wide behavior expectations, procedures, and activities such as but not limited to certificates, awards, books, incentives,</p>	All students and in particular students who are chronically absent with a focus on Students with disabilities and White students	15,000.00 Targeted Carryover 5000-5999: Services And Other Operating Expenditures Including but not limited to Allera Sports, Kidz to Pros, Bay Area Chess, Field Trips

1.4	Provide before school supervision who will also support PBIS.	All Students	11,100.00 Targeted Allocation 2000-2999: Classified Personnel Salaries
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The high percentages for Academic Motivation (88%) and School Connectedness (77%) indicate that students are generally motivated and engaged in their academic activities. This is a positive sign as it suggests a strong interest in learning and participating in school-related tasks.

The high percentages of students reporting clarity in disciplinary rules (95%) and feeling respected by peers (92%) indicate a positive disciplinary environment within the school. However, the lower percentage (49%) of students reporting that others are well-behaved suggests that there may still be challenges in promoting positive behavior among students.

The high percentages of students feeling safe on the way to and from school (81%) and at school (73%) are positive indicators of a generally safe school environment. These perceptions contribute to a positive overall school experience and are important for students' well-being and learning outcome.

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 partner with Love and Logic to provide parent workshop. We did however, provide students with additional after school enrichment activities.

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

We will continue with similar strategies and work with our PTA to provide more activities for students during the school day, such as noon activities and assemblies.

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.

Family and Community Partnerships

Bowers will partner with students and families and with labor, business, and community members to create and expand opportunities for students to be resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaborative and are prepared to thrive in a global society.

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.

Low parent participation in workshops and meetings can have several implications. First, it may indicate parents' lack of awareness or interest in the topics being addressed. This could suggest a need for more targeted outreach and communication strategies to engage parents effectively.

Second, low participation might also indicate barriers parents face in attending these events, such as scheduling conflicts, transportation issues, or language barriers. Identifying and addressing these barriers can help increase parent involvement. All our communication and workshops are already in both English and Spanish.

Additionally, low participation may impact the workshops and meetings' effectiveness. When fewer parents participate, fewer perspectives and experiences are shared, potentially limiting the diversity of ideas and solutions discussed.

In conclusion, addressing low parent participation requires a multifaceted approach that includes targeted communication, barrier removal, and creating an inclusive and welcoming environment for parents to participate actively.

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 Teacher Conferences Participation	Fall of 2023 85% of families participated in Parent-Teacher Conferences	Fall of 2024 90% of families will participate in Parent Teacher Conferences.
Gallery Walks	Throughout the school year, families participate in Gallery Walks, where they visit classrooms to see what students are studying. Gallery Walks are a culmination of thematic units and take place at the beginning or end of the school day.	Next year, Bowers will have 1 Gallery Walk per trimester with a 70% participation rate.

	We average a 65% participation rate per Gallery Walk.	
Parent Engagement Activities	<p>2023-2024 School Year</p> <p>Trimester 1 Parent Engagement Opportunities</p> <p>Family Resource Fair in August Participation Rate 30%</p> <p>Garden Work Day September 24, 2023 Participation Rate: .025</p> <p>Garden Work Day October 29, 2023 Participation Rate: .035</p> <p>Math Night October 16, 2024 Participation Rate: 30% Math Night was a partnership with Mathnasium</p> <p>Trimester 2 Parent Engagement Opportunities</p> <p>Preschool-TK Workshop, February 27, 2024 28% Participation rate</p> <p>Literacy Night March 12, 2024 Participation rate: 25% Literacy Nigh is a partnership with KPMG Family</p> <p>Trimester 3 Parent Engagement Opportunities</p> <p>Community Garden Day, May 6 Participation Rate: TBD</p> <p>Workshops: Transitioning to Middle School</p>	<p>2024-2025 School Year</p> <p>At a minimum, one parent engagement activity per trimester with a participation rate of 35%</p> <p>Incorporate Principal Coffees two per trimester to allow families to meet casually with the principal and get school updates in person.</p>
ELAC Parent Workshops	<p>ELAC Workshops</p> <ul style="list-style-type: none"> Title 1 Parent Meeting: .008 Participation rate Trimester 1 Let's Play Math Games: 8% Participation rate Trimester 2 Importance of Attendance: 8% Participation rate Trimester 2 	<p>2024-2025 School Year</p> <p>Hold at minimum 1 parent workshop per trimester with a participation rate of 10%</p> <p>Incorporate celebratory events</p>

	<ul style="list-style-type: none"> Smarter Balance Parent Workshop: Participation rate .008 Trimester 3 Avoid the Summer Slide Participation rate: TBD Summer Slide workshop is a partnership with Santa Clara Public Library.	
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide families with workshops to support their children's education at home this includes but is not limited to childcare, interpretation services, transportation, and food. Including but not limited to <ul style="list-style-type: none"> Literacy Night Math Night STEAM Night Back to School Night Open House Gallery Walks 	All Families	430.00 Title I Part A: Parent Involvement
1.2	Recognize and celebrate student achievements. Share successful practices, strategies, and initiatives with other schools and stakeholders to promote collaboration and collective learning across the district.	All Students	None Specified
1.3			None Specified

Annual Review

SPSA Year Reviewed: 2023-24

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.

This is a new goal for our school. We have always looked for ways to partner with families and community partners. We have a long-standing relationship with KPMG Family Literacy and Mathnasium. They have collaborated with us on Literacy and Math Nights. We also partner with service groups in our community, like Liberty Lodge. We will look for opportunities to further partner with community organizations.

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

not applicable.

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 need to do a better job at tracking parent participation on parent engagement activities. We have sign in sheets but haven't really done much more with the information. We will start to share information with our stakeholders, and look for trends to increase parent participation.

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	\$307,215.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$192,960.00
Title I Part A: Parent Involvement	\$430.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$193,390.00

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

State or Local Programs	Allocation (\$)
None Specified	\$38,176.00
Targeted Allocation	\$60,649.00
Targeted Carryover	\$15,000.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$113,825.00

Total of federal, state, and/or local funds for this school: \$307,215.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation	75,455	14,806.00
Title I	102,600	102,600.00

Expenditures by Funding Source

Funding Source	Amount
None Specified	38,176.00
Targeted Allocation	60,649.00
Targeted Carryover	15,000.00
Title I Part A: Allocation	192,960.00
Title I Part A: Parent Involvement	430.00

Expenditures by Budget Reference

Budget Reference	Amount
	430.00
0000: Unrestricted	38,176.00
1000-1999: Certificated Personnel Salaries	235,509.00
2000-2999: Classified Personnel Salaries	18,100.00
5000-5999: Services And Other Operating Expenditures	15,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	None Specified	38,176.00
1000-1999: Certificated Personnel Salaries	Targeted Allocation	42,549.00

2000-2999: Classified Personnel Salaries	Targeted Allocation	18,100.00
5000-5999: Services And Other Operating Expenditures	Targeted Carryover	15,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	192,960.00
	Title I Part A: Parent Involvement	430.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	251,685.00
Goal 2	55,100.00
Goal 3	430.00

School Site Council Membership

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

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

Name of Members	Role
Roger Mustacich	Parent or Community Member
Alexandra Murillo	Parent or Community Member
Adriana T. Reyes	Principal
Ashley Cobb	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on April 21, 2024.

Attested:



Principal, Adriana T. Reyes on April 22, 2024



SSC Chairperson, Roger Mustacich on April 22, 2024