



OTTOMON ELEMENTARY

An Artful Learning School

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
Ottomon Way Elementary School	34-67447-6105928	May 28, 2025	June 24,2025

Purpose and Plan Summary

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

Schoolwide Program

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

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

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

Goal 1: Student Achievement and Implementation of State Standards

Goal 2: Student Engagement and Course Access

Goal 3: School Conditions, Climate, and Family Engagement

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

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

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Comprehensive Needs Assessment Components

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

Data Analysis

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

Root Cause Analysis

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

Resource Inequities

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

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council convened four times during the 2024-25 school year, Site Leadership Team convened weekly, ELAC convened once (four meetings were scheduled with attendance only at one) and staff participated monthly in the Comprehensive Needs Assessment and provided input on revisions to the 2024-25 plan for the 2025-26 school year. Additionally, feedback was sought from the general community via surveys in the family newsletter or district thought exchange opportunities. Informal discussions were held regularly at pick up time, particularly with TK and Kindergarten families in the quad as well as families of our students with disabilities or learning challenges at our IEP, 504, and Student Study Team Meetings. Additional teams that collaborated on reviewing our progress were the Behavior Team and the Site Intervention Team, comprised of Principal, Intervention Teacher, Social Worker, School Community Intervention Specialist, and special education personnel.

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	0.39%	0%	0.40%	1	0	1
African American	5.04%	5.3%	2.83%	13	14	7
Asian	2.71%	3.41%	2.83%	7	9	7
Filipino	0.39%	0.38%	0.40%	1	1	1
Hispanic/Latino	29.46%	29.92%	33.60%	76	79	83
Pacific Islander	1.16%	0.76%	0.81%	3	2	2
White	52.33%	52.27%	51.01%	135	138	126
Multiple/No Response	8.53%	7.95%	8.10%	22	21	20
Total Enrollment				258	264	247

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	36	49	32
Grade 1	41	37	39
Grade 2	41	37	37
Grade3	48	43	36
Grade 4	43	50	43
Grade 5	49	48	50
Total Enrollment	258	264	247

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	22	24	25	8.10%	8.5%	10.1%
Fluent English Proficient (FEP)	11	8	4	4.10%	4.3%	1.6%
Reclassified Fluent English Proficient (RFEP)			2	0.0%		7.14%

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
247	63.2%	10.1%	0.0%
Total Number of Students enrolled in Ottomon Way 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	25	10.1%
Foster Youth	0	0.0%
Homeless	11	4.5%
Socioeconomically Disadvantaged	156	63.2%
Students with Disabilities	28	11.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	2.8%
American Indian	1	0.4%
Asian	7	2.8%
Filipino	1	0.4%
Hispanic	83	33.6%
Two or More Races	20	8.1%
Pacific Islander	2	0.8%
White	126	51%

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.”



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> Orange</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

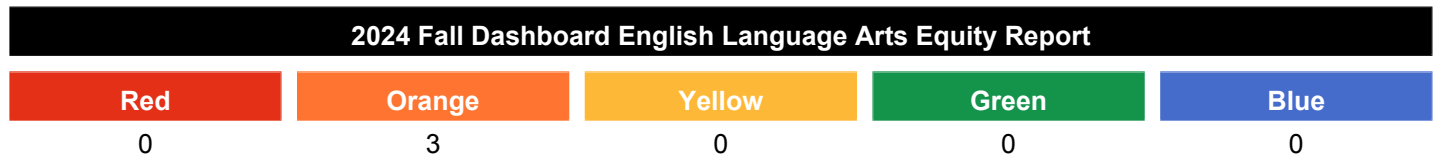
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>48.9 points below standard</div> <div>Declined 9.6 points</div> <div>124 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>85.4 points below standard</div> <div>Declined 35.2 points</div> <div>17 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>6 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>60.2 points below standard</div> <div>Declined 7.8 points</div> <div>83 Students</div>

Students with Disabilities  No Performance Color 119.6 points below standard Declined 20.7 points 20 Students	African American  No Performance Color Less than 11 Students 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 5 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Orange 54.9 points below standard Declined 6.9 points 43 Students
Two or More Races  No Performance Color 52.6 points below standard Increased 18.0 points 14 Students	Pacific Islander  No Performance Color Less than 11 Students 2 Students	White  Orange 43.4 points below standard Declined 7.2 points 55 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.

Our socio-economically disadvantaged students were 60.2 points below standard with a decline of 7.8 points.
Our Hispanic students were 54.9 points below standard with a decline of 6.9 points.
Our white students were 43.4 points below standard with a decline of 7.2 points.
In comparison, the "ALL" students were 48.9 points below standard with a decline of 9.6 points.

