

2025-26 School Plan for Student Achievement

Louise Sandrini Elementary School

PANAMA-BUENA VISTA UNION SCHOOL DISTRICT



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The following items are included and/or on file with the District:
(Check all that apply)

- X SPSA Annual Evaluation
- X Recommendations and Assurances SSC
- X Data Reports
- X Budgets
- X Title I Schools
- X Parent and Family Engagement Policy (Title I)
- X School Compact (Title I)

FOR DISTRICT OFFICE USE	
Item/Action Reviewed	Date

Schoolsite Council Approval Date	May 7, 2025
Board of Trustees Approval Date	June 24, 2025

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Purpose and Description

Select Title I Program:

Schoolwide Program

Briefly describe the school's plan for effectively meeting the Every Student Succeeds Act (ESSA) planning requirements for Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), or Comprehensive Support and Improvement (CSI) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The SPSA is a written plan developed by the leadership team and SSC addressing the school program and how resources will be utilized to meet the instructional needs of all students, but most especially those students who are most at risk of not meeting state academic achievement standards. The SPSA:

- aligns to the District LCAP goals
- identifies site-specific achievement goals based on a variety of student performance data and the comprehensive needs assessment
- describes specific instructional strategies to increase/improve student learning
- describes how student progress will be monitored on a regular basis
- identifies interventions for students not achieving, especially for low
- determines the professional development needs of teachers, support staff, and administration
- delineates strategies for parent communication and engagement to improve student achievement, and assist parents in becoming knowledgeable stakeholders in the school community
- reflects estimated costs and funding sources (Title I and LCFF)
- indicates that site advisory groups such as the SSC, ELAC, and Title I Review Committee had opportunities to review and advise on the plan

This SWP plan provides assistance for students who require support in literacy (reading, writing), language development, and math. Funding sources are utilized for effective curriculum and instruction, professional development, teacher release time for collaboration, and extra II Aide support for students (i.e. Bootcamp).

LCFF funds utilized at the district level to fund specific actions/services are included if those funds directly benefit the school site. The SWP also describes where LCFF funds distributed to the school may be used to support ongoing efforts to improve/increase student services and/or materials. If an action to improve student achievement is not an allocable cost to a federal program, the school leadership may utilize site-based LCFF funds to provide a cohesive program. Actions may indicate LCFF costs when such funding is available to the school site; if no LCFF funds are currently available at the site level, leadership may include an action with no cost associated with the strategy. Should site-level LCFF funding become available, a budget revision would be made and specific actions funded.

The state has identified the school for:

School Vision and Mission

Purpose

Learning today; Leading tomorrow

Vision

Sandrini Elementary will empower each child to be a lifelong learner, equipped to contribute in a changing complex society.

Core Values

Ensure all students are learning: High expectations, with strong targeted instruction to meet all students' needs

Build a collaborative culture: All teachers and staff work together and own the results

Focus on Results: Data drives all decisions

Educational Partner Involvement

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

Sandrini Elementary encourages the meaningful involvement of parents, students, and other educational partners with the development of the School Plan for Student Achievement (SPSA) and the budget process. The SPSA is shared with our English Learner Advisory Committee (ELAC) and seeks input regarding its quality and validity throughout the year. The development of the SPSA is an ongoing, annual process that develops a deep understanding of the root causes of student academic challenges. The SPSA is developed by the school with input from educational partners, results from the school's needs assessment, and will be aligned to the Local Control and Accountability Plan (LCAP). The School Site Council (SSC) is tasked with the annual review, update, and approval of the plan. The plan is then reviewed and approved by the governing board of the LEA. The board may return the SPSA for revisions as deemed necessary.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Not applicable. The school has not been identified as ATSI or CSI.

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	0.66%	0.5%	0.50%	4	3	3
African American	12.27%	11.22%	8.62%	74	67	52
Asian	1.66%	1.68%	1.82%	10	10	11
Filipino	%	0%	%		0	
Hispanic/Latino	73.13%	74.37%	77.11%	441	444	465
Pacific Islander	0.66%	0.5%	0.50%	4	3	3
White	8.62%	8.38%	6.63%	52	50	40
Multiple/No Response	1.66%	1.68%	2.99%	10	10	18
	Total Enrollment			603	597	603

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	89	97	74
Grade 1	77	68	64
Grade 2	84	76	72
Grade3	91	85	83
Grade 4	83	101	84
Grade 5	95	83	94
Grade 6	84	87	95
Total Enrollment	603	597	603

Conclusions based on this data:

1. Gradual increase of Hispanic students.
2. Overall student enrollment has stayed constant.
3. African American population has gradually declined.

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	113	113	125	18.9%	18.9%	20.7%
Fluent English Proficient (FEP)	38	36	33	6.0%	6.0%	5.5%
Reclassified Fluent English Proficient (RFEP)	28	24	18	19.9%	17.5%	12.6%

Conclusions based on this data:

1. Percentage of English Learners has gradually increased.
2. Those students who are Fluent English Proficient has gradually decreased.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	87	86	88	84	86	85	84	86	85	96.6	100.0	96.6
Grade 4	82	97	84	81	96	83	81	96	83	98.8	99.0	98.8
Grade 5	89	85	98	87	85	98	87	85	98	97.8	100.0	100
Grade 6	89	86	95	86	86	94	86	86	94	96.6	100.0	98.9
All Grades	347	354	365	338	353	360	338	353	360	97.4	99.7	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2399.	2432.	2442.	16.67	26.74	34.12	21.43	24.42	21.18	30.95	25.58	24.71	30.95	23.26	20.00
Grade 4	2434.	2444.	2484.	22.22	11.46	34.94	17.28	32.29	24.10	17.28	21.88	15.66	43.21	34.38	25.30
Grade 5	2467.	2467.	2469.	13.79	16.47	13.27	22.99	18.82	25.51	22.99	21.18	18.37	40.23	43.53	42.86
Grade 6	2508.	2508.	2493.	19.77	18.60	13.83	25.58	20.93	22.34	26.74	30.23	26.60	27.91	30.23	37.23
All Grades	N/A	N/A	N/A	18.05	18.13	23.33	21.89	24.36	23.33	24.56	24.65	21.39	35.50	32.86	31.94

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.14	23.26	17.65	64.29	54.65	64.71	28.57	22.09	17.65
Grade 4	16.05	11.46	16.87	54.32	61.46	66.27	29.63	27.08	16.87
Grade 5	12.64	10.59	10.20	63.22	63.53	62.24	24.14	25.88	27.55
Grade 6	12.79	16.28	9.57	60.47	56.98	55.32	26.74	26.74	35.11
All Grades	12.13	15.30	13.33	60.65	59.21	61.94	27.22	25.50	24.72

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.48	24.42	31.76	47.62	55.81	49.41	36.90	19.77	18.82
Grade 4	18.52	12.50	22.89	46.91	60.42	60.24	34.57	27.08	16.87
Grade 5	12.64	20.00	11.22	56.32	42.35	50.00	31.03	37.65	38.78
Grade 6	11.63	16.28	15.96	55.81	47.67	47.87	32.56	36.05	36.17
All Grades	14.50	18.13	20.00	51.78	51.84	51.67	33.73	30.03	28.33

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.14	17.44	12.94	75.00	65.12	72.94	17.86	17.44	14.12
Grade 4	8.64	8.33	19.28	69.14	67.71	68.67	22.22	23.96	12.05
Grade 5	8.05	11.76	6.12	71.26	63.53	73.47	20.69	24.71	20.41
Grade 6	17.44	11.63	14.89	67.44	81.40	64.89	15.12	6.98	20.21
All Grades	10.36	12.18	13.06	70.71	69.41	70.00	18.93	18.41	16.94

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.71	20.93	22.35	64.29	60.47	64.71	25.00	18.60	12.94
Grade 4	6.17	8.33	24.10	70.37	75.00	60.24	23.46	16.67	15.66
Grade 5	8.05	10.59	9.18	60.92	65.88	68.37	31.03	23.53	22.45
Grade 6	22.09	18.60	14.89	53.49	59.30	60.64	24.42	22.09	24.47
All Grades	11.83	14.45	17.22	62.13	65.44	63.61	26.04	20.11	19.17

Conclusions based on this data:

1. Students overall achievement on the CAASPP has been relatively unchanged, with a slow decrease in number of students who have not met the standards.
2. Percentage of students above the standard in research/inquiry, listening, and writing has steadily increased.
3. Percentage of students scoring below standard decreased in all domains of reading, writing, listening, and research and inquiry.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	87	86	88	83	86	88	83	86	88	95.4	100.0	100
Grade 4	82	96	84	80	93	84	80	93	84	97.6	96.9	100
Grade 5	89	85	98	88	85	98	88	85	98	98.9	100.0	100
Grade 6	89	86	94	87	84	94	87	84	94	97.8	97.7	100
All Grades	347	353	364	338	348	364	338	348	364	97.4	98.6	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2409.	2435.	2456.	8.43	25.58	36.36	34.94	30.23	29.55	22.89	22.09	14.77	33.73	22.09	19.32
Grade 4	2411.	2461.	2477.	3.75	13.98	20.24	16.25	25.81	38.10	32.50	36.56	17.86	47.50	23.66	23.81
Grade 5	2425.	2438.	2447.	6.82	4.71	5.10	6.82	14.12	12.24	22.73	22.35	30.61	63.64	58.82	52.04
Grade 6	2475.	2470.	2454.	5.75	9.52	7.45	18.39	13.10	9.57	33.33	29.76	26.60	42.53	47.62	56.38
All Grades	N/A	N/A	N/A	6.21	13.51	16.76	18.93	20.98	21.70	27.81	27.87	22.80	47.04	37.64	38.74

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	13.25	20.93	30.68	46.99	54.65	43.18	39.76	24.42	26.14
Grade 4	2.50	5.38	28.57	42.50	61.29	46.43	55.00	33.33	25.00
Grade 5	4.55	5.88	5.10	44.32	36.47	43.88	51.14	57.65	51.02
Grade 6	5.75	8.33	2.13	45.98	38.10	44.68	48.28	53.57	53.19
All Grades	6.51	10.06	15.93	44.97	47.99	44.51	48.52	41.95	39.56

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.43	24.42	32.95	71.08	56.98	53.41	20.48	18.60	13.64
Grade 4	6.25	16.13	20.24	58.75	58.06	58.33	35.00	25.81	21.43
Grade 5	3.41	7.06	5.10	50.00	48.24	57.14	46.59	44.71	37.76
Grade 6	8.05	9.52	7.45	68.97	52.38	54.26	22.99	38.10	38.30
All Grades	6.51	14.37	15.93	62.13	54.02	55.77	31.36	31.61	28.30

Conclusions based on this data:

1. Percentage of students who scored standard exceeded, standard met, and standard not met increased, while students scoring standard nearly met decreased.
2. Percentage of students scoring above standard in problem solving and modeling/data analysis, and communicating reasoning have increased.
3. Percentage of students scoring below standard with problem solving and modeling/data analysis and communicating reasoning decreased.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1373.4	1426.6	1401.9	1379.4	1428.1	1409.5	1359.6	1423.1	1383.9	14	16	20
1	1434.5	1436.4	1398.3	1454.5	1452.1	1389.8	1414.0	1420.1	1406.4	13	16	12
2	1469.0	1442.9	1476.7	1468.5	1447.9	1473.7	1468.9	1437.3	1479.5	19	15	19
3	1479.8	1488.3	1454.8	1480.3	1483.7	1452.2	1478.7	1492.4	1457.0	19	20	22
4	1504.1	1490.7	1492.7	1504.1	1481.7	1482.9	1503.7	1499.3	1501.9	15	23	16
5	1535.7	1507.4	1516.6	1542.3	1510.6	1518.6	1528.4	1503.6	1514.0	12	17	20
6	1493.8	*	1513.8	1485.1	*	1500.5	1501.9	*	1526.7	14	10	19
All Grades										106	117	128

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	18.75	10.00	35.71	31.25	30.00	28.57	43.75	35.00	35.71	6.25	25.00	14	16	20
1	0.00	0.00	0.00	23.08	50.00	25.00	61.54	31.25	41.67	15.38	18.75	33.33	13	16	12
2	5.26	6.67	15.79	42.11	26.67	42.11	42.11	46.67	31.58	10.53	20.00	10.53	19	15	19
3	15.79	20.00	0.00	21.05	35.00	31.82	42.11	30.00	36.36	21.05	15.00	31.82	19	20	22
4	13.33	8.70	25.00	40.00	17.39	25.00	33.33	65.22	25.00	13.33	8.70	25.00	15	23	16
5	25.00	23.53	10.00	33.33	41.18	55.00	25.00	17.65	25.00	16.67	17.65	10.00	12	17	20
6	7.14	*	10.53	35.71	*	52.63	28.57	*	10.53	28.57	*	26.32	14	*	19
All Grades	9.43	14.53	10.16	33.02	32.48	38.28	37.74	38.46	28.91	19.81	14.53	22.66	106	117	128

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.14	18.75	10.00	35.71	50.00	30.00	28.57	25.00	30.00	28.57	6.25	30.00	14	16	20
1	7.69	12.50	0.00	46.15	56.25	58.33	38.46	25.00	8.33	7.69	6.25	33.33	13	16	12
2	21.05	6.67	21.05	31.58	46.67	57.89	42.11	40.00	10.53	5.26	6.67	10.53	19	15	19
3	31.58	35.00	27.27	15.79	35.00	31.82	42.11	15.00	13.64	10.53	15.00	27.27	19	20	22
4	46.67	13.04	31.25	40.00	69.57	25.00	0.00	4.35	18.75	13.33	13.04	25.00	15	23	16
5	33.33	41.18	45.00	50.00	35.29	45.00	8.33	5.88	0.00	8.33	17.65	10.00	12	17	20
6	14.29	*	36.84	50.00	*	31.58	14.29	*	5.26	21.43	*	26.32	14	*	19
All Grades	23.58	23.08	25.78	36.79	48.72	39.06	26.42	17.09	12.50	13.21	11.11	22.66	106	117	128

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	12.50	10.00	28.57	25.00	20.00	28.57	43.75	55.00	42.86	18.75	15.00	14	16	20
1	0.00	6.25	0.00	15.38	31.25	16.67	30.77	25.00	33.33	53.85	37.50	50.00	13	16	12
2	5.26	6.67	15.79	36.84	20.00	31.58	31.58	33.33	26.32	26.32	40.00	26.32	19	15	19
3	5.26	15.00	0.00	21.05	25.00	4.55	42.11	35.00	45.45	31.58	25.00	50.00	19	20	22
4	6.67	4.35	12.50	33.33	17.39	25.00	33.33	43.48	31.25	26.67	34.78	31.25	15	23	16
5	16.67	5.88	0.00	16.67	23.53	20.00	50.00	47.06	55.00	16.67	23.53	25.00	12	17	20
6	0.00	*	5.26	21.43	*	42.11	28.57	*	26.32	50.00	*	26.32	14	*	19
All Grades	4.72	8.55	6.25	25.47	24.79	22.66	34.91	37.61	39.84	34.91	29.06	31.25	106	117	128

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	14.29	12.50	10.00	50.00	81.25	50.00	35.71	6.25	40.00	14	16	20
1	7.69	50.00	33.33	92.31	43.75	33.33	0.00	6.25	33.33	13	16	12
2	21.05	6.67	26.32	73.68	86.67	63.16	5.26	6.67	10.53	19	15	19
3	42.11	15.00	9.09	52.63	75.00	50.00	5.26	10.00	40.91	19	20	22
4	40.00	8.70	31.25	46.67	86.96	37.50	13.33	4.35	31.25	15	23	16
5	25.00	29.41	10.00	58.33	58.82	75.00	16.67	11.76	15.00	12	17	20
6	7.14	*	15.79	50.00	*	68.42	42.86	*	15.79	14	*	19
All Grades	23.58	18.80	17.97	60.38	72.65	55.47	16.04	8.55	26.56	106	117	128

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	12.50	30.00	71.43	68.75	35.00	28.57	18.75	35.00	14	16	20
1	23.08	6.25	0.00	53.85	81.25	58.33	23.08	12.50	41.67	13	16	12
2	21.05	20.00	21.05	73.68	73.33	68.42	5.26	6.67	10.53	19	15	19
3	26.32	40.00	36.36	52.63	45.00	36.36	21.05	15.00	27.27	19	20	22
4	46.67	13.04	37.50	40.00	73.91	37.50	13.33	13.04	25.00	15	23	16
5	75.00	64.71	75.00	16.67	17.65	15.00	8.33	17.65	10.00	12	17	20
6	42.86	*	68.42	35.71	*	0.00	21.43	*	31.58	14	*	19
All Grades	32.08	29.91	40.63	50.94	56.41	34.38	16.98	13.68	25.00	106	117	128

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	12.50	10.00	57.14	81.25	75.00	42.86	6.25	15.00	14	16	20
1	0.00	6.25	16.67	46.15	43.75	33.33	53.85	50.00	50.00	13	16	12
2	10.53	6.67	5.26	63.16	46.67	63.16	26.32	46.67	31.58	19	15	19
3	10.53	5.00	0.00	31.58	45.00	27.27	57.89	50.00	72.73	19	20	22
4	13.33	4.35	6.25	53.33	56.52	50.00	33.33	39.13	43.75	15	23	16
5	25.00	5.88	0.00	58.33	64.71	70.00	16.67	29.41	30.00	12	17	20
6	0.00	*	5.26	35.71	*	42.11	64.29	*	52.63	14	*	19
All Grades	8.49	5.98	5.47	49.06	55.56	52.34	42.45	38.46	42.19	106	117	128

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	14.29	50.00	25.00	35.71	12.50	55.00	50.00	37.50	20.00	14	16	20
1	7.69	12.50	0.00	69.23	68.75	58.33	23.08	18.75	41.67	13	16	12
2	5.26	13.33	36.84	68.42	66.67	42.11	26.32	20.00	21.05	19	15	19
3	15.79	30.00	0.00	68.42	55.00	63.64	15.79	15.00	36.36	19	20	22
4	6.67	13.04	25.00	66.67	65.22	50.00	26.67	21.74	25.00	15	23	16
5	16.67	29.41	15.00	66.67	58.82	75.00	16.67	11.76	10.00	12	17	20
6	7.14	*	47.37	57.14	*	31.58	35.71	*	21.05	14	*	19
All Grades	10.38	26.50	21.88	62.26	53.85	53.91	27.36	19.66	24.22	106	117	128

Conclusions based on this data:

1. Percentage of students scoring a level 4 on the ELPAC has increased.

2. Percentage of students scoring a level 1 on overall ELPAC score, oral language and written language domain decreased.
3. Percentage of students scoring well-developed in the listening, speaking, and reading decreased.

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.

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This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
603	92.2%	20.7%	0.5%
Total Number of Students enrolled in Louise Sandrini 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	125	20.7%
Foster Youth	3	0.5%
Homeless	3	0.5%
Socioeconomically Disadvantaged	556	92.2%
Students with Disabilities	75	12.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	52	8.6%
American Indian	3	0.5%
Asian	11	1.8%
Filipino	0	0.0%
Hispanic	465	77.1%
Two or More Races	18	3%
Pacific Islander	3	0.5%
White	40	6.6%

Conclusions based on this data:

- Sandrini has a high percentage of socioeconomically disadvantaged students.

2. The primary race/ethnicity is Hispanic, with that being over 77% of the school's population.

3. Sandrini's English Learner percentage is nearly 21%.

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
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Yellow		
English Learner Progress  Yellow		

Conclusions based on this data:

1. Sandrini was green in suspension for 23-24 school year.
2. Sandrini was yellow in English Language Arts, Mathematics and Chronic Absenteeism in 23-24.
3. Sandrini was yellow in English Learner Progress in 23-24.

