



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
Harry Dewey Fundamental Elementary School	34-67447-6034516	May 29th, 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).

Table of Contents

SPSA Title Page	1
Purpose and Plan Summary	1
Table of Contents.....	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Root Cause Analysis.....	4
Resource Inequities	4
Input from Educational Partners	4
School and Student Performance Data	5
Student Enrollment.....	5
Student Population.....	7
Overall Performance	8
Academic Performance.....	9
Academic Engagement.....	19
Conditions & Climate.....	23
Goals, Strategies, & Proposed Expenditures.....	26
SPSA/Goal 1	26
SPSA/Goal 2	33
SPSA/Goal 3	39
Centralized Services for Planned Improvements in Student Performance	46
Budget Summary	48
Budget Summary	48
Other Federal, State, and Local Funds	48
Budgeted Funds and Expenditures in this Plan	49
Funds Budgeted to the School by Funding Source.....	49
Expenditures by Funding Source	49
Expenditures by Budget Reference	49
Expenditures by Budget Reference and Funding Source	49
Expenditures by Goal.....	50
School Site Council Membership	51
Recommendations and Assurances	52

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

Throughout the course of the school year, the SPSA is reviewed, analyzed and refined as needed by the Dewey staff, leadership team, School Site Council (SSC), English Language Advisory Committee (ELAC), students and families.

Monthly meetings from January through April 2025 the SSC met to review progress on goals, analyze site and state assessment data, budget, and provide input to the comprehensive needs assessment for the 2025-2026 school year. Meetings February - April were spent extensively reviewing site data, generating questions and input for staff, with significant time spent toward goal number one. Dewey's ELAC met four times during the school year. The February and April meetings reviewed progress on goals for the 2024.2025 school year and provided input on needs for our English Learners for the 2025.26 school year. This information was shared with both staff and the SSC. Staff (classified and certificated) provided input on a regular basis at monthly staff meetings and through our site leadership team which met on a bi-weekly schedule. Families were also asked to provide input through our annual school climate survey, monthly Parent-Faculty Organization (PFO) meetings and "Tiger Talks" with the principal. Student voice and input was gathered through annual climate survey, participation in the Social, Academic, and Emotional Behavior Risk Screener which was administered in the spring and student listening circles conducted in the spring of 2025.

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	0.84%	0.26%	0.26%	3	1	1
African American	1.96%	1.58%	1.03%	7	6	4
Asian	1.96%	2.64%	2.58%	7	10	10
Filipino	0.56%	0.26%	0.52%	2	1	2
Hispanic/Latino	17.60%	19.79%	21.39%	63	75	83
Pacific Islander	1.12%	1.32%	1.29%	4	5	5
White	70.39%	67.28%	64.69%	252	255	251
Multiple/No Response	5.59%	6.86%	8.25%	20	26	32
Total Enrollment				358	379	388

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	52	55	57
Grade 1	52	58	58
Grade 2	47	57	58
Grade3	52	54	56
Grade 4	48	57	58
Grade 5	42	52	57
Grade 6	65	46	44
Total Enrollment	358	379	388

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	16	25	34	5.50%	4.5%	8.8%
Fluent English Proficient (FEP)	12	9	9	5.30%	3.4%	2.3%
Reclassified Fluent English Proficient (RFEP)			1	0.0%		2.04%

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
388	41.5%	8.8%	0.0%
Total Number of Students enrolled in Harry Dewey 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	34	8.8%
Foster Youth	0	0.0%
Homeless	6	1.5%
Socioeconomically Disadvantaged	161	41.5%
Students with Disabilities	97	25%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1%
American Indian	1	0.3%
Asian	10	2.6%
Filipino	2	0.5%
Hispanic	83	21.4%
Two or More Races	32	8.2%
Pacific Islander	5	1.3%
White	251	64.7%

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> Orange</div>	<div>Chronic Absenteeism</div> <div> Yellow</div>	<div>Suspension Rate</div> <div> Orange</div>
<div>Mathematics</div> <div> Orange</div>		
<div>English Learner Progress</div> <div> No Performance Color</div>		

School and Student Performance Data

Academic Performance English Language Arts

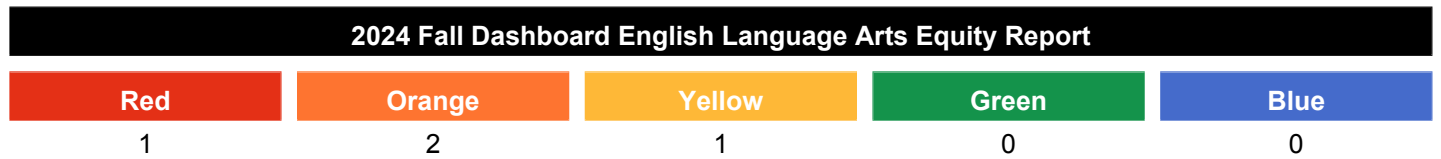
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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>26.5 points below standard</div> <div>Declined 18.9 points</div> <div>208 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>106.7 points below standard</div> <div>Declined 38.2 points</div> <div>23 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</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>5 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>42.4 points below standard</div> <div>Increased 4.5 points</div> <div>98 Students</div>