Potential causes:

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

We continued our implementation of Universal Access groups called WIN (What I Need). Win groups are skills based groups to focus on phonics, fluency, and comprehension. The greater the skill gap, the smaller the group size. Although this intervention appears successful utilizing DIBELS progress monitoring data, we are not yet seeing improvement in CAASPP scores. Additionally, students needing more intervention in literacy were scheduled with our intervention teacher for a second pass. My Heggerty was also used as a phonics program and included videos targeting phonemic awareness. ESGI, DIBELS, and iReady were purchased/utilized as a practice tool and/or an assessment tool, with frequent progress monitoring used to inform instruction. Release time was limited for teachers to perform assessments, analyze data, or attend professional development due to substitute shortages throughout the year.

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

We are looking to continue and refine our intervention initiatives in ELA by utilizing the following supports: 95% Phonics, My Heggerty, DIBELS, ESGI. We also have allocated funds toward staff to support the ELA intervention groups including an additional hour for our ICT and a SCIS that supports academic and SEL intervention. The addition of instructional assistants in our combination classes has also allowed for smaller group sizes for intervention. We will continue providing release time for teachers to improve their craft via PD and complete assessments and data analysis. Last, we have author visits scheduled to help our students see how basic ELA skills can be transformed into a writing career.

School and Student Performance Data

Academic Performance Mathematics

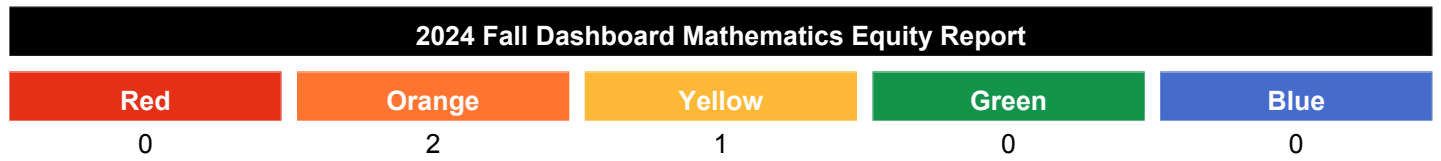
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>58.1 points below standard</div> <div>Declined 5.7 points</div> <div>124 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>95.7 points below standard</div> <div>Increased 4.6 points</div> <div>17 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>6 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>65.1 points below standard</div> <div>Increased 3.7 points</div> <div>83 Students</div>

Students with Disabilities  No Performance Color 141.6 points below standard Declined 17.8 points 20 Students	African American  No Performance Color Less than 11 Students 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 5 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Orange 62.1 points below standard Declined 7.3 points 43 Students
Two or More Races  No Performance Color 60.6 points below standard Increased 24.3 points 14 Students	Pacific Islander  No Performance Color Less than 11 Students 2 Students	White  Orange 53.7 points below standard Declined 3.6 points 55 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.

Our Hispanic students were 62.1 points below standard with a decline of 7.3 points.

Our White students were 53.7 points below standard with a decline of 3.6 points.

In comparison, the "ALL" students were 58.1 points below standard with a decline of 5.7 points.

Potential causes:

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

Due to a heavy focus on ELA initiatives in our third year of impletementation, math was not a schoolwide focus. Therefore, it is understandable that math scores lag behind ELA. We did, however, see some improvement for our low SES students in math. Math interventions were provided in the classroom by teachers and IAs as data suggested. Supplemental math materials were purchased as requested. IReady was utilized as an intervention tool, an assessment, and a progress monitoring tool. Release time was provided for teachers to perform math assessments, analyze data, or attend professional development. We also allocated funds toward a 6 hour instructional assistant in grades 3-5 that heavily supported math intervention and a SCIS that supports academic and SEL intervention. Technology was another focus, and we added a Chromebook cart to K-1 to support their math practice. We will continue providing release time for teachers to improve their math teaching via PD and complete assessments and data analysis.

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

In the 2025-26 school year, we are embarking on a whole-school math professional development initiative called Just Think Math. We have 6 days of PD per grade level band (K/1, 2/3, 4/5) in addition to an orientation day prior to the start of the school year. We are partnering with two other elementary schools in order to keep costs reasonable. We have two staff members who have embarked on this work at other sites, and the results in math achievement were significant.

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	Long-Term English Learner Progress
<div><div></div><div>No Performance Color</div><div>33.3% making progress.</div><div>Number Students: 21 Students</div></div>	<div><div></div><div>No Performance Color</div><div>making progress.</div><div>Number Students: 0 Students</div></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
33.3%	33.3%	0%	33.3%

Lowest Performing Group:

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

We have a third of our students making progress (progressed at least one ELPI level), but we also have a third of our students who decreased on ELPI level).

