



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
James R. Cowan Fundamental Elementary School	34-67447-6034458	May 28, 2025	June 24,2025

Purpose and Plan Summary

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

Schoolwide Program
The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

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

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards
Goal 2: Student Engagement and Course Access
Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

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Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

Input from Educational Partners

How, when, and with whom did the 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

During the 20225 school year: staff met monthly, English Language Advisory Committee met 4 times, and School Site Council met 6 times to review data, gather needs, revise the current SPSA and plan for the upcoming SPSA.

School and Student Performance Data

Student Enrollment 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	1.06%	0.52%	0.74%	4	2	3
African American	6.08%	9.56%	7.39%	23	37	30
Asian	8.47%	5.94%	7.14%	32	23	29
Filipino	0.26%	0.78%	0.74%	1	3	3
Hispanic/Latino	17.46%	19.12%	20.20%	66	74	82
Pacific Islander	0.26%	1.03%	1.23%	1	4	5
White	59.79%	55.81%	52.46%	226	216	213
Multiple/No Response	6.61%	7.24%	10.10%	25	28	41
Total Enrollment				378	387	406

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	48	53	52
Grade 1	48	52	53
Grade 2	49	53	53
Grade3	75	53	52
Grade 4	55	75	58
Grade 5	70	54	82
Grade 6	33	47	33
Total Enrollment	378	387	406

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

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	44	42	47	12.70%	11.6%	11.6%
Fluent English Proficient (FEP)	58	45	41	10.10%	15.3%	10.1%
Reclassified Fluent English Proficient (RFEP)			7	4.1%		9.46%

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
406	41.1%	11.6%	0.2%
Total Number of Students enrolled in James R. Cowan Fundamental 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	47	11.6%
Foster Youth	1	0.2%
Homeless	6	1.5%
Socioeconomically Disadvantaged	167	41.1%
Students with Disabilities	42	10.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	30	7.4%
American Indian	3	0.7%
Asian	29	7.1%
Filipino	3	0.7%
Hispanic	82	20.2%
Two or More Races	41	10.1%
Pacific Islander	5	1.2%
White	213	52.5%

School and Student Performance Data

Overall Performance






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2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Yellow</div>	<div>Chronic Absenteeism</div> <div> Yellow</div>	<div>Suspension Rate</div> <div> Red</div>
<div>Mathematics</div> <div> Yellow</div>		
<div>English Learner Progress</div> <div> No Performance Color</div>		

School and Student Performance Data

Academic Performance English Language Arts

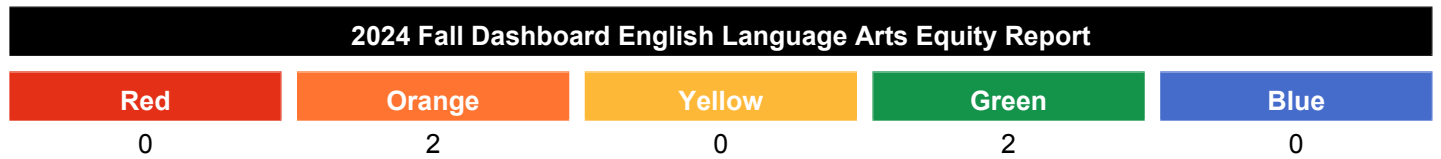
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Yellow</div> <div>0.1 points above standard</div> <div>Declined 4.8 points</div> <div>211 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>36.7 points below standard</div> <div>Declined 23.4 points</div> <div>41 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>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>7 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>37.5 points below standard</div> <div>Declined 22.1 points</div> <div>104 Students</div>

Students with Disabilities  No Performance Color 32.7 points below standard Maintained 1.7 points 20 Students	African American  No Performance Color 74.1 points below standard Maintained 1.6 points 16 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color 69.7 points below standard Declined 59.1 points 16 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Green 5.1 points above standard Increased 15.9 points 40 Students
Two or More Races  No Performance Color 12.8 points above standard Declined 17.5 points 16 Students	Pacific Islander  No Performance Color Less than 11 Students 2 Students	White  Green 16.3 points above standard Maintained 2.0 points 119 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

English learners scored 36.7 points below standard which was a decrease of 23.4 points from the previous school year. Socioeconomically Disadvantaged students scored 37.5 points below standard which was a decrease of 22.1 points from the previous school year.

