

**BOWERS**  
ELEMENTARY SCHOOL



**BULLDOGS**

## School Plan for Student Achievement (SPSA)

| School Name   |            | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---------------|------------|-----------------------------------|----------------------------------------|---------------------------|
| Bowers School | Elementary | 43-69674-6048797                  | April 8, 2025                          | June 12, 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 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.

## 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 collaborate with the Bowers Staff, March 5, Site Leadership Team (SLT) March 11, 2025, School Site Council (SSC)/ English Learner Advisory Committee (ELAC) March 5, and Parent-Teacher Association (PTA) April 1, 2025 to identify site priorities and needs. Together, they review school achievement and climate data, discuss school-wide goals, and assess the annual budget. Based on these discussions, a plan is developed to allocate Targeted and Title I funds effectively, ensuring that all stakeholders have a voice in the decision-making process.

## 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.

## 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 English Language Arts in the orange performance level

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.

Based on the California Dashboard's designation of English Language Arts (ELA) performance in the "orange" category, it is evident that our school is facing challenges in meeting the academic needs of all students in this area. While some progress has been made, there remains a significant improvement opportunity, particularly for historically underserved students. A targeted needs assessment reveals the necessity for additional resources, differentiated instructional strategies, and enhanced professional development for educators to improve student outcomes in ELA. Specifically, there is a need for more teacher training to strengthen foundational literacy skills across all grade levels.

### Other Needs

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

While there has been an overall decrease in chronic absenteeism (-12%), some of our subgroups still face ongoing challenges with attendance.

# 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 |       |       |
|                                | 21-22                 | 22-23  | 23-24  | 21-22              | 22-23 | 23-24 |
| American Indian                | %                     | 0%     | 0.41%  |                    | 0     | 1     |
| African American               | 1.30%                 | 0.86%  | 0.41%  | 3                  | 2     | 1     |
| Asian                          | 16.96%                | 16.81% | 20.25% | 39                 | 39    | 49    |
| Filipino                       | 6.52%                 | 5.17%  | 5.79%  | 15                 | 12    | 14    |
| Hispanic/Latino                | 52.61%                | 58.19% | 53.31% | 121                | 135   | 129   |
| Pacific Islander               | %                     | 0.43%  | 0.83%  |                    | 1     | 2     |
| White                          | 14.35%                | 9.48%  | 11.98% | 33                 | 22    | 29    |
| Multiple/No Response           | 8.26%                 | 9.05%  | 7.02%  | 19                 | 21    | 17    |
| Total Enrollment               |                       |        |        | 230                | 232   | 242   |

### Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 21-22              | 22-23 | 23-24 |
| Kindergarten                      | 31                 | 34    | 22    |
| Grade 1                           | 41                 | 38    | 40    |
| Grade 2                           | 38                 | 41    | 41    |
| Grade3                            | 40                 | 35    | 40    |
| Grade 4                           | 46                 | 42    | 36    |
| Grade 5                           | 34                 | 42    | 43    |
| Total Enrollment                  | 230                | 232   | 242   |

#### Conclusions based on this data:

1. Although, we saw an increase in our kindergarten enrollment in the 2024-2025 school year, we continue to see an overall decline in our enrollment at Bowers.
2. Our enrollment in various subgroups has declined over the years as well.
3. The decline in enrollment at our school reflects broader demographic trends and shifts in community needs. This presents both challenges and opportunities for strategic planning to ensure we continue to provide high-quality education and remain responsive to the evolving needs of our students and families. Moving forward, it will be

essential to explore new enrollment strategies, enhance community engagement, and adapt our offerings to attract and retain 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 |       |       |
|                                               | 21-22              | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 |
| English Learners                              | 101                | 90    | 102   | 35.80%              | 43.9% | 42.1% |
| Fluent English Proficient (FEP)               | 29                 | 36    | 34    | 14.80%              | 12.6% | 14.0% |
| Reclassified Fluent English Proficient (RFEP) | 15                 | 21    | 19    | 3.3%                | 6.5%  | 7.9%  |

### Conclusions based on this data:

1. According to Data Zone (2024-2025), excluding Preschool and Transitional Kindergarten students, Bowers' Emergent Bilingual population stands at 41.59%, reflecting a slight decrease from the previous year.
2. According to the California Dashboard (2024), 65% of Bowers' Emergent Bilinguals are making progress, marking a 19.8% increase compared to the previous year (2023-2024). This significant improvement indicates that targeted interventions and support strategies are having a positive impact on student outcomes. However, continued focus and resources will be essential to maintain and further accelerate this progress, ensuring sustained growth for all students in this group.
3. According to Data Zone, the number of Emergent Bilinguals reclassifying has shown a steady increase each year. This positive trend suggests that programs like SEAL and interventions are effectively helping students gain the language proficiency needed for reclassification. Continued efforts to strengthen these supports will be crucial to maintaining this upward trajectory and ensuring more students successfully reach reclassification in the coming years.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|                                        | 21-22                  | 22-23 | 23-24 | 21-22                | 22-23 | 23-24 | 21-22                     | 22-23 | 23-24 | 21-22                         | 22-23 | 23-24 |
| Grade 3                                | 42                     | 37    | 38    | 41                   | 37    | 35    | 41                        | 37    | 35    | 97.6                          | 100.0 | 92.1  |
| Grade 4                                | 44                     | 43    | 36    | 42                   | 41    | 35    | 42                        | 41    | 35    | 95.5                          | 95.3  | 97.2  |
| Grade 5                                | 38                     | 44    | 42    | 34                   | 44    | 42    | 34                        | 44    | 42    | 89.5                          | 100.0 | 100   |
| All Grades                             | 124                    | 124   | 116   | 117                  | 122   | 112   | 117                       | 122   | 112   | 94.4                          | 98.4  | 96.6  |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 21-22            | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22          | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22              | 22-23 | 23-24 |
| Grade 3                              | 2405.            | 2411. | 2390. | 17.07               | 24.32 | 5.71  | 19.51          | 16.22 | 22.86 | 34.15                 | 29.73 | 31.43 | 29.27              | 29.73 | 40.00 |
| Grade 4                              | 2436.            | 2479. | 2466. | 14.29               | 34.15 | 22.86 | 21.43          | 17.07 | 28.57 | 21.43                 | 26.83 | 11.43 | 42.86              | 21.95 | 37.14 |
| Grade 5                              | 2504.            | 2495. | 2519. | 23.53               | 20.45 | 28.57 | 35.29          | 22.73 | 28.57 | 14.71                 | 25.00 | 26.19 | 26.47              | 31.82 | 16.67 |
| All Grades                           | N/A              | N/A   | N/A   | 17.95               | 26.23 | 19.64 | 24.79          | 18.85 | 26.79 | 23.93                 | 27.05 | 23.21 | 33.33              | 27.87 | 30.36 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                            | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 3                                                                    | 14.63            | 29.73 | 8.57  | 68.29                 | 40.54 | 57.14 | 17.07            | 29.73 | 34.29 |
| Grade 4                                                                    | 7.14             | 24.39 | 22.86 | 69.05                 | 63.41 | 57.14 | 23.81            | 12.20 | 20.00 |
| Grade 5                                                                    | 17.65            | 9.09  | 16.67 | 64.71                 | 63.64 | 66.67 | 17.65            | 27.27 | 16.67 |
| All Grades                                                                 | 12.82            | 20.49 | 16.07 | 67.52                 | 56.56 | 60.71 | 19.66            | 22.95 | 23.21 |

| <b>Writing</b><br><b>Producing clear and purposeful writing</b> |                  |       |       |                       |       |       |                  |       |       |
|-----------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                     | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                 | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 3                                                         | 4.88             | 21.62 | 11.43 | 60.98                 | 45.95 | 34.29 | 34.15            | 32.43 | 54.29 |
| Grade 4                                                         | 9.52             | 17.07 | 17.14 | 54.76                 | 63.41 | 54.29 | 35.71            | 19.51 | 28.57 |
| Grade 5                                                         | 17.65            | 18.18 | 19.05 | 55.88                 | 63.64 | 57.14 | 26.47            | 18.18 | 23.81 |
| All Grades                                                      | 10.26            | 18.85 | 16.07 | 57.26                 | 58.20 | 49.11 | 32.48            | 22.95 | 34.82 |

| <b>Listening</b><br><b>Demonstrating effective communication skills</b> |                  |       |       |                       |       |       |                  |       |       |
|-------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                             | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                         | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 3                                                                 | 7.32             | 21.62 | 5.71  | 73.17                 | 64.86 | 82.86 | 19.51            | 13.51 | 11.43 |
| Grade 4                                                                 | 9.52             | 14.63 | 11.43 | 66.67                 | 75.61 | 65.71 | 23.81            | 9.76  | 22.86 |
| Grade 5                                                                 | 14.71            | 15.91 | 14.29 | 73.53                 | 61.36 | 78.57 | 11.76            | 22.73 | 7.14  |
| All Grades                                                              | 10.26            | 17.21 | 10.71 | 70.94                 | 67.21 | 75.89 | 18.80            | 15.57 | 13.39 |

| <b>Research/Inquiry</b><br><b>Investigating, analyzing, and presenting information</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                            | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                        | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 3                                                                                | 19.51            | 13.51 | 17.14 | 60.98                 | 59.46 | 65.71 | 19.51            | 27.03 | 17.14 |
| Grade 4                                                                                | 11.90            | 17.07 | 22.86 | 64.29                 | 70.73 | 60.00 | 23.81            | 12.20 | 17.14 |
| Grade 5                                                                                | 20.59            | 20.45 | 21.43 | 64.71                 | 59.09 | 59.52 | 14.71            | 20.45 | 19.05 |
| All Grades                                                                             | 17.09            | 17.21 | 20.54 | 63.25                 | 63.11 | 61.61 | 19.66            | 19.67 | 17.86 |