Potential causes:

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

We do not have an ELD teacher nor a bilingual instructional assistant. Additionally, we see some crossover between ELs and chronic absenteeism.

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

We will secure a bilingual instructional assistant, continue small group phonics groups, and focus on attendance improvement for ELs.

School and Student Performance Data

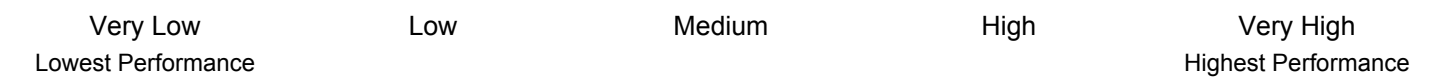
Academic Performance College/Career Report

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.

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



This section provides number of student groups in each level.



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

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

Lowest Performing Student Groups:

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

We do not have data for this section.

Potential causes:

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

We do not have data for this section.

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

We do not have data for this section.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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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		
<div>All Students</div> <div> Orange</div> <div>30.7% Chronically Absent</div> <div>Declined 1.7</div> <div>267 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>42.9% Chronically Absent</div> <div>Increased 5.8</div> <div>28 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>86.7% Chronically Absent</div> <div>0</div> <div>15 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>36.4% Chronically Absent</div> <div>Declined 2</div> <div>173 Students</div>

Students with Disabilities  Red 42.1% Chronically Absent Maintained 0 38 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Hispanic  Red 37.5% Chronically Absent Increased 0.9 88 Students
Two or More Races  No Performance Color 34.6% Chronically Absent Declined 3.5 26 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Orange 27.3% Chronically Absent Declined 1.7 132 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.

Our students with disabilities were 42.1% chronically absent and maintained compared to last year.

Our Hispanic students were 37.5% chronically absent with an increase of 0.9%.

In comparison, the "ALL" students were 30.7% chronically absent with a decrease of 1.7%.

Potential causes:

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

We recognize that since the Covid 19 pandemic, many families are keeping students home with common cold symptoms for multiple days. Additionally, this year seemed to carry some severe flus. Although the absence rates declined, we still remained in the yellow and orange categories for some groups. We had one student from the Hispanic group above and one from the students with disabilities group above with chronic absenteeism rates so significant that they pulled the group down. We continued monthly attendance meetings with district attendance staff. However, we had significant behavior challenges with many students this year requiring all non-classroom based personnel to increase supports. Two of these staff members were unable to expand our attendance incentive programs due to this need.

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

We plan to increase our attendance incentive program significantly next year in the following ways:

1) Nudge letters for absences and tardies that provide a comparison to other students

- 2) Positive attendance recognition/prize drawings DAILY on morning announcements
- 3) Parent support/coaching program for parents having difficulty getting students to school (or getting to school on time)

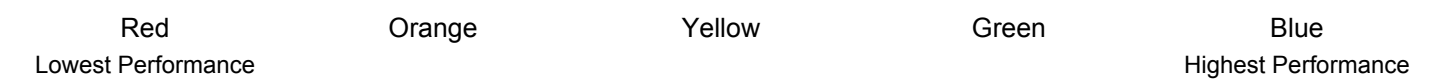
School and Student Performance Data

Academic Engagement Graduation Rate

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This section provides number of student groups in each level.



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

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

Lowest Performing Student Groups:

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

We do not have data for this section.

Potential causes:

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

We do not have data for this section.

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

We do not have data for this section.

School and Student Performance Data

Conditions & Climate Suspension Rate

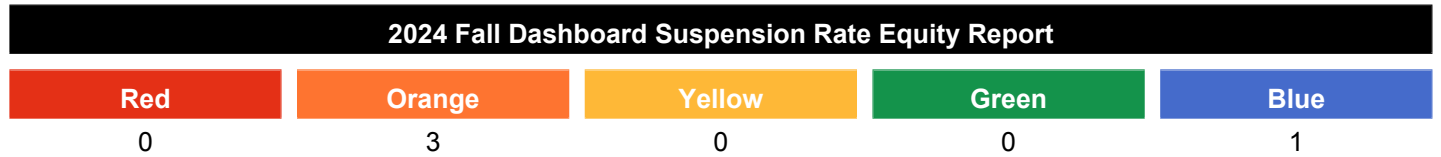
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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>1.8% suspended at least one day</div> <div>Increased 1.5%</div> <div>271 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>29 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0% suspended at least one day</div> <div>15 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>2.3% suspended at least one day</div> <div>Increased 1.8%</div> <div>174 Students</div>

Students with Disabilities  Orange 5.3% suspended at least one day Increased 5.3% 38 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Hispanic  Blue 0% suspended at least one day Declined 1.2% 89 Students
Two or More Races  No Performance Color 3.8% suspended at least one day Increased 3.8% 26 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Orange 2.3% suspended at least one day Increased 2.3% 133 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.