School and Student Performance Data

Academic Performance English Language Arts

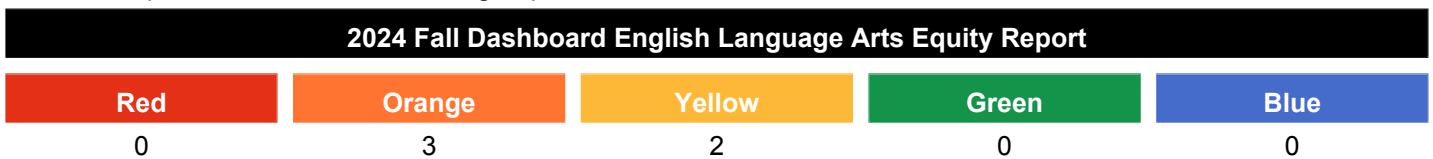
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>7.4 points below standard</p> <p>Increased 10.3 points</p> <p>329 Students</p>	<p>English Learners</p> <p>Orange</p> <p>34.4 points below standard</p> <p>Maintained 0.2 points</p> <p>84 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>10.5 points below standard</p> <p>Increased 7.8 points</p> <p>312 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>104.9 points below standard</p> <p>Increased 5.3 points</p> <p>37 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>22.5 points below standard</p> <p>Increased 22.9 points</p> <p>25 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>8.0 points below standard</p> <p>Increased 5.2 points</p> <p>253 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>White</p>  <p>Orange</p> <p>14.9 points below standard</p> <p>Maintained 1.5 points</p> <p>30 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts

2024 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
68.4 points below standard	61.5 points above standard	3.8 points below standard
Declined 4.3 points	Increased 7.3 points	Increased 14.3 points
62 Students	22 Students	228 Students

Conclusions based on this data:

1. Performance on the ELA CAASPP for all students increased by 10.3 points but all students are still 7.4 points below standard.
2. Performance on the ELA CAASPP for English Learners maintained -0.2 points and English Learners are 34.4 points below standard.
3. Performance on the ELA CAASPP for African Americans increased significantly by 22.9 points and they are 22.5 points below standard.

School and Student Performance Data

Academic Performance Mathematics

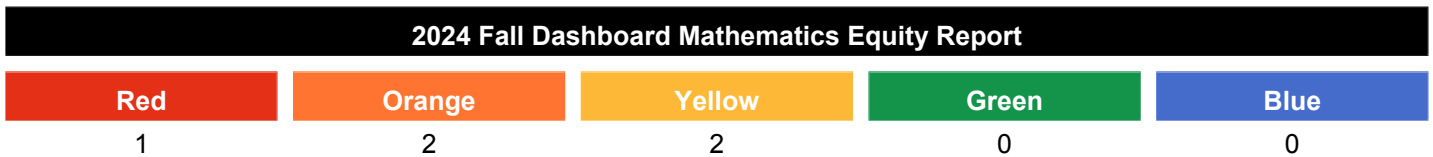
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This section provides number of student groups in each level.



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		
<p>All Students</p> <p>Yellow</p> <p>37.1 points below standard</p> <p>Increased 8.3 points</p> <p>330 Students</p>	<p>English Learners</p> <p>Orange</p> <p>56.7 points below standard</p> <p>Declined 5.2 points</p> <p>86 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>39.7 points below standard</p> <p>Increased 6.8 points</p> <p>312 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>138.5 points below standard</p> <p>Maintained 2.6 points</p> <p>36 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>75.2 points below standard</p> <p>Increased 7.3 points</p> <p>25 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>35.4 points below standard</p> <p>Increased 4.7 points</p> <p>253 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>White</p>  <p>Orange</p> <p>40.1 points below standard</p> <p>Maintained 1.4 points</p> <p>30 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2024 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
82.8 points below standard	19.1 points above standard	34.8 points below standard
Declined 15.3 points	Increased 23.8 points	Increased 14.8 points
64 Students	22 Students	227 Students

Conclusions based on this data:

1. Performance on the Math CAASPP for all students increased significantly by 8.3 points but all students are still 37.1 points below standard.
2. Performance on the Math CAASPP for English Learners declined by 5.2 points and English Learners are still 56.7 points below standard.
3. Performance on the Math CAASPP for students with disabilities maintained by 2.6 points but all students are still 138.5 points below standard.

School and Student Performance Data



Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Yellow 54.7% making progress. Number Students: 95 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 4 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 9.5%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 35.8%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 54.7%

Conclusions based on this data:

1. Nearly 55% students of English Learners progressed at least one ELPI level.
2. 27 students of English Learners maintained lower ELPI levels.
3. 9.5% students of English Learners decreased one ELPI level.

School and Student Performance Data

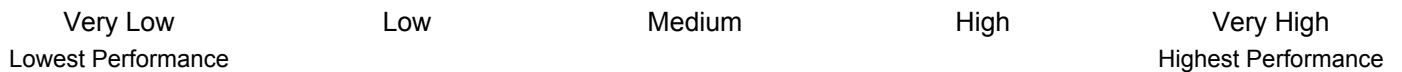
Academic Performance College/Career Report

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.

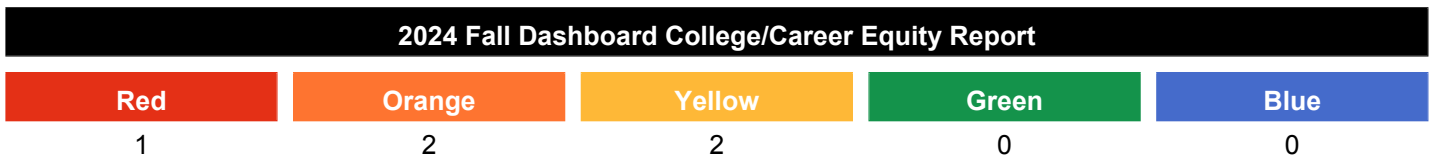
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



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

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>31.2% Chronically Absent</p> <p>Declined 6.7</p> <p>654 Students</p>	<p>English Learners</p> <p> Orange</p> <p>32% Chronically Absent</p> <p>Declined 2.6</p> <p>150 Students</p>	<p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>31.5% Chronically Absent</p> <p>Declined 7.1</p> <p>607 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>42.7% Chronically Absent</p> <p>Declined 4.9</p> <p>89 Students</p>	<p>African American</p>  <p>Orange</p> <p>46.6% Chronically Absent</p> <p>Declined 6.4</p> <p>58 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>35.7% Chronically Absent</p> <p>Increased 26.6</p> <p>14 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>29.6% Chronically Absent</p> <p>Declined 7.7</p> <p>503 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>26.7% Chronically Absent</p> <p>Declined 6.7</p> <p>30 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>White</p>  <p>Orange</p> <p>30.2% Chronically Absent</p> <p>Declined 0.5</p> <p>43 Students</p>

Conclusions based on this data:

1. Chronic absenteeism for all students decreased by 6.7 points, with a chronic absenteeism rate of 31.2%.
2. Chronic absenteeism for English Learners decreased by 2.6 points, with a chronic absenteeism rate of 32%.
3. Chronic absenteeism for students with disabilities decline by 4.9 points, with a chronic absenteeism rate of 42.7%.

School and Student Performance Data

Conditions & Climate Suspension Rate

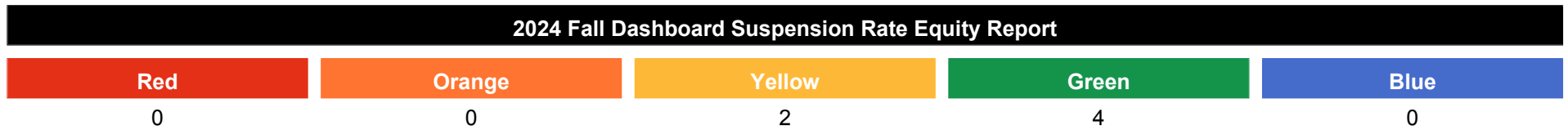
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Green	 Green	 No Performance Color
1.2% suspended at least one day	2% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 1.3%	Declined 0.3%	
661 Students	150 Students	4 Students


Foster Youth


No Performance Color

Fewer than 11 students - data not displayed for privacy

4 Students


Homeless


No Performance Color

Fewer than 11 students - data not displayed for privacy

4 Students

Socioeconomically Disadvantaged



Green

1.3% suspended at least one day

Declined 1.5%

613 Students

Students with Disabilities



Yellow

3.4% suspended at least one day

Declined 2.4%

89 Students

African American



Yellow

4.9% suspended at least one day

Declined 3.7%

61 Students


American Indian


No Performance Color

Fewer than 11 students - data not displayed for privacy

3 Students

Asian



No Performance Color

0% suspended at least one day

Maintained 0%


15 Students

Filipino


No Performance Color

0 Students

Hispanic



Green

0.6% suspended at least one day

Declined 0.8%

506 Students

Two or More Races



No Performance Color

0% suspended at least one day

Declined 3.6%

30 Students


Pacific Islander


No Performance Color

Fewer than 11 students - data not displayed for privacy

3 Students

White


Green

2.3% suspended at least one day

Declined 1.2%

43 Students

Conclusions based on this data:

1. Suspension rates for all students decrease by 1.3, with an overall 1.2% of students suspended for 1 day.
2. Suspension rates for English Learners and Hispanic declined by less than 1%.
3. Suspension rates for African Americans and students with disabilities declined the most significantly.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources.

GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

Goal 1A English Language Arts/Literacy/ELD

A. Sandrini Elementary will improve student achievement in English Language Arts, with 64.7% or more of all students, in 1st-6th grades, meeting their expected growth target as measured by the STAR Reading current Student Growth Percentile (SGP).

We will achieve this goal for all students through a targeted and integrated instructional approach.

B. Sandrini Elementary will improve student achievement in English Language Arts, with 63.2% or more of all English Language Learners, in 1st-6th grades, meeting their expected growth target as measured by the STAR Reading and STAR Early Literacy current Student Growth Percentile (SGP).

We will achieve this goal for ELLs through a targeted, structured and designated English Language Development (ELD) instruction that includes all language domains with an emphasis on speaking, listening, and writing.

C. Sandrini Elementary will improve the English Learner Reclassification rate, with 12% or more, or English Learners will qualify for reclassification.

D. Sandrini Elementary will improve student achievement English Language Arts, with 27.9% of African American students, in 1st-6th grades, meeting their expected growth target as measured by the STAR Reading current Student Growth Percentile (SGP).

Goal 1A will be monitored quarterly using STAR Reading and STAR Early Literacy data from the STAR SGP report, running records, EL reclassification rates, teacher observation, surveys, and walkthrough data. Teachers, leadership, School Site Council (SSC), and English Learner Advisory Committee (ELAC) will analyze data to identify the percentage of students designated as meeting the targeted growth goal. If goals are not being met, teachers identify targeted whole/small group strategies and set goals for "At Risk" or strategic/intensive students by administering the running records every 2-4 weeks. Teachers will meet with the "At Risk" students daily in small group instruction during Differentiated Instructional Groups (DIGs). Students not making growth are recommended for Tier 2 support. ELAC makes recommendations for schoolwide action, strategies, and parent support for English Learners. The SSC recommends and approves schoolwide actions, strategies, and funding based on identified needs.

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our Comprehensive Needs Assessment was conducted by multiple educational partners including: Instructional Leadership Team (ILT), Positive Behavior Interventions and Supports (PBIS), SSC, ELAC, Teachers, Parents, and Students. During this assessment, educational partners were provided opportunities to give input on areas of need on our school site. The Comprehensive Needs Assessment was composed of the Schoolwide Integrated Framework for Transformation Fidelity Integrity Assessment (SWiFT-FIA), PBIS Tiered Fidelity Inventory (TFI), and multiple surveys. Results were brought to ILT, Professional Learning Communities (PLC), ELAC, and SSC reviewing District and school initiatives and identifying areas that need improvement to be addressed within our SPSA to strengthen academic achievement.

Data reviewed for this goal included the following: STAR Reading and STAR CBM, SWiFT-FIA, PBIS TFI, and Parent/Student Surveys.

The SWiFT FIA was conducted by staff members and parents then the data was reviewed by the Instructional Leadership Team in March 2025 using the SWiFT-FIA Rubrics. Results were shared at PLC and via ParentSquare.

The PBIS TFI was conducted by staff members then the data was reviewed by the Instructional Leadership Team in April 2025 using the TFI rubric. Results were shared at PLC.

STAR Reading data (January 2025) was analyzed by the Instructional Leadership Team. Results were shared and reviewed at PLC.

Parent/Student Surveys were reviewed by the Instructional Leadership Team in April 2025. Results were shared at PLC.

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWiFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

STAR EARLY CBM: STAR CBM data from the middle of the 2024-2025 school year indicated that 32% of Sandrini kindergarten students scored nearly or at and above the benchmark on the phoneme segmentation portion of the assessment. The STAR CBM data indicated that 52% of Sandrini first graders scored nearly or at and above the benchmark on the phoneme segmentation portion of the assessment. This indicates a gap in Tier I instruction and foundational reading skills. To address this gap, Sandrini needs to focus on letter-sound correspondence, phonemic awareness, phonics, blending, segmenting, the use of pre-decodable and predictable text, and consistent utilization of University of Florida Institute phonics program.

ELA CAASPP data from the 2023-2024 school year indicated that 23.3% of students were Standard Exceeded (84 students out of 360 students), 23.3% Standard Met (84 students out of 360 students), 21.3% Standard Nearly Met (77 students out of 360 students), 31.9% Standard Not Met (115 students out of 360 students). The identified student groups that are most "At-Risk" based on the ELA

CAASPP data are the students in the following subgroups: Students with Disabilities, African American, and English Learners. To address this gap, Sandrini will continue to build teacher capacity and efficacy in the following areas: Targeted ELD instruction during Designated ELD, Balanced Literacy, Guided Reading and higher-order thinking skills to address reading deficits, including differentiated instruction to meet students' needs.

English Language Arts CA Dashboard data from the 2023-2024 school year indicated that several subgroups were below the standard, resulting in an orange performance band color; Students with Disabilities are 104.9 points below the standard, White were 14.9 points below the standard, and English Learners were 34.4 points below the standard.

English Learner Progress from the 2023-2024 school year indicated that 44% of English Learner's are making progress towards proficiency as measured by the ELPAC, which was a decline of 9.3% from 2022-2023. English Learners scored a reclassification rate of 9.7%, with 13 students of the 133 English Learners reclassifying.

STAR READING: STAR data from the middle of the year of the 2023-2024 school year indicated that 59.7% of Sandrini 1st-6th grade students scored at or above typical growth. This indicates a gap in Tier 1 Instruction. To address this gap, Sandrini will continue to build teacher capacity and efficacy in the following areas: Targeted ELD instruction focused on speaking, listening, and writing during Designated ELD, Balanced Literacy, Guided Reading and higher-order thinking skills to address reading deficits, including differentiated instruction to meet students' needs.

SWIFT FIA: Data indicates that Sandrini was a “3” or sustaining in the following areas:

Administrative Leadership (1.1, 1.2, 2.1) - Continue having open communication and accessibility to site administration. Maintain parent engagement with decision making (ELAC and SSC) and keep all educational partners engaged as part of our Instructional Leadership Team.

Multi-tiered System of Support (MTSS) (3.1, 3.3) - Maintain DIGS & interventions while using multiple assessment measures in Math and ELA. Continue instructional coaching with open communication for observations/feedback.

Integrated Educational Framework (5.2) - Continue using a non-categorical service delivery to support the diversity needs of our students.

Data indicates that Sandrini was a “2” or implementing in the following areas:

Administrative Leadership (2.2) - Be more intentional with communication regarding staff evaluation. Build a stronger system for pre-evaluation conferences and post-evaluation feedback.

Multi-tiered System of Support (MTSS) (3.2, 4.1, 4.2, 4.3) - Refine use of DIGS and become more intentional with the use of lesson planning template. Increase consistency in providing small groups for math intervention. Continue to improve Culturally Responsive Teaching Strategies to meet the needs of the whole child (Academic & behavioral). Use data based decisions to support our SEL practices and when deciding appropriate supports for individualized student need.

Integrated Educational Framework (5.1, 6.1, 6.2) - Continue to build partnerships with General Education (GenEd) and Special Education (SPED) teachers. Provide co-teaching opportunities with classroom integration whenever possible. Develop or find professional development opportunities for co-learning regarding culturally appropriate and sustaining practices.

The data above indicates an opportunity for refinement with; open communication and promoting more parent engagement with decision-making, extending small group instruction and targeted interventions to the academic subject area of math, providing consistent teaching of SEL strategies and behavior expectations in the classroom and around the school campus, strategies for increasing desired behavior. To address these opportunities Sandrini will continue to strengthen Tier 1 and Tier 2 instruction, continue to build collaboration between SPED and GenEd departments, develop a protocol for improved communication between school and home, and provide professional learning around increasing small groups within mathematics.

STUDENT/PARENT SURVEYS: Data indicated that clearer communication between school and home are needed regarding academic performance, resources available for parents, and details regarding school events. To strengthen this communication, Sandrini will provide: send all fliers on Parent Square and on paper in English and Spanish, additional academic resources for families to use at home if needed, after school tutoring opportunities throughout the school year, and multiple opportunities for families to engage with the school community throughout the year.

April 2025:

PBIS Tier 1 TFI: Data indicated that Sandrini was a “1” in implementation in the following areas, which indicated a gap in the following areas:

Team Composition - Work to add parents and students to PBIS Team.

Professional Development - Work to have written process for orienting all staff on the 4 core Tier 1 PBIS practices.

Improve Feedback and Acknowledgement Systems - Increase professional learning to all staff on praising with precise language.

Faculty involvement - Continue to share schoolwide data with staff but also have opportunity to provide input on the universal PBIS foundations.

This indicates gaps in professional development for staff on analyzing behavior data and strategies to improve behavior, continuing to promote parent involvement in decision-making, and training the staff on the behavior matrix so they can more easily provide feedback and acknowledge those students who are following the school-wide expectations.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Reading- overall	59.7% of Sandrini 1st-6th grade students scored at or above typical growth. (Winter 2025)	Each quarter, the number of students who scored at or above typical student growth will increase by 1.25%. By the end of the year, the number of students scoring at or above typical student growth will increase by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Reading-Students with Disabilities	58.6% of Sandrini 1st-6th grade students with disabilities scored at or above typical growth. (17 students out of 68)	Each quarter, the number of students who scored at or above typical student growth will increase by .75% By the end of the year, the number of students scoring at or above typical student growth will increase by 3%
STAR Reading-English Learners	58.2% of Sandrini English Language Learners scored at or above typical growth.	Each quarter, the number of students who scored at or above typical student growth will increase by 1.25%. By the end of the year, the number of students scoring at or above typical student growth will increase by 5%.
STAR Reading-African American Students	22.9% of Sandrini African American students scored at or above typical growth. (8 out of 35 students)	Each quarter, the number of students who scored at or above typical student growth will increase by 1.25%. By the end of the year, the number of students scoring at or above typical student growth will increase by 5%
CAASPP 2023-2024- Overall	23.3% Standard Exceeded (84 students out of 360 students) 23.3% Standard Met (84 students out of 360 students) 21.3% Standard Nearly Met (77 students out of 360 students) 31.9% Standard Not Met (115 students out of 360 students)	The percentage of students scoring Standard Not Met on the 2024-25 CAASPP ELA will decrease from 31.9% to 26.9%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP 2023-2024 Students with Disabilities	<p>48% Standard Exceeded (3 students out of 38)</p> <p>10.5% Standard Met (4 students out of 38)</p> <p>7.9% Standard Nearly Met (3 students out of 38)</p> <p>73.7% Standard Not Met (28 students out of 38)</p> <p>English Language Arts CA Dashboard data from the 2023-2024 school year indicated that Students with Disabilities are 104.9 points below the standard, resulting in an orange performance band color.</p>	The percentage of students scoring Standard Not Met on the 2024-25 CAASPP ELA will decrease from 73.7% to 68.7%
CAASPP 2023-2024 African American Students	<p>16.1% Standard Exceeded (5 students out of 31)</p> <p>19.4% Standard Met (6 students out of 31)</p> <p>19.4% Standard Nearly Met (6 students out of 31)</p> <p>45.2% Standard Not Met (14 out of 31)</p>	The percentage of students scoring Standard Not Met on the 2024-25 CAASPP ELA will decrease from 45.2% to 40.2%
CAASPP 2023-2024 English Learners	<p>6% Standard Exceeded (5 students out of 83)</p> <p>25.3% Standard Met (21 students out of 83)</p>	The percentage of students scoring Standard Not Met on the 2024-25 CAASPP ELA will decrease from 49.1% to 44.1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>19.3% Standard Nearly Met (16 out of 83)</p> <p>49.1% Standard Not Met (41 students out of 84)</p> <p>English Language Arts CA Dashboard data from the 2023-2024 school year indicated that English Learners are 34.4 points below the standard, resulting in an orange performance band color.</p>	

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Applicable During:

In Person (IP)

Strategy/Activity: Tier I – Core Instructional Program

Description of Program:
 Sandrini’s Core ELA instructional program includes academic instruction of the Reading-Language Arts Common Core State Standards (CCSS) and English Language Development (ELD) standards in accordance with the District curriculum maps in alignment with the CA ELA/ELD Framework. District curriculum maps are used to identify priority standards and backwards map instructional delivery. Sandrini employs a balanced literacy program that includes read alouds, model writing, shared reading and writing, guided reading and writing, and independent reading and writing. In addition, small group differentiated instruction (DIGS) is also utilized to provide targeted supported based on the students' instructional need. The Sandrini master instructional schedule reflects protected time for Tier 1 ELA, DIGS, and Designated English Language Development.