#### Conclusions based on this data:

1. While there was a slight increase (+1.35%) in the percentage of students performing at or above grade level, a significant portion still perform below grade level (53.57%). The Writing Claim proved to be the most challenging area, suggesting that writing skills need more targeted attention and support. Moving forward, it will be essential to focus on enhancing writing instruction and providing additional resources to address this need.
2. Although the percentage of students performing at or above grade level increased overall (+1.35 %), third-grade students experienced a significant decline (-11.97%) in their English Language Arts achievement. This suggests that third grade may be an area of particular concern, and further analysis is needed to identify the specific factors contributing to this decline. Targeted interventions and focused support for third-grade students could help address these challenges and improve outcomes in the future.
3. Fifth grade had the highest percentage of students, with 54.76%, performing at or above grade level. This indicates that fifth-grade students demonstrate relatively strong academic performance compared to other grades. Writing and Research were their strongest claims. .

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|                                        | 21-22                  | 22-23 | 23-24 | 21-22                | 22-23 | 23-24 | 21-22                     | 22-23 | 23-24 | 21-22                         | 22-23 | 23-24 |
| Grade 3                                | 42                     | 37    | 38    | 42                   | 37    | 36    | 42                        | 37    | 36    | 100.0                         | 100.0 | 94.7  |
| Grade 4                                | 44                     | 43    | 36    | 43                   | 42    | 36    | 43                        | 42    | 36    | 97.7                          | 97.7  | 100   |
| Grade 5                                | 38                     | 44    | 42    | 36                   | 44    | 42    | 36                        | 44    | 42    | 94.7                          | 100.0 | 100   |
| All Grades                             | 124                    | 124   | 116   | 121                  | 123   | 114   | 121                       | 123   | 114   | 97.6                          | 99.2  | 98.3  |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 21-22            | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22          | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22              | 22-23 | 23-24 |
| Grade 3                              | 2427.            | 2425. | 2420. | 19.05               | 18.92 | 19.44 | 26.19          | 29.73 | 16.67 | 28.57                 | 24.32 | 27.78 | 26.19              | 27.03 | 36.11 |
| Grade 4                              | 2458.            | 2490. | 2485. | 11.63               | 30.95 | 16.67 | 27.91          | 21.43 | 41.67 | 23.26                 | 30.95 | 19.44 | 37.21              | 16.67 | 22.22 |
| Grade 5                              | 2511.            | 2470. | 2517. | 25.00               | 15.91 | 26.19 | 27.78          | 15.91 | 19.05 | 22.22                 | 18.18 | 28.57 | 25.00              | 50.00 | 26.19 |
| All Grades                           | N/A              | N/A   | N/A   | 18.18               | 21.95 | 21.05 | 27.27          | 21.95 | 25.44 | 24.79                 | 24.39 | 25.44 | 29.75              | 31.71 | 28.07 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                                                                      | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                                                                  | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 3                                                                                                                          | 21.43            | 16.22 | 22.22 | 54.76                 | 54.05 | 41.67 | 23.81            | 29.73 | 36.11 |
| Grade 4                                                                                                                          | 11.63            | 23.81 | 19.44 | 58.14                 | 57.14 | 58.33 | 30.23            | 19.05 | 22.22 |
| Grade 5                                                                                                                          | 22.22            | 15.91 | 23.81 | 55.56                 | 45.45 | 54.76 | 22.22            | 38.64 | 21.43 |
| All Grades                                                                                                                       | 18.18            | 18.70 | 21.93 | 56.20                 | 52.03 | 51.75 | 25.62            | 29.27 | 26.32 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions |                  |       |       |                       |       |       |                  |       |       |
|--------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                          | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                      | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 3                                                                              | 19.05            | 18.92 | 22.22 | 57.14                 | 59.46 | 58.33 | 23.81            | 21.62 | 19.44 |
| Grade 4                                                                              | 18.60            | 33.33 | 27.78 | 58.14                 | 47.62 | 47.22 | 23.26            | 19.05 | 25.00 |
| Grade 5                                                                              | 22.22            | 11.36 | 26.19 | 61.11                 | 63.64 | 57.14 | 16.67            | 25.00 | 16.67 |
| All Grades                                                                           | 19.83            | 21.14 | 25.44 | 58.68                 | 56.91 | 54.39 | 21.49            | 21.95 | 20.18 |

**Conclusions based on this data:**

1. Bowers Elementary saw a modest increase (+2.5) in student performance in math, with the percentage of students meeting or exceeding standards rising from 43.9% in the 2022–2023 school year to 46.49% in 2023–2024. This growth reflects the continued efforts of staff, students, and families to strengthen math achievement and provides a foundation for further progress in the coming year.
2. While the number of students meeting or exceeding standards in mathematics increased modestly, 2.59% overall, the significant 13.76% decrease in third grade suggests that the overall gains were driven by improvements in other grade levels. This indicates a potential concern in third-grade mathematics achievement that may require targeted support and intervention.
3. A greater percentage of students (25.44%) performed above grade level in Communicating Reasoning compared to those performing above grade level in Problem Solving and Modeling/Data Analysis (21.93%). This suggests that while students are relatively stronger in explaining and justifying their mathematical thinking, there may be a need to strengthen their ability to apply math concepts and strategies to real-world and complex problem-solving situations.

# 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<br>Number of Students and Mean Scale Scores for All Students |         |        |        |               |        |        |                  |        |        |                           |       |       |
|----------------------------------------------------------------------------------------------|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level                                                                                  | Overall |        |        | Oral Language |        |        | Written Language |        |        | Number of Students Tested |       |       |
|                                                                                              | 21-22   | 22-23  | 23-24  | 21-22         | 22-23  | 23-24  | 21-22            | 22-23  | 23-24  | 21-22                     | 22-23 | 23-24 |
| <b>K</b>                                                                                     | 1452.0  | 1420.4 | 1431.4 | 1444.6        | 1427.1 | 1449.3 | 1469.2           | 1404.4 | 1389.5 | 17                        | 27    | 19    |
| <b>1</b>                                                                                     | 1441.1  | 1428.6 | 1434.8 | 1450.8        | 1435.3 | 1446.8 | 1430.8           | 1421.4 | 1422.5 | 21                        | 16    | 19    |
| <b>2</b>                                                                                     | 1450.1  | 1472.8 | 1483.3 | 1465.7        | 1472.6 | 1482.3 | 1434.1           | 1472.6 | 1483.7 | 15                        | 16    | 23    |
| <b>3</b>                                                                                     | 1492.2  | 1481.3 | 1500.3 | 1490.4        | 1476.6 | 1489.4 | 1493.5           | 1485.4 | 1510.7 | 17                        | 18    | 16    |
| <b>4</b>                                                                                     | 1488.4  | 1505.5 | 1533.1 | 1492.7        | 1501.0 | 1536.9 | 1483.4           | 1509.3 | 1528.8 | 19                        | 15    | 17    |
| <b>5</b>                                                                                     | 1487.1  | 1527.2 | 1543.2 | 1479.4        | 1509.7 | 1533.5 | 1494.0           | 1544.3 | 1552.4 | 12                        | 16    | 13    |
| <b>All Grades</b>                                                                            |         |        |        |               |        |        |                  |        |        | 101                       | 108   | 107   |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                       | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| <b>K</b>                                                                              | 35.29   | 11.11 | 15.79 | 29.41   | 25.93 | 42.11 | 29.41   | 51.85 | 21.05 | 5.88    | 11.11 | 21.05 | 17                       | 27    | 19    |
| <b>1</b>                                                                              | 0.00    | 0.00  | 5.26  | 33.33   | 18.75 | 42.11 | 47.62   | 62.50 | 36.84 | 19.05   | 18.75 | 15.79 | 21                       | 16    | 19    |
| <b>2</b>                                                                              | 0.00    | 6.25  | 4.35  | 53.33   | 37.50 | 60.87 | 26.67   | 50.00 | 21.74 | 20.00   | 6.25  | 13.04 | 15                       | 16    | 23    |
| <b>3</b>                                                                              | 17.65   | 5.56  | 12.50 | 41.18   | 44.44 | 50.00 | 35.29   | 22.22 | 37.50 | 5.88    | 27.78 | 0.00  | 17                       | 18    | 16    |
| <b>4</b>                                                                              | 10.53   | 13.33 | 29.41 | 36.84   | 33.33 | 41.18 | 36.84   | 40.00 | 5.88  | 15.79   | 13.33 | 23.53 | 19                       | 15    | 17    |
| <b>5</b>                                                                              | 16.67   | 25.00 | 38.46 | 25.00   | 50.00 | 23.08 | 33.33   | 12.50 | 30.77 | 25.00   | 12.50 | 7.69  | 12                       | 16    | 13    |
| <b>All Grades</b>                                                                     | 12.87   | 10.19 | 15.89 | 36.63   | 34.26 | 44.86 | 35.64   | 40.74 | 25.23 | 14.85   | 14.81 | 14.02 | 101                      | 108   | 107   |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                        | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                    | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| K                                                                                  | 17.65   | 14.81 | 42.11 | 47.06   | 22.22 | 21.05 | 29.41   | 51.85 | 15.79 | 5.88    | 11.11 | 21.05 | 17                       | 27    | 19    |
| 1                                                                                  | 28.57   | 0.00  | 5.26  | 14.29   | 50.00 | 42.11 | 42.86   | 31.25 | 36.84 | 14.29   | 18.75 | 15.79 | 21                       | 16    | 19    |
| 2                                                                                  | 40.00   | 18.75 | 34.78 | 26.67   | 43.75 | 34.78 | 13.33   | 37.50 | 13.04 | 20.00   | 0.00  | 17.39 | 15                       | 16    | 23    |
| 3                                                                                  | 29.41   | 38.89 | 18.75 | 47.06   | 16.67 | 56.25 | 11.76   | 22.22 | 18.75 | 11.76   | 22.22 | 6.25  | 17                       | 18    | 16    |
| 4                                                                                  | 26.32   | 40.00 | 52.94 | 47.37   | 26.67 | 23.53 | 15.79   | 26.67 | 5.88  | 10.53   | 6.67  | 17.65 | 19                       | 15    | 17    |
| 5                                                                                  | 33.33   | 25.00 | 53.85 | 33.33   | 56.25 | 30.77 | 8.33    | 6.25  | 0.00  | 25.00   | 12.50 | 15.38 | 12                       | 16    | 13    |
| All Grades                                                                         | 28.71   | 22.22 | 33.64 | 35.64   | 34.26 | 34.58 | 21.78   | 31.48 | 15.89 | 13.86   | 12.04 | 15.89 | 101                      | 108   | 107   |

