

School Year: **2025-26**



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
Mariposa Avenue Elementary School	34-67447-6034714	May 12, 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

Staff Meetings-October, December, February, March - Data Conversations around CAASPP and i-Ready/Text Level school wide assessment results. Cross Grade Level Data Collaboration Days in November and March. School Site Council Meetings-February and March 2024-data conversations around CAASPP, i-Ready/Text Level school wide assessment results. ELAC Meeting-September 2024 - Presentation of ELPAC Results and feedback gathered from parents. Parent Input from District Parent Climate Survey. Coffee and Donut meetings monthly conversations with families. Student Input: from District Climate Survey and Student Council Meetings.

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	0.34%	0.34%	1.29%	1	1	4
African American	6.12%	6.4%	7.07%	18	19	22
Asian	6.12%	8.42%	8.36%	18	25	26
Filipino	0.68%	0%	%	2	0	
Hispanic/Latino	36.39%	31.65%	32.48%	107	94	101
Pacific Islander	%	0%	0.64%		0	2
White	43.54%	45.45%	43.09%	128	135	134
Multiple/No Response	6.80%	7.74%	7.07%	20	23	22
	Total Enrollment			294	297	311

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	52	52	41
Grade 1	51	53	53
Grade 2	44	50	52
Grade3	45	52	57
Grade 4	47	44	52
Grade 5	55	46	48
Total Enrollment	294	297	311

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	54	54	75	19.00%	18.4%	24.1%
Fluent English Proficient (FEP)	19	14	10	5.50%	6.5%	3.2%
Reclassified Fluent English Proficient (RFEP)			8	0.0%		6.84%

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
311	74.9%	24.1%	1.3%

Total Number of Students enrolled in Mariposa Avenue 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	75	24.1%
Foster Youth	4	1.3%
Homeless	16	5.1%
Socioeconomically Disadvantaged	233	74.9%
Students with Disabilities	68	21.9%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	22	7.1%
American Indian	4	1.3%
Asian	26	8.4%
Filipino	0	0.0%
Hispanic	101	32.5%
Two or More Races	22	7.1%
Pacific Islander	2	0.6%
White	134	43.1%

School and Student Performance Data

Overall Performance

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Red

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Orange

Mathematics



Orange

English Learner Progress



Yellow

School and Student Performance Data

Academic Performance English Language Arts

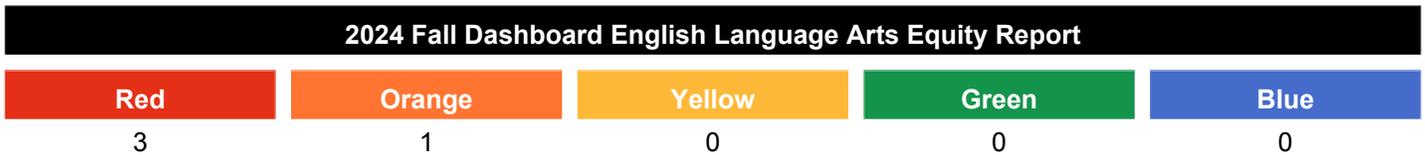
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This section provides number of student groups in each level.



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		
<p>All Students</p>  Red 71.5 points below standard Declined 19.5 points 143 Students	<p>English Learners</p>  No Performance Color 112.5 points below standard Declined 31.0 points 42 Students	<p>Long-Term English Learners</p>  No Performance Color 0 Students
<p>Foster Youth</p>  No Performance Color Less than 11 Students 1 Student	<p>Homeless</p>  No Performance Color 108.8 points below standard Declined 31.5 points 12 Students	<p>Socioeconomically Disadvantaged</p>  Red 75.3 points below standard Declined 17.2 points 119 Students

<p>Students with Disabilities</p>  <p>Red</p> <p>121.5 points below standard</p> <p>Declined 4.2 points</p> <p>48 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>95.7 points below standard</p> <p>Declined 39.3 points</p> <p>13 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>97.7 points below standard</p> <p>Declined 44.0 points</p> <p>48 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>73.0 points below standard</p> <p>11 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>Orange</p> <p>47.9 points below standard</p> <p>Maintained 1.3 points</p> <p>61 Students</p>

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.

Our lowest performing groups were Hispanic (33%), Socio-Economically Disadvantaged (82%) and Students With Disabilities (34%).