Students with Disabilities  Red 96.1 points below standard Declined 39.2 points 52 Students	African American  No Performance Color Less than 11 Students 3 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color Less than 11 Students 6 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Orange 47.1 points below standard Declined 7.4 points 47 Students
Two or More Races  No Performance Color 1.6 points below standard Declined 21.6 points 14 Students	Pacific Islander  No Performance Color Less than 11 Students 2 Students	White  Orange 17.3 points below standard Declined 26.4 points 134 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.

Dashboard data indicates that our Students with Disabilities are the lowest performing group at 96.1 points below standard, followed by our Hispanic, Socioeconomically Disadvantaged (SED), and white group. Although our EL group is not considered statistically significant, it should be noted that group is 106 points below standard. Our SED group was the only student group to show an increase in results.

Students with Disabilities scored 96.1 points below standard which was a decrease of 39.2 points from the previous school year.

In comparison, all students scored 26.5 points below standard which was a decrease of 18.9 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?

Reflecting on last year, we recognized the importance of strong, consistent instruction, but we struggled to maintain alignment and coherence across classrooms and supports. While we valued high expectations for all students, we sometimes lacked clarity and consistency in Tier 1 practices, differentiation, and the connection between classroom instruction and interventions. We also saw a need for more intentional focus on vocabulary and language development, particularly for English Learners and Students with Disabilities. In addition, challenges with chronic absenteeism and increases in student behavior incidents affected both learning time and classroom climate. Although our efforts were well-intentioned, inconsistent implementation, competing priorities, and these broader engagement challenges may have limited our overall impact on student growth.

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

Based on current data (i-Ready diagnostic results, CA Dashboard, and internal assessments), Dewey Elementary will focus on the following next steps to improve English Language Arts outcomes for all students, with a particular focus on our lowest-performing student groups:

1. Implement structured literacy practices in all classrooms, focusing on explicit instruction in phonics, phonemic awareness, vocabulary, and comprehension. Need: supplemental phonics programs, materials for implementation and training
2. Provide professional development on science of reading strategies and data-driven small group instruction. Need: Professional development /training, professional books
3. Ensure alignment of Tier 1 instruction with Tier 2/3 interventions to provide consistent support across grade levels. Need: Structured collaboration time - including release days for teachers
4. Expand small-group and individual intervention for students identified as one or more grade levels below in reading, using i-Ready and other progress monitoring tools. Need: Supplies and materials to support small group work, Professional development related to differentiation.
5. Provide flexible grouping structures to meet specific student needs. Need: Collaboration time to explore and implement flexible grouping strategies (such as Universal Access or Walk to Read) including release days for teachers.
6. Increase frequency and use of data (monthly reviews) to monitor student growth and adjust instruction. Need: Structured collaboration time for teachers including release days for teachers.

School and Student Performance Data

Academic Performance Mathematics

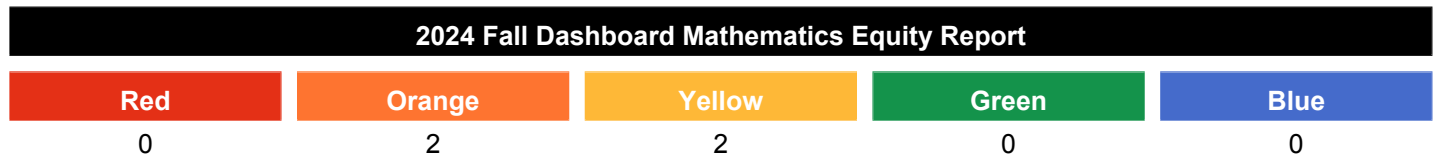
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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>Orange</div> <div>31.7 points below standard</div> <div>Declined 9.6 points</div> <div>208 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>118.0 points below standard</div> <div>Declined 70.8 points</div> <div>26 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>5 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>45.1 points below standard</div> <div>Increased 11.8 points</div> <div>98 Students</div>

Students with Disabilities  Orange 94.9 points below standard Declined 25.3 points 52 Students	African American  No Performance Color Less than 11 Students 3 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color Less than 11 Students 6 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Orange 59.3 points below standard Maintained 0.3 points 47 Students
Two or More Races  No Performance Color 4.9 points above standard Maintained 0.8 points 14 Students	Pacific Islander  No Performance Color Less than 11 Students 2 Students	White  Yellow 19.7 points below standard Declined 15.2 points 134 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.