| Written Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                       | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| K                                                                                     | 23.53   | 7.41  | 10.53 | 29.41   | 11.11 | 36.84 | 35.29   | 70.37 | 31.58 | 11.76   | 11.11 | 21.05 | 17                       | 27    | 19    |
| 1                                                                                     | 0.00    | 0.00  | 10.53 | 19.05   | 6.25  | 10.53 | 57.14   | 68.75 | 68.42 | 23.81   | 25.00 | 10.53 | 21                       | 16    | 19    |
| 2                                                                                     | 0.00    | 6.25  | 13.04 | 13.33   | 31.25 | 39.13 | 60.00   | 50.00 | 26.09 | 26.67   | 12.50 | 21.74 | 15                       | 16    | 23    |
| 3                                                                                     | 11.76   | 0.00  | 6.25  | 29.41   | 44.44 | 43.75 | 41.18   | 27.78 | 50.00 | 17.65   | 27.78 | 0.00  | 17                       | 18    | 16    |
| 4                                                                                     | 0.00    | 0.00  | 29.41 | 26.32   | 26.67 | 29.41 | 31.58   | 60.00 | 23.53 | 42.11   | 13.33 | 17.65 | 19                       | 15    | 17    |
| 5                                                                                     | 8.33    | 31.25 | 30.77 | 25.00   | 12.50 | 23.08 | 8.33    | 37.50 | 38.46 | 58.33   | 18.75 | 7.69  | 12                       | 16    | 13    |
| All Grades                                                                            | 6.93    | 7.41  | 15.89 | 23.76   | 21.30 | 30.84 | 40.59   | 53.70 | 39.25 | 28.71   | 17.59 | 14.02 | 101                      | 108   | 107   |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|-----------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                             | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                         | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| K                                                                                       | 35.29          | 11.11 | 26.32 | 64.71               | 74.07 | 68.42 | 0.00      | 14.81 | 5.26  | 17                       | 27    | 19    |
| 1                                                                                       | 33.33          | 12.50 | 10.53 | 47.62               | 56.25 | 73.68 | 19.05     | 31.25 | 15.79 | 21                       | 16    | 19    |
| 2                                                                                       | 26.67          | 50.00 | 34.78 | 53.33               | 50.00 | 52.17 | 20.00     | 0.00  | 13.04 | 15                       | 16    | 23    |
| 3                                                                                       | 47.06          | 33.33 | 25.00 | 35.29               | 44.44 | 68.75 | 17.65     | 22.22 | 6.25  | 17                       | 18    | 16    |
| 4                                                                                       | 31.58          | 33.33 | 52.94 | 57.89               | 60.00 | 35.29 | 10.53     | 6.67  | 11.76 | 19                       | 15    | 17    |
| 5                                                                                       | 16.67          | 25.00 | 41.67 | 50.00               | 68.75 | 58.33 | 33.33     | 6.25  | 0.00  | 12                       | 16    | 12    |
| All Grades                                                                              | 32.67          | 25.93 | 31.13 | 51.49               | 60.19 | 59.43 | 15.84     | 13.89 | 9.43  | 101                      | 108   | 106   |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|----------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                            | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                        | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| K                                                                                      | 11.76          | 14.81 | 42.11 | 82.35               | 70.37 | 31.58 | 5.88      | 14.81 | 26.32 | 17                       | 27    | 19    |
| 1                                                                                      | 4.76           | 6.25  | 15.79 | 71.43               | 75.00 | 73.68 | 23.81     | 18.75 | 10.53 | 21                       | 16    | 19    |
| 2                                                                                      | 53.33          | 6.25  | 26.09 | 20.00               | 87.50 | 56.52 | 26.67     | 6.25  | 17.39 | 15                       | 16    | 23    |
| 3                                                                                      | 47.06          | 22.22 | 12.50 | 35.29               | 38.89 | 75.00 | 17.65     | 38.89 | 12.50 | 17                       | 18    | 16    |
| 4                                                                                      | 31.58          | 33.33 | 47.06 | 57.89               | 53.33 | 29.41 | 10.53     | 13.33 | 23.53 | 19                       | 15    | 17    |
| 5                                                                                      | 58.33          | 56.25 | 76.92 | 16.67               | 25.00 | 15.38 | 25.00     | 18.75 | 7.69  | 12                       | 16    | 13    |
| All Grades                                                                             | 31.68          | 22.22 | 34.58 | 50.50               | 59.26 | 48.60 | 17.82     | 18.52 | 16.82 | 101                      | 108   | 107   |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                       | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| K                                                                                     | 29.41          | 7.41  | 10.53 | 64.71               | 81.48 | 63.16 | 5.88      | 11.11 | 26.32 | 17                       | 27    | 19    |
| 1                                                                                     | 0.00           | 6.25  | 21.05 | 61.90               | 25.00 | 52.63 | 38.10     | 68.75 | 26.32 | 21                       | 16    | 19    |
| 2                                                                                     | 0.00           | 6.25  | 4.35  | 73.33               | 81.25 | 86.96 | 26.67     | 12.50 | 8.70  | 15                       | 16    | 23    |
| 3                                                                                     | 11.76          | 0.00  | 0.00  | 52.94               | 55.56 | 75.00 | 35.29     | 44.44 | 25.00 | 17                       | 18    | 16    |
| 4                                                                                     | 0.00           | 6.67  | 11.76 | 42.11               | 80.00 | 58.82 | 57.89     | 13.33 | 29.41 | 19                       | 15    | 17    |
| 5                                                                                     | 8.33           | 25.00 | 23.08 | 33.33               | 50.00 | 69.23 | 58.33     | 25.00 | 7.69  | 12                       | 16    | 13    |
| All Grades                                                                            | 7.92           | 8.33  | 11.21 | 55.45               | 63.89 | 68.22 | 36.63     | 27.78 | 20.56 | 101                      | 108   | 107   |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                           | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|                                                                                       | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| K                                                                                     | 52.94          | 29.63 | 15.79 | 35.29               | 55.56 | 52.63 | 11.76     | 14.81 | 31.58 | 17                       | 27    | 19    |
| 1                                                                                     | 4.76           | 0.00  | 0.00  | 85.71               | 87.50 | 89.47 | 9.52      | 12.50 | 10.53 | 21                       | 16    | 19    |
| 2                                                                                     | 0.00           | 6.25  | 21.74 | 66.67               | 93.75 | 60.87 | 33.33     | 0.00  | 17.39 | 15                       | 16    | 23    |
| 3                                                                                     | 11.76          | 33.33 | 12.50 | 82.35               | 50.00 | 87.50 | 5.88      | 16.67 | 0.00  | 17                       | 18    | 16    |
| 4                                                                                     | 10.53          | 20.00 | 47.06 | 68.42               | 53.33 | 35.29 | 21.05     | 26.67 | 17.65 | 19                       | 15    | 17    |
| 5                                                                                     | 8.33           | 56.25 | 41.67 | 50.00               | 37.50 | 58.33 | 41.67     | 6.25  | 0.00  | 12                       | 16    | 12    |
| All Grades                                                                            | 14.85          | 25.00 | 21.70 | 66.34               | 62.04 | 64.15 | 18.81     | 12.96 | 14.15 | 101                      | 108   | 106   |

#### Conclusions based on this data:

- Based on the data, Bowers Elementary has demonstrated steady growth in the percentage of 5th grade students scoring at Level 4 on the ELPAC over the past three years. In 2021–2022, 16.67% of students reached Level 4, increasing to 25.00% in 2022–2023, and rising further to 38.46% in 2023–2024. This upward trend reflects significant progress in English language proficiency among our 5th grade English Learners and suggests that the school's targeted language development strategies and supports are yielding positive results. Continued focus on academic language development and differentiated instruction will be essential to sustain and build on this growth.