Our Hispanic students performed 98.7 points below standard. That was a decline of 44 points from the previous year.

Our Socio-Economically Disadvantaged students performed 75.3 points below standard. That is was a decline of 17.2 points from the previous year.

Our Students With Disabilities performed

121.5 points below standard. That was a decline of 4.2 points from the previous year.

In comparison, all students scored 71.5 points below standard which was a decline of 19.5 points from the previous year.

Potential causes:

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

Reflecting on the data, our staff, Leadership Team, School Site Council and ELAC observed the following: we had an increase of our Socio-Economically Disadvantaged students, increase in newcomers, transience rate increased and our chronic attendance continues to be a concern. Our Hispanic group of students are all EL students.

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

Fund:

- .5 Intervention Teacher
- Intervention IA 4th/5th
- EL/Writing/Data/Collaboration Days
- Release time for Sped and Gen Ed teachers
- Tutoring - Provide extra hours for teachers and IA's for intervention support, before and after school
- .5 ELD Teacher,
- Ongoing resources to families to support learning at home
- Purchase and Maintain Classroom Supplies, Materials, and Resources for Intervention Materials

School and Student Performance Data

Academic Performance Mathematics

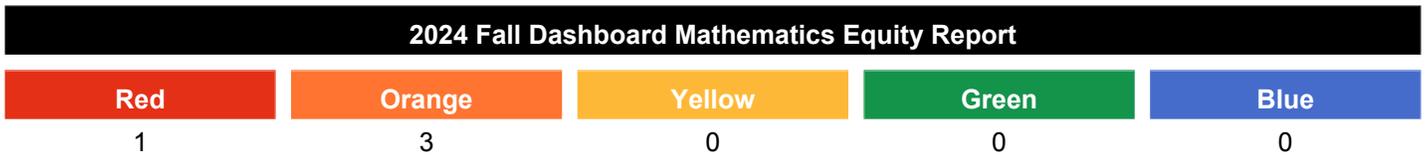
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides 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		
<p>All Students</p> <p>Orange</p> <p>80.4 points below standard</p> <p>Declined 17.6 points</p> <p>146 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>101.2 points below standard</p> <p>Declined 23.4 points</p> <p>46 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>112.8 points below standard</p> <p>Maintained 0.3 points</p> <p>12 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>84.3 points below standard</p> <p>Declined 14.9 points</p> <p>121 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>119.7 points below standard</p> <p>Increased 4.0 points</p> <p>47 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>66.5 points below standard</p> <p>Declined 18.6 points</p> <p>14 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>102.0 points below standard</p> <p>Declined 33.1 points</p> <p>48 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>96.6 points below standard</p> <p>12 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>Orange</p> <p>70.4 points below standard</p> <p>Declined 8.7 points</p> <p>63 Students</p>

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.

Our lowest performing groups were Hispanic (33%).

Our Hispanic students performed 102 points below standard. That was a decline of 33.1 points from the previous year. Student groups with low performance levels were: Our Socio-Economically Disadvantaged students performed 84.3 points below standard. That is was a decline of 14.9 points from the previous year and our Students With Disabilities performed 119.7 points below standard and our White students performed 70.4 points below standard. This was a decline of 8.7 points form the previous year.

In comparison, all students scored 80.4 points below standard which was a decline of 17.6 points from the previous year.

Potential causes:

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

Reflecting on the data, our staff, Leadership Team, School Site Council and ELAC observed the following: we had an increase of our Socio-Economically Disadvantaged students, increase in newcomers, transience rate increased and our chronic attendance continues to be a concern. Our Hispanic group of students are all EL students.

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

- .5 Intervention Teacher
- \$24,134- Intervention IA 4th/5th
- Mike Fitchett - Engage Mathematics PD
- Release time for Sped and Gen Ed teachers
 - Tutoring
 - Purchase and Maintain Classroom Supplies, Materials, and Resources for Intervention Materials
- Provide students with technology based academic platforms to improve overall academic performance.
- Provide extra hours for teachers and IA's for intervention support, before and after school

School and Student Performance Data

Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Yellow 41.7% making progress. Number Students: 60 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.7%	46.7%	0%	41.7%

Lowest Performing Group:

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

Greatest growth was in our ELPI Levels that progressed at least one level, 41.7% of our EL students progressed at least one level. This is an increase of 41.33 % from the previous year. 46.7 % of our EL students maintained level and 11.7% of EL Students decreased.