The schoolwide ELA instructional program includes protected time blocks for students to access the grade-level content. Teachers instruct using the common core state standards via direct interactive instruction or DII lesson structure while using our District

adopted curriculum Benchmark Advance. Strategies for providing universal access include; phonological awareness and phonics routines, identifying the main idea and key details, summarization, making inferences, the use of thinking maps for story mapping, identification of text structure and text features, language strategies, academic discourse, academic vocabulary, anchor charts, student engagement strategies and collaborative tasks.

Sandrini's small group differentiated instruction time (DIGS) is to provide individualized, targeted support for students based on their instructional reading levels as well as provide students with strategy and skill instructional support. Lexia Core 5 or Lexia Power Up is used for supplemental ELA instruction to address specific learning needs in small groups. Teachers may print scripted lessons to provide instruction aides lessons to address the learning needs of students. To strengthen the DIGS groups and at the Tier 2 instructional level, we will utilize the Fountas & Pinnell Literacy Continuum, Next Steps Forward in Guided Reading, 95% Group PLL lessons, Benchmark Advance leveled readers, Benchmark Advance foundational skills decodables, Fountas & Pinnell leveled readers from Scholastic, Read Naturally (Read Live), Teacher Created Material guided readers, and Learning A-Z. We will use Jan Richardson's lesson plan templates in Next Steps to Guided Reading to develop guided reading lesson plans appropriate for the specific needs of each reading level. Professional learning will take place to support teachers in developing effective guided reading lessons and how to continually monitor to move students along the literacy continuum. These resources provide opportunities for practice with literacy skills at targeted levels allowing for students to demonstrate thinking before, within, and beyond the text. Teachers also utilize running records to assess reading student progress and accurately provide instruction based on individual student need.

Metrics for Effectiveness:

The effectiveness of Sandrini's core instruction Tier 1 ELA program will be monitored through STAR CBM benchmarks, STAR Reading, District IAB's, running records and common formative assessments.

Needed Resources: Instructional supplies to support good first instruction include, but are not limited to, supplemental reading materials (Thinking Maps, Write From the Beginning, Ready Common Core, Haggerty Phonemic Awareness, University of Florida Literacy Instruction (UFLI), etc.) learning technology resources (e.g. Lexia, Educational Software for Guiding Instruction (ESGI), Scholastic News, etc.) and/or equipment, leveled readers, high-interest texts, books for classroom libraries, library books, professional development opportunities focused on Literacy or Language, student materials (e.g. folders, journals, binders, whiteboards, chart paper, post-it notes, colored pens for writing, etc.) and student incentives/awards. Extra time for both certificated and classified staff to support literacy needs as determined by student need and data analysis. Teachers will be given opportunities for release time and time outside of contracted hours to build collective teacher efficacy by collaborating and developing curriculum to meet the needs of their learners based on data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

5000	Title I, Part A 4300-00: Supplies & Materials	Supplemental instructional materials/supplies to support Tier 1 ELA Instruction for all students. (i.e. Write from the Beginning materials, Thinking Maps, Pathway to Proficiency, etc.)	December 2025
3000	Title I, Part A 5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc.	Printing of instructional materials to support Tier 1 ELA Instruction for all students. (i.e. Award certificates, reading materials, etc.)	January 2026
2000	Title I, Part A 4200-00: Books - Other Than Textbooks	Supplemental reading materials, including, but not limited to, novel sets, trade books, leveled readers, Battle of the Books texts, and texts for classroom read alouds.	January 2026
2500	Title I, Part A 4300-00: Supplies & Materials	Provide a summer workbook to students in K-6 to improve achievement in ELA and help with mitigating summer learning loss.	May 2026
	LCFF- Base 4300-00: Supplies & Materials	Awards, books, bookmarks, pencils, and other items to be used as reading incentives	January 2026
	Title I, Part A 5800-00: Consultants/Professional Services	Consultants and/or licensing to support Tier 1 ELA instruction.	October 2025

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Applicable During:

In Person (IP)

Strategy/Activity: English Learners – Tier I: Designated English Language Development (D-ELD and Integrated Language Development Supports (I-ELD)

Description of Program:

Sandrini's English Learner (EL) instructional program provides a protected time block of 30 minutes, designated EL instruction, which is specifically designed academic instruction in English in which the CA common core standards are used in tandem with the state-

adopted ELD standards with a goal of academic and language proficiency. EL students have access to the core curriculum with language support embedded in English Language Arts and other content area subjects with appropriate scaffolds and support. The designated ELD block is used to support core instruction while building English Learners' knowledge about language structures and developing vocabulary to support their success and engagement with all four ELPAC domains, listening, speaking, reading, and writing skills.

Evidence-based strategies, actions, and services being provided to our EL students include:

Developing students' academic language while teaching literacy across all content areas through integrated English language development, teaching vocabulary across all content areas, and peer-supported learning via Think, Pair, Share including the use of academic vocabulary and sentence frames for discussions. To help foster academic language and vocabulary development, teachers provide opportunities for an in-depth understanding of words through reading, writing, listening, and speaking. Instruction in the use of academic vocabulary and word-learning strategies including context clues and word parts, modeling, visuals, think time, and word walls. Small group instruction, thinking maps, sentence starters, writing frames, and manipulatives are also implemented. In addition, EL students are provided with structured interactions with peers such as strategic grouping for collaboration with language frames.

Metric for Effectiveness:

Annually, English Learner students take the ELPAC assessment and these scores are reviewed and analyzed to target individual student needs and provide appropriate instruction within the classroom. STAR Early Literacy, STAR Reading, IAB data and common formative assessment data is used to monitor the progress of low-achieving ELs. Both STAR assessments provide instructional planning reports that identify targeted skills and grade-level proficiency to assist in addressing learning gaps. Using the Ellevation software platform, RFEP students are monitored at least once a year to identify students maintaining proficiency or in need of instructional support in identified areas. Teachers review and discuss data for RFEP students during PLC to determine instructional needs and necessary support. Identification and monitoring of LTELs are completed through the Ellevation software platform. At least once a year, LTEL students are monitored, and action plans are developed by the teacher using the Ellevation software platform.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

2000	LCFF- Base 4300-00: Supplies & Materials	Instructional supplies to support Tier 1 ELD instruction	January 2026
2000	Title I, Part A 4300-00: Supplies & Materials	Supplemental instructional supplies to support ELD instruction (i.e. Frames for Fluency, picture cards, headphones, etc.)	September 2026

0	Title I, Part A 5800-00: Consultants/Professional Services	Consultants and/or licensing to support Tier 1 ELD instruction.	January 2026
1000	Title I, Part A 5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc.	Printing of supplemental instructional materials to support ELD Instruction.	December 2025

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Applicable During:

In Person (IP)

Strategy/Activity: Tier II

Tier 2 and Tier 3 Interventions and Supports

Description of the Program:

As part of our multi-tiered system of support, we provide differentiated literacy support based on the student needs identified through various assessment measures. Initial standardized assessment data, which includes 95% group phonemic awareness and phonics screener, is collected and used to place students in groups based on their instructional reading level and common reading behaviors. During guided reading groups, teachers listen to students read leveled readers/passages and offer immediate feedback to address phonemic awareness and phonics needs, support fluency, vocabulary, writing, and comprehension. Students are provided with small group instruction in addition to Tier 1 small groups. To support group flexibility and student growth, teachers progress monitor using running records and other formative assessments. The frequency of running record collection correlates directly with the level of student need as does the Phonics Screener for Intervention (PSI) progress monitoring tools. Running record data is used to analyze miscues for the purpose of informing instruction, as well as to regroup or alter instructional reading levels.

The Student Success Team (SST) will meet with families as well as a wide range of educational partners (e.g. Academic coach, intervention teacher, school nurse, psychologist, administration, students, family members, etc.) throughout the year to determine needs and strategies to increase the literacy skills and academic success of students needing strategic or intensive intervention.

Measure of Effectiveness:

Data will be reviewed monthly during a designated PLC to determine groups and intervention data and progress through specific skills will also be analyzed monthly. Administration and literacy support staff (academic coach, classroom teacher, intervention teacher, etc.) will also measure student progress with STAR CBM benchmarks, STAR Reading, and IAB data.

Needed Resources:

Instructional supplies to support Tier 2 and Tier 3 ELA Literacy instruction will include, but is not limited to; supplemental reading intervention materials, Read Naturally Live, Standards Plus, Ready Common Core, leveled readers, and phonics materials. Provide release time for the members of the SST team and provide for professional learning opportunities for staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

1000	Title I, Part A 4200-00: Books - Other Than Textbooks	Supplemental instructional supplies to support Tier 2 and Tier 3 instruction.	January 2026
500	Title I, Part A 5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc.	Printing of supplemental materials to support Tier 2 and Tier 3 instruction	January 2026
	LCFF- Base 1100-01: Certificated Teachers - Subs	Provide substitutes for teachers to attend Student Success Team meetings	April 2026
3750	Title I, Part A 1100-02: Certificated Teachers - Extra Duty	Offer after school tutoring opportunities for students based on a targeted skill and student need. This additional support will take place outside of the regular day and will supplement any interventions provided during the school day.	April 2026

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Special Education

Applicable During:

In Person (IP)

Strategy/Activity: Tier III

Description of the Program:

Based on data (i.e. achievement data, observational data, feedback) and identified individualized needs, Intensive Intervention Center (IIC) Teachers and aides will pull out and/or push into general education classrooms (i.e. inclusion) as appropriate to support all students with Individual Educational Plan (IEPs) as well as general education students during, but not limited to protected DIGs time (i.e. small group instruction) to scaffold grade level mastery of standards. Special Day Class (SDC) Teachers will mainstream students as appropriate to encourage and support Literacy. SPED teachers (i.e. IIC and SDC Teachers) will collaborate with Instructional Support Staff (i.e. Administration, Psychologist, Academic Coaches, etc.), General Education Teachers, Special Services District Personnel, Related Services Personnel (e.g. Occupational Therapy, Vision Specialist, etc.), and other Educational Partners (e.g. parents, families, community members, etc.) on a regular basis. Additionally, at least one SPED representative will participate on the Instructional Leadership Team as well as on the Culture and Climate/MTSS Team in order to ensure alignment with P-BVUSD and site based priorities and consistency in all SPED classrooms.

Metrics for Effectiveness:

Effectiveness will be monitored by student data during PLC meetings with Special Education and General Education Teachers, classroom walkthroughs and observations, and feedback by the Administrative Team and the Special Services Department. IIC and SDC teachers will participate in PLC's with grade level teams as well as with their team to review data and collaborate regarding students' progress toward meeting individualized benchmarks.

Needed Resources:

Instructional supplies to support high quality Special Education instruction will include (but are not limited to) supplemental learning materials related to Literacy such as learning technology and/or equipment, supplemental curricular materials and/or Professional Development opportunities (PD), student materials (e.g. folders, journals, binders, whiteboards, chart paper, post-it notes, highlighters, etc.) and student incentives/awards. Extra time for both Certificated and Classified staff will be made available to support supplemental Special Education Literacy needs as determined by student needs/data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources

GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

Goal 1B Mathematics

A. Sandrini Elementary will improve student achievement in mathematical concepts, with 64.6% or more of all students, in 1st-6th grades, meeting their expected growth target as measured by the STAR Math current Student Growth Percentile (SGP).

B. Sandrini Elementary will improve student achievement in mathematical concepts, with 45% or more of Students With Disabilities, in 1st-6th grades, meeting their expected growth target as measured by the STAR Math Student Growth Percentile (SGP).

C. Sandrini Elementary will improve student achievement in mathematical concepts, with 64.7% or more of English Learners, in 1st-6th grades, meeting their expected growth target as measured by the STAR Math Student Growth Percentile (SGP).

D. Sandrini Elementary will improve student achievement in mathematical concepts, with 36.3% of African American students, in 1st-6th grades, meeting their expected growth target as measured by the STAR Math Student Growth Percentile (SGP).

Goal 1B will be monitored quarterly using STAR Math data from the STAR SGP report. Teachers, Instructional Leadership Team, SSC and ELAC will analyze data to identify the percentage of students designated as meeting the target growth goal. If goals are not being met, teachers will identify targeted whole/small group strategies and set goals for "At Risk" or strategic/intensive students and provide extra time and support during math small group instruction, and progress monitoring every 4 weeks with common formative assessments. Students not making growth are recommended for Tier 2 support.

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our Comprehensive Needs Assessment was conducted by multiple educational partners including: Instructional Leadership Team, PBIS, SSC, ELAC, Teachers, Parents, and Students. During this assessment, educational partners were provided opportunities to give input on areas of need on our school site. The Comprehensive Needs Assessment was composed of the SWiFT-FIA, PBIS TFI,

and multiple surveys. Results were brought to ILT, PLC, ELAC, and SSC reviewing District and school initiatives and identifying areas that need improvement to be addressed within our SPSA to strengthen academic achievement.

Data reviewed for this goal included the following: STAR Math, SWiFT-FIA, PBIS TFI, and Parent/Student Surveys.

The SWiFT-FIA was conducted by staff members and parents. The data was reviewed by the Instructional Leadership Team in April 2025 using the SWiFT-FIA Rubrics. Results were shared at PLC and via ParentSquare.

The PBIS TFI was conducted by staff members and then the data was reviewed by the Instructional Leadership Team in April 2025 using the TFI rubric. Results were shared at PLC.

STAR Math data (April 2025) was analyzed by the Instructional Leadership Team. Results were shared and reviewed at PLC.

Parent/Student Surveys were reviewed by the Instructional Leadership Team in March 2025. Results were shared at PLC.

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWiFT-FIA, TFI, STAR Math/Reading, CAASPP, KIDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

Math CAASPP data from the 2023-2024 school year indicated that 16.7% of students were Standard Exceeded (61 students out of 366 students), 21.6% Standard Met (79 students out of 366 students), 22.7% Standard Nearly Met (83 students out of 360 students) and 39.1% Standard Not Met (143 students out of 366 students). The identified student groups that are most “At-Risk” based on the Math CAASPP data are the Students with Disabilities subgroup. To address this gap, Sandrini will continue to build teacher capacity and efficacy in the following areas: Concrete, Representational, and Abstract (CRA) instructional approaches in math, math academic language that aligns with the new mathematics framework, creating a math thinking classroom with the use of math tasks, daily number sense activities, and higher order thinking strategies and questions.

Math CA Dashboard data from the 2023-2024 school year indicated that Students with Disabilities are 138.5 points below the standard, making them a red performance band color.

STAR Math: STAR data from the middle of the year of the 2024-2025 school year indicated that 59.6% of Sandrini 1st-6th grade students scored at or above expected growth. This indicates a gap in Tier 1 Instruction. To address this gap, Sandrini will continue to build teacher capacity and efficacy in the following areas: Concrete, Representational, and Abstract (CRA) instructional approaches in math, math academic language that aligns with the new mathematics framework, creating a math thinking classroom with the use of math tasks, daily number sense activities, and higher order thinking strategies and questions.

SWiFT FIA: Data indicates that Sandrini was a “3” or sustaining in the following areas:

Administrative Leadership (1.1, 1.2, 2.1) - Continue having open communication and accessibility to site administration. Maintain parent engagement with decision making (ELAC and SSC) and keep all educational partners engaged as part of our Instructional Leadership Team.

Multi-tiered System of Support (MTSS) (3.1, 3.3) - Maintain DIGS & interventions while using multiple assessment measures in Math and ELA. Continue instructional coaching with open communication for observations/feedback.

Integrated Educational Framework (5.2) - Continue using a non-categorical service delivery to support the diversity needs of our students.

Data indicates that Sandrini was a “2” or implementing in the following areas:

Administrative Leadership (2.2) - Be more intentional with communication regarding staff evaluation. Build a stronger system for pre-evaluation conferences and post-evaluation feedback.

Multi-tiered System of Support (MTSS) (3.2, 4.1, 4.2, 4.3) - Refine use of DIGS and become more intentional with the use of lesson planning template. Increase consistency in providing small groups for math intervention. Continue to improve Culturally Responsive Teaching Strategies to meet the needs of the whole child (Academic & behavioral). Use data based decisions to support our SEL practices and when deciding appropriate supports for individualized student need.

Integrated Educational Framework (5.1, 6.1, 6.2) - Continue to build partnerships with General Education (GenEd) and Special Education (SPED) teachers. Provide co-teaching opportunities with classroom integration whenever possible. Develop or find professional development opportunities for co-learning regarding culturally appropriate and sustaining practices.

The data above indicates an opportunity for refinement with; open communication and promoting more parent engagement with decision-making, extending small group instruction and targeted interventions to the academic subject area of math, providing consistent teaching of SEL strategies and behavior expectations in the classroom and around the school campus, strategies for increasing desired behavior. To address these opportunities Sandrini will continue to strengthen Tier 1 and Tier 2 instruction, continue to build collaboration between SPED and GenEd departments, develop a protocol for improved communication between school and home, and provide professional learning around increasing small groups within mathematics.

STUDENT/PARENT SURVEYS: Data indicated that clearer communication between school and home are needed regarding academic performance, resources available for parents, and details regarding school events. To strengthen this communication, Sandrini will provide: send all fliers on Parent Square and on paper in English and Spanish, additional academic resources for families to use at home if needed, after school tutoring opportunities throughout the school year, and multiple opportunities for families to engage with the school community throughout the year.

April 2025:

PBIS Tier 1 TFI: Data indicated that Sandrini was a “1” in implementation in the following areas, which indicated a gap in the following areas:

Team Composition - Work to add parents and students to PBIS Team.

Professional Development - Work to have written process for orienting all staff on the 4 core Tier 1 PBIS practices.

Improve Feedback and Acknowledgement Systems - Increase professional learning to all staff on praising with precise language.

Faculty involvement - Continue to share schoolwide data with staff but also have opportunity to provide input on the universal PBIS foundations.