In comparison, all students scored 0.1 points above standard which is a decrease of 4.8 points from the previous school year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

The large achievement gaps and declines—especially among African American, English Learner, Socioeconomically Disadvantaged, and Students with Disabilities groups—likely stem from a combination of well-intentioned but insufficiently intensive academic interventions, challenges in reducing chronic absenteeism and behavioral issues, and incomplete family engagement. The reliance on standard strategies without fully addressing underlying barriers (such as cultural responsiveness, trauma-informed supports, and structural inequities) may have limited progress.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

By intensifying and optimizing current programs, services, and materials, the school can better address the achievement gaps identified in the Dashboard and SPSA. This includes maximizing instructional minutes for English Learners, deepening targeted interventions, strengthening attendance and behavioral supports through existing staff

and community partnerships, and enriching culturally relevant instructional resources. Consistent use of common assessments, instructional alignment, and focused professional development on writing will support sustained progress for the lowest-performing student groups.

School and Student Performance Data

Academic Performance Mathematics

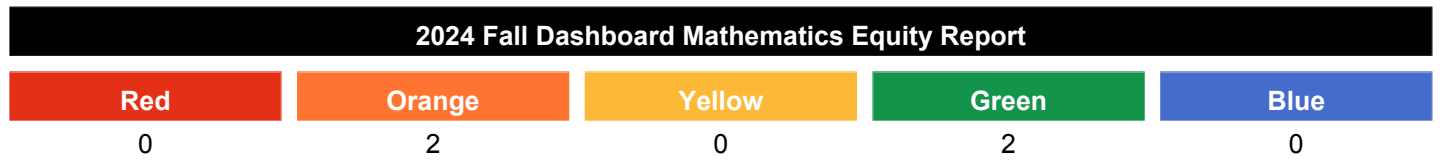
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>17.2 points below standard</div> <div>Maintained 0.1 points</div> <div>216 Students</div>	<div>English Learners</div> <div> Orange</div> <div>48.6 points below standard</div> <div>Declined 21.7 points</div> <div>46 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>7 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>52.0 points below standard</div> <div>Declined 5.6 points</div> <div>109 Students</div>

Students with Disabilities  No Performance Color 48.7 points below standard Declined 3.9 points 20 Students	African American  No Performance Color 84.7 points below standard Maintained 2.9 points 16 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color 91.9 points below standard Declined 53.4 points 17 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Green 7.0 points below standard Increased 16.1 points 40 Students
Two or More Races  No Performance Color 17.8 points below standard Declined 5.8 points 16 Students	Pacific Islander  No Performance Color Less than 11 Students 3 Students	White  Green 1.7 points below standard Increased 3.4 points 122 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

English learners scored 48.6 points below standard which was a decrease of 21.7 points from the previous school year. Socioeconomically Disadvantaged students scored 52 points below standard which was a decrease of 5.6 points from the previous school year.

In comparison, all students scored 17.2 points above standard which is a decrease of -0.1 points from the previous school year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

The combination of inconsistent small group instruction, challenges in reducing chronic absenteeism and behavioral incidents, and gaps in deep family engagement likely contributed to the persistent achievement gaps for African American, English Learner, Socioeconomically Disadvantaged, and Students with Disabilities groups. The school's reflection points to a need for more targeted, culturally responsive, and systemic approaches to break through these barriers.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Addressing the persistent achievement gaps requires a multi-pronged approach that strengthens and expands proven programs aligned with SPSA goals and past reflections. Students need engaging, real-life problem-based games and activities, consistent practice with i-Ready paired with clear goal setting, targeted small-group instruction, and

accelerated math interventions for those below grade level. Families require support and education on math standards and practical ways to assist their children at home. Teachers benefit from ongoing professional development and dedicated release days to analyze data, collaboratively plan and teach lessons, and engage in reflective lesson-study cycles. Equipping both educators and families with culturally responsive resources and leveraging consistently collected data will guide continuous improvement and meaningful progress for the school's lowest performing groups.