Potential causes:

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

Full time ELD teacher made a huge impact on our EL Students Growth. Structured designated ELD time and collaboration between ELD teacher and classroom teachers increased in support of intergrated ELD strategies.

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

Fund:

- purchase of Pocket translators
- Continue after-school tutoring or enrichment activities.

- purchase of Bilingual and multicultural books.
 - purchase of materials for GLAD units
 - continue separate intervention block from ELD and RSP block.
 - Release time for teachers to prepare GLAD materials (integrated ELD strategies)-optional for teachers.
 - iPads for using google translate.
 - Mystery Writing subscription for EL
- Additional time during conference week when you need a translator.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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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		
<p>All Students</p> <p>Yellow</p> <p>29.5% Chronically Absent</p> <p>Declined 6</p> <p>352 Students</p>	<p>English Learners</p> <p>Orange</p> <p>20.2% Chronically Absent</p> <p>Declined 2</p> <p>104 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>47.6% Chronically Absent</p> <p>Maintained 0</p> <p>21 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>29.4% Chronically Absent</p> <p>Declined 8.3</p> <p>293 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>27.3% Chronically Absent</p> <p>Declined 10.4</p> <p>88 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>39.1% Chronically Absent</p> <p>Declined 18</p> <p>23 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>
<p>Asian</p>  <p>Green</p> <p>6.1% Chronically Absent</p> <p>Declined 6.8</p> <p>33 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>28.3% Chronically Absent</p> <p>Declined 8.1</p> <p>106 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>25% Chronically Absent</p> <p>Declined 9.8</p> <p>28 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>White</p>  <p>Orange</p> <p>34% Chronically Absent</p> <p>Declined 2.7</p> <p>156 Students</p>

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.

29.5% of all students were chronically absent which was a significant decrease of 6 points the previous school year.

Our lower performing student groups were: EL, STWD, Hispanic and White.

20.2% of our English Learners were chronically absent. This was a 2 point decrease from the previous school year.

27.3% of our Students with Disabilities were chronically absent. This was a 10.4 point decrease from the previous school year.

28.3% of our Hispanic students were chronically absent. This was a 8.1 point decrease from the previous school year.

34% of our White students were chronically absent. This was a 2.7 point decrease from the previous school year.

Potential causes:

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

We think the decrease in chronic absenteeism is due to a full time attendance clerk, the addition of a School Community Specialist at our school last year, and the continued focus of building relationship with families through our attendance team.

The continued chronic absenteeism is due to:

- families with housing instability and transportation issues
- student medical needs and illnesses
- access to parent support and education

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

Need for:

- more family attendance incentives and student attendance incentives
- personnel to support our students and families: School Community Intervention Assistant and School Community Specialist, additional hours for our Attendance Clerk to a 6 hour position.
- materials and supplies for our Community Resource Room.
- welcoming Kits to increase student and family connectedness and belonging on campus

School and Student Performance Data

Conditions & Climate Suspension Rate

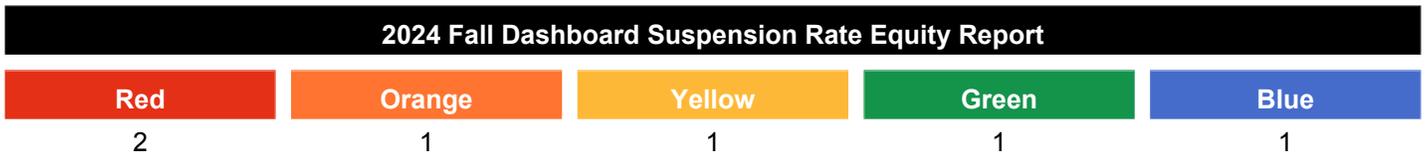
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 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		
<p>All Students</p> <p>Orange</p> <p>4.2% suspended at least one day</p> <p>Increased 2%</p> <p>382 Students</p>	<p>English Learners</p> <p>Orange</p> <p>1.8% suspended at least one day</p> <p>Increased 0.6%</p> <p>112 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>9.5% suspended at least one day</p> <p>Increased 7.4%</p> <p>21 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>4.8% suspended at least one day</p> <p>Increased 2.1%</p> <p>315 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>2.2% suspended at least one day</p> <p>Maintained 0.2%</p> <p>90 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>8.7% suspended at least one day</p> <p>Increased 8.7%</p> <p>23 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>
<p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>40 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>2.7% suspended at least one day</p> <p>Declined 2.1%</p> <p>112 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>3.6% suspended at least one day</p> <p>Increased 3.6%</p> <p>28 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>White</p>  <p>Red</p> <p>5.8% suspended at least one day</p> <p>Increased 4%</p> <p>173 Students</p>

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.