This indicates gaps in professional development for staff on analyzing behavior data and strategies to improve behavior, continuing to promote parent involvement in decision-making, and training the staff on the behavior matrix so they can more easily provide feedback and acknowledge those students who are following the school wide expectations.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Math- overall	59.6% of Sandrini 1st-6th grade students scored at or above typical growth. (Winter 2024)	Each quarter, the number of students who scored at or above typical student growth will increase by 1.25%. By the end of the year, the number of students scoring at or above typical student growth will increase by 5%.
STAR Math- English Learners	59.7% of Sandrini English Language Learners scored at or above typical growth.	Each quarter, the number of students who scored at or above typical student growth will increase by 1.25%. By the end of the year, the number of students scoring at or above typical student growth will increase by 5%.
STAR Math-Students with Disabilities	40% of Sandrini Students with Disabilities scored at or above typical growth.	Each quarter, the number of students who scored at or above typical student growth will increase by 1.25% By the end of the year, the number of students scoring at or above typical student growth will increase by 5%.
STAR Math-African American students	31.3% of Sandrini African American students scored at or above typical growth.	Each quarter, the number of students who scored at or above typical student growth will increase by 1.25%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		By the end of the year, the number of students scoring at or above typical student growth will increase by 5%.
Math CAASPP 2023-2024 Overall	<p>16.7% Standard Exceeded (61 students out of 366 students)</p> <p>21.6% Standard Met (79 students out of 366 students)</p> <p>22.7% Standard Nearly Met (83 students out of 366 students)</p> <p>39.1% Standard Not Met (143 students out of 366 students)</p>	The percentage of students scoring Standard Not Met on the 2024-25 CAASPP Math will decrease from 39.1% to 34.1%
Math CAASPP 2023-2024-Students with Disabilities	<p>2.6% Standard Exceeded (1 students out of 38 students)</p> <p>7.9% Standard Met (3 students out of 38 students)</p> <p>15.8% Standard Nearly Met (6 students out of 38 students)</p> <p>73.7% Standard Not Met (28 students out of 38 students)</p> <p>CA Dashboard data, Students with Disabilities are 138.5 points below the standard, making them a red performance band color.</p>	The percentage of students scoring Standard Not Met on the 2024-25 CAASPP Math will decrease from 73.7% to 68.7%
Math CAASPP 2023-2024-African American Students	16.1% Standard Exceeded (5 students out of 31)	The percentage of students scoring Standard Not Met on the 2024-25

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	9.7% Standard Met (3 students out of 31) 12.9% Standard Nearly Met (4 students out of 31) 61.3% Standard Not Met (19 out of 31)	CAASPP Math will decrease from 61.3% to 56.3%
Math CAASPP 2023-2024-English Learners	8% Standard Exceeded (7 students out of 88) 15.9% Standard Met (14 students out of 88) 23.9% Standard Nearly Met (21 out of 88) 52.3% Standard Not Met (46 students out of 88)	The percentage of students scoring Standard Not Met on the 2024-25 CAASPP Math will decrease from 52.3% to 47.3%

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Applicable During:

In Person (IP)

Strategy/Activity: Tier I – Core Instructional Program

Description of the Program:

Sandrini's Core math instructional program includes academic instruction of the Mathematics Common Core State Standards (CCSS) in accordance with the District curriculum maps in alignment with the CA mathematics framework. Sandrini delivers good first instruction on grade level mathematics which includes fundamental math practices like; number talks, making sense of a problem, persevering through a problem, attend to precision and utilize appropriate tools, and modeling with math utilizing the Concrete, Representational, Abstract (CRA) model and collaborative math tasks. Universal Design for Learning is incorporated into Tier 1 instruction to give grade-level access to all learners. Integrated language supports are used to support our English Learners in their academic discourse within mathematics. In addition, small group instruction is also utilized to scaffold the necessary skills to master the standards. All classrooms implement NextGen Math, which differentiates instruction, builds small group lessons, promotes math fluency, creates common formative assessments, uses data to inform instruction, and tracks student success.

The schoolwide mathematics instructional program includes protected time blocks for students to access the grade-level math content. Teachers instruct using the Common Core State Standards via direct interactive instruction or DII lesson structure while using our District adopted curriculum GoMath and supplemental material Eureka. Strategies for providing universal access include: lessons begin with a Number Talk, Numeracy Activity, or CRA model to focus on specific strategies and expose students to different mental math strategies, core math lessons are introduced with manipulatives and include a clear lesson objective/essential question, process steps, academic vocabulary, and higher-level questions. Teachers use language supports for student comprehension and sentence frames to provide tools to support mathematical conversations and collaborative interactions. Based on common formative assessment data, students are grouped for small group instruction based on need. The teacher led group focuses on re-teaching math skills with appropriate scaffolds to remediate skill gaps.

Metric for Effectiveness:

The effectiveness of Sandrini's core instruction Tier 1 Mathematics program will be monitored through STAR Math, District IAB's and common formative assessments.

Needed Resources:

Instructional supplies to support good first instruction include, but are not limited to, supplemental mathematics materials (i.e. Eureka Math consumable workbooks, Thinking Classroom wipe books, Ready Common Core, etc.), supplemental technology materials for math (i.e. Reflex math, Dreambox, Starfall, etc.), student

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

8000	Title I, Part A 4300-00: Supplies & Materials	Instructional supplies and materials to support Tier 1 mathematics instruction..	January 2026
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4000	Title I, Part A 5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc.	Printing of instructional materials to support Tier 1 mathematics instruction.	January 2026
3000	Title I, Part A 4300-00: Supplies & Materials	Provide additional manipulative materials to support Tier I including classroom math manipulatives, whiteboards, wipe books, chart paper, Math Tools Resource Kits, Thinking Classrooms and Differentiated Math Center materials.	January 2026
2500	Title I, Part A 4300-00: Supplies & Materials	Provide a summer workbook to students in K-6 to improve achievement in math and flashcards to help with mitigating summer learning loss.	May 2026

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Applicable During:

In Person (IP)

Strategy/Activity: English Learners – Tier I: Designated English Language Development (D-ELD and Integrated Language Development Supports (I-ELD)

Description of Program:

All teachers will integrate English Language Development strategies during the Mathematics instructional block anchored in the ELD standards in order to provide students with ongoing opportunities to practice all language domains (Listening, Reading, Writing, and Speaking) in math. EL students are provided with structured interactions with peers such as strategic grouping for collaboration with language frames to express processes and solutions, Math Talks/Mathematical discourse, along with math notebooks to bridge math with real-world concepts.

Metric for Effectiveness:

The effectiveness of integrated ELD strategies in Tier 1 mathematics will be monitored through STAR Math and EL subgroup data, District IABs, and common formative assessments.

Needed Resources:

Instructional supplies to support ELs in mathematics (math manipulatives to support the CRA model, student materials such as notebooks, whiteboards, dry erase markers, post it notes, etc.), supplemental mathematics materials such as learning technology and/or equipment, professional development opportunities for teachers (i.e. Building a Thinking Classroom, the new CA mathematics framework, student centered instruction, etc.) and student incentives/awards. Extra time for both certificated and classified staff to support literacy needs as determined by student need and data analysis. Teachers will be given opportunities for release time and time outside of contracted hours to build collective teacher efficacy by collaborating and developing curriculum to meet the needs of their learners based on data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Tier II

Tier 2 and Tier 3 Interventions and Supports

Description of the Program:

As part of our multi-tiered system of support, we provide differentiated mathematics support based on the student needs identified through various assessment measures. Students with learning gaps in math will be given additional small group instruction to target the identified learning gaps. Students who do not respond to this additional support will be referred to our Student Success Team. The Student Success Team (SST) will meet with families as well as a wide range of educational partners (e.g. Academic coach, intervention teacher, school nurse, psychologist, administration, students, family members, etc.) throughout the year to determine needs and strategies to increase the mathematics skills and academic success of students needing strategic or intensive intervention. The team develops a plan for increased intervention, modified strategies, and other actions to meet the unique learning needs of the student. Progress will be monitored. Criteria will be defined for entrance and exit from Tier 2 and Tier 3 Math intervention.

Measure of Effectiveness:

The effectiveness of Tier 2 and Tier 3 mathematics support will be monitored by classroom teachers using Star Math, NextGen, common formative assessments, and checks for understanding at an increased rate of frequency compared to all students. In addition, Tier 2 Math will be monitored via regular classroom walkthroughs conducted by the Principal, Assistant Principal, and Academic Coaches as well a peer and teacher observation and feedback.

Needed Resources:

Instructional supplies to support Tier 2 and Tier 3 mathematics instruction will include, but is not limited to; supplemental mathematics intervention materials, math learning technology, and supplemental curricular materials. Provide release time for the members of the SST team and provide for professional learning opportunities for staff.

Based on common formative assessment data, students are grouped for small group differentiated math instruction (DIGS groups) based on need. The teacher-led group focuses on re-teaching math skills with appropriate scaffolds to remediate skill gaps. To strengthen the core and differentiated small group instruction, we will utilize intervention kits, to build numeracy skills in students who are struggling with core number concepts. Sandrini University (boot camps) will be offered to focus on math intervention and specific skills and extended-day tutoring will be offered 3 days (Monday, Tuesday, and Thursday) for up to 1 hour per day. Students will be grouped based on a focus skill for a 6-week period for 30 weeks. Teachers and/or Instructional Aides will provide tutoring after school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

250	Title I, Part A 4300-00: Supplies & Materials	Instructional supplies to support Tier 2 and Tier 3 mathematics instruction.	January 2026
3750	Title I, Part A 1100-02: Certificated Teachers - Extra Duty	Offer after school tutoring opportunities for students based on a targeted skill and student need. This additional support will take place outside of the regular day and will supplement any interventions provided during the school day.	April 2026
500	Title I, Part A 5710-00: Transfer of Direct Costs - Printing, District Bus Field Trips, etc.	Printing of supplemental materials to support Tier 2 and Tier 3 instruction.	January 2026

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources

GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

Goal 2 Comprehensive Educational Experience

Sandrini Elementary will provide a comprehensive, well-rounded educational experiences for all students that includes opportunities to grow in critical thinking, tolerance, cultural awareness, social-emotional learning and health/wellness.

A. By the end of the year, 80% of Sandrini teachers will plan for and teach a science and social studies unit each quarter.

B. On the 2025-26 CA Science Test (CAST), all students will meet the increased measure on the CA Dashboard, with an increase of 2.0 points or more.

Goal 2 will be monitored using PLC agendas, planning day agendas and support from the Academic Coach, classroom walkthroughs, and lesson plans monthly. In addition, the NGSS staff survey will be administered to staff at the beginning of the year, middle of the year, and end of the year. Data from the survey will guide the development of professional learning opportunities and on-going coaching and support for teachers.

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our Comprehensive Needs Assessment was conducted by multiple educational partners including: Instructional Leadership Team, PBIS, SSC, ELAC, Teachers, Parents, and Students. During this assessment, educational partners were provided opportunities to give input on areas of need on our school site. The Comprehensive Needs Assessment was composed of the SWiFT-FIA, PBIS TFI, and multiple surveys. Results were brought to ILT, PLC, ELAC, and SSC reviewing District and school initiatives and identifying areas that need improvement to be addressed within our SPSA to strengthen academic achievement.

Data reviewed for this goal included the following: STAR Reading and STAR Math, SWiFT-FIA, PBIS TFI, and Parent/Student Surveys.

The SWiFT-FIA was conducted by staff members and parents then the data was reviewed by the Instructional Leadership Team in March 2025 using the SWiFT-FIA Rubrics. Results were shared at PLC and via ParentSquare.

The PBIS TFI was conducted by staff members then the data was reviewed by the Instructional Leadership Team in April 2025 using the TFI rubric. Results were shared at PLC.

STAR Reading and STAR Math data (February 2025) was analyzed by the Instructional Leadership Team. Results were shared and reviewed at PLC.

Parent/Student Surveys were reviewed by the Instructional Leadership Team in April 2025. Results were shared at PLC.

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWiFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

SWiFT FIA: Data indicates that Sandrini was a “3” or sustaining in the following areas:

Administrative Leadership (1.1, 1.2, 2.1) - Continue having open communication and accessibility to site administration. Maintain parent engagement with decision making (ELAC and SSC) and keep all educational partners engaged as part of our Instructional Leadership Team.

Multi-tiered System of Support (MTSS) (3.1, 3.3) - Maintain DIGS & interventions while using multiple assessment measures in Math and ELA. Continue instructional coaching with open communication for observations/feedback.

Integrated Educational Framework (5.2) - Continue using a non-categorical service delivery to support the diversity needs of our students.

Data indicates that Sandrini was a “2” or implementing in the following areas:

Administrative Leadership (2.2) - Be more intentional with communication regarding staff evaluation. Build a stronger system for pre-evaluation conferences and post-evaluation feedback.

Multi-tiered System of Support (MTSS) (3.2, 4.1, 4.2, 4.3) - Refine use of DIGS and become more intentional with the use of lesson planning template. Increase consistency in providing small groups for math intervention. Continue to improve Culturally Responsive Teaching Strategies to meet the needs of the whole child (Academic & behavioral). Use data based decisions to support our SEL practices and when deciding appropriate supports for individualized student need.

Integrated Educational Framework (5.1, 6.1, 6.2) - Continue to build partnerships with General Education (GenEd) and Special Education (SPED) teachers. Provide co-teaching opportunities with classroom integration whenever possible. Develop or find professional development opportunities for co-learning regarding culturally appropriate and sustaining practices.

2024 CAST data indicated that 15.46% of Sandrini students in grade 5 met or exceeded the standards. This indicates a need for increased science instruction in all grade levels aligned to the Next Generation Science Standards (NGSS). Utilizing an integration model with science and ELA or science and math will be critical.

Walk Through Data indicated that the science curriculum, Amplify, was used more consistently. This data indicates a need for continued professional learning about the NGSS standards, the components of Amplify and how to utilize and plan good first instruction in science using Amplify curriculum, as well as coaching around planning integration units that encompass ELA or math and science.

STUDENT/PARENT SURVEYS: Data indicated that clearer communication between school and home are needed regarding academic performance, resources available for parents, and details regarding school events. To strengthen this communication, Sandrini will provide: send all fliers on Parent Square and on paper in English and Spanish, additional academic resources for families to use at home if needed, after school tutoring opportunities throughout the school year, and multiple opportunities for families to engage with the school community throughout the year.

April 2025:

PBIS Tier 1 TFI: Data indicated that Sandrini was a “1” in implementation in the following areas, which indicated a gap in the following areas:

Team Composition - Work to add parents and students to PBIS Team.

Professional Development - Work to have written process for orienting all staff on the 4 core Tier 1 PBIS practices.

Improve Feedback and Acknowledgement Systems - Increase professional learning to all staff on praising with precise language.

Faculty involvement - Continue to share schoolwide data with staff but also have opportunity to provide input on the universal PBIS foundations.

This indicates gaps in professional development for staff on analyzing behavior data and strategies to improve behavior, continuing to promote parent involvement in decision-making, and training the staff on the behavior matrix so they can more easily provide feedback and acknowledge those students who are following the school wide expectations.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Science Test- Grade 5	21.2 points below standard	19.2 points below standard
Number of science and social studies units of study integrated with ELA or math lesson plans	34 units of study in science and 36 units of social studies were integrated into ELA or math lessons in classrooms.	1 unit of science and social studies integrated into ELA or math lessons per quarter in all classrooms.

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Applicable During:

In Person (IP)

Strategy/Activity: Technology

Description of Program:

Sandrini's Tier 1 program utilizes technology as a tool to build 21st century skills. All students in grades TK-6 have access to an assigned Chromebook for use in completion of classwork, access to supplemental online programs, collaboration tasks, and more. All classrooms are also equipped with Promethean boards. Teachers have opportunities to utilize maker carts to support science and math instruction as well.

Metric for Effectiveness:

Walk through data will be used to monitor use of the maker carts and Promethean boards. The availability of Chromebooks will be monitored to ensure all students have consistent, daily access to technology within their classrooms.

Needed Resources:

Technology needs include purchasing presentation remotes and other technology accessories (i.e. headphones, mice, iPads, Redcats) for every classroom to provide engaging and interactive lessons.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

3200	Title I, Part A 4400-74: Title 1 - Technology > \$500	Redcat, instructional audio device	May 2026
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Applicable During:

In Person (IP)

Strategy/Activity: Educational software and licensing (across other curricular areas)

Description of the Program:

Sandrini's Tier 1 academic program includes the use of educational software and licenses to supplement instruction. All grade levels have access to Lexia, NextGen Math, Illuminate, Renaissance (STAR Reading and Math, Early Literacy, MyOn, and Accelerated Reader).

For ELA, provide supplemental computer licenses and programs including, but not limited to, iReady, Lexia, Lexia English, Read Live, Starfall, ESGI Easy Progress Monitoring, Reading A -Z, and Freckle to improve student achievement. Students utilize these programs during differentiated instructional groups and some may be accessed at home to support the home-school connection. Programs such as SORA, EPIC, MyOn, or other digital lending library programs that can use Chromebooks, tablets, smartphones, etc. to make access easier for students at home or at school.

For math, provide supplemental computer licenses and programs including, but not limited to, IXL, Reflex Math, Generation Genius, and Freckle. These licenses support math fluency and allow students to work on targeted skills to meet their individual needs. The programs can be used during math small group instructional time or for intervention to assist students needing additional support.

Metric for Effectiveness:

Each online program will be monitored for effectiveness by quarterly monitoring of usage and progress of students utilizing each program.

Needed Resources:

As funds allow, purchase site licenses for Reflex, Read Live, and/or other educational licenses to address specific learning needs of our students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

11000	Title I, Part A 5800-89: Software	Licenses to include, but not limited to: Reflex Math, Reading A to Z, Lexia English, Read Live, Freckle, Starfall, Generation Genius	January 2026
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Applicable During:

In Person (IP)

Strategy/Activity: Upgrading the school library to improve student achievement (increasing access, increasing collections and circulation, non-fiction research materials, integrated print, media, technology)

Description of the Program:

All students have access to weekly opportunities to visit Sandrini's library with their class. The library includes a diverse selection of books to appeal to the students' interests and provide cultural relevance as well. Sandrini's library has a need for more updated books that are more relevant to the student's interests and needs. Research indicates that there is a positive correlation between increased student achievement in schools that have high-quality library programs staffed by those who share their expertise with the school community. We will also; purchase more Battle of the Books to increase student participation in this competition, purchase more books in English and Spanish so families may enjoy books together, and purchase books celebrating diversity and cultural relevance for the students' we serve.

Our library will support our Accelerated Reader program (A.R.). During weekly classroom library times, the school librarian will celebrate students who met their individualize A.R. goal. Incentives/prizes will be given to students meeting their goals. Our library will also be open after school hours to encourage and support families utilizing the space with their children. Books, bookmarks, and other incentives will be available via a raffle for those in attendance and notifications regarding the dates and times of the Library Family Nights will be send home to families via Parent Square.

Metric of Effectiveness:

We will monitor the average copyright date of books in the library, the number of students honored for meeting their A.R. goal, and keep attendance sign in sheets for the Library Family Nights to track the number of participants.

Needed Resources:

Library books in English and Spanish, non-fiction and high interest books with increase diversity and cultural relevance, and Battle of the Books titles to increase participation. Incentives/awards for students meeting their A.R. goals and participating in the Family Library Nights.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

2500	Title I, Part A 242400-420000: Library: books, supplies & equipment	Purchase high-interest, non-fiction, and culturally relevant books to expand and supplement the library.	December 2025
	LCFF- Base 242400-420000: Library: books, supplies & equipment	Purchase high-interest, non-fiction, and culturally relevant books to expand and supplement the library.	December 2025
	LCFF- Base 2200-02: Classified Support - Extra Duty/Overtime	Classified extra duty time to support the Family Library events.	May 2026
	LCFF- Base 4300-00: Supplies & Materials	Incentives for A.R., Battle of the Books, and supplies and materials for our Family Library events.	May 2026

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Applicable During:

In Person (IP)

Strategy/Activity: Improving Science Education (STEM/STEAM)

Description of the Program:

As part of our school's commitment to the integration of science standards within the ELA and Math standards, we will purchase journals for observations, magnifying glasses, and other materials to support science exploration and learning. We will use this opportunity to support student learning and hands on experience by providing an outdoor learning and observation time for students to have application of science standards they are learning within the classroom to an outdoor learning space. The school will monitor

the effectiveness of the program by walkthrough observational data of science integration lessons within ELA and Math and SSC will monitor and evaluate this strategy.