2. Based on the data above, Bowers Elementary School's 4th-grade students have shown consistent growth in their mean overall ELPAC scores over the past three years. The mean score increased from 1488.4 in 2021–2022 to 1505.5 in 2022–2023, and further to 1533.1 in 2023–2024. This upward trend reflects steady progress in English language proficiency among 4th-grade English learners, suggesting that the school's targeted supports and instructional strategies are having a positive impact. Continued focus on academic language development and differentiated instruction will be essential to maintaining and accelerating this growth.
3. The ELPAC data shows notable improvement in both written and oral language performance among Bowers Elementary students from 2022–2023 to 2023–2024. The percentage of students scoring at Level 4 in written language more than doubled, rising from 7.41% to 15.89%. Similarly, oral language Level 4 performance increased from 22.22% to 33.64%. These gains suggest that instructional efforts to strengthen both expressive and receptive language skills are effectively supporting English learners in reaching higher levels of proficiency. Continued emphasis on integrated language development and targeted support will be key to sustaining this upward trend.

# 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                                                |
| 242                                                            | 61.6%                                                                                                                            | 42.1%                                                                                                                                                        | 0.4%                                                        |
| 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. | Students whose well being is the responsibility of a court. |

| 2023-24 Enrollment for All Students/Student Group |       |            |
|---------------------------------------------------|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 102   | 42.1%      |
| Foster Youth                                      | 1     | 0.4%       |
| Homeless                                          | 1     | 0.4%       |
| Socioeconomically Disadvantaged                   | 149   | 61.6%      |
| Students with Disabilities                        | 24    | 9.9%       |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 1     | 0.4%       |
| American Indian              | 1     | 0.4%       |
| Asian                        | 49    | 20.2%      |
| Filipino                     | 14    | 5.8%       |
| Hispanic                     | 129   | 53.3%      |
| Two or More Races            | 17    | 7%         |
| Pacific Islander             | 2     | 0.8%       |
| White                        | 29    | 12%        |

### Conclusions based on this data:

1. Rising housing costs or economic challenges may be driving families to relocate to more affordable areas, leading to a decline in enrollment at Bowers Elementary School.

2. With 42% of students at Bowers identified as language learners, nearly half of the student population requires targeted language development support. This highlights the importance of structured English Language Development (ELD) programs, bilingual resources, and culturally responsive teaching strategies. Ensuring that these students receive the necessary academic and linguistic support will be crucial in closing achievement gaps and promoting equitable learning outcomes.

# 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.

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.”



### 2024 Fall Dashboard Overall Performance for All Students

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

### Conclusions based on this data:

1. Bowers' orange rating on the California Dashboard for English Language Arts (ELA) indicates that student performance is below the state standard and requires significant improvement. This suggests a need for strengthened literacy instruction, targeted interventions, and additional support for students, particularly English Learners and those facing academic challenges. Focused efforts on differentiated instruction, small-group support, and family engagement in literacy development will be essential to improving student outcomes.

2. Bowers' blue rating on the California Dashboard for English Learner Progress indicates that the majority of English Learners are making significant strides in language development and are on track to achieve English proficiency. This reflects the effectiveness of the school's English Language Development (ELD) programs, instructional strategies, and support systems. To sustain this success, continued emphasis on academic language development, differentiated instruction, and family engagement will be key to ensuring long-term achievement for English Learners.
3. Bowers' green rating on the California Dashboard for Math reflects strong student performance, indicating that the school's math programs and instructional practices are effectively supporting student success. This achievement highlights the effectiveness of current strategies, but continued focus on maintaining and expanding these practices, along with ongoing professional development for teachers, will be important to sustain and build upon this positive outcome.

# School and Student Performance Data

## Academic Performance English Language Arts

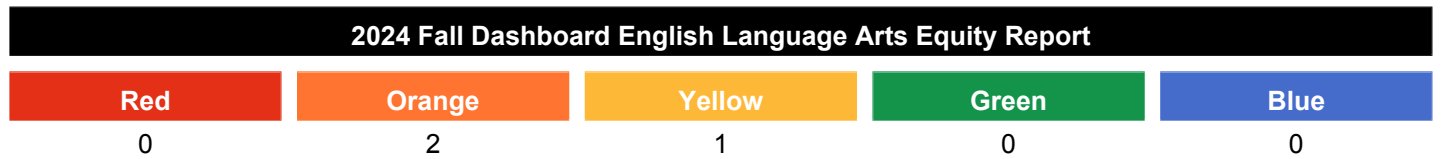
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2024 Fall Dashboard English Language Arts Performance for All Students/Student Group                                                                                                                                                 |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>Orange</div> <div>7.0 points below standard</div> <div>Declined 6.4 points</div> <div>110 Students</div> | <div>English Learners</div> <div></div> <div>Orange</div> <div>39.0 points below standard</div> <div>Maintained 2.4 points</div> <div>53 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                                |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                         | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>                                   | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>27.3 points below standard</div> <div>Maintained 0.6 points</div> <div>73 Students</div> |

|                                                                                                                                                                                                                     |                                                                                                                                                                             |                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>89.8 points below standard<br>Increased 8.5 points<br>24 Students | <b>African American</b><br><br>No Performance Color<br>Less than 11 Students<br>2 Students | <b>American Indian</b><br><br>No Performance Color<br>0 Students                                   |
| <b>Asian</b><br><br>No Performance Color<br>25.0 points above standard<br>Declined 19.5 points<br>21 Students                      | <b>Filipino</b><br><br>No Performance Color<br>Less than 11 Students<br>7 Students         | <b>Hispanic</b><br><br>Yellow<br>33.3 points below standard<br>Increased 6.1 points<br>63 Students |
| <b>Two or More Races</b><br><br>No Performance Color<br>Less than 11 Students<br>8 Students                                        | <b>Pacific Islander</b><br><br>No Performance Color<br>Less than 11 Students<br>1 Student  | <b>White</b><br><br>No Performance Color<br>Less than 11 Students<br>10 Students                   |

#### Conclusions based on this data:

1. Based on the California Dashboard data, Bowers Elementary is in the orange performance level for socioeconomically disadvantaged students, with an achievement level of 27.3 points below standard. This indicates a significant opportunity for growth in ensuring equitable academic outcomes for all students. To address this gap, we should continue implementing targeted interventions, such as small-group literacy support, SEAL strategies, and differentiated instruction, while also strengthening family engagement and access to resources. By maintaining a focus on equity and academic excellence, we can work towards closing achievement gaps and improving outcomes for all students.
2. The California Dashboard data indicates that Bowers Elementary is in the orange performance level for English Language Learners, with scores 39 points below standard. This highlights the need for continued focus on language development and academic support for EL students. Strengthening SEAL strategies, expanding targeted literacy interventions, and ensuring consistent designated and integrated English Language Development (ELD) instruction will be key to improving outcomes. Additionally, fostering strong family-school partnerships and providing professional development for teachers on effective EL strategies can help accelerate progress and close the achievement gap.
3. The California Dashboard data shows that Bowers Elementary is in the orange performance level for all students, with scores 7 points below standard and a decline of 6.7 points. This downward trend underscores the need for a strategic and data-driven approach to improving student achievement. By reinforcing high-impact instructional practices, strengthening targeted interventions, and continuing to support English Learners and socioeconomically disadvantaged students, Bowers can work toward reversing this decline. Additionally, fostering a culture of collaboration, professional development, and family engagement will be essential in ensuring that all students meet or exceed grade-level expectations.