Dashboard data indicates that our English Learners are the lowest performing group at 118 points below standard, followed by Students with Disabilities, Hispanic, Socioeconomically Disadvantaged and then white. Our SED group was the only student group to show an increase in results and our hispanic group maintained. English Learners scored 118 points below standard which was a decrease of 70.8 points from the previous school year. Students with disabilities scored 94.9 points below standard which was a decrease of 25.3 points from the previous school year. In comparison, all students scored 31.7 points below standard which was a decrease of 9.6 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?

When Dewey maintained a focused instructional priority, such as Number Sense, student scores improved. However, as professional learning goals shifted, instructional practices often reverted to prior routines, limiting sustained progress.

Our school also lacks strong systems for collaborative data analysis. Without a consistent PLC structure, teachers have limited opportunities to analyze data, reflect on instructional practices, and adjust teaching to meet student needs. This has hindered our ability to respond effectively to our lowest-performing student groups.

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

Based on current data (i-Ready diagnostic results, CA Dashboard, and internal assessments), Dewey Elementary will focus on the following next steps to improve math outcomes for all students, with a particular focus on our lowest-performing student groups:

1. Deepen Focus on Tier 1 Instruction, Need: Professional development on CA Math Frameworks and culturally responsive math teaching strategies
2. Maintain a dedicated, schoolwide focus on high-impact math concepts (e.g., Number Sense, Algebraic Thinking) for the full academic year. Need: Structured collaboration time - including release days for teachers
3. Ensure alignment of Tier 1 instruction with Tier 2/3 interventions to provide consistent support across grade levels. Need: Structured collaboration time - including release days for teachers,
4. Increase frequency and use of data (monthly reviews) to monitor student growth and adjust instruction. Need: Structured collaboration time for teachers including release days for teachers.
5. Target support for Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students. Need: materials, supplies for visuals and manipulatives, ongoing professional learning
6. Provide Before/After school extended learning opportunities for students. Need: Staffing, curriculum and materials to implement
7. Establish and implement systemwide protocols for data analysis, planning, teaching (continuous improvement cycles)

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>No Performance Color</div> <div>64% making progress.</div> <div>Number Students: 25 Students</div>	<div></div> <div>No Performance Color</div> <div>making progress.</div> <div>Number Students: 1 Student</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
0%	36%	0%	64%

Lowest Performing Group:

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

Dashboard data indicates that our greatest growth was 64% of our EL students progressed by at least one ELPI level. However, 36% maintained the same ELPI level. No students decreased in ELPI levels.

Potential causes:

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

Reflecting on last year, we recognize that a focused approach to ELD instruction, particularly for Level 1 students, contributed to positive outcomes. Professional learning at the start of the year centered on oral language production and vocabulary development, which provided clear strategies for both designated and integrated ELD. This focus supported 64% of English Learner (EL) students in making progress by at least one ELPI level.

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

To improve outcomes for English Learners at Dewey Elementary, the following resources and actions are recommended:

1. Build teacher capacity in ELD instruction by providing ongoing professional development on the ELA/ELD Framework, oral language development, academic vocabulary, scaffolding strategies, and the use of the ELPI indicator to guide instruction.
2. Expand our current ELD teacher position from 50% to full-time.
3. Provide before-school tutoring to support writing instruction for English Learners at risk of not making adequate progress on the ELPI.
4. Implement regular data reviews to monitor student progress, identify students in need of additional support, and adjust instructional strategies as needed.

School and Student Performance Data

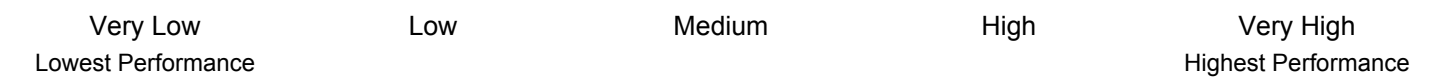
Academic Performance College/Career Report

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 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.

Potential causes:

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

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

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.”












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>13.6% Chronically Absent</div> <div>Declined 6.6</div> <div>413 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>20% Chronically Absent</div> <div>Declined 1.6</div> <div>50 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>8 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>17.4% Chronically Absent</div> <div>Declined 15.7</div> <div>201 Students</div>

Students with Disabilities  Orange 21% Chronically Absent Declined 8.4 124 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color 30.8% Chronically Absent Declined 2.6 13 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Hispanic  Yellow 15.9% Chronically Absent Declined 11.6 88 Students
Two or More Races  Yellow 18.8% Chronically Absent Declined 4.6 32 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	White  Green 9.8% Chronically Absent Declined 5.4 265 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.

CA Dashboard data indicates that our Students with Disabilities (SWD) are the lowest performing group, followed by English Learners (EL), Two or More Races, Socioeconomically Disadvantaged (SED), Hispanic and then white. All groups reduced their chronic absenteeism, with our SED group having the largest gains. 21% of Students with Disabilities were considered chronically absent which declined 8.4% points from the previous school year. In comparison, 13.6% of all students were chronically absent, declining 6.6% from the previous school year.