Metric of Effectiveness:

Walkthroughs and classroom observations, sign in sheets and participants at the Family Math and STEAM night, lesson plans to measure implementation of science instruction along with integration of science into ELA or math instruction, and participation in schoolwide activities that are offered.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

1000	Title I, Part A 4300-00: Supplies & Materials	Instructional supplies and materials to support STEAM education.	May 2026
1000	Title I, Part A 4300-00: Supplies & Materials	Science fair participation boards, gardening supplies (plants and soil), journals for observations, Math and STEAM night materials (manipulatives and printed hand outs to complete the activity at home).	March 2026
2000	Title I, Part A Parent Engagement 1100-02: Certificated Teachers - Extra Duty	Provide a Family Math and STEAM Night in which staff run math and science stations for a hands-on learning experience.	May 2026
900	Title I, Part A 1100-01: Certificated Teachers - Subs	Provide opportunities for students to participate in schoolwide, grade level, county, or district activities including Science Fair, Battle of the Books, Oral Language, and Robotics.	May 2026

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ELs

Applicable During:

In Person (IP)

Strategy/Activity: English Learners: Monitoring EL progress, supporting LTELs, integrated ELD across the curriculum, RFEP monitoring

Teachers will review data for English Learners during PLC meetings using data from all platforms. Enrichment or reteach needs will be identified. RFEP student data will be reviewed and discussed twice a year during PLC to monitor students maintaining proficiency or in need of instructional support to identify strategies to support student areas of need. A Student Success Team meeting will be held for English Learners not making adequate growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

TK/Kindergarten Students and Outgoing 6th Grade Students

Applicable During:

In Person (IP)

Strategy/Activity: Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. (Elementary) Strategies for assisting students in the transition from 6th to 7th grade and 8th grade to high school education programs. (Jr. High)

To bridge the transition of incoming students with no school experience or are coming from a Head Start or other pre-school experience, students and families will be invited to a Meet and Greet event. The event will target incoming TK and Kindergarten students to familiarize them with our school campus, build positive relationships, learn classroom routines and procedures, and complete important assessments. Students are more likely to be excited and less nervous to come to school for the first time if they have already met their teacher and seen their classroom learning environment. Exiting 6th grade students will have a similar opportunity to visit Thompson Jr. High or Actis Jr. High, meet the school staff, learn about junior high classes and programs, and take a campus tour. The activities help students adjust to new routines and expectations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

500	Title I, Part A 4300-00: Supplies & Materials	Supplies and materials to support the TK and Kindergarten Meet and Greet event.	March 2026
200	Title I, Part A 2900-02: Other Classified - Extra Duty/Overtime	Provide interpreters as needed for the TK and Kindergarten event.	March 2026

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Applicable During:

In Person (IP)

Strategy/Activity: Supplemental Resources (LCFF & Title I as allowable)

Provide basic operational supplies and equipment for use by teachers, staff, students, and families. Additional materials to supplement core instruction include: printers, paper, copiers, and computers will be available for teacher and student use as applicable. Costs may include ongoing maintenance costs, ink, repair, and replacement for damaged/non-working equipment.

To increase engagement during lessons in the classroom, additional student supplies will be available such as wet/dry erasable markers, whiteboards, composition books, folders, spiral notebooks, binders, tabs, interactive technology, and other educationally related supplies. Large easel pads will be provided to teachers to support lessons with posted anchor charts for student use.

Provide opportunities to extend student learning through activities including Camp KEEP, field trips, guest speakers, and assemblies virtually and/or in-person.

Provide awards and recognition for student achievement in academics, arts, sciences, citizenship, and other areas to motivate and encourage students, including our monthly PBIS program.

To increase study skills, planners will be purchased for grades 4-6.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

2000	Title I, Part A 5710-00: Transfer of Direct Costs - Printing, District Bus Field Trips, etc.	Provide opportunities to extend student learning through activities including Camp KEEP, field trips, guest speakers, and assemblies/admission costs virtually and/or in-person as allowable under Title I.	May 2026
5000	LCFF- Base 4300-00: Supplies & Materials	Instructional supplies and awards/incentives to supplement core instruction	May 2026
2000	Title I, Part A 4300-00: Supplies & Materials	Instructional supplies to supplement core instruction.	January 2026
	LCFF- Base 5710-00: Transfer of Direct Costs - Printing, District Bus Field Trips, etc.	Field trips and cost of transportation.	May 2026

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 3: Provide healthy, safe, and inclusive learning environments that actively engage all students, staff, families, and community. Our Whole Child, Whole Community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.

Goal 3 Integrated Educational Supports

Sandrini Elementary will decrease the number of students chronically truant annually by 5% including our White, African American (AA), English Learners (EL), and Students with Disabilities (SWD) subgroups.

Sandrini will improve the safe and inclusive learning environment by decreasing our suspension rates by 2% for African American students.

School attendance is monitored daily within the school office with the attendance clerk and within the classroom by the classroom teacher. Attendance data is stored within the district program Synergy and then transferred to the School Innovations and Achievement program that runs data reports shared with school administration. Sandrini will use the Kern Integrated Data System (KiDS) to monitor attendance and recognize positive attendance. School administration communicates home to families to collaborate on solutions for improvement each month for those "At Risk". School administration will use Multiple Tiered Systems of Support (MTSS) teams (Tier I and Tier II) to build a plan of action for students chronically truant. Data is reviewed monthly by the school's Instructional Leadership Team (ILT), Positive Behavior Intervention Support (PBIS) Team, and Multiple Tiered Systems of Support Team (MTSS).

Student behavioral needs are monitored using the SWiFT-FIA, SWIS referral data, suspension data, attendance data, PBIS Tiered Fidelity Inventory (TFI) and parent/student surveys. Data is reviewed by the teacher, Leadership Team, Tier 1 and Tier 2 PBIS Team, and SSC and ELAC. In collaboration with the school's teams, a plan of action for students who are exhibiting progressive negative behaviors will be put into place. If goals set are not being met for attendance or behavior, a Student Success Team (SST) meeting will be scheduled to look at Tier II interventions to support specific students with higher needs.

The Instructional Leadership Team and Climate and Culture/MTSS Teams recommends changes to schoolwide instructional and behavioral structures and shares successful strategies between grade levels. ELAC makes recommendations for schoolwide action, strategies, and parent support for English Learners. The SSC recommends and approves schoolwide actions, strategies, and funding based on identified needs.

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our Comprehensive Needs Assessment was conducted by multiple educational partners including: Instructional Leadership Team, PBIS, SSC, ELAC, Teachers, Parents, and Students. During this assessment, educational partners were provided opportunities to give input on areas of need on our school site. The Comprehensive Needs Assessment was composed of the SWiFT-FIA, PBIS TFI, and multiple surveys. Results were brought to ILT, PLC, ELAC, and SSC reviewing district and school initiatives and identifying areas that need improvement to be addressed within our SPSA to strengthen academic achievement.

Data reviewed for this goal included the following: SWiFT-FIA, PBIS TFI, SWIS referral data, attendance data and Parent/Student Surveys.

SWiFT-FIA was conducted by the Tier 1 PBIS Team in March 2025. The Instructional Leadership Team and the Climate and Culture/MTSS Team reviewed data 4.1, 4.2, and 4.3 rubrics.

The PBIS TFI was conducted by staff members and the data was then reviewed by the Instructional Leadership Team in April 2025 using the TFI rubric. Results were shared at PLC.

SWIS Referral Data was reviewed monthly by the Tier 1 PBIS Team.

Attendance Data was reviewed monthly by the Tier 1 PBIS Team and with Leadership in April 2025 and SSC March 2025.

Parent/Student Surveys were reviewed by the Instructional Leadership Team in April 2025.

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWiFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

SWiFT-FIA: Data indicated that Sandrini was a “2” or implementing in the following areas:

Multi-tiered System of Support (4.1) - Extend DIGS and interventions to the academic subject area of math. Multiple assessment measures are needed in math. Improve Culturally Responsive Teaching Strategies to meet the needs of the whole child (academics and behaviors).

Multi-tiered System of Support (4.2, 4.3): Inclusive behavior social-emotional instruction and support based on student behavior data and implementation of intervention is based on function and intensity of student need.

Use of Universal Screener to support our SEL practices and teams make data based decisions.

The data above indicates opportunities for improvement in providing prevention strategies, strategies for increasing desired behavior, and strategies for minimizing reinforcements for problem behaviors to all staff. We need to improve our culturally responsive practices and to clearly define entrance and exit criteria for tiered interventions and supports. A universal screener is also lacking for behavioral

needs, having this baseline data will more accurately identify the support needed for students' needs as well as ease the progress monitoring so data is measuring student success.

SWIS referral data indicated that 9.1% of Sandrini students had 2 or more referrals during the 2024-25 school year. 30% of those referrals were physical aggression or physical contact, which is a decrease from the 2022-23 school year. This indicates a need for continued social skills lesson on proper behavior in and out of the class, lessons on sportsmanship, and lessons on coping strategies to use when students become angry or upset rather than acting out physically.

Attendance data in March 2025 showed the average daily attendance was 92%, with 26% of students chronically absent, and 14% of students nearly chronic. This indicates a need to improve our daily attendance percentage as well as decrease students who are chronically absent.

UPDATE

Student survey data indicated that 82% of students in grades 3-6 feel that their teachers care about them and 94% feel that their teachers care about them. 74% feel that it is easy to talk to their teacher, 78% feel if they are absent an adult will notice they are gone, and 74% feel a sense of belonging at school. This data indicates a need for continual Tier 1 social-emotional instruction on how to treat others kindly, building strong relationships and a sense of belonging.

April 2025:

PBIS Tier 1 TFI: Data indicated that Sandrini was a “1” in implementation in the following areas, which indicated a gap in the following areas:

Team Composition - Work to add parents and students to PBIS Team.

Professional Development - Work to have written process for orienting all staff on the 4 core Tier 1 PBIS practices.

Improve Feedback and Acknowledgement Systems - Increase professional learning to all staff on praising with precise language.

Faculty involvement - Continue to share schoolwide data with staff but also have opportunity to provide input on the universal PBIS foundations.

This indicates gaps in professional development for staff on analyzing behavior data and strategies to improve behavior, continuing to promote parent involvement in decision-making, and training the staff on the behavior matrix so they can more easily provide feedback and acknowledge those students who are following the school wide expectations.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Kern Integrated Data System (KiDS)
Chronically Absent Rate

2024-2025 26% of Students Chronically
Absent (169 students)

By the end of the year, chronically absent
students will decrease by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>2023-2024 28.94% of Students Chronically Absent (193 students)</p> <p>2022-2023 36% of Students Chronically Absent (234 students)</p>	
<p>Kern Integrated Data System (KiDS) Chronically Absent Rate White Subgroup</p>	<p>2024-2025 - 28.26% of white students were Chronically absent (13 students)</p> <p>2023-2024 - 30.23% of white students were Chronically Absent (13 students)</p> <p>2022-2023 - 13 students were Chronically Absent</p>	<p>By the end of the year, the white subgroup will decrease in the number of students chronically absent by 5%.</p>
<p>Kern Integrated Data System (KiDS) Chronically Absent Rate Students with Disabilities</p>	<p>2024-2025 38% of Student with Disabilities were Chronically Absent (38 students)</p> <p>2023-2024 38.46% of Students with Disabilities were Chronically Absent (35 students)</p> <p>2022-2023 29 Students with Disabilities were Chronically Absent</p>	<p>By the end of the year, students with disabilities subgroup will decrease in the number of students chronically absent by 5%.</p>
<p>Kern Integrated Data System (KiDS) Chronically Absent Rate African American Subgroup</p>	<p>2024-2025 26.92% of African American students were Chronically Absent (14 students)</p> <p>2023-2024 45% of African American students were Chronically Absent (27 students)</p>	<p>By the end of the year, students with disabilities subgroup will decrease in the number of students chronically absent by 5%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kern Integrated Data System (KiDS) Suspension Rate for all students	2024-2025 0.45% Spring 2025 suspension rate	Maintain below 1% overall suspension rate
Kern Integrated Data System (KiDS) Suspensions for English Learners	2024-2025 0% Spring 2025 suspension rate 2023-2024 2.4% Spring 2024 suspension rate	Maintain below 1% overall suspension rate
Kern Integrated Data System (KiDS) Suspensions for Students with Disabilities	2024-2025 0.94% Spring 2025 suspension rate 2023-2024 3.80% Spring 2024 suspension rate	Maintain below 1% suspension rate.
Kern Integrated Data System (KiDS) Suspensions for African Americans	2024-2025 3.45% Spring 2025 suspension rate 2023-2024 4.92% Spring 2024 suspension rate	By the end of the year, the suspension rate will have decreased by 2%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Tier I Behavior/Attendance

Description of the Program:

Sandrini's Tier 1 Positive Behavioral Intervention Supports (PBIS) program utilizes Sandrini Saints are Respectful, Kind, Responsible, and Safe expectations to clarify the expectations in all areas of campus. Signage is posted in all areas to remind students of the expectations. Students receive a Respectful, Kind, Responsible, and Safe expectations passports at the beginning of the year and at the semester, which is used to explicitly teach the behavior expectations in all areas of the school. Passports will be sent home and require a parent/guardian signature so they are aware of the expectations as well. Classified and certificated staff lead the learning in the stations that students will rotate through to learn all expectations in each area. Common slideshows are also shared schoolwide to discuss the expectations and promote common language and procedures. Students are rewarded with Saintry Deed tickets for following the expectations and a weekly incentive drawing takes place to recognize and honor students for following the expectations. All staff is trained in how to recognize students modeling the 4 behavior expectations and how to correct students who are not following the expectations. We use 5:1 positive to negative feedback with students. The Tier 1 PBIS Team meets monthly to analyze behavioral data. The data and focus will be communicated to all staff via a monthly data email from the Assistant Principal who leads the Tier 1 PBIS team. The team meets monthly to review data, set goals, and develop action plans for a positive climate and culture. The team is composed of administration, school psychologist, BIAs, classroom teachers, and family members.

Each class will have a 'calming corner'. Students will be taught self-regulation strategies and the calming corner has resources to support their learning of these skills. The use of fidget toys, breathing techniques, journaling, and other techniques are available to students to support them regulating their emotions and to calm down. Professional development will take place to allow a uniform understanding of staff of the purpose of the calming tools and how to effectively use them.

The Tier 1 behavior program also uses structured recess activities and options for alternative recess settings to support a positive climate. Students participated in structured recess activities 3 days a week. The options include sports games, art, activities with hula hoops, jump ropes, and other games. The goal of the structured recess is to build social skills while exposing students to games and activities that they may choose to play on their own.

Sandrini's students are reminded of schoolwide PBIS expectations daily: Being Respectful, Kind, Responsible and Safe. These expectations are posted throughout the campus. Students are celebrated by recognizing a student from each class at a whole school assembly along with monthly academic achievements and growth awards (writing, math, reading, work habits, and character). To help promote desired behaviors, teachers utilize The Positivity Project, a Tier I SEL curriculum to build stronger relationships by recognizing the character strengths that students have within themselves and others. Students recognized for exhibiting positive behavior expectations are awarded a Saintry Deed by staff and are entered in a weekly drawing for a treat in the school library.

Expand on the current practices of recognition and provide incentives for students and parents for positive attendance with a focus on our White, African American, and Students with Disabilities Subgroups. Strategies would include grade-level attendance incentives, monthly attendance awards, weekly parent informational newsletters, calls home when students are absent, attendance challenges based on focus groups of students and recognizing the class of the week for the highest attendance percentage.

Metric for Effectiveness:

The effectiveness of Sandrini's Tier 1 Behavior and Attendance program will be monitored through SWIS and KIDS. The number of Sainly Deeds distributed will also measure positive referrals. Effectiveness will be monitored by the PBIS Climate and Culture Team.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

2500	Title I, Part A 4300-00: Supplies & Materials	Resources, materials, and supplies to support SEL implementation.	May 2026
1000	LCFF- Base 4300-00: Supplies & Materials	Incentives and awards to support student attendance and positive behavior.	May 2026
200	LCFF- Base 4300-00: Supplies & Materials	Provide physical fitness equipment and materials for structured recess. Pursue options for painting a sensory playground.	May 2026
6300	Title I, Part A 1900-02: Other Certificated -Extra duty	Time card teachers to participate in Tier 1 PBIS Climate and Culture meetings.	May 2026
200	Title I, Part A 2200-02: Classified Support - Extra Duty/Overtime	Time card BIAs to participate in Tier 1 PBIS Climate and Culture meetings.	May 2026
5000	Title I, Part A 4300-00: Supplies & Materials	PBIS signage to instruct and reinforce positive behavior expectations.	February 2025
	LCFF- Base 4300-00: Supplies & Materials	PBIS signage to instruct and reinforce positive behavior expectations.	February 2025
1500	Title I, Part A 2200-02: Classified Support - Extra Duty/Overtime	Time card school aides and playground supervision staff for bi-weekly professional learning on active supervision, restorative practices, and PBIS expectations.	May 2026

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Targeted/At-Risk (no more than 10-15% of students)

Applicable During:

In Person (IP)

Strategy/Activity: Tier II Behavior/Attendance

Description of Program:

Sandrini's Tier 2 and Tier 3 program is led by the MTSS Tier 2 team (e.g. Assistant Principal, Psychologist, Nurse, Social Worker, and BIA's). The Assistant Principal leads this team. The team meets bi-weekly to discuss student-specific data and needs based on the data. Students are referred to the Tier 2 team via Student Success Team (SST) meetings as well as the number of behavioral referrals submitted. The team determines an intervention for the student based on the needs and monitors the effectiveness with progress data. The team then determines if interventions need to be changed, intensified, or faded as need.

The Tier 2 and Tier 3 attendance team is led by the Assistant Principal. The Assistant Principal leads A2A attendance conferences with parents to discuss and address attendance issues and connect families with resources that may be needed to support attendance barriers. Incentives will be offered for regular attendance. Students are referred for an SST due to attendance playing an integral role in the students' lack of academic success.

Metric of Effectiveness:

The effectiveness of Sandrini's Tier 2 and Tier 3 attendance and behavior programs will be monitored through SWIS for behavioral data and KiDS for behavioral and attendance data. Intervention data will also be utilized and monitored.

Needed Resources:

Supplies to support effective Tier 2 and Tier 3 behavior will include a supplemental SEL curriculum to support targeted social skills intervention groups. Incentives to award students meeting individualized goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

0	Title I, Part A 4200-00: Books - Other Than Textbooks	Books and professional learning materials related to behavioral and attendance intervention strategies.	January 2026
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2000	LCFF- Base 4300-00: Supplies & Materials	Incentives and awards to recognize behavioral and attendance successes.	May 2026
1000	Title I, Part A 4300-00: Supplies & Materials	Supplies and materials to support Tier 2 and Tier 3 PBIS and SEL interventions and supports.	May 2026
2000	Title I, Part A 1100-01: Certificated Teachers - Subs	Provide substitutes to provide coverage for teachers to attend SST meetings.	May 2026
	Title I, Part A 5710-00: Transfer of Direct Costs - Printing, District Bus Field Trips, etc.	Printing of educational materials (i.e. flyers, postcards, door hangers, etc.) to support attendance conferences and home visits with families.	December 2025

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 3: Provide healthy, safe, and inclusive learning environments that actively engage all students, staff, families, and community. Our Whole Child, Whole Community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.

Goal 4 Family & Community Engagement

Sandrini will improve family and community engagement by offering a minimum of five activities or academic workshops for parents and families throughout the school year at a variety of times for families during the school year.