# School and Student Performance Data

## Academic Performance Mathematics

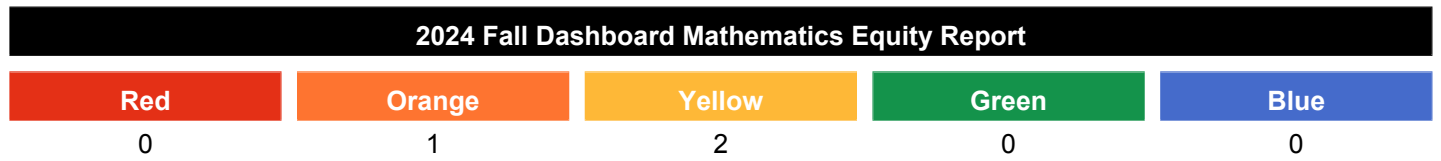
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”



This section provides number of student groups in each level.



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

| 2024 Fall Dashboard Mathematics Performance for All Students/Student Group                                                                                                                                                           |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>Green</div> <div>8.4 points below standard</div> <div>Increased 5.7 points</div> <div>110 Students</div> | <div>English Learners</div> <div></div> <div>Yellow</div> <div>45.1 points below standard</div> <div>Increased 4.9 points</div> <div>53 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                                |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                         | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>                                  | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>35.6 points below standard</div> <div>Maintained 0.2 points</div> <div>73 Students</div> |

|                                                                                                                                                                                                                      |                                                                                                                                                                             |                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>76.3 points below standard<br>Increased 20.3 points<br>24 Students | <b>African American</b><br><br>No Performance Color<br>Less than 11 Students<br>2 Students | <b>American Indian</b><br><br>No Performance Color<br>0 Students                                    |
| <b>Asian</b><br><br>No Performance Color<br>22.0 points above standard<br>Declined 26.4 points<br>21 Students                       | <b>Filipino</b><br><br>No Performance Color<br>Less than 11 Students<br>7 Students         | <b>Hispanic</b><br><br>Yellow<br>39.7 points below standard<br>Increased 18.2 points<br>63 Students |
| <b>Two or More Races</b><br><br>No Performance Color<br>Less than 11 Students<br>8 Students                                         | <b>Pacific Islander</b><br><br>No Performance Color<br>Less than 11 Students<br>1 Student  | <b>White</b><br><br>No Performance Color<br>Less than 11 Students<br>10 Students                    |

#### Conclusions based on this data:

1. The California Dashboard data shows that Bowers Elementary is in the green performance level for math, with an increase of 5.7 points. This positive growth reflects the effectiveness of instructional strategies and targeted supports in math. To sustain and build on this progress, the school should continue implementing evidence-based math practices, provide differentiated instruction, and reinforce problem-solving skills across all grade levels. Additionally, maintaining a strong focus on student engagement, real-world application of math concepts, and ongoing professional development for teachers will help ensure continued success for all students.
2. The California Dashboard data indicates that Bowers Elementary is in the yellow performance level for English Language Learners in math, with an increase of 4.9 points. This growth is a positive step toward closing achievement gaps, reflecting the impact of targeted supports and instructional strategies. To continue this momentum, Bowers should strengthen designated and integrated math instruction for ELs, incorporate language-rich mathematical discussions, and provide additional scaffolding to support comprehension. By maintaining high expectations and fostering a supportive learning environment, the school can further accelerate progress and move toward higher performance levels.
3. The California Dashboard data shows that Bowers Elementary is in the yellow performance level for Hispanic students in math, with a significant increase of 18.2 points. While this growth is encouraging, the group remains 39.7 points below standard, indicating that continued support is needed to close the achievement gap. To build on this progress, Bowers should sustain effective instructional strategies, provide targeted interventions, and strengthen culturally responsive teaching practices. Additionally, fostering family engagement and offering additional resources, such as tutoring and small-group instruction, can further support Hispanic students in reaching grade-level expectations.

# 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                                                                                                                                                                |
| <div></div> <div>Blue</div> <div>65% making progress.</div> <div>Number Students: 80 Students</div> | <div></div> <div>No Performance Color</div> <div>making progress.</div> <div>Number Students: 0 Students</div> |

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 |
| 7.5%                                                             | 27.5%                                      | 0%                      | 65%                                |

### Conclusions based on this data:

1. According to the California Dashboard (2023), 45.2% of Bowers' Emergent Bilinguals are making progress, marking a 12.3% increase compared to the previous year. This improvement indicates that targeted interventions and support strategies are having a positive impact on student outcomes. However, continued focus and resources will be essential to maintain and further accelerate this progress, ensuring sustained growth for all students in this group.
2. Approximately 21.9% of students experienced a decrease of one ELPI level. Upon closer examination of individual student data, a noticeable trend emerges, linking this decline to attendance issues. Addressing chronic absenteeism and providing targeted support for these students could help reverse this trend and improve their language proficiency outcomes.
3. Approximately 32.9% of Emergent Bilinguals maintained their ELPI levels. This stability suggests that a significant portion of students are able to retain their language proficiency, but it also indicates that there may be room for growth. Focused interventions and continued support could help these students progress to higher levels of proficiency in the future.

# 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.

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 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



Yellow

12.6% Chronically Absent

Declined 12

254 Students

#### English Learners



Yellow

12.5% Chronically Absent

Declined 17.6

112 Students

#### Long-Term English Learners



No Performance Color

0 Students

#### Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

1 Student

#### Homeless



No Performance Color

Fewer than 11 students - data not displayed for privacy

4 Students

#### Socioeconomically Disadvantaged



Yellow

13.4% Chronically Absent

Declined 12

157 Students

|                                                                                                                                                                                                   |                                                                                                                                                                                                               |                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Yellow<br>19.4% Chronically Absent<br>Declined 22.2<br>36 Students      | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>1 Student  | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>1 Student |
| <b>Asian</b><br><br>Yellow<br>13% Chronically Absent<br>Declined 20.4<br>54 Students                             | <b>Filipino</b><br><br>No Performance Color<br>0% Chronically Absent<br>Declined 7.7<br>14 Students                          | <b>Hispanic</b><br><br>Yellow<br>12.7% Chronically Absent<br>Declined 11.5<br>134 Students                                 |
| <b>Two or More Races</b><br><br>No Performance Color<br>17.6% Chronically Absent<br>Increased 3.4<br>17 Students | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>2 Students | <b>White</b><br><br>No Performance Color<br>12.9% Chronically Absent<br>Declined 2.5<br>31 Students                        |

#### Conclusions based on this data:

1. There was an overall decline in chronic absenteeism by 3.8%. While this is a positive trend, further efforts are needed to continue reducing absenteeism, particularly among groups that may still face barriers to consistent attendance. Targeted interventions and proactive engagement with families could help sustain and accelerate this improvement. Further data analysis we see a trend of families taking vacations during the school year outside of break dates.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

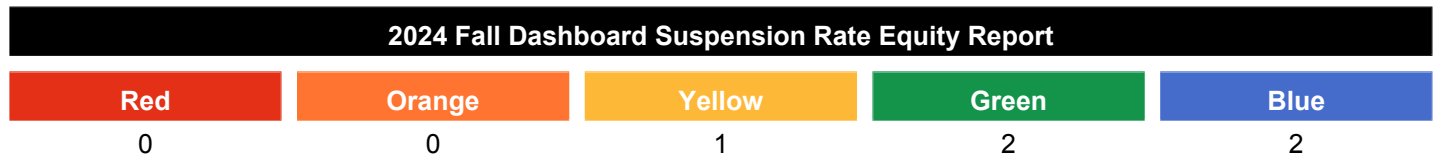
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

| 2024 Fall Dashboard Suspension Rate for All Students/Student Group                                                                                                                                                                             |                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>Green</div> <div>2.7% suspended at least one day</div> <div>Declined 0.3%</div> <div>264 Students</div>            | <div>English Learners</div> <div></div> <div>Green</div> <div>0.9% suspended at least one day</div> <div>Maintained 0%</div> <div>114 Students</div>     | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                              |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div> | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>6 Students</div> | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>3.6% suspended at least one day</div> <div>Declined 0.8%</div> <div>165 Students</div> |

|                                                                                                                                                                                                             |                                                                                                                                                                                                               |                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Blue<br>0% suspended at least one day<br>Maintained 0%<br>37 Students             | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>4 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>1 Student |
| <b>Asian</b><br><br>Blue<br>0% suspended at least one day<br>Maintained 0%<br>56 Students                                  | <b>Filipino</b><br><br>No Performance Color<br>0% suspended at least one day<br>Maintained 0%<br>14 Students                 | <b>Hispanic</b><br><br>Green<br>2.2% suspended at least one day<br>Declined 1.9%<br>138 Students                           |
| <b>Two or More Races</b><br><br>No Performance Color<br>11.8% suspended at least one day<br>Increased 11.8%<br>17 Students | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>2 Students | <b>White</b><br><br>No Performance Color<br>3.1% suspended at least one day<br>Declined 0.3%<br>32 Students                |

#### Conclusions based on this data:

1. Bowers Elementary's Green rating on the California Dashboard for suspension rates reflects a "low suspension rate" and a positive school climate, with a 0.3% decline in suspensions from the previous school year. This suggests that the school's PBIS and student engagement efforts have effectively reduced suspensions. Continued focus on social-emotional learning and restorative practices will help maintain this success.
2. Bowers Elementary's Orange rating for socioeconomically disadvantaged students on the California Dashboard indicates that while suspension rates remain a concern for this group, there has been a 0.8% decline, showing progress. This suggests that targeted interventions and support systems are starting to have a positive impact, but continued efforts in restorative practices, social-emotional learning, and equity-focused discipline strategies are needed to further reduce suspensions and improve outcomes for these students.
3. Bowers Elementary's Orange rating for Hispanic students on the California Dashboard indicates that while suspension rates for this group are still an area of concern, the 1.9% decline shows meaningful progress. This suggests that efforts such as restorative practices, social-emotional learning, and targeted behavioral supports are having a positive impact. Continued focus on equitable discipline strategies and student engagement will be essential to further reduce suspensions and improve outcomes for Hispanic 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.