Suspension rates are still very low for all groups. 1.8% of all students were suspended at least one day which was an increase of 1.5% from the previous school year.

Our lowest performing student group was our students with disabilities with a rate of 5.3%, and increase of 5.3%. 2.3% of our low SES students were suspended at least one day which was an increase of 1.8% from the previous school year. Although these increases may seem like a negative, our climate data shows a huge increase in a couple of areas related to this metric:

A) My school is a safe place for all students: 87.5% ? 96.9% over last year

B) My school is a safe place for all staff: 81.3% ? 96.9% over last year

Students, staff, and parents have shared that they feel safer when we suspend students with physically aggressive behaviors and/or racial slurs.

Potential causes:

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

Our behavior team launched our Ottomon Behavior Matrix and had regular professional development with staff to fine tune our systems. Our site also made an agreement that reflective think sheets would be used for minor infractions/defiance/disruption, but that admin would handle all serious offenses such as physical aggression/fighting and racial slurs or sexual harrassment. A history of "Love and Logic" training/book study and PBIS training, paired with

last year's implementation of Second Step Curriculum and Restorative Justice Training prepares our staff to handle behavior successfully.

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

We plan to continue the work of our behavior team with monthly meetings and staff PD. We plan to re-energize the Second Step curriculum with Site Leadership Team scheduling and administrative checks for fidelity. We plan to streamline our supports for students with intensive behavior issues and provide more connection to trusted adults such as our SCIS or other non-classroom based personnel.

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?

DIBELS, iReady, specific classroom assessments, report card marks, and observations from teachers were utilized at a minimum of once per six weeks to determine student success and student need. CAASPP scores were also considered. However, as the test changed from the first year out of Covid (shortened test) to the second year out of Covid (standard length test), a true comparison could not be made.

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

For reading, the fall to winter gains as evidenced by iReady data were as follows (data indicates percentage of students who were at or above grade level in reading):

iReady Reading:

3rd: LAST YEAR: Fall 27%, Winter 52%, SPRING 54% / THIS YEAR: Fall 46%, Winter 56%, SPRING _____64%_____ but not all have been tested

4th: LAST YEAR: Fall 19.0%, Winter 32%, SPRING 41% / THIS YEAR: Fall 18%, Winter 29%, SPRING _____39%_____ but not all have been tested

5th: LAST YEAR: Fall 26.5%, Winter 35.3%, SPRING not given / THIS YEAR: Fall 13.0%, Winter 26%, SPRING _____39%_____ but not all have been tested

For math, the fall to winter gains as evidenced by iReady data were as follows (data indicates percentage of students who were at or above grade level in math):

iReady Math:

3rd: LAST YEAR: Fall 0%, Winter 14%, SPRING 41% / THIS YEAR: Fall 8%, Winter 33%, SPRING _____46%_____ but not all have been tested

4th: LAST YEAR: Fall 5%, Winter 7%, SPRING 38% / THIS YEAR: Fall 8%, Winter 16%, SPRING _____NA%_____ but not all have been tested

5th: LAST YEAR: Fall 13%, Winter 37%, SPRING not given / THIS YEAR: Fall 9%, Winter 22%, SPRING _____43%_____ but not all have been tested

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

Although the previous year's SPSA considered a shift to math focus in the 2024-25 school year, the retirements of several members of our universal access team has created a need for continuing literacy training for staff so that student outcomes in reading are solidified. 2024-25 will be our final year of intensive literacy instruction. 2025-26 will be the beginning of our movement to a math focus (pending any barriers or district initiatives that take precedence). Additionally, we will continue our Artful Learning training and development for new and returning teachers.

2025-26

Identified Need

For ELA:

We are looking to continue and refine our intervention initiatives in ELA by utilizing the following supports: 95% Phonics, My Heggerty, DIBELS, ESGI. We also have allocated funds toward staff to support the ELA intervention groups including an additional hour for our ICT and a SCIS that supports academic and SEL intervention. The addition of instructional assistants in our combination classes has also allowed for smaller group sizes for intervention. We will continue providing release time for teachers to improve their craft via PD and complete assessments and data analysis. Last, we have author visits scheduled to help our students see how basic ELA skills can be transformed into a writing career.

For Math:
 In the 2025-26 school year, we are embarking on a whole-school math professional development initiative called Just Think Math. We have 6 days of PD per grade level band (K/1, 2/3, 4/5) in addition to an orientation day prior to the start of the school year. We are partnering with two othe elementary schools in order to keep costs reasonable. We have two staff members who have embarked on this work at other sites, and the results in math achievement were significant.