4.2% of all students were suspended at least one day. This was an increase of 2% from the previous school year. Socioeconomically Disadvantaged and white students is our lowest performing student groups. 4.8% of our socioeconomically disadvantaged students were suspended at least one day. This is an increase of 2.1% from the previous school year. 5.8% of our white students were suspended at least one day. This is an increase of 4% from the previous school year.

Potential causes:

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

Home suspensions may be considered a reward for some kids.
Lack of a Tier 2 PBIS Team at the school.
Access to parent support and education

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

Additional professional development in around PBIS Tier II. Addition of a Tier II PBIS Team and training for the TEAM. Continuation of support staff: Social Worker, School Community Intervention Assistant. Continuation of PBIS program.



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?

We used i-Ready Reading and Math diagnostic results, Text Levels, BPST, High Frequency Words, Envision Math Benchmark Assessments and Math Screener Assessments for K-1. Per Trimester grade levels met on data days to review this data. We looked at CAASPP Data in the fall. For writing we used informative writing prompts twice in the year and reviewed results in grade level teams using common grade span rubrics based on Common Core Standards.

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

Doing data days helped us focus on the growth and lack of growth our students were making. In reading it worked as we created fluid reading intervention groups through out the year that our classroom teachers and intervention teachers met with. Intervention School Wide Block Time worked to work with small groups of students based on their academic needs. We did a year long Writing

PD based on integrated EL writing strategies into our writing and ways we provided content to our students. We incorporated GLAD Strategies into these. This helped us focus on our informative writing standards across grade levels. We noticed good growth in all of our students between the first and last school wide writing prompt. We noticed that the new writing curriculum we piloted did not meet the needs of all of students and focused on the integrated/GLAD Writing strategies instead. We added math screeners to help support students needs in small math groups. Students continued to struggle in math.

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

Continue data days per Trimester. Continue our Intervention Block Time to address students needs in Reading and/or Math. Continue our work with the integrated writing strategies/GLAD strategies in our ELA time. We will be working with Mike Fitchett in Engage Mathematics PD to address the continued lack of student growth in math. Provide release time for Sped and Gen Ed teachers to address the lack of growth in ELA and Math with our Students with Disabilities to collaborate on how to best meet their academic and social needs.

2025-26

Identified Need

We identified the need to continue our Writing PD Focus and dig deeper into the integrated/GLAD writing strategies. We will move forward with streamlining our common assessments in Reading to best address students needs. We also identified the need to move forward with a new approach to teaching math and will be working with Mike Fitchett in the Engage Mathematics Program. We will fund a .5 intervention teacher and .5 ELD teacher to continue the support of our EL students and low performing student groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
ELA State Assessment: Change in scale score	<p>All Students 71.5 points below standard</p> <p>English Learners 112.5 points below standard</p> <p>Foster Youth</p> <p>Homeless 108.8 points below standard</p> <p>Socioeconomically Disadvantaged 75.3 points below standard</p> <p>Students with Disabilities 121.5 points below standard</p> <p>African American</p> <p>American Indian</p>	+3 scale score points

Metric/Indicator

Baseline 2024-25

Expected Outcome 2025-26

	<p>Asian 95.7 points below standard</p> <p>Filipino</p> <p>Hispanic 97.7 points below standard</p> <p>Two or More Races 73.0 points below standard</p> <p>Pacific Islander</p> <p>White 47.9 points below standard</p>	
<p>Math State Assessment: Change in scale score</p>	<p>All Students 80.4 points below standard</p> <p>English Learners 101.2 points below standard</p> <p>Foster Youth</p> <p>Homeless 112.8 points below standard</p> <p>Socioeconomically Disadvantaged 84.3 points below standard</p> <p>Students with Disabilities 119.7 points below standard</p> <p>African American</p> <p>American Indian</p> <p>Asian 66.5 points below standard</p> <p>Filipino</p> <p>Hispanic 102.0 points below standard</p> <p>Two or More Races 96.6 points below standard</p> <p>Pacific Islander</p> <p>White 70.4 points below standard</p>	<p>+3 scale score points</p>