School and Student Performance Data



Academic Performance English Learner Progress

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
<div></div> <div>No Performance Color</div> <div>54.8% making progress.</div> <div>Number Students: 31 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
9.7%	35.5%	0%	54.8%

Lowest Performing Group:

Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

54.8% of current English Learners progressed at least one ELPI level. This is a strong positive indicator showing that over half of the English Learners improved their English proficiency during the assessment period. 35.5% of English Learners maintained ELPI levels 1, 2L, 2H, 3L, or 3H (the lower to mid proficiency levels). These students are neither declining nor progressing to higher English proficiency levels, indicating that a significant portion of English language learners (ELs) are stagnant at lower proficiency stages. Additionally, 9.7% decreased one ELPI level, which is concerning and suggests some students are losing proficiency. While it is encouraging that more than half of EL students are making progress, nearly 45% are either stagnant at lower levels or regressing. This highlights the need to strengthen targeted supports and instructional strategies to accelerate English language acquisition, particularly for students stuck at early and intermediate proficiency levels.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

The introduction of EL Achieve brought a promising, research-informed approach, reflected in the solid progress for many EL students. However, the pace of growth for a substantial segment of ELs was slower than hoped, likely due to

factors such as the learning curve in curriculum implementation, variable instructional fidelity, limited intensity of interventions for students stuck at lower proficiency levels, and challenges in family engagement. These insights underscore the need for sustained coaching, differentiated instruction, and enhanced family partnerships to accelerate EL progress more equitably.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Addressing persistent achievement and engagement gaps requires: intensifying EL instruction through EL Achieve fidelity and family literacy; expanding targeted academic and behavioral interventions; strengthening attendance outreach; enhancing SEL and family engagement; and investing in culturally responsive materials. These resources align with the SPSA goals and reflect lessons learned from the first year of EL Achieve implementation, positioning the school for more equitable and sustained progress among its lowest-performing groups.

School and Student Performance Data

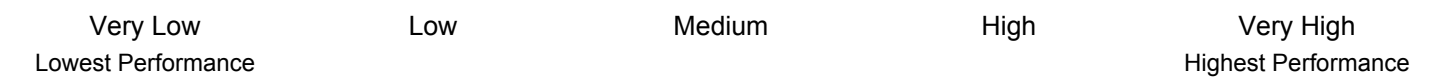
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

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

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

N/A

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

N/A

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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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

14.3% Chronically Absent

Declined 3.6

433 Students

English Learners



Yellow

16.9% Chronically Absent

Declined 3.1

71 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

23.8% Chronically Absent

0

21 Students

Socioeconomically Disadvantaged












Yellow

18.2% Chronically Absent

Declined 7.1

220 Students

Students with Disabilities  Orange 20% Chronically Absent Increased 3.3 50 Students	African American  Red 27.3% Chronically Absent Maintained 0.2 33 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian  No Performance Color 12.5% Chronically Absent Increased 4.2 40 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Hispanic  Orange 16.9% Chronically Absent Increased 1.5 83 Students
Two or More Races  No Performance Color 16.3% Chronically Absent Declined 1.6 43 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	White  Yellow 11.3% Chronically Absent Declined 6.4 222 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

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27.3%% of our African American students were chronically absent which maintained 0.2% from the previous school year.
In comparison, 14.3% of all students were chronically absent which was a decrease of 3.6% from the previous school year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

The school’s attendance challenges last year likely stemmed from a combination of partially implemented intensive strategies, limited capacity to address complex family and community barriers, and gaps in culturally responsive engagement. While data monitoring and incentives were in place, deeper, personalized outreach and systemic partnerships may have been needed to reduce chronic absenteeism effectively, especially for African American, English Learner, and Socioeconomically Disadvantaged students.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Improving attendance outcomes for the lowest-performing student groups should center on creating focused attendance intervention groups that provide personalized, culturally responsive outreach and support. This includes strengthening partnerships with families through culturally relevant communication tools such as TalkingPoints and offering meaningful engagement opportunities that build trust and collaboration. Expanding behavioral and social-

emotional supports, such as restorative practices, PBIS, lunch bunches, and identity groups, helps address underlying barriers to consistent attendance by fostering a positive school climate and student well-being.

Leveraging our existing data systems to analyze chronic absenteeism patterns will enable staff to systematically identify and support students, especially African American, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities, who need targeted, culturally responsive interventions aligned with SPSA goals and informed by ongoing data-driven cycles of inquiry. Ongoing professional development for staff on culturally responsive communication, trauma-informed approaches, and effective attendance outreach strategies ensures interventions are equitable and effective. Leveraging existing personnel to coordinate community resources, conduct home visits, and facilitate attendance contracts maximizes capacity without adding new staff.