Potential causes:

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

Reflecting on last year, we are pleased that overall chronic absenteeism at Dewey is trending down, even though rates remain higher than pre-pandemic levels. We have made efforts to proactively engage families, encouraging the use of Short Term Independent Study Contracts to maintain positive attendance during vacations, family emergencies, or other unavoidable absences. We have also promoted the use of the chronic illness excusal process to support students with ongoing medical needs. Tier 1 incentives for positive attendance have been implemented; however, we recognize that Tier 2 interventions have been limited. We need to strengthen our follow-through with families struggling with attendance by creating personalized attendance plans, increasing family outreach, and utilizing the SARB process when necessary.

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

Based on current data, Dewey Elementary will focus on the following next steps to reduce chronic absenteeism for all students, with a particular focus on our lowest-performing student groups:

1. Assign staff mentors to monitor students and build relationships.
2. Strengthen attendance outreach to families that include holding family meetings to develop personalized attendance action plans, proactive phone calls and updates of
3. Establish and implement a more systematic data systems and staff collaboration: Biweekly attendance team meetings, Trending Chronic Reports to intervene early, incorporate attendance data into PLC discussions and data reviews
4. Materials and supplies to support attendance incentives, goals and outreach.
5. Strengthen family engagement and partnership through: family workshops, clear communication regarding chronic absenteeism and impact on learning, positive family-school relationships through regular outreach
6. Integrate Attendance into School Culture: Reinforce positive and welcoming climate, start days with positive routines (class and schoolwide), share attendance goals and celebrate progress with students and families.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

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



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.

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

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

School and Student Performance Data

Conditions & Climate Suspension Rate

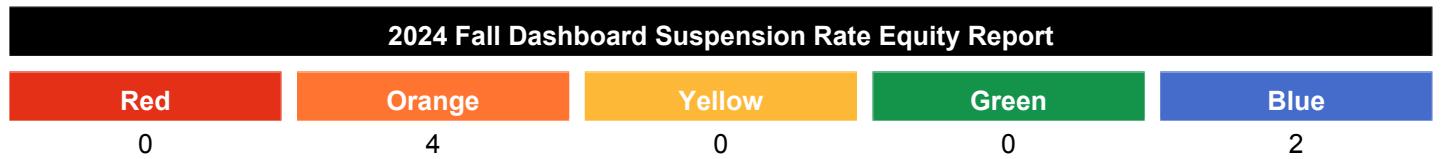
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












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>Orange</div> <div>2.2% suspended at least one day</div> <div>Increased 0.7%</div> <div>418 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>50 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</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>8 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Blue</div> <div>1% suspended at least one day</div> <div>Declined 1.6%</div> <div>204 Students</div>

Students with Disabilities  Orange 3.2% suspended at least one day Increased 0.5% 125 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color 0% suspended at least one day Maintained 0% 13 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Hispanic  Orange 2.2% suspended at least one day Increased 2.2% 89 Students
Two or More Races  Orange 3.1% suspended at least one day Maintained 0% 32 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	White  Orange 2.2% suspended at least one day Increased 0.4% 269 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.

Dashboard data indicates that our Students with Disabilities have the highest suspension rates followed by students with two or more races, Hispanic, white and Socioeconomically Disadvantaged (SED). Our SED group is the largest student group and had the largest decline in suspension levels. Although SED has the fewest students, it has the largest suspension rate. 3.2% of students with disabilities were suspended at least once which was an increase of .5% from the previous school year.

In comparison, 2.2% of all students were suspended at least once which was an increase of .7% from the previous school year.

Potential causes:

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

Reflecting on last year, we are proud of the progress made through the ongoing work of our behavior team. Together, we developed clear schoolwide behavior expectations, a student discipline flow chart, a behavior communication form, and positive signage throughout the campus to promote a supportive school culture. We also introduced trimester student recognition assemblies, which have helped foster a sense of belonging and celebrate positive behavior. While implementation consistency remains a challenge, we recognize improvement and are committed to ongoing refinement.

At the same time, we acknowledge that we are still working to fully embrace a mindset of inclusion for all students and build staff capacity to meet the diverse needs of our learners. Our ability to support students' social-emotional needs was also limited by the structure of our social worker's schedule. Shifting from a half-day model five days per week to two and a half full days significantly reduced daily student access, impacting the consistency of small groups and

check-ins. This lack of consistent support contributed to challenges in providing timely interventions for students requiring social-emotional support.