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	41.7%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	6.84%	+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	Provide academic intervention throughout the school day to students who are performing below grade level. Intervention Teacher FTE 0.5 PC 35100	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities and Hispanic	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	64,500 22,223	School Year 2025-26
1.2	Provide academic instructional support in the classroom to boost student	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified	17,015 7119	School Year 2025-26

	academic achievement through one 0.4 instructional assistant. PC 32977		Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		
1.3	Substitute services for classroom teachers to engage in data analysis, peer observations, and professional learning focused on Math, ELA, ELD and STEAM and other academic instruction interventions and supports with the intention of raising academic achievement.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	9,792	School Year 2025-26
1.4	Professional Development Costs and Substitute services for classroom teachers to engage in	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	13,332	School Year 2025-26

	Engage Mathematics Profession Development.				
1.5	Provide academic intervention for students who are performing below grade level through before/after school tutoring.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Hispanic	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	3,000	School Year 2025-26
1.6	Purchase and Maintain Classroom Supplies, Materials and Resources for Intervention and Assessment Materials aligned with the common core standards. Focused on Math, EL, GLAD and STEAM. Intervention Materials to address our STWD with in Gen Ed setting.	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	11,532	School Year 2025-26
1.7	Provide non-fiction and fiction books to support	All Students English Learners X Low-Income Students	LCFF Supplemental	3,498	School Year 2025-26

	students of low income who are not meeting grade-level standards access highly engaging text.	Foster Youth X Lowest Performing	Site Allocation 4000-4999: Books And Supplies		
1.8	Provide students with technology based academic platforms to improve overall academic performance for students who are English Language Learners and low-income students who are working below grade-level standards.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4195	School Year 2025-26
1.9	Ensure all English Learners receive designated and integrated ELD with one FTE (.5) ELD Teacher. This is in addition to our current ELD FTE 1.0 ELD teacher.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 1000-1999: Certificated Personnel Salaries Equity Multiplier 3000-3999: Employee Benefits		School Year 2025-26

1.10	Provide release time for Special Education Teachers and General Education Teachers to collaborate to support the needs of our Students with Disabilities with in the General Education setting.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	1,500	School Year 2025-26
1.11	Curriculum and materials for differentiated instruction, materials for students to take home, manipulatives, and technology to increase engagement and understanding. Family Engagement events around ELA and Math.	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing	Equity Multiplier 4000-4999: Books And Supplies		School Year 2025-26
1.12	Intervention Materials for our targeted intervention block time.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing	Equity Multiplier 4000-4999: Books And Supplies		School Year 2025-26

1.13	Time for teachers to prep for Writing/EL/GLAD Lessons. Materials and supplies to provide Writing/EL/GLAD Lessons.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing	Equity Multiplier 1000-1999: Certificated Personnel Salaries Equity Multiplier 4000-4999: Books And Supplies		School Year 2025-26
1.14	Teacher Release Time for Mike Fitchett Math PD - Engage Mathematics to address diverse learning needs in math.	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing	Equity Multiplier 1000-1999: Certificated Personnel Salaries		School Year 2025-26

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?

Monthly attendance meetings looking at chronic absenteeism, family communication on clearing absences, improvement or lack of in student attendance after holding Habitual Truancy Conferences, tardy rates. Weekly attendance rates of classes.

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

Adding hours to our Attendance Clerk helped in communicating with families over absences and building relationships with our chronically absent students. Using the weekly attendance data, classes were recognized each week for the number of perfect attendance days their class had or meeting our school goal of 95% attendance rate helped.

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

Adding our classroom recognitions of meeting our 95% attendance rate. Our attendance clerk created individual contracts with chronically absent students to incentivize coming to school each day and to build a relationship with them. More incentives for family and students.