This multi-pronged strategy aligns with the SPSA goals and reflects lessons learned from last year's attendance challenges, emphasizing the need for deeper, relationship-based family partnerships and systemic support to reduce absenteeism and improve student engagement sustainably.

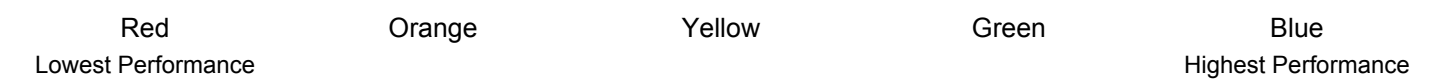
School and Student Performance Data

Academic Engagement Graduation Rate

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This section provides number of student groups in each level.



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

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

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

N/A

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

N/A

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

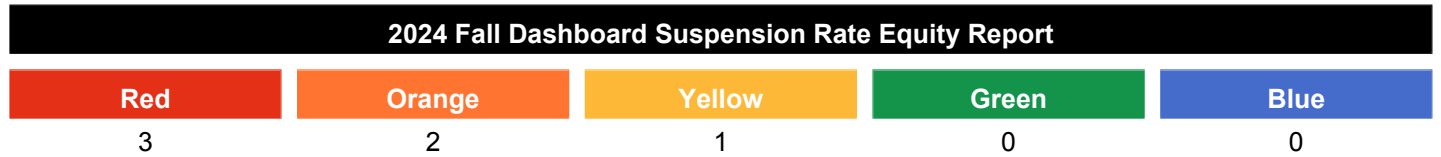
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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> Red</div> <div>4.1% suspended at least one day</div> <div>Increased 2.1%</div> <div>440 Students</div>	<div>English Learners</div> <div> Red</div> <div>12.3% suspended at least one day</div> <div>Increased 12.3%</div> <div>73 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color</div> <div>8.7% suspended at least one day</div> <div>23 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>6.2% suspended at least one day</div> <div>Increased 3.1%</div> <div>225 Students</div>

Students with Disabilities  Yellow 6% suspended at least one day Declined 3.5% 50 Students	African American  Red 6.1% suspended at least one day Increased 0.9% 33 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian  No Performance Color 14.6% suspended at least one day Increased 14.6% 41 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Hispanic  Orange 1.2% suspended at least one day Increased 1.2% 85 Students
Two or More Races  No Performance Color 4.7% suspended at least one day Increased 4.7% 43 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	White  Orange 3.1% suspended at least one day Increased 0.4% 226 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

The lowest performing groups on suspension rates—those in the Red category—are:

Asian students (highest suspension rate at 14.6%)

English Learners (12.3%)

Homeless students (8.7%)

Additionally, Socioeconomically Disadvantaged (6.2%) and African American students (6.1%) are in the Orange category, indicating elevated suspension rates but not as severe as the Red groups.

These data highlight significant equity concerns in school climate and disciplinary practices for these groups and suggest a need for targeted behavior supports and restorative approaches.

In comparison, 4.1% of all students were suspended at least one day, which was an increase of 2.1% from the previous school year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

The elevated suspension rates last year likely resulted from a combination of factors: uneven implementation of PBIS and restorative practices; insufficient intensity or cultural tailoring of behavioral interventions; limited analysis and use of disaggregated data to target supports; and challenges engaging families of students most affected by suspensions. Systemic factors such as implicit bias, trauma, and socioeconomic stressors may have also played a role. These

reflections highlight the need for more comprehensive, culturally responsive, and data-driven approaches to discipline that emphasize prevention, relationship-building, and equity.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Reducing suspension disparities requires an equity-driven approach that integrates culturally responsive PBIS, restorative justice, trauma-informed care, and targeted behavioral supports. Strengthening family partnerships and enhancing professional development on equity and bias are essential. Investing in dedicated personnel, culturally aligned materials, systematic data review using SWIS, and effective communication platforms will enable sustained improvements. Leveraging existing staff and community resources efficiently ensures these efforts align with the SPSA goals and address the root causes identified from last year's data and reflections.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

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 deleted.

ANALYSIS

What data did you use to monitor progress and how often?