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

Based on current data (suspension rates, attendance, climate survey and SAEBRS), Dewey Elementary will focus on the following next steps to improve school culture and climate for all students, with a particular focus on our lowest-performing student groups:

1. Strengthen Tiered Systems of Support (MTSS) for Attendance, Behavior, and Engagement: Implement Tier2/Tier 3 supports for social emotional and behavioral supports for students. Needed: Extra assignment pay for team members
2. Build teacher capacity for culturally responsive classroom management and de-escalation strategies. Need: Professional development, books, materials and supplies
3. Enhance Family Engagement Systems: Host family workshops focused on topics like attendance, behavior supports, and understanding academic expectations. Needed: Extra assignment pay for team members
4. Strengthen communication systems by ensuring timely responses to families and proactively sharing school information in multiple languages.
5. Promote Equity and Belonging Across the School: Continue to embed and expand culturally responsive curriculum and materials across grade levels.
6. Increase student voice and choice opportunities through surveys, leadership roles, and enrichment activities.
7. Hold monthly data reviews (attendance, discipline, survey trends) to identify patterns, celebrate growth, and adjust supports.
8. Provide professional development on analyzing climate, behavior, and attendance data as part of PLC work.

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; IReady Diagnostic - 3X per year: Guided Reading Level - 3X per year for K-2; Basic Phonics Skills Test (BPST) 3X per year (K-2)
Math: CAASPP - annually; IReady Diagnostc - 3X per year, Topic Tests ongoing
ELD - ELPAC - annually

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

When our school maintained a focused priority—in this case, Number Sense—we saw gains in student achievement on i-Ready assessments. However, when the focus shifted to vocabulary and making meaning, progress stalled. A comparison of student

cohorts revealed only one group improved in Number Sense, while others remained flat or declined. Although we were unable to provide supplemental before/after school tutoring for our EL learners, we were able to establish a more consistent, systematic ELD program across the site this year.

Despite initial professional development efforts focusing on vocabulary development, oral language, and comprehension in mathematics, implementation was inconsistent.

Shifts in focus due to increased student behavior issues and challenging parent interactions led to the postponement of these initiatives. Another challenge was the lack of a comprehensive ELD curriculum that both the ELD and classroom teachers could use. As such, there was lack of alignment in instructional support for our EL learners.

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

Based on our data, the site shifted professional learning to focus on communication strategies in response to increased student behavior challenges and complex parent interactions. Staff engaged in 12 hours of training on de-escalation and inquiry-based approaches with students and adults. Additionally, staff, SSC, and ELAC collaboratively analyzed historical data, reaching consensus on the need for stronger alignment across all academic areas. Our Tier 2 intervention continued to provide targeted 6-8 week learning cycles, and while we are seeing growth in Tier 2 students, we recognize the need to strengthen the connection between Tier 1 and Tier 2 instructional strategies.

2025-26

Identified Need

Through data analysis and collaborative discussions, staff identified a lack of alignment in phonics instruction, comprehension strategies, mathematical instruction and assessments. This collective awareness has established a foundation for targeted improvements in instructional practices, identification of essential standards, assessments and grading practices. This highlights the need for sustained, focused professional learning, unified systems for data analysis and a stronger Tier 1 instructional program.

Dewey Elementary will focus on the following next steps to improve English Language Arts and Math outcomes for all students, with a particular focus on our lowest-performing student groups:

1. Ensure alignment of Tier 1 instruction with Tier 2/3 interventions to provide consistent support across grade levels.
2. Implement structured literacy practices in all classrooms, focusing on explicit instruction in phonics, phonemic awareness, vocabulary, and comprehension.
2. Provide professional development on science of reading strategies and data-driven small group instruction.
4. Expand small-group and individual intervention for students identified as one or more grade levels below in reading, using i-Ready and other progress monitoring tools.
5. Provide flexible grouping structures to meet specific student needs.
6. Increase frequency and use of data (monthly reviews) to monitor student growth and adjust instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	26.5 points below standard	+3 scale score points
	English Learners	106.7 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	42.4 points below standard	
	Students with Disabilities	96.1 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	47.1 points below standard	
	Two or More Races	1.6 points below standard	
	Pacific Islander		
	White	17.3 points below standard	
Math State Assessment: Change in scale score	All Students	31.7 points below standard	+3 scale score points
	English Learners	118.0 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	45.1 points below standard	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	<div>Students with Disabilities</div> <div>94.9 points below standard</div> <div>African American</div> <div>American Indian</div> <div>Asian</div> <div>Filipino</div> <div>Hispanic</div> <div>59.3 points below standard</div> <div>Two or More Races</div> <div>4.9 points above standard</div> <div>Pacific Islander</div> <div>White</div> <div>19.7 points below standard</div>	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	64%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	2.04%	+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	Purchase supplemental instructional materials and books to support core math/ELA	<div>All Students</div> <div>X English Learners</div> <div>Low-Income Students</div> <div>Foster Youth</div> <div>X Lowest Performing SWD</div>	LCFF Supplemental Site Allocation	2000	2025-26 School Year

	curriculum, vocabulary development		4000-4999: Books And Supplies		
1.2	Online digital curriculum subscriptions to enhance core curriculum	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing SWD	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	8000	2025-26 School Year
1.3	Professional development and collaboration time to work on continuous improvement cycles of learning	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing SWD	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	5000	2025-26 School Year
1.4	Before/After school intervention for reading, math, ELD -	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing SWD	LCFF Supplemental Site Allocation	1500 1000	2025-26 School Year