2025-26

Identified Need

Need for:

- more family attendance incentives and student attendance incentives
- personnel to support our students and families: School Community Intervention Assistant and School Community Specialist, additional hours for our Attendance Clerk to a 6 hour position.
- materials and supplies for our Community Resource Room.
- welcoming Kits to increase student and family connectedness and belonging on campus

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	29.5% Chronically Absent
	English Learners	20.2% Chronically Absent
	Foster Youth	
	Homeless	47.6% Chronically Absent
	Socioeconomically Disadvantaged	29.4% Chronically Absent
	Students with Disabilities	27.3% Chronically Absent
	African American	39.1% Chronically Absent
	American Indian	
	Asian	6.1% Chronically Absent
	Filipino	
		-0.5%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Hispanic 28.3% Chronically Absent Two or More Races 25% Chronically Absent Pacific Islander White 34% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	91.5%	+2%
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.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	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 enrichment and engagement experiences with a goal of equitable exposure to a wide range of extracurricular experiences and activities, college and career pathways and leadership opportunities both on campus and off campus.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	5,000 6809	School Year 2025-26
2.2	Implement a school-wide attendance plan in order to increase student attendance, decrease chronic absenteeism, and increase overall students achievement. Use translation	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,000	School Year 2025-26

	and extra hours as needed.				
2.3	Additional 2 hours of Attendance Clerk time to address our chronic absenteeism rate.	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	8750 10,743	School Year 2025-26
2.4		All Students English Learners Low-Income Students Foster Youth Lowest Performing			
2.5		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

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?

School Climate Survey of our parents, students and staff for the year. PBIS SWIS Data monthly. Data collected on students through Social Worker and Counselor observations. Dashboard data.

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

What did not work was our PBIS Tier 2 implementation. Reflection on our PBIS Tier 1 program moved us to focus on retraining our PBIS Tier 1 Team and begin to build and support a Tier 2 Team through district training support. What also did not work was strategic students support through our School Community Specialist and School Community Specialist.

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

Strengthen Tier 1 PBIS school wide and develop Tier 2 PBIS Team to address Tier 2 behaviors.

2025-26

Identified Need

Tier II PBIS Team and training of. Strategic student groups for our School Community Intervention Assistant and School Community Specialist to support with SEL. Build on connecting with student voice. Additional Rec Aide supervision time. More family outreach opportunities.

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	4.2% suspended at least one day
	English Learners	1.8% suspended at least one day
	Foster Youth	
	Homeless	9.5% suspended at least one day
	Socioeconomically Disadvantaged	4.8% suspended at least one day
	Students with Disabilities	2.2% suspended at least one day
	African American	8.7% suspended at least one day
	American Indian	
	Asian	0% suspended at least one day
	Filipino	
	Hispanic	2.7% suspended at least one day
	Two or More Races	3.6% suspended at least one day
	Pacific Islander	
White	5.8% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly	68.1%	75%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
agree" in Sense of Belonging on the district climate survey		
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	70.3%	72%
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).	80%	Maintain 80%

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	School Community Intervention Assistant 1.0. Supports implementation of school wide attendance, Academic intervention, and community engagement plans. PC 37763	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	37,676 27875	School Year 2025-26
3.2	Provide additional 30 minutes of Rec Aide hours to	X All Students English Learners Low-Income Students	LCFF Supplemental	1805	School Year 2025-26

	increase positive student engagement during unstructured time.	Foster Youth Lowest Performing	Site Allocation 2000-2999: Classified Personnel Salaries		
3.3	Engage students in social emotional curriculum and experiences such as Restorative Practices, Positive Behavior Intervention Systems (PBIS), Second Step, and other programs through staff professional development, and student engagement in person, through print, materials, rewards and on digital platforms.	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing White	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3,000	School Year 2025-26
3.4	Host family and community engagement activities through family nights such as: Multicultural	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	3,500	School Year 2025-26

	Fair, STEAM Nights, family community resource fair, parent nights to share information in regards to our school programs and community supports.		4000-4999: Books And Supplies Title I Part A Parent Involvement		
3.5	Build and maintain a Community Room where materials to support academic achievement, attendance, participation and English Language Acquisition are available and supported through activities and trainings for families. Provide childcare for afterschool trainings and parent meetings.	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	Title I Part A Parent Involvement 4000-4999: Books And Supplies Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	2000 680	School Year 2025-26
3.6	Form a Principal's Student Advisory Council that will meet regularly to discuss issues of impacting students and	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School Year 2025-26

	gather voice in the decision making process. Costs associated with this may include printing costs for outreach, posters for advertisement and snacks for meeting.				
3.7	Provide additional Rec Aide hours to increase positive student engagement during unstructured time.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries	4,130	School Year 2025-26