ELA: CAASPP - annually, I-Ready three times per year, Text Levels (K-2), Oral fluency passages, Benchmark Assessments - monthly/weekly
Math: CAASPP - annually, I-Ready three times per year, Facts Tests, Topic Tests, 1 on 1 assessment (ESGI - TK) - monthly/weekly
ELD: ELPAC - annually

What worked and didn’t work? Why? (monitoring)

ELA: Students performed better on ELA assessments than on Math. Our students have strong foundational skills across all grade levels. Vocabulary and Comprehension are weaker areas of ELA. Students were more consistent in meeting the required minutes for I-Ready lessons.

Math: Students did not perform as well on Math assessments as ELA. Students improved/made gains in Number Sense and Geometry. Students were more consistent in meeting the required minutes for I-Ready lessons. Teachers reported that using alternate assessments and completing math test corrections with parent support were successful. Parents requested help and ideas to support students at home.

ELD: Students utilized EL Achieve curriculum and teacher-made materials for designated ELD instruction

What modification(s) did you make based on the data? (evaluation)

Teachers committed to providing a scheduled time for students to complete I-Ready lessons in Reading and Math. We hosted a Family Math Night in conjunction with a book swap. Teachers participated in I-Ready Training and a release day. During the release day, teachers co-taught a small group math lesson and debriefed. Teachers examined data from each i-Ready diagnostic test and identified a group(s) two or more grade levels below in Math to teach regular small-group intervention at least 2-3 times per week. Groups fluctuated based on student progress and student needs throughout the year. Kindergarten students took the Spring I-Ready diagnostic tests. Students utilized EL Achieve curriculum for designated ELD instruction.

2025-26

Identified Need

English Language Arts (ELA)

Groups needing additional support: Socioeconomically Disadvantaged, African American, and Students with Disabilities.

Student Supports: Targeted small-group instruction tailored to individual learning needs. Access to culturally responsive texts that reflect students' backgrounds to boost engagement and identity affirmation.

Teacher Supports: Continued professional development on i-Ready to deepen data-driven instruction and regular cycles of inquiry to refine teaching practices collaboratively.

Family Supports: Provide families with concrete, practical activities and ideas to support literacy development at home, enhancing school-to-home connections.

Mathematics

Groups needing additional support: English Learners, Socioeconomically Disadvantaged, African American, Students with Disabilities, and Asian students.

Student Supports: Targeted small-group instruction focused on skill gaps and conceptual understanding.

Teacher Supports: Ongoing i-Ready training complemented by dedicated time to learn and implement the newly adopted California Math Framework. Collaborative examination and agreement on math assessment tools are needed to ensure consistency and alignment.

Family Supports: Equip families with clear, actionable strategies and resources to support math learning at home.

English Language Development (ELD)
 Focus: Provide intensified support for English Learners to promote adequate progress in English proficiency and academic achievement. This includes differentiated instruction, language scaffolding, and integration of language goals across content areas. Provide systematic phonics instruction for Newcomer students regardless of grade level.

Cross-Cutting Recommendations
 Maintain and strengthen culturally responsive teaching practices across all subjects to address achievement gaps and support student identity and engagement.
 Leverage data systems and cycles of inquiry to monitor progress, adjust interventions, and promote continuous improvement.
 Deepen family engagement efforts with culturally relevant communication and accessible resources to empower families as active partners in student learning.

By aligning targeted small-group instruction, culturally relevant materials, focused professional development, and family engagement strategies, the school can better support its lowest-performing student groups and close achievement gaps highlighted in the 2023-24 Dashboard data.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	0.1 points above standard	+3 scale score points
	English Learners	36.7 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	37.5 points below standard	
	Students with Disabilities	32.7 points below standard	
	African American	74.1 points below standard	
	American Indian		
	Asian	69.7 points below standard	
	Filipino		

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	Hispanic	5.1 points above standard	
	Two or More Races	12.8 points above standard	
	Pacific Islander		
	White	16.3 points above standard	
Math State Assessment: Change in scale score	All Students	17.2 points below standard	+3 scale score points
	English Learners	48.6 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	52.0 points below standard	
	Students with Disabilities	48.7 points below standard	
	African American	84.7 points below standard	
	American Indian		
	Asian	91.9 points below standard	
	Filipino		
	Hispanic	7.0 points below standard	
	Two or More Races	17.8 points below standard	
	Pacific Islander		
	White	1.7 points below standard	
English Language Learner State Assessment:	54.8%		+2%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
Change in percentage of English language learners making progress on ELPAC		
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	9.46%	+2%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Focus on writing - aligning instruction, and grading practices	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing African American, Students with Disabilities, Asian	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1500.00	2025-2026 School Year
1.2	Professional Development and Collaboration time - utilizing a cycle of continuous improvement	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	6000.00	2025-2026 School Year