Our latest i-Ready Reading shows promising progress in overall student performance. From Diagnostic 1 (August 2024) to Diagnostic 3 (March 2025), we have seen a 26% increase in students reaching mid or above-grade-level proficiency. This growth is a testament to the collective efforts of our educators and the effectiveness of our instructional strategies. However, a deeper look at the data reveals a 35% performance gap between our Emergent Bilingual (EB) students and non-English-language learners. While we have made gains in closing the achievement gap—reducing it by 9% from 2023 to 2025 (previously 44%)—this disparity highlights the urgent need for continued targeted support.

Our latest i-Ready math shows promising progress in overall student performance. From Diagnostic 1 (August 2024) to Diagnostic 3 (March 2025), we have seen a 21% increase in students reaching mid or above-grade-level proficiency. This growth is a testament to the collective efforts of our educators and the effectiveness of our instructional strategies. However, a deeper look at the data reveals a 24% performance gap between our Emergent Bilingual (EB) students and non-English-language learners.

ELA and Math CAASPP data reveal small but steady gains in proficiency, with a +1.95% increase in ELA and a +2.44% increase in Math. However, the data also highlights a 38% achievement gap in ELA and a 50% gap in Math between Emergent Bilingual (EB) students and their EO, IFEP, and RFEP peers. This disparity underscores the need for targeted support and strategic interventions to ensure equitable academic opportunities for all students.

By focusing on targeted interventions, ongoing assessment, and fostering an inclusive learning environment, we can continue working toward closing these gaps and supporting the holistic growth of all students.

According to the California Dashboard, 65% of Emergent Bilingual students progressed at least one ELPI level on the ELPAC, marking a 19.8% increase from the previous year. While this progress is encouraging, it also highlights the continued need for improvement to ensure all students reach their full potential.

### 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 (March 2025)</p> <p>33% Mid or above grade level<br/>27% Early on grade level<br/>25% One grade level Below<br/>8% Two grade levels below<br/>7% Three or more grade levels below</p> <p>39% Emergent Bilingual Early on grade level or above</p> <p>52% Low-Income Early on grade level or above</p> <p>54% Hispanic/Latinx Early on grade level or above</p> <p>18% Students with IEP's Early on grade level or above</p>   | <p>Diagnostic 3 (March 2026)</p> <p>37% Mid or above grade level<br/>32% Early on grade level<br/>24% One grade level Below<br/>4% Two grade levels below<br/>3% Three or more grade levels below</p> <p>43% Emergent Bilingual Early on grade level or above</p> <p>56% Low-Income Early on grade level or above</p> <p>58% Hispanic/Latinx Early on grade level or above</p> <p>22% Students with IEP's Early on grade level or above</p>          |
| iReady Math        | <p>Baseline: Diagnostic 3 (March 2025)</p> <p>23% Mid or above grade level<br/>19% Early on grade level<br/>42% One grade level Below<br/>12% Two grade levels below<br/>4% Three or more grade levels below</p> <p>19% Emergent Bilingual Early on grade level or above</p> <p>33% Low-Income Early on grade level or above</p> <p>38% Hispanic/Latinx Early on grade level or above</p> <p>22% Students with IEP's Early on grade level or above</p> | <p>Baseline Diagnostic 3 (March 2026)</p> <p>28% Mid or above grade level<br/>24% Early on grade level<br/>39% One grade level Below<br/>8% Two grade levels below<br/>1% Three or more grade levels below</p> <p>23% Emergent Bilingual Early on grade level or above</p> <p>37% Low-Income Early on grade level or above</p> <p>42% Hispanic/Latinx Early on grade level or above</p> <p>24% Students with IEP's Early on grade level or above</p> |
| ELA CAASPP         | <p>Baseline: June of 2024</p> <p>Overall<br/>16.67% Standard Exceeded<br/>26.67% Standard Met<br/>18.33% Standard Nearly Met<br/>38.33% Standard Not Met</p> <p>16.67% Emergent Bilinguals meeting/exceeding<br/>34.15% Low-Income meeting/exceeding<br/>27.27% Hispanic/Latinx meeting/exceeding</p>                                                                                                                                                  | <p>By June of 2025</p> <p>Overall<br/>20% Standard Exceeded<br/>30% Standard Met<br/>20% Standard Nearly Met<br/>30% Standard Not Met</p> <p>20% Emergent Bilinguals meeting/exceeding<br/>38% Low-Income meeting/exceeding<br/>31% Hispanic/Latinx meeting/exceeding</p>                                                                                                                                                                            |

|             |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                  |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|             | 7.69% Students with IEPs meeting/exceeding                                                                                                                                                                                                                                                                                                     | 11% Students with IEPs meeting/exceeding                                                                                                                                                                                                                                                                         |
| Math CAASPP | <p>Baseline: June 2023<br/>Overall<br/>18.03% Standard Exceeded<br/>32.79% Standard Met<br/>24.59% Standard Nearly Met<br/>24.59% Standard Not Met</p> <p>15.79% Emergent Bilinguals meeting/exceeding<br/>38.09% Low-Income meeting/exceeding<br/>36.36% Hispanic/Latinx meeting/exceeding<br/>7.69% Students with IEPs meeting/exceeding</p> | <p>By June 2025<br/>Overall<br/>22% Standard Exceeded<br/>36% Standard Met<br/>23% Standard Nearly Met<br/>19% Standard Not Met</p> <p>19% Emergent Bilinguals meeting/exceeding<br/>42% Low-Income meeting/exceeding<br/>40% Hispanic/Latinx meeting/exceeding<br/>11% Students with IEPs meeting/exceeding</p> |
| ELPAC       | <p>Baseline: June 2023-2024 Summative</p> <p>17.11% Level 1<br/>27.63% Level 2<br/>42.11% Level 3<br/>13.16% Level 4</p>                                                                                                                                                                                                                       | <p>By June 2025</p> <p>15% Level 1<br/>28% Level 2<br/>40% Level 3<br/>17% Level 4</p>                                                                                                                                                                                                                           |

## Strategies/Activities

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

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                      | Students to be Served                                                                                                                                                                                                                                    | Proposed Expenditures                                            |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
|                         |                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                          |                                                                  |
| 1.1                     | 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. | <p>Students in Grades K-5, performing below benchmark as measured by F &amp; P, iReady Reading and iReady Math data will have access to intervention support.</p> <p>With priority given to Low SES, Emergent Bilinguals, homeless and foster youth.</p> | 234,284<br>Title I<br>1000-1999: Certificated Personnel Salaries |
| 1.2                     | Hire 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-2, (including students with IEPs) performing below benchmark as measured by F & P, iReady Reading and iReady Math data will have                                                                                                    | 30,000<br>Title I<br>2000-2999: Classified Personnel Salaries    |

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                        |                                                                                    |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | access to intervention support.<br><br>With priority given to Low SES, Emergent Bilinguals, homeless and foster youth. |                                                                                    |
| 1.3 | Provide teachers with embedded collaboration. Teachers will analyze student work and develop common formative assessments to inform and enhance instruction. Substitutes will be utilized to support collaboration time, release teachers from the classroom to attend professional development or to attend SST and IEP meetings.                                                                                                                                                                                                                                                                         | All Students                                                                                                           | 596<br>Title I<br>1000-1999: Certificated Personnel Salaries                       |
| 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                                                                                                            | 5500<br>Title I<br>4000-4999: Books And Supplies<br><br>500<br>Targeted Allocation |
| 1.5 | Provide targeted PD opportunities for teachers:<br>-focused on culturally and linguistically responsive teaching, differentiated instruction, and language acquisition strategies to support Emergent Bilinguals.<br>-focused on math<br>-focused on literacy                                                                                                                                                                                                                                                                                                                                              | All students but in particular our Emergent Bilingual students                                                         | 2500<br>Title I<br>5000-5999: Services And Other Operating Expenditures            |
| 1.6 | Provide Emergent Bilingual students with additional targeted language development outside of the school day, after school, or intersession. Provide newcomers with additional designated ELD                                                                                                                                                                                                                                                                                                                                                                                                               | 67% of students                                                                                                        | 3000<br>Title I<br>1000-1999: Certificated Personnel Salaries                      |

## 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.

This year, we expanded our intervention program by hiring a full-time intervention teacher to support students in grades 3-5 and a part-time intervention teacher to provide targeted instruction for students in grades 1-2. These additional supports allowed us to offer more individualized and small-group instruction, with a specific focus on foundational skills, reading comprehension, and math fluency.