For ELPI:
 We will secure a bilingual instructional assistant, continue small group phonics groups, and focus on attendance improvement for ELs.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	48.9 points below standard	+3 scale score points
	English Learners	85.4 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	60.2 points below standard	
	Students with Disabilities	119.6 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	54.9 points below standard	
	Two or More Races	52.6 points below standard	
	Pacific Islander		
	White	43.4 points below standard	

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
Math State Assessment: Change in scale score	<div>All Students</div> <div>English Learners</div> <div>Foster Youth</div> <div>Homeless</div> <div>Socioeconomically Disadvantaged</div> <div>Students with Disabilities</div> <div>African American</div> <div>American Indian</div> <div>Asian</div> <div>Filipino</div> <div>Hispanic</div> <div>Two or More Races</div> <div>Pacific Islander</div> <div>White</div>	<div>58.1 points below standard</div> <div>95.7 points below standard</div> <div></div> <div></div> <div>65.1 points below standard</div> <div>141.6 points below standard</div> <div></div> <div></div> <div></div> <div></div> <div>62.1 points below standard</div> <div>60.6 points below standard</div> <div></div> <div>53.7 points below standard</div>	+3 scale score points
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	33.3%		+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	7.14%		+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	School and Community Intervention Specialist (SCIS) to provide direct academic and social-emotional services to socio-economically disadvantaged and low-performing students and their families (8 hour position) PC 38855	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	50760 30938	School Year 2025-26
1.2	ICT position additional one hour (maintaining a 7 hour position) to support school universal access reading program, website/family communication, and before and after school tutoring, book club, and connections.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	5156 3895	School Year 2025-26

1.3	Family Nights (ie: Sierra Nevada Science Night, STEAM night with Lego Kits, Math Night)	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 5800: Professional/ Consulting Services And Operating Expenditures	1640	School Year 2025-26
1.4	S'more Subscription for Family Communication	X All Students English Learners Low-Income Students Foster Youth Lowest Performing		0	School Year 2025-26
1.5	Talking Points Family Communication System	X All Students English Learners Low-Income Students Foster Youth Lowest Performing		0	School Year 2025-26
1.6	Supplemental Math Supports (manipulatives, Bridges Number Corner, Boost Math, Xtra Math)	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	1982	School Year 2025-26

1.7	Additional BIA to support smaller WIN groups, math intervention, SEL support	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School Year 2025-26
1.8	Staff Release days to regularly monitor student progress in ELA and math, use data to identify student needs and inform instruction, and implement effective and innovative strategies to increase student achievement	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	2750	School Year 2025-26
1.9	Purchase My Heggerty Phonemic Awareness Videos	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	267	School Year 2025-26
1.10	Purchase ESGI assessment application to	X All Students English Learners Low-Income Students	Title I Part A Site Allocation	777	School Year 2025-26

	assess and monitor student progress in TK-1 and Intervention TK - 5	Foster Youth Lowest Performing	5000-5999: Services And Other Operating Expenditures		
1.11	Just Think Math Training	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	13875 13123 6377	School Year 2025-26
1.12	Utilize Amplify DIBELS to track student progress in ELA. DIBELS	All Students X English Learners Low-Income Students Foster Youth	Other 5800: Professional/ Consulting	0	School Year 2025-26

	Platform for reports, goals, progress monitoring, etc)	Lowest Performing	Services And Operating Expenditures		
1.13	Artful Learning Training and Release Days	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	5500	
1.14	Bilingual Instructional Assistant to support English Learners in small groups with ELA and math instruction	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Other 2000-2999: Classified Personnel Salaries	0	School Year 2025-26
1.15	PTA Sponsored Academic Events, Academic Field Trips, Academic Assemblies & Author Visits to support achievement of standards	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other 5800: Professional/ Consulting Services And Operating Expenditures	0	School Year 2025-26

1.16	Supplemental Materials and Supplies to support ELA, Math, and Artful Learning initiatives	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2852	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?

We used attendance data, both absences and tardies.

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

We continue to have high numbers of chronically absent students. We also have tremendously large amounts of tardies (10-20% of our student body is tardy DAILY). Although we communicated regularly via parent news and teacher DOJO messages about Covid protocols being dropped (new protocol stated you can come to school as long as you were asymptomatic), many families reported they still felt they were supposed to stay home if they were exposed to Covid. We also ran a 4-week tardy contest. Results showed a dramatic decrease in tardies (by 50%); specifically, students who were tardy nearly EVERY DAY showed a reduction of 80-90%, with 3rd-5th graders showing the largest gains.