Increase the parent participation at ELAC meetings by 25% at each meeting.

Family and community engagement will be monitored monthly throughout the year by the Instructional Leadership Team. Instructional Leadership Team recommends parent and family events and shares with their grade level teams. ELAC makes recommendations as well and SSC recommends and approves school wide actions, strategies, and funding based on identified need. Educational partners make suggestions and give input via annual surveys.

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our Comprehensive Needs Assessment was conducted by multiple educational partners including: Instructional Leadership Team, PBIS, SSC, ELAC, Teachers, Parents, and Students. During this assessment, educational partners were provided opportunities to give input on areas of need on our school site. The Comprehensive Needs Assessment was composed of the SWiFT-FIA, PBIS TFI, and multiple surveys. Results were brought to ILT, PLC, ELAC, and SSC reviewing district and school initiatives and identifying areas that need improvement to be addressed within our SPSA to strengthen academic achievement.

Data reviewed for this goal included the following: SWiFT-FIA, Parent/Student Surveys, and previous year's offerings and attendance.

SWiFT-FIA was conducted by the Tier 1 PBIS Team in April 2025. The Instructional Leadership Team reviewed data 7.1, 7.2, 8.1, and 8.2 rubrics.

Parent/Student Surveys were reviewed by the Instructional Leadership Team in April 2025.

Family events and offerings from the 2024-25 school year were reviewed with the Leadership Team in April 2025.

STAR Early Literacy, STAR Math, and STAR Reading data was shared and reviewed with Leadership Team in April 2025. Data was examined from the Fall 2024 assessment window and the Winter 2025 window. The data shared was the total number of students performing proficiently in each grade level as well as the number of English Learners performing proficiently.

Walkthrough data was shared with the Leadership Team in March 2025.

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWiFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

SWiFT-FIA: Data indicated that Sandrini was a “2” or implementing in the following areas:

Family Partnerships and Community Collaboration (7.2, 8.1, and 8.2) - Continue to strengthen the partnership between school and home, communicate with our educational partners about resources and utilize our school and district resources for support as well as look to other outside sources we have in our community to meet the needs of our diverse student population.

This data indicates Sandrini has structures in place resulting in strong partnerships with parents, families, and educational partners. It also shows that we provide resources within the District as well as amongst our community to meet the specific needs of students and families as they arise. The data also shows that we have an opportunity for more collaboration with additional community partners to strengthen relationships and provide more resources to our families.

STUDENT/PARENT SURVEYS: Data indicated that stronger partnerships and communication between school and home are needed regarding academic performance and resources available for parents, including providing tutoring services after school. To address these gaps Sandrini will provide: additional academic resources for families to use at home, offer after school tutoring opportunities throughout the school year, and multiple opportunities for families to engage with the school community throughout the year.

ELAC meeting attendance was consistently attended by elected members, but lacked other attendees. To address the need to have more English learner families in attendance, we will reach out and try new strategies to increase attendance.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Parent and Family Events

2024-2025 8 school events were held during the school year.

5 family engagement events or more will be held at various times during the school year.

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Parent Engagement Activities

Description of Program:

Parent workshops/training are offered at least quarterly to support student learning. Parents and families are encouraged to become active educational partners. Workshops and training will be offered in-person at various times. At the workshops, the site will offer interpreters and written translations of materials/resources when available. Parents are notified of upcoming workshops and training for parents and families via flyers sent home with students, outside signage, and electronic notifications through ParentSquare.

Sandrini communicates with families regularly about parent/family engagement opportunities on campus and provides regular activities at various times of day to support involvement on campus. Events include, but are not limited to; Transition Back to School/Meet the Teacher for TK/K students, STEAM/Math Night, Literacy Night, Author Visit, Back to School Night, Family Picnic, Open House, Coffee with the Principal.

Host virtual and/or in-person celebrity readers to promote community involvement as well as student engagement and interaction with core content standards as well as science and history.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

500	Title I, Part A Parent Engagement 4300-00: Supplies & Materials	Light refreshments for educational sessions provided for parents and families.	June 2026
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500	Title I, Part A Parent Engagement 2900-02: Other Classified - Extra Duty/Overtime	Interpreter services to support educational sessions.	June 2026
100	Title I, Part A Parent Engagement 5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc.	Duplication and printing of materials/resources for educational sessions to give to parents and families.	June 2026
500	Title I, Part A Parent Engagement 4300-00: Supplies & Materials	Supplies and Materials to support educational sessions for parents and families. (workbooks, books, handouts, manipulatives)	June 2026
1000	LCFF- Base 4300-00: Supplies & Materials	Materials and supplies for various family engagement events.	April 2026
0	Title I, Part A Parent Engagement 1100-02: Certificated Teachers - Extra Duty	Time card teachers to support family engagement events.	April 2026
1000	LCFF- Base 5800-00: Consultants/Professional Services	Provide opportunities for outside organization to present content and learning to students and families on campus.	May 2026

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Applicable During:

In Person (IP)

Strategy/Activity: Parent Engagement Activities Specific to English Learners

Parent workshops and training to support student learning and provide strategies specifically for parents of English Learners (EL's) are offered virtually and/or in-person at various times. Offer interpreters and written translations of materials/resources.

Offer a Latino Literacy program to help support parents of ELs in building a foundation for literacy. Parents are offered a multi-day program that includes resources and materials to help build literacy with the parent who in turn supports literacy at home with their student.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

5000	LCFF- Base 4300-00: Supplies & Materials	Latino Literacy Program and other workshops.	June 2026
0	Title I, Part A Parent Engagement 2200-02: Classified Support - Extra Duty/Overtime	Interpretation services for family events and workshops.	June 2026

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources

GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

GOAL 3: Provide healthy, safe, and inclusive learning environments that actively engage all students, staff, families, and community. Our Whole Child, Whole Community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.

GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

Goal 5 Professional Development Plan

All Sandrini teachers will have access to monthly site-based professional development and learning opportunities to strengthen their ability to support students' academic and social emotional needs. The professional learning focus will include; student collaboration and student talk in all subjects, writing via Write from the Beginning, targeted D-ELD instruction and intentional integration in all subjects, strong first instruction in math and English Language Arts, and culturally responsive teaching. 80% of all teachers will show evidence of professional learning applied in their classrooms via walkthrough data.

Goal 5 will be monitored using site walkthrough data, achievement data, KIDS, SWIS data, and surveys. The Instructional Leadership Team will analyze data quarterly to identify the percentage of staff meeting the goals. School administration will identify gaps and develop a plan to address gaps. Leadership will analyze the data to identify professional development needs. If goals are not being met the Instructional Leadership Team will work to develop a plan of action to address the gaps. ELAC makes recommendations for schoolwide action, strategies, and parent support for English Learners. The SSC recommends and approves schoolwide actions, strategies, and funding based on identified needs.

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our Comprehensive Needs Assessment was conducted by multiple educational partners including: Instructional Leadership Team, PBIS, SSC, ELAC, Teachers, Parents, and Students. During this assessment, educational partners were provided opportunities to give input on areas of need on our school site. The Comprehensive Needs Assessment was composed of the SWiFT-FIA, PBIS TFI,

and multiple surveys. Results were brought to ILT, PLC, ELAC, and SSC reviewing district and school initiatives and identifying areas that need improvement to be addressed within our SPSA to strengthen academic achievement.

Data reviewed for this goal included the following: STAR Reading and Math data, SWiFT-FIA, and Parent/Student Surveys.

SWiFT-FIA was conducted by the Tier 1 PBIS Team in April 2025. The Instructional Leadership Team reviewed data 1.1, 1.2, 2.1, and 2.2 rubrics.

Parent/Student Surveys were reviewed by the Instructional Leadership Team in April 2025.

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWiFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

STAR EARLY CBM: STAR CBM data from the middle of the 2024-2025 school year indicated that 32% of Sandrini kindergarten students scored nearly or at and above the benchmark on the phoneme segmentation portion of the assessment. The STAR CBM data indicated that 52% of Sandrini first graders scored nearly or at and above the benchmark on the phoneme segmentation portion of the assessment. This indicates a gap in Tier I instruction and foundational reading skills. To address this gap, Sandrini needs to focus on letter-sound correspondence, phonemic awareness, phonics, blending, segmenting, the use of pre-decodable and predictable text, and consistent utilization of University of Florida Institute phonics program.

ELA CAASPP data from the 2023-2024 school year indicated that 23.3% of students were Standard Exceeded (84 students out of 360 students), 23.3% Standard Met (84 students out of 360 students), 21.3% Standard Nearly Met (77 students out of 360 students), 31.9% Standard Not Met (115 students out of 360 students). The identified student groups that are most "At-Risk" based on the ELA CAASPP data are the students in the following subgroups: Students with Disabilities, African American, and English Learners. To address this gap, Sandrini will continue to build teacher capacity and efficacy in the following areas: Targeted ELD instruction during Designated ELD, Balanced Literacy, Guided Reading and higher-order thinking skills to address reading deficits, including differentiated instruction to meet students' needs.

English Language Arts CA Dashboard data from the 2023-2024 school year indicated that several subgroups were below the standard, resulting in an orange performance band color; Students with Disabilities are 104.9 points below the standard, White were 14.9 points below the standard, and English Learners were 34.4 points below the standard.

Math CA Dashboard data from the 2023-2024 school year indicated that Students with Disabilities are 138.5 points below the standard, making them a red performance band color.

English Learner Progress from the 2023-2024 school year indicated that 44% of English Learner's are making progress towards proficiency as measured by the ELPAC, which was a decline of 9.3% from 2022-2023. English Learners scored a reclassification rate of 9.7%, with 13 students of the 133 English Learners reclassifying.

STAR READING: STAR data from the middle of the year of the 2023-2024 school year indicated that 59.7% of Sandrini 1st-6th grade students scored at or above typical growth. This indicates a gap in Tier 1 Instruction. To address this gap, Sandrini will continue to build teacher capacity and efficacy in the following areas: Targeted ELD instruction focused on speaking, listening, and writing during Designated ELD, Balanced Literacy, Guided Reading and higher-order thinking skills to address reading deficits, including differentiated instruction to meet students' needs.

Math CAASPP data from the 2023-2024 school year indicated that 16.7% of students were Standard Exceeded (61 students out of 366 students), 21.6% Standard Met (79 students out of 366 students), 22.7% Standard Nearly Met (83 students out of 360 students) and 39.1% Standard Not Met (143 students out of 366 students). The identified student groups that are most "At-Risk" based on the Math CAASPP data are the Students with Disabilities subgroup. To address this gap, Sandrini will continue to build teacher capacity and efficacy in the following areas: Concrete, Representational, and Abstract (CRA) instructional approaches in math, math academic language that aligns with the new mathematics framework, creating a math thinking classroom with the use of math tasks, daily number sense activities, and higher order thinking strategies and questions.

STAR Math: STAR data from the middle of the year of the 2024-2025 school year indicated that 59.6% of Sandrini 1st-6th grade students scored at or above expected growth. This indicates a gap in Tier 1 Instruction. To address this gap, Sandrini will continue to build teacher capacity and efficacy in the following areas: Concrete, Representational, and Abstract (CRA) instructional approaches in math, math academic language that aligns with the new mathematics framework, creating a math thinking classroom with the use of math tasks, daily number sense activities, and higher order thinking strategies and questions.

SWiFT FIA: Data indicates that Sandrini was a "3" or sustaining in the following areas:
Administrative Leadership (1.1, 1.2, 2.1) - Continue having open communication and accessibility to site administration. Maintain parent engagement with decision making (ELAC and SSC) and keep all educational partners engaged as part of our Instructional Leadership Team.

This data indicated that an Instructional Leadership Team is in place, meeting regularly and discussing instructional practices on campus. The data also shows that the Leadership Team analyzes data to improve teaching and learning, administrators and teachers engage in open conversations and support all educational partners.

Walkthrough data indicated that 100% of teachers incorporated differentiated literacy small groups (DIGS) as well as Designated ELD into their classrooms. The data indicated a need to build the skills of the teachers and provide instructional coaching and professional learning on well-planned teacher led lessons when leading DIGS groups within their classrooms. There is also a need to provide professional learning and instructional coaching on effective lesson design for D-ELD groups as well as ways to encourage more authentic language in all groups. Walkthrough data also showed that there is a need for professional learning around increasing student collaboration and student talk in all subject areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Reading- all students	59.7% of Sandrini 1st-6th grade students scored at or above typical growth. (Winter 2025)	Each quarter, the number of students who scored at or above typical student growth will increase by 1.25%. By the end of the year, the number of students scoring at or above typical student growth will increase by 5%.
STAR Reading English Learners	58.2% of Sandrini English Language Learners scored at or above typical growth.	Each quarter, the number of students who scored at or above typical student growth will increase by 1.25%. By the end of the year, the number of students scoring at or above typical student growth will increase by 5%.
STAR Reading African American Students	22.9% of Sandrini African American students scored at or above typical growth. (8 out of 35 students)	Each quarter, the number of students who scored at or above typical student growth will increase by 1.25%. By the end of the year, the number of students scoring at or above typical student growth will increase by 5%.
STAR Reading-Students with Disabilities	58.6% of Sandrini 1st-6th grade students with disabilities scored at or above typical growth. (17 students out of 68)	Each quarter, the number of students who scored at or above typical student growth will increase by .75%. By the end of the year, the number of students scoring at or above typical student growth will increase by 3%.
STAR Math- all students	59.6% of Sandrini 1st-6th grade students scored at or above typical growth. (Winter 2024)	Each quarter, the number of students who scored at or above typical student growth will increase by 1.25%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		By the end of the year, the number of students scoring at or above typical student growth will increase by 5%.
STAR Math-English Learners	59.7% of Sandrini English Language Learners scored at or above typical growth.	Each quarter, the number of students who scored at or above typical student growth will increase by 1.25%. By the end of the year, the number of students scoring at or above typical student growth will increase by 5%.
STAR Math- African American students	31.3% of Sandrini African American students scored at or above typical growth.	Each quarter, the number of students who scored at or above typical student growth will increase by 1.25%. By the end of the year, the number of students scoring at or above typical student growth will increase by 5%.
STAR Math-Students with Disabilities	40% of Sandrini Students with Disabilities scored at or above typical growth.	Each quarter, the number of students who scored at or above typical student growth will increase by 1.25%. By the end of the year, the number of students scoring at or above typical student growth will increase by 5%.

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Applicable During:

In Person (IP)

Strategy/Activity: Professional Learning: Grade/Department Level Collaboration, Professional Reading - all curricular areas (Teachers and Support Staff)

Description of the Program:

Collaboration:

All teachers participate with their grade level in weekly PLC. Sandrini's schoolwide Professional Learning time provides teachers with 90 minutes of collaboration time to review common formative assessment data, analyze student work and determine learning gaps, plan for first instruction as well as reteach and extension opportunities to meet the needs of all students within ELA, Math, and ELD with the integration of other subjects. PLC has a focus on analyzing data and improving instruction. Teachers will also be given additional collaboration time through quarterly release time as well as given the opportunity for collaboration during June to analyze student work and assessment data and identify learning gaps in the lessons and review the 2023-24 school year data.

Observations will occur regularly by administrators and coaches. Teachers will be given coaching support in classroom management, effective lesson design and delivery, differentiated grouping, English Language Development, integration of science and social studies within ELA and Math, and other areas of need.

Leadership Development:

The Instructional Leadership Team will meet bi-monthly to develop their leadership capacity as well as make school decisions based on data. The leadership team will receive extra duty pay for meeting beyond the school day. At times, the Instructional Leadership Team will also be released from duty to observe classrooms, participate in professional learning and develop plans for leading grade-level teams.

Book Studies:

Teachers will be able to participate in book studies based on learning goals and interests. As funds allow, purchase books for professional development to be used as book studies to provide research-based strategies to improve core instruction, small group instruction, guided reading groups, culturally responsive teaching and learning, mathematical discourse, Math Thinking Classroom, CRA model, Thinking Classrooms, science instruction, ELD instruction, SEL strategies, and intervention to improve student achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

2000	Title I, Part A 1100-01: Certificated Teachers - Subs	Allow opportunities for teachers, including SPED teachers, to observe other teachers engaging students in effective standards-aligned instructional practices within the whole group and small group formats. Provide co-planning, co-teaching, and modeling of lessons followed by reflection and planning time to improve core instruction, student collaborative talk, intervention, and targeted student supports based on student need.	June 2026
500	Title I, Part A 4200-00: Books - Other Than Textbooks	Professional Learning books for staff development.	June 2026
28400	Title I, Part A 1100-02: Certificated Teachers - Extra Duty	Instructional Summer (June 2026) collaboration (up to 20 hours per teacher) for 29 teachers' opportunity for collaboration during June to analyze student work and assessment data, plan for formative assessments and common misconceptions with CA content standards based on the District curriculum maps, plan for and organize the science and social studies units and materials, plan targeted D-ELD lessons and ELPAC task type review, as well as math tasks and numbers talks.	June 2026
6100	Title I, Part A 1100-02: Certificated Teachers - Extra Duty	Provide release time and/or extra duty opportunities for the Instructional Leadership Team to meet bi-monthly to develop leadership capacity as well as to make school decisions based on data. The Instructional Leadership Team will receive extra duty pay for meeting beyond the school day. At times, the Instructional Leadership Team will also be released from duty to observe classrooms, participate in professional learning and develop plans for leading grade-level teams.	June 2026
	Title I, Part A	Provide subs so the Instructional Leadership Team can participate in the Title I Annual Review.	June 2026

	1100-01: Certificated Teachers - Subs		
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Applicable During:

In Person (IP)

Strategy/Activity: Professional Development: Consultants, Conferences – all curricular areas (Teachers and Instructional Support Staff)

Description of the Program:

Sandrini promotes professional development to build the capacity of all staff members in order to increase student achievement and address the needs of all students. Based upon identified needs through teacher surveys (formal/informal) and student data dives, seek opportunities for staff to increase/improve their knowledge through the following professional development areas:

Improving Communication with Parents:

Staff training on communicating with parents effectively in our multicultural demographics

SEL and Trauma-Informed Care:

Provide opportunities for staff training, including classified personnel training with the PBIS program and behavioral and social-emotional training with the District adopted SEL curriculum.

Provide professional development on Chronic Absences through Attendance Works.

ELD:

Provide professional development to enhance EL instructional best practices for both Designated and Integrated ELD and the four domains. As funds allow, bring in consultants, such as Jill Hamilton Bunch, or attend professional development from ELD experts to guide teachers in how to effectively plan and deliver quality ELD lessons for our English Learners. Continue the Path to Proficiency training with staff, utilizing strategies within Thinking Maps to support English Learners.

Math:

Provide professional development on how to deliver effective Tier I instruction by using the Thinking Classroom and math tasks, mathematical discourse, Number Talks, academic vocabulary within mathematics instruction, and differentiated math groups.

Reading:

Provide professional development on how to administer running records and how to organize, effectively plan for, and deliver high quality lessons for varied DIGS groups within the classroom, writing strategies using Write From the Beginning and Beyond, as well as increased student collaboration and student talk within core English Language Arts instruction.

Science:

Professional Development on science through KCSOS as well as co-plan/co-teach with the Academic Coach on planning units of study with science, preparing for and readying materials to use as well.

Lesson Design:

Provide professional development on student engagement and effective lesson design to address the needs of all students, using the District DII model of gradual release.

Data-Driven Instruction:

Provide professional development on the overview of data-driven instruction with a focus on a deep understanding of the four key principles of data-driven instruction: Assessment, Analysis, Action, & Culture and Data-Driven Instruction-Defining Mastery.