1.3	Online digital curriculum subscriptions to enhance core curriculum	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	5000.00	2025-2026 School Year
1.4	Provide high interest culturally responsive books and materials	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing African American and Students with Disabilities	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5000.00	2025-2026 School Year
1.5		All Students English Learners Low-Income Students Foster Youth Lowest Performing			
1.6	Collaboration between Site Leadership Team and PLI	X All Students English Learners Low-Income Students Foster Youth	LCFF Supplemental Site Allocation	0	2025-2026 School Year

		Lowest Performing	1000-1999: Certificated Personnel Salaries		
1.7	Increase EL reclassification with cross-grade level collaboration and learning with the ELD Teacher.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	0	2025-2026 School Year

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

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 deleted.

ANALYSIS

What data did you use to monitor progress and how often?

Daily, weekly, and monthly attendance reports.

What worked and didn't work? Why? (monitoring)

Communication to clear absences improved with the use of TalkingPoints (texting app). Students with Chronic Absences continued to struggle with attendance. Classes were recognized for the least number of absences monthly with a CAM award.

What modification(s) did you make based on the data? (evaluation).

Families of Chronically absent students during the 23-24 school year were contacted before school to welcome and confirm start date, teacher, and beginning of the year events. Students were rewarded with incentives for improved attendance weekly during announcements and at monthly assemblies. We implemented attendance contracts to improve attendance for students who were

Chronically absent. A small group of students participated in attendance improvement groups at the beginning of the school year resulting in improved attendance.

2025-26
Identified Need

Our goal is to significantly reduce chronic absenteeism rates—especially among African American, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities groups, who exhibit the highest rates of chronic absence. Despite prior efforts such as attendance incentives and communication improvements, these groups continue to face persistent barriers rooted in transportation challenges, health issues, and family stressors. It will be key to identify at-risk students early. This includes creating focused attendance intervention groups with personalized outreach and support, strengthening partnerships with families through culturally relevant communication, and collaborating with community agencies to address root causes. Training staff to build strong relationships with students will also support improved attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	14.3% Chronically Absent	-0.5%
	English Learners	16.9% Chronically Absent	
	Foster Youth		
	Homeless	23.8% Chronically Absent	
	Socioeconomically Disadvantaged	18.2% Chronically Absent	
	Students with Disabilities	20% Chronically Absent	
	African American	27.3% Chronically Absent	
	American Indian		
	Asian	12.5% Chronically Absent	
	Filipino		

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	<div>Hispanic</div> <div>16.9% Chronically Absent</div> <div>Two or More Races</div> <div>16.3% Chronically Absent</div> <div>Pacific Islander</div> <div>White</div> <div>11.3% Chronically Absent</div>	
Attendance: Percentage of the school year attended for students in TK-12	94.9%	+0.5%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	N/A
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	<div>All Students</div> <div>English Learners</div> <div>Foster Youth</div> <div>Homeless</div> <div>Socioeconomically Disadvantaged</div> <div>Students with Disabilities</div> <div>African American</div> <div>American Indian</div> <div>Asian</div> <div>Filipino</div> <div>Hispanic</div> <div>Two or More Races</div> <div>Pacific Islander</div>	N/A

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Provide attendance support to chronically absent students with attendance contracts, incentives, and awards.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500.00	2025-26 School Year
2.2	Extra assignment pay for attendance outreach and attendance groups	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing African American, Asian	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	1000.00	2025-26 School Year
2.3		All Students English Learners Low-Income Students Foster Youth Lowest Performing			2025-26 School Year

2.4	Field Trip Support	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	9000.00	2025-26 School Year
2.5	Encourage consistent attendance for all students with attendance challenges, awards, and recognition weekly and monthly.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2025-26 School Year
2.6	Form a Site Equity Team	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing			2025-26 School Year

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

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 deleted.

ANALYSIS

What data did you use to monitor progress and how often?