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

Based on our data, we will be increasing our attendance incentives similar to what we saw at another site. Each day, three students are drawn randomly. If they are present at the time of the drawing (first 10 minutes of school), they get to come spin the attendance wheel and choose a prize. Our new attendance clerk will be charged with fine-tuning the plan in collaboration with our behavior team and administrative staff. Items likely to appear are as follows:

- 1) Daily prize for attendance for three students
- 2) Door magnet for any class that has perfect attendance for the day, followed by announcement the next morning
- 3) Letters sent by principal BEFORE SCHOOL STARTS to all families who were chronically absent last year with a call to improve attendance this year
- 4) Nudge letters from principal to families of students trending as chronically absent/tardy (when you reach 3)
- 5) In person conferences with parents to provide attendance intervention & support as needed
- 6) Continue attendance messaging regularly, including in student folders, at back to school night, and in parent communications

2025-26

Identified Need

We plan to increase our attendance incentive program significantly next year in the following ways:

- 1) Nudge letters for absences and tardies that provide a comparison to other students
- 2) Positive attendance recognition/prize drawings DAILY on morning announcements
- 3) Parent support/coaching program for parents having difficulty getting students to school (or getting to school on time)

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	30.7% Chronically Absent	-0.5%
	English Learners	42.9% Chronically Absent	
	Foster Youth		
	Homeless	86.7% Chronically Absent	
	Socioeconomically Disadvantaged	36.4% Chronically Absent	
	Students with Disabilities	42.1% Chronically Absent	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	African American American Indian Asian Filipino Hispanic 37.5% Chronically Absent Two or More Races 34.6% Chronically Absent Pacific Islander White 27.3% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	92.2%	93%
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	.

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	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	Provide Attendance Incentives for positive attendance and attendance improvement	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School Year 2024-25
2.2	Develop tiered system of support for chronically absent students including letter before school starts if chronically absent last year, nudge letter at three absences or tardies, parent conferences for	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Hispanic and Students with Disabilities	Other	0	School Year 2024-25

	chronically absent or trending chronically absent students/parents.				
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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?

We utilized the Spring Climate survey, SAEBRS screeners in the fall and spring, Site Leadership Team feedback loops, and other site produced family or staff surveys as needed.

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

Results of the climate survey indicate the following:

Celebration Area #1: Sense of Belonging (numbers show last year compared to this year)

Students are respectful to each other at school.
62.5% ? 87.5%

Students trust other students at school.
75.0% ? 90.6%

Celebration Area #2 - Safety (numbers show last year compared to this year)

My school is a safe place for all students.
87.5% ? 96.9%

My school is a safe place for all staff.
81.3% ? 96.9%

Students know what staff member to go to if they have a safety concern.
68.8% ? 93.8%

Concern Areas:

Top 5 areas for improvement (parents):

Students are motivated to do their schoolwork - 74.1%

School provides additional academic support when students are struggling - 77.2%

Students are respectful to each other at school - 78.7%

Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives - 80.2%

Students are interested in what they are learning - 80.7%

Top 5 areas for improvement (staff)

School staff reflects student diversity - 62.5%

Students are motivated to do their schoolwork - 71.9%

Students complete assignments on time - 75.0%

Families and students understand how assignments and tests are graded - 77.4%

Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives - 78.1%

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

Our behavior team meets monthly and continues to refine our behavior matrix, plan professional development for staff, and make recommendations for improvement. The principal will continue "muffins and mugs" to create a better sense of community and connection with families and hear different perspectives and viewpoints. We continue to provide a safe environment via our "buddy

room" system to support students who are starting to escalate and need time to regroup. Additionally, each class has a calm corner that is restocked as needed with items to help students deescalate?

2025-26
Identified Need

We plan to continue the work of our behavior team with monthly meetings and staff PD. We plan to re-energize the Second Step curriculum with Site Leadership Team scheduling and administrative checks for fidelity. We plan to streamline our supports for students with intensive behavior issues and provide more connection to trusted adults such as our SCIS or other non-classroom based personnel.