			1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries		
1.5	Materials and supplies to support implementation of phonics program	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing SWD	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	2025-26 School Year
1.6	Purchase decodable books to support early literacy	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing SWD	LCFF Supplemental Site Allocation	1000	2025-26 School Year
1.7	Increase EL reclassification with cross-grade	All Students X English Learners Low-Income Students			2025-26 School Year

	level collaboration and learning with ELD teacher with a focus on integrated ELD.	Foster Youth Lowest Performing			
1.8	Increase the number of bilingual books	All Students X English Learners Low-Income Students Foster Youth Lowest Performing			2025-26 School Year
1.9	Purchase books to support equity and inclusion.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2025-26 School Year
1.10	Implement a Universal Design for Learning framework to support our lowest performing groups	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing SWD	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	340	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, participation in before/after school enrichment programs, student surveys

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

Areas of Improvements:

1. Increased use of Independent Studies
2. Increased use of chronic illness forms
3. Daily contact to families of students who are absent
4. Individual outreach when families E codes were half way used and when exhausted to make parents conscious
5. Weekly attendance blurbs in school newsletter, attendance informational flyer sent at beginning of school and year and provided to all new families

6. Recognition of students on a trimester basis for 97% attendance rate

Growth Areas:

- 1. Inconsistency of scheduled meetings with attendance clerk, admin, district AIP personnel and school social worker
- 2. Lack of HTC meetings and utilization of the SARB process
- 3. Ensuring that all students who can have a chronic illness form have one on file
- 4. Refine early dismissal tracking
- 5. Regular collaboration of attendance team

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

- 1. Consistently used Talking Points as a communication tool to reach families
- 2. Began noting early dismissals into student information system as a way to monitor
- 3. Increased offerings of after school enrichment programs

2025-26

Identified Need

To improve overall attendance rates and reduce chronic absenteeism at Dewey Elementary, we will implement a multi-tiered system of supports that includes proactive strategies, targeted interventions, and continuous family engagement.

- 1. Promote a Positive Attendance Culture: Communicate expectations, celebrate attendance, integrate daily connection routines, display goals
- 2. Early Identification & Monitoring: Use weekly data reports to flag at-risk students and intervene; hold monthly meetings with with district attendance personnel to review trends, celebrate growth, adjust supports
- 3. Implement “Check & Connect” Establish check-ins for at-risk students to build relationships and problem-solve.
- 4. For students who are at risk of becoming chronically absent, we will establish early identification systems and provide personalized outreach.
- 5. We will utilize the SARB process as a Tier 3 intervention, engaging families in collaborative problem-solving and connecting them with community resources.
- 6. Provide expanded learning and enrichment activities through Maker Lab, lunch and after school clubs and classes.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
------------------	------------------	--------------------------

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	13.6% Chronically Absent	-0.5%
	English Learners	20% Chronically Absent	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	17.4% Chronically Absent	
	Students with Disabilities	21% Chronically Absent	
	African American		
	American Indian		
	Asian	30.8% Chronically Absent	
	Filipino		
	Hispanic	15.9% Chronically Absent	
	Two or More Races	18.8% Chronically Absent	
	Pacific Islander		
	White	9.8% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	94.6%		Increase by 2%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A		NA
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A		NA
Graduation Rate:	All Students		NA

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
Percentage of students who graduate high school within 4 or 5 years.	English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	

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	Materials and supplies to support attendance improvement	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Hispanic, SWD	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	250	2025-26 School Year

2.2	Extra assignment pay for outreach to combat chronic absenteeism, or mentor students	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Hispanic, SWD	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	500	2025-26 School Year
2.3	Materials and supplies to support Maker's lab and onsite clubs	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	750	2025-26 School Year
2.4	Communication tools to enhance two -way communication between school and home to combat chronic absenteeism and	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1250	2025-26 School Year

	improve home school communication.				
2.5	Field trips both on and off campus to provide hands on learning for students	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	2000	2025-26 School Year
2.6	Assemblies related to core content areas and/or SEL instruction	X All Students English Learners Low-Income Students 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 Behavior reports, SJUSD annual School Culture/Climate Survey, The Social, Academic, and Emotional Behavior Risk Screener (SAEBRS), school behavior referrals

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

Areas that worked include:

1. Continuing work of Behavior Team which finalized school wide behavior matrix, behavior expectations for common areas, school wide referral form, creation of signage for classrooms and school