CA School Dashboard - annually, Q and SWIS data - monthly., District Climate Survey annually

What worked and didn't work? Why? (monitoring)

Our behavior referral system and request for assistance (RFA) helped us identify students who needed Tier 2 supports. PBIS lessons helped students with consistent behavioral expectations in all areas of campus. PAWS tickets and PAWS ticket drawings rewarded positive student behavior. Monthly Bobcat Pride Assemblies taught school-wide expectations and recognized students meeting expectations.

What modification(s) did you make based on the data? (evaluation)

We implemented Check in/Check out (CICO) for students who needed Tier 2 supports. Our school counselor taught Zones of Regulation lessons to grade level classes. Staff implemented morning meetings, mindfulness activities, and calming corners to help students regulate their emotions. Staff started utilizing restorative practices after behavioral incidents to repair relationships. We created an alternate recess for students who needed a different setting at recess.

2025-26

Identified Need

Reduce suspensions for Students with Disabilities, English Learners, and Asian students. Provide social emotional support and materials to students to promote emotional regulation. Create opportunities for belonging to students with lunch bunch, identity groups, and clubs. Increase site safety with PBIS, restorative practices, class meetings, additional supervision staff, and school-wide incentives

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	4.1% suspended at least one day	-0.3%
	English Learners	12.3% suspended at least one day	
	Foster Youth		
	Homeless	8.7% suspended at least one day	
	Socioeconomically Disadvantaged	6.2% suspended at least one day	
	Students with Disabilities	6% suspended at least one day	
	African American	6.1% suspended at least one day	
	American Indian		
	Asian	14.6% suspended at least one day	
	Filipino		
	Hispanic	1.2% suspended at least one day	
	Two or More Races	4.7% suspended at least one day	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Pacific Islander White 3.1% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	69.4%	+2.0%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	76.5%	+2.0%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	4%	+1.25%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Increase safety and support the continued implementation of school-wide PBIS Program.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2300	2025-26 School Year

3.2	Pilot PBIS Rewards for Students in Grades 4-6	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1100	2025-26 School Year
3.3	Extra assignment pay for Behavior/SEL PBIS Tier 2 Teams to provide supports and reduce suspensions	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing African American	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1000	2025-26 School Year
3.4	Provide Assemblies - to enhance core or SEL content	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other	1600	2025-26 School Year

			Operating Expenditures		
3.5	Improve student connectedness and provide opportunities for belonging and interest with lunch bunch, identity groups, and clubs.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	560	2025-26 School Year
3.6	Host a Math Family Night	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	800	2025-26 School Year
3.7	Utilize re-teaching of behavioral expectations, PBIS rewards, and restorative conversations to reduce suspensions and	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing African American			2025-26 School Year

	support improved behavior.				
3.8	Utilize Navigate 360 to provide lessons to students experiencing behavioral difficulty	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2025-26 School Year
3.9	Actively recruit diverse parent participation in school leadership roles.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2025-26 School Year

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Centralized Services

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Site Intervention Teacher - Teach 6-8 week Reading and Math Intervention groups, track data, collaborate with classroom teachers, and participate in professional learning	August 2025-June 2026				
Part-time MTSS Intervention Teacher - Teach 6-8 week Reading Intervention groups, track data, collaborate with classroom teachers, and participate in professional learning	August 2025-June 2026				
ELD Teacher - Teach leveled ELD groups, track student progress, collaborate with classroom teachers, and participate in professional learning	August 2025-June 2026				

SCHOOL GOAL #2:
Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost

SCHOOL GOAL #3:

School Conditions, Climate, and Family Engagement

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Half-Time MTSS School Social Worker - Teach SEL Lessons, run 6-8 week student groups, counsel individual students, provide community resources to families, collaborate with classroom teachers, and participate in professional development	August 2025-June 2026				
2.5 School Playground Recreational Aide - Supervise students in the cafeteria and on the playground, support PBIS expectations, conduct restorative conversations, and document behavioral incidents.	August 2025-June 2026				
3.5 School Playground Recreational Aide - Supervise students in the cafeteria and on the playground, support PBIS expectations, conduct restorative conversations, provide push-in behavioral support and document behavioral incidents.	August 2025-June 2026				
SCRA - Utilize a part-time (2 half days per week) School Community Resource Assistant to connect with Farsi/Dari speaking families	August 2025-June 2026				