If travel and conferences are allowable in the 2025-2026 school year, have staff attend professional development in Visible Learning, Kagan Cooperative Learning Strategies, Mathematics, PBIS, MTSS, and more. Attendees will be responsible for bringing the learning back to the staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

11700.43	Title I, Part A 5200-00: Travel & Conference	Attend virtual or in person conferences and professional learning opportunities	May 2026
2120.28	Title I, Part A 5800-00: Consultants/Professional Services/Licensing	Provide professional learning consultants for site-based professional learning	May 2026

Goal 6 Staffing and Duties

Instructions: Complete for every supplemental support staff position in direct service to students, position title only (no names). If a position is multifunded, more than one line should be used. For single positions that have multiple people funded exactly the same, use only one line, indicate the total number of positions, and estimate the total cost for all positions. For example, 3 Instructional/Intervention aide positions, all funded the same, should be placed on one line and the estimated total cost of all 3 indicated.

Administrators will consult with the Consolidated Programs Staff Accountant for assistance to complete this section accurately.

COMPLETED BY FISCAL SERVICES						COMPLETED BY SCHOOL		
# of positions	FTE (for each funding source)	Position Title	Base Salary	Funding Source	Obj. code	Identified need	SPSA Goals Supported	Description of Duties and Responsibilities
1	1.000	Elementary Assistant Principal	138300.00	LCFF- District	1300-00: Administrator's salaries, Certificated Supervisors	59.7% of Sandrini 1st-6th grade students scored at or above typical growth on the STAR Reading assessment (Winter 2025). CAASPP ELA results from 2023-2024 school year; 23.3% Standard Exceeded (84 students out of 360 students), 23.3% Standard Met (84 out of 360 students), 21.3% Standard Nearly Met (77 students out of 360 students), 31.9% Standard Not Met (115 students out of 360 students). 59.6% of Sandrini 1st-6th grade students scored at or above typical growth. Math CAASPP data from the 2023-2024 school year; 16.7% Standard Exceeded (61 students out of 366 students), 21.6% Standard Met (79 students out of 366 students), 22.7% Standard Nearly Met (83 students out of 366	Goal 1a;1b; 2; 3; 4;and 5	Supports the principal in the administrative operation of the school. Ready to take over all the responsibilities of the school principal, to include instructional leadership. Help with the development of school-wide goals including those related to student learning and student behavior. Facilitate a weekly PLC to support the goals and priorities of the school. Helps teachers improve their understanding, offers ongoing support to teachers as they implement their new understandings, and provides feedback and coaching in a non-threatening, collegial way. Supports the development of rigorous collaborative discourse where teachers are challenging each other's instructional practices and

						<p>students) and 39.1% Standard Not Met (143 students out of 366 students).</p> <p>Attendance data in March 2025 showed the average daily attendance was 92%, with 28% of students chronically absent and 14% of students nearly chronic. Behavior data via SWIS referrals reflects: 0-1 referrals: 93.2%, 2-5 referrals: 4.96%, and 6 or more referrals: 1.82%</p> <p>Observation and feedback for teachers and classified support staff.</p>		<p>deepening content knowledge.</p>
1	.5	Instructional Intervention Teacher	48100.00	LCFF- District	1100-00: Certificated Teachers - Salary	<p>59.7% of Sandrini 1st-6th grade students scored at or above typical growth on the STAR Reading assessment (Winter 2025) and 33.3% Proficient on STAR Early Literacy (Winter 2025).</p>	Goal 1a	<p>Assists with the implementation of a three-tiered model of instruction and intervention and provides support for low-achieving students, including socio-economically disadvantaged students, English Learners, and foster youth. Works with children in small groups to provide specific, targeted instruction based on assessments and the academic needs of the students. As part of the school intervention team, assesses students, provides intervention, monitors progress, analyzes data and keeps accurate records. Prepares appropriate materials and instructional</p>

								resources for individualized and group instruction and serves as a resource to site staff. disseminates current reading research relevant to the goals of the school.
1	.2	Instructional Intervention Teacher	19253.00	Title I, Part A	1100-00: Certificated Teachers - Salary	59.7% of Sandrini 1st-6th grade students scored at or above typical growth on the STAR Reading assessment (Winter 2025) and 33.3% Proficient on STAR Early Literacy (Winter 2025).	Goal 1a	Assists with the implementation of a three-tiered model of instruction and intervention and provides support for low-achieving students, including socio-economically disadvantaged students, English Learners, and foster youth. Works with children in small groups to provide specific, targeted instruction based on assessments and the academic needs of the students. As part of the school intervention team, assesses students, provides intervention, monitors progress, analyzes data and keeps accurate records. Prepares appropriate materials and instructional resources for individualized and group instruction and serves as a resource to site staff. disseminates current reading research relevant to the goals of the school.
1	0.3750	Instructional Intervention Aide	12427.00	Title I, Part A	2100-00: Instructional Aide - Salaries			

1	1.0000	Elementary Principal	154250.00	LCFF- District	1300-00: Administrator's salaries, Certificated Supervisors			
1	1.0000	Academic Coach	96700.00	LCFF- District	1100-00: Certificated Teachers - Salary	59.7% of Sandrini 1st-6th grade students scored at or above typical growth on the STAR Reading assessment (Winter 2025). CAASPP ELA results from 2023-2024 school year; 23.3% Standard Exceeded (84 students out of 360 students), 23.3% Standard Met (84 out of 360 students), 21.3% Standard Nearly Met (77 students out of 360 students), 31.9% Standard Not Met (115 students out of 360 students). 59.6% of Sandrini 1st-6th grade students scored at or above typical growth. Math CAASPP data from the 2023-2024 school year; 16.7% Standard Exceeded (61 students out of 366 students), 21.6% Standard Met (79 students out of 366 students), 22.7% Standard Nearly Met (83 students out of 366 students) and 39.1% Standard Not Met (143 students out of 366 students). Observation and feedback for teachers through the coaching cycle and co-planning and co-teaching as well as classified support	Goal 1a;1b; 2; 3, 4;and 5	Helps teachers improve their understanding, offers ongoing support to teachers as they implement their new understandings, and provides feedback and coaching in a non-threatening, collegial way. Supports the development of rigorous collaborative discourse where teachers are challenging each other's instructional practices and deepening content knowledge.

						for small groups in the classroom.		
1	1.0000	Student/Community Service Liasion (Bilingual)	31468.00	Title I, Part A Parent Engagement	2900-00: Other Classified - Salaries			
1	.3750	Instructional Intervention Aide	12427.00	Title I, Part A	2100-00: Instructional Aide - Salaries	59.7% of Sandrini 1st-6th grade students scored at or above typical growth on the STAR Reading assessment (Winter 2025) and 33.3% Proficient on STAR Early Literacy (Winter 2025).	Goal 1a	Instructional Intervention aides work under the direct supervision of the classroom teacher, academic coach, and intervention teachers to provide direct services to and assists teachers in working with students to achieve mastery of the standards through intervention.
		Benefits - Title I	42107.00	Title I, Part A	3000-00: Employee Benefits			
		Benefits - District	166900.00	LCFF- District	3000-00: Employee Benefits			
		Benefits - Title I Variable	13178.76	Title I, Part A	3100-00: Substitute/Extra Duty Benefits (variable)			

SCHOOL SITE COUNCIL RECOMMENDATIONS, ASSURANCES AND MEMBERSHIP

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

X	English Learner Advisory Committee	Date(s)	<u>April 29, 2025</u>
X	Title I Review Committee	Date(s)	<u>May 7, 2025</u>
X	Other committees established by the school or district (list): <i>Committee/Group Name & Date(s)</i>		<u>April 8, 2025</u>
	Instructional Leadership Team		

4. 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 and the local control accountability plan.
5. 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.
6. Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council.

Attested by the following SSC members present:

	Member Name	Term		Role	Signature
		Begin	End		
1.	Nicole Littlejohn	N/A	N/A	Principal	
2.	January Dinwiddie	2023	2025	Classroom Teacher	
3.	Cayli Brown	2024	2026	Classroom Teacher	
4.	Rosa Madrigal Ramos	2024	2026	Classroom Teacher	
5.	Gabby Cantu	2024	2026	Other Staff	
6.	Brandon Borjon	2024	2026	Parent	
7.	Rosa Linares	2023	2024	Parent	
8.	Sandra Nieto	2024	2026	Parent	
9.	Alexis Ramirez	2023	2025	Parent	
10.	Victor Medrano	2024	2026	Parent	

The SPSA was adopted by the SSC at a public meeting on: May 7, 2025

SPSA Annual Review: for School Year 2024-25

1. For each Goal area, describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
2. 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.
3. 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.

Goal 1A, English Language Arts/Literacy/ELD

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>Description of Program: Sandrini’s Core ELA instructional program includes academic instruction of the Reading-Language Arts Common Core State Standards (CCSS) and English Language Development (ELD) standards in accordance with the District curriculum maps in alignment with the CA ELA/ELD Framework. Sandrini employs a balanced literacy program that includes read alouds, model writing, shared reading and writing, guided reading and writing, and independent reading and writing. In addition, small group differentiated instruction (DIGS) is also utilized to scaffold the necessary skills to master the standards. The Sandrini master instructional schedule reflects protected time for Tier 1 ELA, DIGS, and Designated English Language Development.</p> <p>The schoolwide ELA instructional program includes protected time</p>	<p>Fully implemented. We will continue with the strategy as data shows a need for more work with Tier 1 instruction to best prepare students for meeting their growth goals.</p>	<p>4300-00: Supplies & Materials Title I, Part A 5000</p> <p>5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc. Title I, Part A 3000</p> <p>4200-00: Books - Other Than Textbooks Title I, Part A 5000</p> <p>4300-00: Supplies & Materials Title I, Part A 2500</p> <p>4300-00: Supplies & Materials LCFF- Base</p>	

blocks for students to access the grade-level content. Teachers instruct using the common core state standards via direct interactive instruction or DII lesson structure while using our District adopted curriculum Benchmark Advance. Strategies for providing universal access include; phonological awareness and phonics routines, identifying the main idea and key details, summarization, making inferences, the use of thinking maps for story mapping, identification of text structure and text features, language strategies, academic discourse, academic vocabulary, anchor charts, student engagement strategies and collaborative tasks.

Sandrini's small group differentiated instruction time (DIGS) is to provide individualized, targeted support for students based on their instructional reading levels as well as provide students with strategy and skill instructional support. Lexia Core 5 or Lexia Power Up is used for supplemental ELA instruction to address specific learning needs in small groups. Teachers may print scripted lessons to provide instruction aides lessons to address the learning needs of students. To strengthen the DIGS groups and at the Tier 2 instructional level, we will utilize the Fountas & Pinnell Literacy

Continuum, Next Steps Forward in Guided Reading, 95% Group PLL lessons, Benchmark Advance leveled readers, Benchmark Advance foundational skills decodables, Fountas & Pinnell leveled readers from Scholastic, Read Naturally (Read Live), Teacher Created Material guided readers, and Learning A-Z. We will use Jan Richardson's lesson plan templates in Next Steps to Guided Reading to develop guided reading lesson plans appropriate for the specific needs of each reading level. Professional learning will take place to support teachers in developing effective guided reading lessons and how to continually monitor to move students along the literacy continuum. These resources provide opportunities for practice with literacy skills at targeted levels allowing for students to demonstrate thinking before, within, and beyond the text. Teachers also utilize running records to assess reading student progress and accurately provide instruction based on individual student need.

Metrics for Effectiveness: The effectiveness of Sandrini's core instruction Tier 1 ELA program will be monitored through STAR CBM benchmarks, STAR Reading, District IAB's, running records and common formative assessments.

<p>Needed Resources: Instructional supplies to support good first instruction include, but are not limited to, supplemental reading materials (Thinking Maps, Write From the Beginning, Ready Common Core, Haggerty Phonemic Awareness, etc.) learning technology resources (e.g. Lexia, Educational Software for Guiding Instruction (ESGI), Scholastic News, etc.) and/or equipment, leveled readers, high-interest texts, books for classroom libraries, library books, professional development opportunities focused on Literacy or Language, student materials (e.g. folders, journals, binders, whiteboards, chart paper, post-it notes, colored pens for writing, etc.) and student incentives/awards. Extra time for both certificated and classified staff to support literacy needs as determined by student need and data analysis. Teachers will be given opportunities for release time and time outside of contracted hours to build collective teacher efficacy by collaborating and developing curriculum to meet the needs of their learners based on data.</p>								
<p>Description of Program: Sandrini's English Learner (EL) instructional program provides a protected time block of 30 minutes, designated EL instruction, which is specifically designed academic instruction in English in which the CA common</p>	<p>Fully implemented. We will continue this goal and continue strengthen teacher knowledge and implementation of research-based strategies to best support our English Learners so we see more reclassifying to English proficient.Full</p>	<table border="1"> <tr> <td data-bbox="820 1623 1161 1734">4300-00: Supplies & Materials LCFF- Base 2000</td> <td data-bbox="1177 1623 1518 1734"></td> </tr> <tr> <td data-bbox="820 1745 1161 1856">4300-00: Supplies & Materials Title I, Part A 2000</td> <td data-bbox="1177 1745 1518 1856"></td> </tr> <tr> <td data-bbox="820 1866 1161 1944">5710-00: Transfer of Direct Costs - Printing,</td> <td data-bbox="1177 1866 1518 1944"></td> </tr> </table>	4300-00: Supplies & Materials LCFF- Base 2000		4300-00: Supplies & Materials Title I, Part A 2000		5710-00: Transfer of Direct Costs - Printing,	
4300-00: Supplies & Materials LCFF- Base 2000								
4300-00: Supplies & Materials Title I, Part A 2000								
5710-00: Transfer of Direct Costs - Printing,								

core standards are used in tandem with the state-adopted ELD standards with a goal of academic and language proficiency. EL students have access to the core curriculum with language support embedded in English Language Arts and other content area subjects with appropriate scaffolds and support. The designated ELD block is used to support core instruction while building English Learners' knowledge about language structures and developing vocabulary to support their success and engagement with all four ELPAC domains, listening, speaking, reading, and writing skills.

Evidence-based strategies, actions, and services being provided to our EL students include: Developing students' academic language while teaching literacy across all content areas through integrated English language development, teaching vocabulary across all content areas, and peer-supported learning via Think, Pair, Share including the use of academic vocabulary and sentence frames for discussions. To help foster academic language and vocabulary development, teachers provide opportunities for an in-depth understanding of words through reading, writing, listening, and speaking. Instruction in the use of academic vocabulary and word-learning strategies

district vehicle use, etc.
LCFF- Base 1000

5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc.
Title I, Part A 1000



including context clues and word parts, modeling, visuals, think time, and word walls. Small group instruction, thinking maps, sentence starters, writing frames, and manipulatives are also implemented. In addition, EL students are provided with structured interactions with peers such as strategic grouping for collaboration with language frames.

Metric for Effectiveness: Annually, EL students take the ELPAC assessment and these scores are reviewed and analyzed to target individual student needs and provide appropriate instruction within the classroom. STAR Early Literacy, STAR Reading, IAB data and common formative assessment data is used to monitor the progress of low-achieving ELs. Both STAR assessments provide instructional planning reports that identify targeted skills and grade-level proficiency to assist in addressing learning gaps. Using the Ellevation software platform, RFEP students are monitored at least once a year to identify students maintaining proficiency or in need of instructional support in identified areas. Teachers review and discuss data for RFEP students during PLC to determine instructional needs and necessary support. Identification and monitoring of LTELs are completed through the

level of student need as does the Phonics Screener for Intervention (PSI) progress monitoring tools. Running record data is used to analyze miscues for the purpose of informing instruction, as well as to regroup or alter instructional reading levels.

The Student Success Team (SST) will meet with families as well as a wide range of educational partners (e.g. Academic coach, intervention teacher, school nurse, psychologist, administration, students, family members, etc.) throughout the year to determine needs and strategies to increase the literacy skills and academic success of students needing strategic or intensive intervention.

Measure of Effectiveness: Data will be reviewed monthly during a designated PLC to determine groups and intervention data and progress through specific skills will also be analyzed monthly. Administration and literacy support staff (academic coach, classroom teacher, intervention teacher, etc.) will also measure student progress with STAR CBM benchmarks, STAR Reading, and IAB data.

Needed Resources: Instructional supplies to support Tier 2 and Tier 3 ELA Literacy instruction will include, but is not limited to; supplemental reading intervention

<p>materials, Read Naturally Live, Standards Plus, Ready Common Core, leveled readers, and phonics materials. Provide release time for the members of the SST team and provide for professional learning opportunities for staff.</p>		
<p>Description of the Program:</p> <p>Based on data (i.e. achievement data, observational data, feedback) and identified individualized needs, Intensive Intervention Center (IIC) Teachers and aides will pull out and/or push into general education classrooms (i.e. inclusion) as appropriate to support all students with Individual Educational Plan (IEPs) as well as general education students during, but not limited to protected DIGs time (i.e. small group instruction) to scaffold grade level mastery of standards. Special Day Class (SDC) Teachers will mainstream students as appropriate to encourage and support Literacy. SPED teachers (i.e. IIC and SDC Teachers) will collaborate with Instructional Support Staff (i.e. Administration, Psychologist, Academic Coaches, etc.), General Education Teachers, Special Services District Personnel, Related Services Personnel (e.g. Occupational Therapy, Vision Specialist, etc.), and other Educational Partners (e.g. parents, families, community</p>	<p>Fully implemented. We will continue with this strategy.</p>	

members, etc.) on a regular basis. Additionally, at least one SPED representative will participate on the Instructional Leadership Team as well as on the Culture and Climate/MTSS Team in order to ensure alignment with P-BVUSD and site based priorities and consistency in all SPED classrooms.

Metrics for Effectiveness:
Effectiveness will be monitored by student data during PLC meetings with Special Education and General Education Teachers, classroom walkthroughs and observations, and feedback by the Administrative Team and the Special Services Department. IIC and SDC teachers will participate in PLC's with grade level teams as well as with their team to review data and collaborate regarding students' progress toward meeting individualized benchmarks.

Needed Resources:
Instructional supplies to support high quality Special Education instruction will include (but are not limited to) supplemental learning materials related to Literacy such as learning technology and/or equipment, supplemental curricular materials and/or Professional Development opportunities (PD), student materials (e.g. folders, journals, binders, whiteboards, chart paper, post-it notes, highlighters,

etc.) and student incentives/awards. Extra time for both Certificated and Classified staff will be made available to support supplemental Special Education Literacy needs as determined by student needs/data.		
Total Amounts:		

Goal 1B, Mathematics

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>Description of the Program: Sandrini's Core math instructional program includes academic instruction of the Mathematics Common Core State Standards (CCSS) in accordance with the District curriculum maps in alignment with the CA mathematics framework. Sandrini delivers good first instruction on grade level mathematics which includes fundamental math practices like; number talks, making sense of a problem, persevering through a problem, attend to precision and utilize appropriate tools, and modeling with math utilizing the Concrete, Representational, Abstract (CRA) model and collaborative math tasks. Universal Design for Learning is incorporated into Tier 1 instruction to give grade-level access to all learners. Integrated language supports are used to support our English Learners in their academic discourse within mathematics. In addition, small group instruction is also utilized to scaffold the necessary skills to master the standards. All classrooms implement NextGen Math, which differentiates instruction, builds small group lessons, promotes math fluency, creates common formative assessments, uses data to inform</p>	<p>Fully implemented. We will continue with the strategy for next year as data shows a need for more work with Tier 1 instruction to best prepare students for meeting their growth goals.</p>	<p>4300-00: Supplies & Materials Title I, Part A 8000</p> <p>5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc. Title I, Part A 4000</p> <p>4300-00: Supplies & Materials Title I, Part A 3000</p> <p>4300-00: Supplies & Materials Title I, Part A 2500</p>	

instruction, and tracks student success.

The schoolwide mathematics instructional program includes protected time blocks for students to access the grade-level math content. Teachers instruct using the Common Core State Standards via direct interactive instruction or DII lesson structure while using our District adopted curriculum GoMath and supplemental material Eureka. Strategies for providing universal access include: lessons begin with a Number Talk, Numeracy Activity, or CRA model to focus on specific strategies and expose students to different mental math strategies, core math lessons are introduced with manipulatives and include a clear lesson objective/essential question, process steps, academic vocabulary, and higher-level questions. Teachers use language supports for student comprehension and sentence frames to provide tools to support mathematical conversations and collaborative interactions. Based on common formative assessment data, students are grouped for small group instruction based on need. The teacher led group focuses on re-teaching math skills with appropriate scaffolds to remediate skill gaps.