2. Trimester student recognition assemblies which included student recognition for the 5Cs (courage, creativity, critical thinking, collaboration, communication) and attendance shout outs for classrooms with highest attendance rates and most improved attendance
3. Social Emotional Learning units presentations provided to teachers
4. Usage of PawRiffics to reinforce positive behavior coupled with Student Store
5. Use of referral form and Talking Points for behavior documentation and communication with families

Areas that continue to need improvement include:

1. Consistency of enforcement of behavior expectations amongst all staff
2. Consistency of using schoolwide PawRiffic tickets
3. Communication between office- classroom and home for behavior incidents
4. Alignment of SEL lessons, language and expectations for students
5. Behavior documentation and clarity of behavior consequences

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

Modifications made this year included:

1. Increased collaboration between the Behavior and SEL teams to build upon each other's work and ensure alignment of practices across the school.
2. Partnership with the district MTSS behaviorist to begin establishing Tier 2 response teams for students needing additional support beyond Tier 1 schoolwide and classroom management systems.
3. Refinement of trimester recognition assemblies to be student-led, with an intentional focus on creating a welcoming and engaging atmosphere for families.

2025-26

Identified Need

Through data analysis and collaborative discussions, staff, students and families identified a need to strengthen Tiered Systems of Support (MTSS) for Attendance, Behavior, and Engagement.

1. Implement Tier 2/3 supports for students with behavioral needs utilizing a cross-disciplinary team approach
2. Build teacher capacity for culturally responsive classroom management and de-escalation strategies, with an emphasis on neuroscience.

3. Expand opportunities for families to engage in decision-making, e.g., through SSC, ELAC, PTA, and advisory committees.
4. Host family workshops focused on topics like attendance, behavior supports, and understanding academic expectations.
5. Strengthen communication systems by ensuring timely responses to families and proactively sharing school information in multiple languages.
6. Increase student voice and choice opportunities through surveys, leadership roles, and enrichment activities.
7. Hold monthly data reviews (attendance, discipline, survey trends) to identify patterns, celebrate growth, and adjust supports.
8. Provide professional development on analyzing climate, behavior, and attendance data as part of PLC work.

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	2.2% suspended at least one day	-0.3%
	English Learners	0% suspended at least one day	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	1% suspended at least one day	
	Students with Disabilities	3.2% suspended at least one day	
	African American		
	American Indian		
	Asian	0% suspended at least one day	
	Filipino		
	Hispanic	2.2% suspended at least one day	
	Two or More Races	3.1% suspended at least one day	
	Pacific Islander		
	White	2.2% suspended at least one day	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	62.8%	Increase by 5%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	64.7%	Increase by 5%
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).	3%	Increase by 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
3.1	Extra assignment pay for Behavior, SEL and Tier 2 Teams to promote positive behavior and supports and reduce suspensions.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	1500 1000	2025-26 School Year

3.2	Purchase books and materials to support school wide behavior management system, SEL, equity and inclusion.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	750	2025-26 School Year
3.3	Improve student connectedness and provide opportunities for belonging and interest with lunch bunch, identify groups and clubs	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	2025-26 School Year
3.4	Implementation of parent workshops and events to increase school and academic connectedness	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	500	2025-26 School Year

3.5	SEL curriculum to promote school connectedness and reduce suspensions.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	3000	2025-2026 School Year
3.6	Materials and supplies to improve physical safety and supervision	All Students English Learners Low-Income Students Foster Youth X Lowest Performing			2025-26 School Year
3.7	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
3.8	Utilize positive behavior expectations, social emotional support strategies and partnerships with caregivers to	All Students English Learners Low-Income Students Foster Youth X Lowest Performing			2025-26 School Year

	prevent student expulsion				
--	------------------------------	--	--	--	--

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 six-eight week reading and math intervention groups, track student data, collaborate with classroom teachers, and participate and lead professional learning.	August 2025-June 2026				
Part Time MTSS Academic Intervention Specialist: Teach six-eight week reading and/or math intervention groups, track student data, collaborate with with classroom teachers and site intervention and ELD teachers and participate professional learning.	August 2025-June 2026				
ELD Teacher (1FTE): Teach leveled ELD groups, track student progress, coordinate ELPAC and ELAC, collaborate with classroom and intervention 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 Social Worker: Coordinate SAEBRS data collection and analysis, teach social groups, provide 1:1 support to students, coordinate check in/check out for tier 2 students, provide community resources to families, member of site attendance team, collaborate with staff members and participate in site professional learning.	August 2025-June 2026				
2.5 hour School Playground Recreation Aide-Supervise students in the cafeteria and on the playground, support and enforce behavioral expectations, conduct restorative conversations, document behavioral incidents.	August 2025 - June 2026				
3.5 hour School Playground Recreation Aide-Supervise students in the cafeteria and on the playground, support and enforce behavioral expectations, provide push in behavioral support, conduct restorative conversations, document behavioral incidents.	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	\$31,840.00