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	1.8% suspended at least one day	-0.3%
	English Learners	0% suspended at least one day	
	Foster Youth		
	Homeless	0% suspended at least one day	
	Socioeconomically Disadvantaged	2.3% suspended at least one day	
	Students with Disabilities	5.3% suspended at least one day	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	0% suspended at least one day	
	Two or More Races	3.8% suspended at least one day	
	Pacific Islander		
	White	2.3% 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	60.5%	61%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	56.0%	63%
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).	5%	10%

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	Mugs & Muffins with Principal three times yearly with principal to foster family engagement and involvement	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	300	School Year 2025-26
3.2	Supplemental Materials for Behavior Team Initiatives, increase positive	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	863	School Year 2025-26

	connection to school, increase feelings of safety, reduce suspensions		5000-5999: Services And Other Operating Expenditures		
3.3	Supplemental Rec Aide Hours to increase safety, implement positive recognition feedback initiative, and have time for training by SCIS and Principal. PC 38860 PC 38860	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries	3844 563 4130	School Year 2025-26
3.4	Supplemental playground equipment and indoor/outdoor recess games to increase sense of	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	1000	School Year 2025-26

	belonging, student social/emotional engagement, and safety		4000-4999: Books And Supplies		
3.5	Materials/Supplies for ELAC Meetings	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	150	School Year 2025-26
3.6		All Students English Learners Low-Income Students Foster Youth Lowest Performing			
3.7		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

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
Intervention Teacher to provide academic intervention and support progress monitoring and data analysis	August 2025 - June 2026	Intervention Teacher	1000-1999: Certificated Personnel Salaries		
Bilingual Instructional Assistant to provide academic support for EL students	August 2025 - June 2026	BIA	2000-2999: Classified 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
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
Rec Aide Allocation to provide safe supervision and student connectedness	August 2024 - June 2025	Rec Aide	2000-2999: Classified Personnel Salaries		
Campus Safety Monitor to provide additional supervision and transition to WIN groups	August 2024 - June 2025	Campus Safety Monitor	2000-2999: Classified Personnel Salaries		
MTSS Social Worker to provide social emotional intervention and family support, including connection to outside services as needed	August 2024 - June 2025	Social Worker	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	\$151,742.00

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 (\$)
	\$0.00
LCFF Rec Aide Allocation	\$4,130.00
LCFF Supplemental Site Allocation	\$31,500.00
Other	\$0.00
Title I Part A Parent Involvement	\$1,640.00
Title I Part A Site Allocation	\$114,472.00

Subtotal of state or local funds included for this school: \$151,742.00

Total of federal, state, and/or local funds for this school: \$151,742.00

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	31,500	0.00
LCFF Rec Aide Allocation	4,130	0.00
Title I Part A Site Allocation	114,472	0.00
Title I Part A Parent Involvement	1,640	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	31,500.00
Other	0.00
Title I Part A Parent Involvement	1,640.00
Title I Part A Site Allocation	114,472.00

Expenditures by Budget Reference

Budget Reference	Amount
	150.00
1000-1999: Certificated Personnel Salaries	27,750.00
2000-2999: Classified Personnel Salaries	63,890.00
3000-3999: Employee Benefits	35,396.00
4000-4999: Books And Supplies	7,134.00
5000-5999: Services And Other Operating Expenditures	1,640.00
5800: Professional/Consulting Services And Operating Expenditures	15,782.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	4,130.00
	LCFF Supplemental Site Allocation	150.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	11,877.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	9,000.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	4,458.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	5,152.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	863.00
	Other	0.00
2000-2999: Classified Personnel Salaries	Other	0.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Parent Involvement	1,640.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	15,873.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	50,760.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	30,938.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	1,982.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	777.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	14,142.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	139,892.00
Goal 2	1,000.00
Goal 3	10,850.00

School Site Council Membership

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

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

Name of Members	Role
Carrie Manriquez	Principal
Dana Gould	Classroom Teacher
Jane Nichols	Classroom Teacher
Victoria McLeod	Classroom Teacher
Shilo Merchant	Other School Staff
Cali McGraw	Parent or Community Member
Isaac Drake	Parent or Community Member
Kristin Monahan	Parent or Community Member
Marisa Galindo	Parent or Community Member
Tyler Pulley	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
	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 28, 2025.

Attested:

	Principal, Carrie Manriquez on May 28, 2025
	SSC Chairperson, Tyler Pulley on May 28, 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 **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-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/guidanceusesinvestment.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/guidanceusesinvestment.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

Ottomon Way Elementary School

Funding Source: \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
S'more Subscription for Family Communication		\$0.00	Connected School Communities	
Talking Points Family Communication System		\$0.00	Connected School Communities	

Total Expenditures:	\$0.00
Allocation Balance:	\$0.00

Funding Source: LCFF Rec Aide Allocation \$4,130.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	\$4,130.00	Engaging Academics	

LCFF Rec Aide Allocation Total Expenditures:	\$4,130.00
LCFF Rec Aide Allocation Allocation Balance:	\$0.00

Funding Source: LCFF Supplemental Site Allocation \$31,500.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Mugs & Muffins with Principal three times yearly with principal to foster family engagement and involvement	4000-4999: Books And Supplies	\$300.00	Engaging Academics	