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$35,360.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Site Allocation	\$35,360.00

Subtotal of state or local funds included for this school: \$35,360.00

Total of federal, state, and/or local funds for this school: \$35,360.00

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
LCFF Supplemental Site Allocation	35,360	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	35,360.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	6,000.00
2000-2999: Classified Personnel Salaries	2,000.00
4000-4999: Books And Supplies	10,260.00
5000-5999: Services And Other Operating Expenditures	17,100.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	6,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	2,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	10,260.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	17,100.00

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	17,500.00
Goal 2	10,500.00
Goal 3	7,360.00

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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Stacey Leidahl	Classroom Teacher
Marika Mank	Classroom Teacher
Starlight Murray	Other School Staff
Sarah Casagrande	Classroom Teacher
Kem Brown	Parent or Community Member
Bree Montague	Parent or Community Member
Ravi Buddajaru	Parent or Community Member
Stacie Simmons	Parent or Community Member
Nicole Mendonca	Parent or Community Member
Wendy Benson	Principal

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
	English Learner Advisory Committee
	Other: Cowan Fundamental School's Parent Teacher Club (PTC)

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

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

This SPSA was adopted by the SSC at a public meeting on May 28, 2025.

Attested:

	Principal, Wendy Benson on May 28, 2025
	SSC Chairperson, Kem Brown on May 28, 2025

Budget By Expenditures

James Cowan Fundamental Elementary School

Funding Source: **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Promote leadership opportunities for students by partnering with Carmichael Kiwanis Club	None Specified	\$0.00	Clear Pathways to Bright Futures	
Total Expenditures:		\$0.00		
Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental Site Allocation **\$35,360.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Naviance Strength Finder and Arcade Counselor collaboration - 6th	None Specified	\$0.00	Clear Pathways to Bright Futures	
Focus on writing - aligning instruction, and grading practices	5000-5999: Services And Other Operating Expenditures	\$1,500.00	Connected School Communities	
Professional Development and Collaboration time - utilizing a cycle of continuous improvement	1000-1999: Certificated Personnel Salaries	\$6,000.00	Connected School Communities	
Online digital curriculum subscriptions to enhance core curriculum	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Connected School Communities	
Provide high interest culturally responsive books and materials	4000-4999: Books And Supplies	\$5,000.00	Connected School Communities	
Collaboration between Site Leadership Team and PLI	1000-1999: Certificated Personnel Salaries	\$0.00	Connected School Communities	
Increase EL reclassification with cross-grade level collaboration and learning with the ELD Teacher.	1000-1999: Certificated Personnel Salaries	\$0.00	Connected School Communities	

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Provide attendance support to chronically absent students with attendance contracts, incentives, and awards.	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Social-Emotional Growth
Extra assignment pay for attendance outreach and attendance groups	2000-2999: Classified Personnel Salaries	\$1,000.00	Healthy Environments for Social-Emotional Growth
Field Trip Support	5000-5999: Services And Other Operating Expenditures	\$9,000.00	Healthy Environments for Social-Emotional Growth
Increase safety and support the continued implementation of school-wide PBIS Program.	4000-4999: Books And Supplies	\$2,300.00	Engaging Academic Programs
Pilot PBIS Rewards for Students in Grades 4-6	4000-4999: Books And Supplies	\$1,100.00	Engaging Academic Programs
Extra assignment pay for Behavior/SEL PBIS Tier 2 Teams to provide supports and reduce suspensions	2000-2999: Classified Personnel Salaries	\$1,000.00	Engaging Academic Programs
Provide Assemblies - to enhance core or SEL content	5000-5999: Services And Other Operating Expenditures	\$1,600.00	Engaging Academic Programs
Improve student connectedness and provide opportunities for belonging and interest with lunch bunch, identity groups, and clubs.	4000-4999: Books And Supplies	\$560.00	Engaging Academic Programs
Host a Math Family Night	4000-4999: Books And Supplies	\$800.00	Engaging Academic Programs
Increase parent and student awareness of graduation requirements with College Pathways & College Week	None Specified	\$0.00	Clear Pathways to Bright Futures

LCFF Supplemental Site Allocation Total Expenditures: \$35,360.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

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James Cowan Fundamental Elementary School Total Expenditures: \$35,360.00