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 (\$)
------------------	-----------------

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	\$31,840.00

Subtotal of state or local funds included for this school: \$31,840.00

Total of federal, state, and/or local funds for this school: \$31,840.00

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	31,840	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	31,840.00

Expenditures by Budget Reference

Budget Reference	Amount
	1,000.00
1000-1999: Certificated Personnel Salaries	8,500.00
2000-2999: Classified Personnel Salaries	2,500.00
4000-4999: Books And Supplies	9,840.00
5000-5999: Services And Other Operating Expenditures	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Site Allocation	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	8,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	2,500.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	9,840.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	19,840.00
Goal 2	4,750.00
Goal 3	7,250.00

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

Name of Members	Role
Shane Molaison	Classroom Teacher
Anne Nava	Parent or Community Member
Sarah Sault	Parent or Community Member
Laura Weaver Sandeen	Parent or Community Member
Sofia Goldsby	Parent or Community Member
Kelly Schumacher	Classroom Teacher
Ali Houting	Parent or Community Member
Rose Melavic	Other School Staff
Sabrina Parsley	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

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 29, 2025.

Attested:

	Principal, Sabrina Parsley on 5/29/25
	SSC Chairperson, Rose Melavic on 5/29/25

Budget By Expenditures

Harry Dewey Fundamental Elementary School

Funding Source: LCFF Supplemental Site Allocation

\$31,840.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase supplemental instructional materials and books to support core math/ELA curriculum, vocabulary development	4000-4999: Books And Supplies	\$2,000.00	Connected School Communities	
Online digital curriculum subscriptions to enhance core curriculum	5000-5999: Services And Other Operating Expenditures	\$8,000.00	Connected School Communities	
Professional development and collaboration time to work on continuous improvement cycles of learning	1000-1999: Certificated Personnel Salaries	\$5,000.00	Connected School Communities	
Before/After school intervention for reading, math, ELD -	1000-1999: Certificated Personnel Salaries	\$1,500.00	Connected School Communities	
Materials and supplies to support implementation of phonics program	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities	
Purchase decodable books to support early literacy		\$1,000.00	Connected School Communities	
Implement a Universal Design for Learning framework to support our lowest performing groups	4000-4999: Books And Supplies	\$340.00	Connected School Communities	
	2000-2999: Classified Personnel Salaries	\$1,000.00	Connected School Communities	
Materials and supplies to support attendance improvement	4000-4999: Books And Supplies	\$250.00	Healthy Environments for Social-Emotional Growth	
Extra assignment pay for outreach to combat chronic absenteeism, or mentor students	2000-2999: Classified Personnel Salaries	\$500.00	Healthy Environments for Social-Emotional Growth	

Harry Dewey Fundamental Elementary School

Materials and supplies to support Maker's lab and onsite clubs	4000-4999: Books And Supplies	\$750.00	Healthy Environments for Social-Emotional Growth
Communication tools to enhance two -way communication between school and home to combat chronic absenteeism and improve home school communication.	4000-4999: Books And Supplies	\$1,250.00	Healthy Environments for Social-Emotional Growth
Field trips both on and off campus to provide hands on learning for students	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Healthy Environments for Social-Emotional Growth
Extra assignment pay for Behavior, SEL and Tier 2 Teams to promote positive behavior and supports and reduce suspensions.	1000-1999: Certificated Personnel Salaries	\$1,500.00	Engaging Academic Programs
Purchase books and materials to support school wide behavior management system, SEL, equity and inclusion.	4000-4999: Books And Supplies	\$750.00	Engaging Academic Programs
Improve student connectedness and provide opportunities for belonging and interest with lunch bunch, identify groups and clubs	4000-4999: Books And Supplies	\$500.00	Engaging Academic Programs
Implementation of parent workshops and events to increase school and academic connectedness	1000-1999: Certificated Personnel Salaries	\$500.00	Engaging Academic Programs
SEL curriculum to promote school connectedness and reduce suspensions.	4000-4999: Books And Supplies	\$3,000.00	Engaging Academic Programs
	2000-2999: Classified Personnel Salaries	\$1,000.00	Engaging Academic Programs
Purchase supplies and materials to develop and enhance STEAM and Maker learning opportunities.	4000-4999: Books And Supplies	\$1,000.00	Clear Pathways to Bright Futures
Provide students with opportunities for stewardship, community service and leadership opportunities	1000-1999: Certificated Personnel Salaries	\$500.00	Clear Pathways to Bright Futures
Provide opportunities for supplemental learning opportunities to enhance and extend curriculum.	5800: Professional/Consulting Services And Operating Expenditures	\$2,000.00	Clear Pathways to Bright Futures

Harry Dewey Fundamental Elementary School

LCFF Supplemental Site Allocation Total Expenditures: \$35,340.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Harry Dewey Fundamental Elementary School Total Expenditures: \$35,340.00