As a result, we observed significant academic growth across both grade bands. This progress is particularly evident in the data from our i-Ready assessments and Fountas & Pinnell (F&P) reading levels, which indicate improvements in

both reading and math proficiency. Students who participated in intervention programs demonstrated notable progress in meeting grade-level expectations, further reinforcing the effectiveness of our data-driven approach to instruction and support.

This targeted intervention model has proven to be a valuable component of our efforts to close achievement gaps and ensure all students have the resources they need to succeed.

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

There were no major differences between the intended implementation and the budgeted expenditures for implementing the strategies and activities aimed at meeting our articulated goal. We were able to implement our plan as intended, with all necessary resources allocated to ensure the success of our targeted interventions and professional development efforts. The funding supported the hiring of additional intervention staff, as well as the purchase of instructional materials and tools for data analysis, enabling us to carry out our strategies effectively and as planned.

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 constraints, next year the plan is to reduce the number of intervention teachers and assign one intervention teacher to serve all grade levels, from grades K-5. This adjustment will require a shift in how we allocate intervention time and resources, prioritizing students with the greatest needs while continuing to support grade-level expectations.

# 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.

### 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.

Unfortunately, participation in the Developmental Relationship Survey was limited, preventing us from obtaining a representative sample. Additionally, we have not yet surveyed staff or students regarding their opinions on the effectiveness and engagement of the Second Step program, nor have we assessed the impact of our Positive Behavior Interventions and Supports (PBIS) program.

Based on our PBIS School-Wide Information System (SWIS), physical aggression is the most frequently occurring behavior resulting in referrals, indicating a need for interventions that address the root causes of aggression and its prevention. Possible contributing factors include difficulty regulating emotions, peer conflicts, or unmet social and emotional needs. Defiance, the second most common behavior issue, suggests a gap in student engagement or understanding of school expectations. This may be linked to a lack of clear behavioral expectations, inconsistent enforcement, or unmet needs for positive reinforcement and behavioral modeling. The third most frequent referral involves inappropriate language, which often correlates with social-emotional regulation challenges, a lack of awareness about appropriate communication, or modeling inappropriate behavior from peers or adults.

All staff members must receive continuous training in a Multi-Tiered System of Support for social and behavioral needs to ensure consistent language, routines, and practices. Additionally, we need 5-6 noon-duty supervisors to maintain a safe recess environment. However, retaining noon-duty supervisors is challenging, so we must continually hire, re-hire, and train staff.

Based on data from the California Dashboard, Bowers Elementary has a yellow rating for suspensions among socioeconomically disadvantaged students, indicating the need for continued focus on equitable behavior support and intervention strategies. While the overall suspension rate has declined by 0.3%, ongoing efforts are necessary to ensure that all students, particularly those from socioeconomically disadvantaged backgrounds, receive the social-emotional and behavioral support they need to stay engaged in school. Strengthening restorative practices, positive behavior interventions, and family partnerships will help reduce suspensions and foster a supportive school climate.

### 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)                                 | March 2025 (K-5)<br>Average Daily Attendance:<br>Overall: 94.52%<br>English Learners 94.99%<br>Low-Income 94.07%<br>Hispanic/Latinx 94.24%<br>White 96.55%<br>Students with IEP's 93.85% | March 2026 (K-5)<br>Average Daily Attendance:<br>Overall: 98%<br>English Learners 99.%<br>Low-Income 98%<br>Hispanic/Latinx 98%<br>White 99%<br>Students with IEP's 97% |
| Chronic Absenteeism (Data Zone)<br>Moderate and Severe | March 2025<br>Overall:15.09%<br>Emergent Bilinguals:11.49%<br>Low-Income: 18.66%<br>Hispanic/Latinx: 16.38 %<br>Students with IEP's: 19.23%                                              | March 2026 (K-5)<br>Overall: 11%<br>Emergent Bilinguals:8%<br>Low-Income:14%<br>Hispanic/Latinx:12%<br>Students with IEP's:15%                                          |
| Suspension Data (March 2025)                           | April 2025<br>Suspension rate 2.72%<br>10 incidents                                                                                                                                      | April 2026<br>Suspension rate 1.79%<br>6 Incidents                                                                                                                      |

## Strategies/Activities

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

| Strategy/<br>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, and hourly timesheets for Garden Work Days.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | TK-5 Students                                                                                                  | 50,000<br>Targeted Allocation<br>1000-1999: Certificated<br>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. | 5,014.00<br>Targeted Allocation<br>4000-4999: Books And<br>Supplies<br>PBIS- rewards<br>24,000<br>Targeted Allocation<br>5000-5999: Services And<br>Other Operating Expenditures<br>Including but not limited to<br>Allera Sports, Bay Area<br>Chess, Field Trips<br>PBIS - materials |
| 1.4                     | Provide before and after-school supervision for students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | All Students in particular students who are                                                                    | 14,000<br>Targeted Allocation                                                                                                                                                                                                                                                         |

|  |                                                                                                                                                                      |  |                                          |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------|
|  | Provide PBIS support, including but not limited to PBIS Kick-Off prep, CICO coordination, and data entry.<br>Provide afterschool supervision for enrichment classes. |  | 2000-2999: Classified Personnel Salaries |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------|

# 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.

The continued implementation of the Second Step curriculum has effectively supported students' social-emotional needs by strengthening their skills in emotional regulation, empathy, and positive decision-making. This has led to improved behavior and peer relationships. To maximize its impact, consistency in implementation across all grade levels is essential to ensure a cohesive and supportive learning experience for all students.

Garden education supports students' social-emotional development by providing opportunities for hands-on learning, teamwork, and connection with nature. Through gardening, students develop a sense of responsibility, patience, and achievement as they care for plants and watch them grow. This process fosters resilience as students face challenges and learn to adapt, encouraging collaboration and communication with peers. Additionally, the calming, sensory-rich environment of the garden helps students manage stress and enhances their overall well-being, promoting emotional regulation and mindfulness. By integrating garden education into the curriculum, students build essential life skills contributing to their social and emotional growth and academic success.

Here's a revised version for grammar and clarity:

Organized sports and outdoor games support students' social and emotional needs. These activities provide opportunities for students to develop essential life skills, such as teamwork, communication, and problem-solving, while fostering a sense of belonging and self-confidence. Physical activity promotes emotional regulation, reduces stress, and helps students build resilience. By offering a structured environment where students can experience both success and failure, organized sports encourage a growth mindset and emotional maturity, supporting their overall well-being. On days when Allera Sports facilitates organized sports, we observe decreased student conflicts.

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

We implemented the plan as intended.

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 are not making any changes now, as the strategies implemented to improve student attendance have been successful. Bowers has made notable progress in reducing chronic absenteeism, as reflected in our yellow rating on the California Dashboard and a 12% overall decline. Our most significant improvement has been among students with disabilities, with a 22.2% decline, demonstrating the effectiveness of our targeted interventions and support strategies. While this progress is encouraging, we remain committed to sustaining and further reducing absenteeism by implementing proactive measures and ensuring that all students have the support they need to attend school consistently.

# 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.

This school year, we consistently held the Principal's Coffee on the last Friday of each month, immediately following the flag salute. We found that hosting meetings after Flag Salute increased family participation. However, overall parent attendance remained low, particularly among our Emergent Bilingual families and those from low socio-economic backgrounds. Many of these families rely on bus transportation for their children, which limits their attendance at the flag salute and, consequently, the Principal's Coffee.

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

Conversely, parent participation has been strong during our Gallery Walks, which are celebratory exhibitions of student learning held at the end of each unit of study. This suggests that incorporating more celebratory events could encourage greater family engagement.

Moving forward, we should explore ways to make school events more accessible and engaging for all families, particularly those facing transportation barriers. Incorporating more celebratory and student-centered events, like Gallery Walks, may provide a more effective avenue for fostering family engagement. Additionally, offering alternative meeting formats, such as virtual sessions or events at varied times, could help ensure that all families have opportunities to participate and contribute to our school community.