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
Ensure all English Learners receive designated and integrated English Language Development daily.	8/2024-8/2025	ELD Teacher 1.0 FTE	1000-1999: Certificated Personnel Salaries		

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
Address chronic absenteeism and implement school attendance plan.	8/2024-8/2025	Attendance Clerk 0.5 FTE	2000-2999: Classified Personnel Salaries		

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
Supports implementation of school wide attendance, intervention, PBIS, SEL support, safety and community engagement plans.	8/2024-8/2025	School Community Specialist 0.75 FTE	2000-2999: Classified Personnel Salaries		
Support students with Social Emotional Learning Needs, Counseling and small group SEL support.	8/2024-8/2025	MTSS Social Worker 1.0 FTE	1000-1999: Certificated Personnel Salaries		

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	\$272,174.00

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 Rec Aide Allocation	\$4,130.00
LCFF Supplemental Site Allocation	\$44,800.00
Title I Part A Parent Involvement	\$2,680.00
Title I Part A Site Allocation	\$220,564.00

Subtotal of state or local funds included for this school: \$272,174.00

Total of federal, state, and/or local funds for this school: \$272,174.00

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	44,800	0.00
LCFF Rec Aide Allocation	4,130	0.00
Title I Part A Site Allocation	220,564	0.00
Title I Part A Parent Involvement	2,680	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	44,800.00
Title I Part A Parent Involvement	2,680.00
Title I Part A Site Allocation	220,564.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	116,468.00
2000-2999: Classified Personnel Salaries	32,380.00
3000-3999: Employee Benefits	67,960.00
4000-4999: Books And Supplies	30,225.00
5000-5999: Services And Other Operating Expenditures	25,141.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	4,130.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	10,555.00

3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	10,743.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	16,693.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	6,809.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	680.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	2,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	116,468.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	17,015.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	57,217.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	11,532.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	18,332.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	157,706.00
Goal 2	33,302.00
Goal 3	81,166.00

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
- 0 Secondary Students

Name of Members	Role
Kristin Finney	Principal
Katherine Reece	Classroom Teacher
Araya Tatsch	Classroom Teacher
Laura Brady	Classroom Teacher
Jennifer Danis	Other School Staff
Heather Astle	Parent or Community Member
Aziza Toussaint	Parent or Community Member
Rhonda Kamps	Parent or Community Member
Sylvia Bautista	Parent or Community Member
Rebecca Aguirre	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

On file

English Learner Advisory Committee

Other:

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 12, 2025.

Attested:

Kristin Finney

Principal, Kristin Finney on May 12, 2025

On File

SSC Chairperson, Katherine Reece on May 12, 2025

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Budget By Expenditures

Mariposa Avenue Elementary School

Funding Source: LCFF Rec Aide Allocation

\$4,130.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide additional Rec Aide hours to increase positive student engagement during unstructured time.	2000-2999: Classified Personnel Salaries	\$4,130.00	Engaging Academic Programs	

LCFF Rec Aide Allocation Total Expenditures: \$4,130.00

LCFF Rec Aide Allocation Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation

\$44,800.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Form a Principal's Student Advisory Council that will meet regularly to discuss issues of impacting students and gather voice in the decision making process. Costs associated with this may include printing costs for outreach, posters for advertisement and snacks for meeting.	4000-4999: Books And Supplies	\$500.00	Engaging Academic Programs	
Provide non-fiction and fiction books to support students of low income who are not meeting grade-level standards access highly engaging text.	4000-4999: Books And Supplies	\$3,498.00	Connected School Communities	
Provide students with technology based academic platforms to improve overall academic performance for students who are English Language Learners and low-income students who are working below grade-level standards.	4000-4999: Books And Supplies	\$4,195.00	Connected School Communities	