Ottomon Way Elementary School

Supplemental Materials for Behavior Team Initiatives, increase positive connection to school, increase feelings of safety, reduce suspensions	5000-5999: Services And Other Operating Expenditures	\$863.00	Engaging Academics
Supplemental Rec Aide Hours to increase safety, implement positive recognition feedback initiative, and have time for training by SCIS and Principal. PC 38860 PC 38860	2000-2999: Classified Personnel Salaries	\$3,844.00	Engaging Academics
Supplemental playground equipment and indoor/outdoor recess games to increase sense of belonging, student social/emotional engagement, and safety Materials/Supplies for ELAC Meetings	4000-4999: Books And Supplies	\$1,000.00	Engaging Academics
		\$150.00	Engaging Academics
	3000-3999: Employee Benefits	\$563.00	Engaging Academics
ICT position additional one hour (maintaining a 7 hour position) to support school universal access reading program, website/family communication, and before and after school tutoring, book club, and connections.	2000-2999: Classified Personnel Salaries	\$5,156.00	Connected School Communities
Supplemental Materials and Supplies to support ELA, Math, and Artful Learning initiatives	4000-4999: Books And Supplies	\$2,852.00	Connected School Communities
	3000-3999: Employee Benefits	\$3,895.00	Connected School Communities
Provide Attendance Incentives for positive attendance and attendance improvement	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Social-Emotional Growth
Artful Learning Training and Release Days	1000-1999: Certificated Personnel Salaries	\$5,500.00	Connected School Communities

Ottomon Way Elementary School

LCFF Supplemental Site Allocation Total Expenditures: \$25,123.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Bilingual Instructional Assistant to support English Learners in small groups with ELA and math instruction	2000-2999: Classified Personnel Salaries	\$0.00	Connected School Communities	
PTA Sponsored Academic Events, Academic Field Trips, Academic Assemblies & Author Visits to support achievement of standards	5800: Professional/Consulting Services And Operating Expenditures	\$0.00	Connected School Communities	
Develop tiered system of support for chronically absent students including letter before school starts if chronically absent last year, nudge letter at three absences or tardies, parent conferences for chronically absent or trending chronically absent students/parents.		\$0.00	Healthy Environments for Social-Emotional Growth	
Utilize Amplify DIBELS to track student progress in ELA. DIBELS Platform for reports, goals, progress monitoring, etc)	5800: Professional/Consulting Services And Operating Expenditures	\$0.00	Connected School Communities	
Career Day/s to expose students to careers in the arts	None Specified	\$0.00	Clear Pathways to Bright Futures	
Partner with community organization for an Artist in Residence to support students' arts experiences	None Specified	\$0.00	Clear Pathways to Bright Futures	

Other Total Expenditures: \$0.00

Other Allocation Balance: \$0.00

Ottomon Way Elementary School

Funding Source: Title I Part A Parent Involvement **\$1,640.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Family Nights (ie: Sierra Nevada Science Night, STEAM night with Lego Kits, Math Night)	5800: Professional/Consulting Services And Operating Expenditures	\$1,640.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures: \$1,640.00

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

Funding Source: Title I Part A Site Allocation **\$114,472.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	3000-3999: Employee Benefits	\$30,938.00	Connected School Communities	
Supplemental Math Supports (manipulatives, Bridges Number Corner, Boost Math, Xtra Math)	4000-4999: Books And Supplies	\$1,982.00	Connected School Communities	
Staff Release days to regularly monitor student progress in ELA and math, use data to identify student needs and inform instruction, and implement effective and innovative strategies to increase student achievement	1000-1999: Certificated Personnel Salaries	\$2,750.00	Connected School Communities	
Purchase My Heggerty Phonemic Awareness Videos	5800: Professional/Consulting Services And Operating Expenditures	\$267.00	Connected School Communities	
Purchase ESGI assessment application to assess and monitor student progress in TK-1 and Intervention TK - 5	5000-5999: Services And Other Operating Expenditures	\$777.00	Connected School Communities	
Just Think Math Training	5800: Professional/Consulting Services And Operating Expenditures	\$13,875.00	Connected School Communities	

Ottomon Way Elementary School

School and Community Intervention Specialist (SCIS) to provide direct academic and social-emotional services to socio-economically disadvantaged and low-performing students and their families (8 hour position)
PC 38855

2000-2999: Classified
Personnel Salaries

\$50,760.00

Connected School
Communities

1000-1999: Certificated
Personnel Salaries

\$13,123.00

Connected School
Communities

Title I Part A Site Allocation Total Expenditures: \$114,472.00

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

Ottomon Way Elementary School Total Expenditures: \$145,365.00