### 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 | <p>Fall of 2024<br/>85% of families participated in Parent-Teacher Conferences</p> <p>Spring 2025<br/>92% of families invited to participate in Spring Conferences attended.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Fall of 2025<br/>89% of families will participate in parent-teacher conferences.</p> <p>Spring of 2026<br/>95% of families invited to participate in Spring Conferences will attend.</p>                                                                                                                                                                                                             |
| Gallery Walks                            | <p>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.</p> <p>We average a 65% participation rate per Gallery Walk.</p>                                                                                                                                                                                                                                                                                                     | Next year, Bowers will have 1 Gallery Walk per trimester with a 70% participation rate.                                                                                                                                                                                                                                                                                                                 |
| Parent Engagement Opportunities          | <p>2024-2025 School Year Parent Engagement Opportunities</p> <p>Trimester 1 Parent Engagement Opportunities</p> <p>Family Resource Fair in August<br/>Participation Rate 24% (PrK-5)</p> <p>Back to School Night 8/27/24<br/>Participation Rate: 85% (Prek-5)</p> <p>Pumpkin Prek Parent Engagement Event 8/22/24<br/>Participation Rate: 15% (Prek)</p> <p>Trimester 2 Parent Engagement Opportunities</p> <p>Math Festival Robinson Math Festival 11/24<br/>Participation Rate: 31%</p> <p>PreK OT Virtual Parent Workshop 12/12<br/>Participation Rate: 11%</p> <p>Trimester 3 Parent Engagement Opportunities</p> | <p>2025-2026 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. In addition to receiving school updates, Principal Coffees will also serve as an opportunity to provide families with</p> |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                              |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
|                                   | <p>Garden Work Day, 3/1 (Prek-5)<br/>Participation Rate: 6.5%</p> <p>Literacy Night (KPMG Family) 3/17 (PreK-5)<br/>Participation Rate: 28%</p> <p>Prek Family Egg Hunt, 4/5 (PreK)<br/>Participation Rate: TBD</p> <p>Avoid the Summer Slide, 5/6 (TK-5)<br/>Participation Rate: TBD</p> <p>Spring Music Concert, 5/14 (3-5)<br/>Participation Rate: TBD</p> <p>Open House, 5/20 (PreK-5)<br/>Participation Rate: TBD</p> <p>End of Year Awards Assembly, 6/3 (TK-5)<br/>Participation Rate: TBD</p>                                                                               |                                                                                                                              |
| Principal Coffee/Parent Workshops | <p>2024-2025</p> <p>Trimester 1<br/>Principal Coffee September 6<br/>Title 1 Parent Meeting: .008<br/>Participation rate<br/>UFLI Workshop: Participatio rate<br/>Importance of Attendance: 8%<br/>Participation rate</p> <p>Trimester 2<br/>Let's Play Math Games: 8%<br/>Participation rate<br/>Lexia and iReady Workshop: %<br/>Participation rate</p> <p>Trimester 3<br/>Smarter Balance Parent Workshop:<br/>Participation rate .008</p> <p>Avoid the Summer Slide<br/>Participation rate: TBD<br/>Summer Slide workshop is a partnership with Santa Clara Public Library.</p> | <p>2025-2026 School Year</p> <p>Continue to hold Principal Coffees and incorporate more celebratory events.</p>              |
| Community Partnerships            | <p>2024-2025</p> <p>Partnership with Julia Robinson Math Festival</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>2025-2026</p> <p>Continue with established partnerships and seek opportunities for additional community partnerships.</p> |

|  |                                                                                                                                                                                                                                                                                                                                                                                |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | Partnership with KPMG Family Literacy<br>- Literacy Night<br><br>Partnership with Santa Clara County<br>Court for Read Across Santa Clara<br>County Event<br><br>Liberty Lodge 299 "Raise a Good<br>Reader" - 3x a year donate gift cards to<br><br>Kidpower International - Parent<br>Workshop<br><br>Parents and local community members<br>participate in Bowers Career Day |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

## Strategies/Activities

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

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Students to be Served | Proposed Expenditures                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                       |                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 1.1                     | Provide families with workshops to support their children's education at home and organize community engagement activities. These events will include but are not limited to childcare, interpretation services, communication, transportation, and food.<br>-Family Resource Fair<br>-TK-Kinder Family BBQ<br>-Back To School Night<br>-Parent Teacher Conferences<br>-Student Success Team Meetings<br>-Literacy Night<br>-Math Night<br>-Open House<br>-Gallery Walks<br>-Principal's Coffee<br>-Parent Workshops | All Families          | 500<br>Title I Part A: Parent Involvement<br>1000-1999: Certificated Personnel Salaries<br><br>500<br>Title I Part A: Parent Involvement<br>2000-2999: Classified Personnel Salaries<br><br>1000<br>Title I Part A: Parent Involvement<br>4000-4999: Books And Supplies<br><br>500<br>Title I Part A: Parent Involvement<br>5000-5999: Services And Other Operating Expenditures Including refreshments during events |
| 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          | 290<br>Title I Part A: Parent Involvement<br>4000-4999: Books And Supplies<br>Recognition materials                                                                                                                                                                                                                                                                                                                   |

# 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.

We have seen increased parent participation in parent meetings by consistently hosting Principal's Coffee on the last Friday of the month after our weekly Flag Salutes. However, overall parent attendance remained low, especially among our Emergent Bilingual families and those from economically disadvantaged backgrounds. Many of these families depend on bus transportation for their children, making it more challenging for them to attend the flag salute and, in turn, the Principal's Coffee or other family engagement activities in the evening.

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

We held more parent engagement activities than originally planned. Our goal was to host at least one family engagement activity per trimester. However, between Family Engagement Activities and Principal's Coffee, we averaged a total of six parent engagement opportunities per trimester.

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 year, we improved our tracking of parent participation. While we have always collected parent sign-in sheets, we had not previously entered the data into a spreadsheet. Moving forward, we will continue to enhance our data collection to better understand family engagement. Additionally, we plan to collaborate with the Family Resource Center to offer workshops that support our families.

# 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       | \$372,184.00 |
| 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                             | \$275,880.00    |
| Title I Part A: Parent Involvement  | \$2,790.00      |
| rCalc_TotbyFSGrpFederal_50_FundSrc} | \$              |

Subtotal of additional federal funds included for this school: \$278,670.00

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 (\$) |
|----------------------------------------|-----------------|
|                                        |                 |
| Targeted Allocation                    | \$93,514.00     |
| rCalc_TotbyFSGrpStateLocal_50_FundSrc} | \$              |

Subtotal of state or local funds included for this school: \$93,514.00

Total of federal, state, and/or local funds for this school: \$372,184.00

# 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  | -18,059.00  |
| Title I             | 102,600 | -173,280.00 |

## Expenditures by Funding Source

| Funding Source                     | Amount     |
|------------------------------------|------------|
| Targeted Allocation                | 93,514.00  |
| Title I                            | 275,880.00 |
| Title I Part A: Parent Involvement | 2,790.00   |

## Expenditures by Budget Reference

| Budget Reference                                     | Amount     |
|------------------------------------------------------|------------|
|                                                      | 500.00     |
| 1000-1999: Certificated Personnel Salaries           | 288,380.00 |
| 2000-2999: Classified Personnel Salaries             | 44,500.00  |
| 4000-4999: Books And Supplies                        | 11,804.00  |
| 5000-5999: Services And Other Operating Expenditures | 27,000.00  |

## Expenditures by Budget Reference and Funding Source

| Budget Reference                           | Funding Source      | Amount    |
|--------------------------------------------|---------------------|-----------|
|                                            | Targeted Allocation | 500.00    |
| 1000-1999: Certificated Personnel Salaries | Targeted Allocation | 50,000.00 |
| 2000-2999: Classified Personnel Salaries   | Targeted Allocation | 14,000.00 |
| 4000-4999: Books And Supplies              | Targeted Allocation | 5,014.00  |

|                                                      |                                    |            |
|------------------------------------------------------|------------------------------------|------------|
| 5000-5999: Services And Other Operating Expenditures | Targeted Allocation                | 24,000.00  |
| 1000-1999: Certificated Personnel Salaries           | Title I                            | 237,880.00 |
| 2000-2999: Classified Personnel Salaries             | Title I                            | 30,000.00  |
| 4000-4999: Books And Supplies                        | Title I                            | 5,500.00   |
| 5000-5999: Services And Other Operating Expenditures | Title I                            | 2,500.00   |
| 1000-1999: Certificated Personnel Salaries           | Title I Part A: Parent Involvement | 500.00     |
| 2000-2999: Classified Personnel Salaries             | Title I Part A: Parent Involvement | 500.00     |
| 4000-4999: Books And Supplies                        | Title I Part A: Parent Involvement | 1,290.00   |
| 5000-5999: Services And Other Operating Expenditures | Title I Part A: Parent Involvement | 500.00     |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 276,380.00         |
| Goal 2      | 93,014.00          |
| Goal 3      | 2,790.00           |

# 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                       |
|--------------------------|----------------------------|
| Adriana T. Reyes         | Principal                  |
| Patricia Tejeda Castillo | Parent or Community Member |
| Mariana Moreno           | Parent or Community Member |
| Christine Gallegos       | Classroom Teacher          |
| Kosha Bhatt              | Parent or Community Member |

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

# 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 8, 2025.

Attested:

Two handwritten signatures in blue ink. The top signature is a cursive 'A' followed by 'R' and 'y'. The bottom signature is a cursive 'P' followed by 'T' and 'C'.

Principal, Adriana T. Reyes on April 9, 2025

SSC Chairperson, Patricia Tejeda Castillo on April 9, 2025