Mariposa Avenue Elementary School

Implement a school-wide attendance plan in order to increase student attendance, decrease chronic absenteeism, and increase overall students achievement. Use translation and extra hours as needed.	4000-4999: Books And Supplies	\$2,000.00	Healthy Environments for Social-Emotional Growth
Additional 2 hours of Attendance Clerk time to address our chronic absenteeism rate.	2000-2999: Classified Personnel Salaries	\$8,750.00	Healthy Environments for Social-Emotional Growth
	5000-5999: Services And Other Operating Expenditures	\$6,809.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	\$10,743.00	Healthy Environments for Social-Emotional Growth
Provide additional 30 minutes of Rec Aide hours to increase positive student engagement during unstructured time.	2000-2999: Classified Personnel Salaries	\$1,805.00	Engaging Academic Programs
Engage students in social emotional curriculum and experiences such as Restorative Practices, Positive Behavior Intervention Systems (PBIS), Second Step, and other programs through staff professional development, and student engagement in person, through print, materials, rewards and on digital platforms.	4000-4999: Books And Supplies	\$3,000.00	Engaging Academic Programs
Host family and community engagement activities through family nights such as: Multicultural Fair, STEAM Nights, family community resource fair, parent nights to share information in regards to our school programs and community supports.	4000-4999: Books And Supplies	\$3,500.00	Engaging Academic Programs

LCFF Supplemental Site Allocation Total Expenditures: \$44,800.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Mariposa Avenue Elementary School

Funding Source: Title I Part A Parent Involvement \$2,680.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Build and maintain a Community Room where materials to support academic achievement, attendance, participation and English Language Acquisition are available and supported through activities and trainings for families. Provide childcare for afterschool trainings and parent meetings.	4000-4999: Books And Supplies	\$2,000.00	Engaging Academic Programs	
	2000-2999: Classified Personnel Salaries	\$680.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures: \$2,680.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

Funding Source: Title I Part A Site Allocation \$220,564.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide enrichment and engagement experiences with a goal of equitable exposure to a wide range of extracurricular experiences and activities, college and career pathways, and leadership opportunities both on campus and off campus.	5000-5999: Services And Other Operating Expenditures	\$27,569.00	Clear Pathways to Bright Futures	
Purchase supplies and materials to create hands on learning experiences to build capacity around communicating reasoning and academic language.	4000-4999: Books And Supplies	\$3,000.00	Clear Pathways to Bright Futures	
Provide release time for Special Education Teachers and General Education Teachers to collaborate to support the needs of our Students with Disabilities with in the General Education setting.	1000-1999: Certificated Personnel Salaries	\$1,500.00	Connected School Communities	

Mariposa Avenue Elementary School

	3000-3999: Employee Benefits	\$27,875.00	Engaging Academic Programs
School Community Intervention Assistant 1.0. Supports implementation of school wide attendance, Academic intervention, and community engagement plans. PC 37763	1000-1999: Certificated Personnel Salaries	\$37,676.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$22,223.00	Connected School Communities
	3000-3999: Employee Benefits	\$7,119.00	Connected School Communities
Provide enrichment and engagement experiences with a goal of equitable exposure to a wide range of extracurricular experiences and activities, college and career pathways and leadership opportunities both on campus and off campus.	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Healthy Environments for Social-Emotional Growth
Provide academic intervention throughout the school day to students who are performing below grade level. Intervention Teacher FTE 0.5 PC 35100	1000-1999: Certificated Personnel Salaries	\$64,500.00	Connected School Communities
Provide academic instructional support in the classroom to boost student academic achievement through one 0.4 instructional assistant. PC 32977	2000-2999: Classified Personnel Salaries	\$17,015.00	Connected School Communities
Substitute services for classroom teachers to engage in data analysis, peer observations, and professional learning focused on Math, ELA, ELD and STEAM and other academic instruction interventions and supports with the intention of raising academic achievement.	1000-1999: Certificated Personnel Salaries	\$9,792.00	Connected School Communities
Professional Development Costs and Substitute services for classroom teachers to engage in Engage Mathematics Profession Development.	5000-5999: Services And Other Operating Expenditures	\$13,332.00	Connected School Communities

Mariposa Avenue Elementary School

Provide academic intervention for students who are performing below grade level through before/after school tutoring.	1000-1999: Certificated Personnel Salaries	\$3,000.00	Connected School Communities
Purchase and Maintain Classroom Supplies, Materials and Resources for Intervention and Assessment Materials aligned with the common core standards. Focused on Math, EL, GLAD and STEAM. Intervention Materials to address our STWD with in Gen Ed setting.	4000-4999: Books And Supplies	\$11,532.00	Connected School Communities

Title I Part A Site Allocation Total Expenditures: \$251,133.00

Title I Part A Site Allocation Allocation Balance: \$0.00

Mariposa Avenue Elementary School Total Expenditures: \$302,743.00