Metric for Effectiveness:

<p>The effectiveness of Sandrini's core instruction Tier 1 Mathematics program will be monitored through STAR Math, District IAB's and common formative assessments.</p> <p>Needed Resources: Instructional supplies to support good first instruction include, but are not limited to, supplemental mathematics materials (i.e. Eureka Math consumable workbooks, Thinking Classroom wipe books, Ready Common Core, etc.), supplemental technology materials for math (i.e. Reflex math, Dreambox, Starfall, etc.), student</p>		
<p>Description of Program: All teachers will integrate English Language Development strategies during the Mathematics instructional block anchored in the ELD standards in order to provide students with ongoing opportunities to practice all language domains (Listening, Reading, Writing, and Speaking) in math. EL students are provided with structured interactions with peers such as strategic grouping for collaboration with language frames to express processes and solutions, Math Talks/Mathematical discourse, along with math notebooks to bridge math with real-world concepts.</p> <p>Metric for Effectiveness:</p>	<p>Fully implemented. We will continue to support English Learners in mathematics with an integration of ELD into math, provide language supports, visuals, manipulatives, and more to support our students.</p>	

<p>The effectiveness of integrated ELD strategies in Tier 1 mathematics will be monitored through STAR Math and EL subgroup data, District IABs, and common formative assessments.</p> <p>Needed Resources: Instructional supplies to support ELs in mathematics (math manipulatives to support the CRA model, student materials such as notebooks, whiteboards, dry erase markers, post it notes, etc.), supplemental mathematics materials such as learning technology and/or equipment, professional development opportunities for teachers (i.e. Building a Thinking Classroom, the new CA mathematics framework, student centered instruction, etc.) and student incentives/awards. Extra time for both certificated and classified staff to support literacy needs as determined by student need and data analysis. Teachers will be given opportunities for release time and time outside of contracted hours to build collective teacher efficacy by collaborating and developing curriculum to meet the needs of their learners based on data.</p>			
<p>Tier 2 and Tier 3 Interventions and Supports</p> <p>Description of the Program: As part of our multi-tiered system of support, we</p>	<p>Partially implemented. Staffing was a barrier in making math intervention and extended day tutoring available for students consistently.</p>	<p>4300-00: Supplies & Materials Title I, Part A 250</p>	
		<p>1100-02: Certificated Teachers - Extra Duty Title I, Part A 3750</p>	

<p>provide differentiated mathematics support based on the student needs identified through various assessment measures. Students with learning gaps in math will be given additional small group instruction to target the identified learning gaps. Students who do not respond to this additional support will be referred to our Student Success Team. The Student Success Team (SST) will meet with families as well as a wide range of educational partners (e.g. Academic coach, intervention teacher, school nurse, psychologist, administration, students, family members, etc.) throughout the year to determine needs and strategies to increase the mathematics skills and academic success of students needing strategic or intensive intervention. The team develops a plan for increased intervention, modified strategies, and other actions to meet the unique learning needs of the student. Progress will be monitored. Criteria will be defined for entrance and exit from Tier 2 and Tier 3 Math intervention.</p> <p>Measure of Effectiveness: The effectiveness of Tier 2 and Tier 3 mathematics support will be monitored by classroom teachers using Star Math, NextGen, common formative assessments, and checks for understanding at an increased rate of frequency compared to all</p>		<p>2100-02: Instructional Aide - Extra Duty Title I, Part A 1000</p>	
		<p>5710-00: Transfer of Direct Costs - Printing, District Bus Field Trips, etc. Title I, Part A 500</p>	

students. In addition, Tier 2 Math will be monitored via regular classroom walkthroughs conducted by the Principal, Assistant Principal, and Academic Coaches as well as peer and teacher observation and feedback.

Needed Resources:
Instructional supplies to support Tier 2 and Tier 3 mathematics instruction will include, but is not limited to; supplemental mathematics intervention materials, math learning technology, and supplemental curricular materials. Provide release time for the members of the SST team and provide for professional learning opportunities for staff.

Based on common formative assessment data, students are grouped for small group differentiated math instruction (DIGS groups) based on need. The teacher-led group focuses on re-teaching math skills with appropriate scaffolds to remediate skill gaps. To strengthen the core and differentiated small group instruction, we will utilize intervention kits, to build numeracy skills in students who are struggling with core number concepts. Sandrini University (boot camps) will be offered to focus on math intervention and specific skills and extended-day tutoring will be offered 3 days (Monday, Tuesday, and Thursday) for up to 1 hour per day. Students will be grouped based on

<p>a focus skill for a 6-week period for 30 weeks. Teachers and/or Instructional Aides will provide tutoring after school.</p>		
Total Amounts:		

Goal 2, Comprehensive Educational Experience

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>Description of Program: Sandrini's Tier 1 program utilizes technology as a tool to build 21st century skills. All students in grades TK-6 have access to an assigned Chromebook for use in completion of classwork, access to supplemental online programs, collaboration tasks, and more. All classrooms are also equipped with Promethean boards. Teachers have opportunities to utilize maker carts to support science and math instruction as well.</p> <p>Metric for Effectiveness: Walk through data will be used to monitor use of the maker carts and Promethean boards. The availability of Chromebooks will be monitored to ensure all students have consistent, daily access to technology within their classrooms.</p> <p>Needed Resources: Technology needs include purchasing presentation remotes and other technology accessories (i.e. headphones, mice, iPads, Redcats) for every classroom to provide engaging and interactive lessons.</p>	<p>Fully implemented. We will continue to have Chromebooks for each student as well as Promethean boards in all learning spaces.</p>	<p>4300-74: Title 1 - Technology < \$500 Title I, Part A 7500</p> <p>4400-74: Title 1 - Technology > \$500 Title I, Part A 17189.10</p>	
<p>Description of the Program: Sandrini's Tier 1 academic program includes the use of educational software and</p>	<p>Fully implemented. Supplemental computer licenses will be continued.</p>	<p>5800-89: Software Title I, Part A 15000</p>	

licenses to supplement instruction. All grade levels have access to Lexia, NextGen Math, Illuminate, Renaissance (STAR Reading and Math, Early Literacy, MyOn, and Accelerated Reader).

For ELA, provide supplemental computer licenses and programs including, but not limited to, iReady, Lexia, Lexia English, Read Live, Starfall, ESGI Easy Progress Monitoring, Reading A -Z, and Freckle to improve student achievement. Students utilize these programs during differentiated instructional groups and some may be accessed at home to support the home-school connection. Programs such as SORA, EPIC, MyOn, or other digital lending library programs that can use Chromebooks, tablets, smartphones, etc. to make access easier for students at home or at school.

For math, provide supplemental computer licenses and programs including, but not limited to, IXL, Reflex Math, Generation Genius, and Freckle. These licenses support math fluency and allow students to work on targeted skills to meet their individual needs. The programs can be used during math small group instructional time or for intervention to assist students needing additional support.

<p>For Social-Emotional Learning (SEL), provide supplemental computer license for The Positivity Project. The Positivity Project includes daily links for SEL lessons that align with a weekly character strength. The entire school will focus on 32 character strengths with 32 weeks of instruction in all grade levels. Weekly parent letters will be shared with families via Parent Square to inform them of the character education lessons.</p> <p>Metric for Effectiveness: Each online program will be monitored for effectiveness by quarterly monitoring of usage and progress of students utilizing each program.</p> <p>Needed Resources: As funds allow, purchase site licenses for Reflex, Read Live, and/or other educational licenses to address specific learning needs of our students.</p>			
<p>Description of the Program: All students have access to weekly opportunities to visit Sandrini's library with their class. The library includes a diverse selection of books to appeal to the students' interests and provide cultural relevance as well. Sandrini's library has a need for more updated books that are more relevant to the student's interests and needs. Research indicates that there is a positive correlation between increased student</p>	<p>Fully implemented. We will continue this strategy next year.</p>	<p>242400-420000: Library: books, supplies & equipment Title I, Part A 4000</p>	
		<p>242400-420000: Library: books, supplies & equipment LCFF-Base</p>	
		<p>1100-02: Certificated Teachers - Extra Duty LCFF- Base</p>	
		<p>4300-00: Supplies & Materials LCFF- Base</p>	

achievement in schools that have high-quality library programs staffed by those who share their expertise with the school community. We will also; purchase more Battle of the Books to increase student participation in this competition, purchase more books in English and Spanish so families may enjoy books together, and purchase books celebrating diversity and cultural relevance for the students' we serve.

Our library will support our Accelerated Reader program (A.R.). During weekly classroom library times, the school librarian will celebrate students who met their individualize A.R. goal. Incentives/prizes will be given to students meeting their goals. Our library will also be open after school hours to encourage and support families utilizing the space with their children. Books, bookmarks, and other incentives will be available via a raffle for those in attendance and notifications regarding the dates and times of the Library Family Nights will be send home to families via Parent Square.

Metric of Effectiveness:
We will monitor the average copyright date of books in the library, the number of students honored for meeting their A.R. goal, and keep attendance sign in sheets for the Library Family

<p>Nights to track the number of participants.</p> <p>Needed Resources: Library books in English and Spanish, books with increase diversity and cultural relevance, and Battle of the Books titles to increase participation. Incentives/awards for students meeting their A.R. goals and participating in the Family Library Nights.</p>			
<p>Description of the Program: As part of our school;s commitment to the integration of science standards within the ELA and Math standards, we will purchase journals for observations, magnifying glasses, and other mateials to support science exploration and learning. We will use this opportunity to support student learning and hands on experience by providing an outdoor learning and observation time for students to have application of science standrds they are learning within the classroom to an outdoor learning space. The school will monitor the effectiveness of the program by walkthrough observational data of science integration lessons within ELA and Math and SSC will monitor and evalute this strategy.</p> <p>Metric of Effectiveness: Walkthroughs and classroom observations, sign in sheets and participants at the Family Math and STEAM night,</p>	<p>Partially implemented. Science exploration was made available with an outdoor garden space but hasn't been used with consistency in all grades. We will continue to increase these hands on learning experiences for our students next year.</p>	<p>4300-00: Supplies & Materials Title I, Part A 1000</p>	
		<p>4300-00: Supplies & Materials Title I, Part A 1000</p>	
		<p>1100-02: Certificated Teachers - Extra Duty Title I, Part A Parent Engagement 2000</p>	
		<p>1100-01: Certificated Teachers - Subs Title I, Part A 900</p>	

<p>lesson plans to measure implementation of science instruction along with integration of science into ELA or math instruction, and participation in schoolwide activities that are offered.</p>						
<p>Teachers will review data for English Learners during PLC meetings using data from all platforms. Enrichment or reteach needs will be identified. RFEF student data will be reviewed and discussed twice a year during PLC to monitor students maintaining proficiency or in need of instructional support to identify strategies to support student areas of need. A Student Success Team meeting will be held for English Learners not making adequate growth.</p>	<p>Fully implemented. English Learner data and instructional needs discussions and actions will continue next year.</p>					
<p>To bridge the transition of incoming students with no school experience or are coming from a Head Start or other pre-school experience, students and families will be invited to a Meet and Greet event. The event will target incoming TK and Kindergarten students to familiarize them with our school campus, build positive relationships, learn classroom routines and procedures, and complete important assessments. Students are more likely to be excited and less nervous to come to school for the first time if they have already met their teacher and see their classroom learning environment. Exiting 6th grade students</p>	<p>Fully implemented. We will continue this next year.</p>	<table border="1"> <tr> <td data-bbox="820 1098 1159 1205"> <p>4300-00: Supplies & Materials Title I, Part A 500</p> </td> <td data-bbox="1175 1098 1518 1205"></td> </tr> <tr> <td data-bbox="820 1215 1159 1354"> <p>2900-02: Other Classified - Extra Duty/Overtime Title I, Part A 200</p> </td> <td data-bbox="1175 1215 1518 1354"></td> </tr> </table>	<p>4300-00: Supplies & Materials Title I, Part A 500</p>		<p>2900-02: Other Classified - Extra Duty/Overtime Title I, Part A 200</p>	
<p>4300-00: Supplies & Materials Title I, Part A 500</p>						
<p>2900-02: Other Classified - Extra Duty/Overtime Title I, Part A 200</p>						

<p>will have a similar opportunity to visit Thompson Jr. High or Actis Jr. High, meet the school staff, learn about junior high classes and programs, and take a campus tour. The activities help students adjust to new routines and expectations.</p>										
<p>Provide basic operational supplies and equipment for use by teachers, staff, students, and families. Additional materials to supplement core instruction include: printers, paper, copiers, and computers will be available for teacher and student use as applicable. Costs may include ongoing maintenance costs, ink, repair, and replacement for damaged/non-working equipment.</p> <p>To increase engagement during lessons in the classroom, additional student supplies will be available such as wet/dry erasable markers, whiteboards, composition books, folders, spiral notebooks, binders, tabs, interactive technology, and other educationally related supplies. Large easel pads will be provided to teachers to support lessons with posted anchor charts for student use.</p> <p>Provide opportunities to extend student learning through activities including Camp KEEP, field trips, guest speakers, and assemblies virtually and/or in-person.</p>	<p>Partially implemented. Planners to support study skills in grades 4-6 were not utilized, so we will continue with all other additional student supplies next year.</p>	<table border="1"> <tr> <td data-bbox="818 474 1159 625">5800-00: Consultants/Professional Services/Licensing LCFF- Base 2000</td> <td data-bbox="1159 474 1518 625"></td> </tr> <tr> <td data-bbox="818 625 1159 743">4300-00: Supplies & Materials LCFF- Base 5000</td> <td data-bbox="1159 625 1518 743"></td> </tr> <tr> <td data-bbox="818 743 1159 861">4300-00: Supplies & Materials Title I, Part A 2000</td> <td data-bbox="1159 743 1518 861"></td> </tr> <tr> <td data-bbox="818 861 1159 1012">5710-00: Transfer of Direct Costs - Printing, District Bus Field Trips, etc. LCFF- Base</td> <td data-bbox="1159 861 1518 1012"></td> </tr> </table>	5800-00: Consultants/Professional Services/Licensing LCFF- Base 2000		4300-00: Supplies & Materials LCFF- Base 5000		4300-00: Supplies & Materials Title I, Part A 2000		5710-00: Transfer of Direct Costs - Printing, District Bus Field Trips, etc. LCFF- Base	
5800-00: Consultants/Professional Services/Licensing LCFF- Base 2000										
4300-00: Supplies & Materials LCFF- Base 5000										
4300-00: Supplies & Materials Title I, Part A 2000										
5710-00: Transfer of Direct Costs - Printing, District Bus Field Trips, etc. LCFF- Base										

<p>Provide awards and recognition for student achievement in academics, arts, sciences, citizenship, and other areas to motivate and encourage students, including our monthly PBIS program.</p> <p>To increase study skills, planners will be purchased for grades 4-6.</p>		
Total Amounts:		

Goal 3, Student Engagement & Campus Climate

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>Description of the Program: Sandrini’s Tier 1 Positive Behavioral Intervention Supports (PBIS) program utilizes Sandrini Saints are Respectful, Kind, Responsible, and Safe expectations to clarify the expectations in all areas of campus. Signage is posted in all areas to remind students of the expectations. Students receive a Respectful, Kind, Responsible, and Safe expectations passports at the beginning of the year and at the semester, which is used to explicitly teach the behavior expectations in all areas of the school. Passports will be sent home and require a parent/guardian signature so they are aware of the expectations as well. Classified and certificated staff lead the learning in the stations that students will rotate through to learn all expectations in each area. Common slideshows are also shared schoolwide to discuss the expectations and promote common language and procedures. Students are rewarded with Sainly Deed tickets for following the expectations and a weekly incentive drawing takes place to recognize and honor students for following the expectations. All staff is trained in how to recognize students modeling the 4 behavior</p>	<p>Fully implemented. We will continue this strategy of building a positive environment, strengthening relationships on campus, teaching students the expectations, supporting students who have extra needs, and prioritizing attendance and incentives.</p>	<p>4300-00: Supplies & Materials Title I, Part A 2500</p> <p>4300-00: Supplies & Materials LCFF- Base 1000</p> <p>4300-00: Supplies & Materials LCFF- Base 200</p> <p>1900-02: Other Certificated -Extra duty Title I, Part A 6300</p> <p>2200-02: Classified Support - Extra Duty/Overtime Title I, Part A 200</p> <p>4300-00: Supplies & Materials LCFF- Base 5000</p> <p>2200-02: Classified Support - Extra Duty/Overtime Title I, Part A 1500</p>	Empty cells for actual expenditures

expectations and how to correct students who are not following the expectations. We use 5:1 positive to negative feedback with students. The Tier 1 PBIS Team meets monthly to analyze behavioral data. The data and focus will be communicated to all staff via a monthly data email from the Assistant Principal who leads the Tier 1 PBIS team. The team meets monthly to review data, set goals, and develop action plans for a positive climate and culture. The team is composed of administration, school psychologist, BIAs, classroom teachers, and family members.

Each class will have a 'calming corner'. Students will be taught self-regulation strategies and the calming corner has resources to support their learning of these skills. The use of fidget toys, breathing techniques, journaling, and other techniques are available to students to support them regulating their emotions and to calm down. Professional development will take place to allow a uniform understanding of staff of the purpose of the calming tools and how to effectively use them.

The Tier 1 behavior program also uses structured recess activities and options for alternative recess settings to support a positive climate. Students

participated in structured recess activities 3 days a week. The options include sports games, art, activities with hula hoops, jump ropes, and other games. The goal of the structured recess is to build social skills while exposing students to games and activities that they may choose to play on their own.

Sandrini's students are reminded of schoolwide PBIS expectations daily: Being Respectful, Kind, Responsible and Safe. These expectations are posted throughout the campus. Students are celebrated by recognizing a student from each class at a whole school assembly along with monthly academic achievements and growth awards (writing, math, reading, work habits, and character). To help promote desired behaviors, teachers utilize The Positivity Project, a Tier I SEL curriculum to build stronger relationships by recognizing the character strengths that students have within themselves and others. Students recognized for exhibiting positive behavior expectations are awarded a Sainly Deed by staff and are entered in a weekly drawing for a treat in the school library.

Expand on the current practices of recognition and provide incentives for students and parents for positive attendance with a focus on our White,

<p>African American, and Students with Disabilities Subgroups. Strategies would include grade-level attendance incentives, monthly attendance awards, weekly parent informational newsletters, calls home when students are absent, attendance challenges based on focus groups of students and recognizing the class of the week for the highest attendance percentage.</p> <p>Metric for Effectiveness: The effectiveness of Sandrini's Tier 1 Behavior and Attendance program will be monitored through SWIS and KIDS. The number of Sainly Deeds distributed will also measure positive referrals. Effectiveness will be monitored by the PBIS Climate and Culture Team.</p>			
<p>Description of Program: Sandrini's Tier 2 and Tier 3 program is led by the MTSS Tier 2 team (e.g. Assistant Principal, Psychologist, Nurse, Social Worker, and BIA's). The Assistant Principal leads this team. The team meets bi-weekly to discuss student-specific data and needs based on the data. Students are referred to the Tier 2 team via Student Success Team (SST) meetings as well as the number of behavioral referrals submitted. The team determines an intervention for the student based on the needs and monitors the effectiveness with</p>	<p>Fully implemented. We will continue with this strategy.</p>	<p>4200-00: Books - Other Than Textbooks Title I, Part A 1000</p>	
		<p>4300-00: Supplies & Materials LCFF- Base 2000</p>	
		<p>4300-00: Supplies & Materials Title I, Part A 1000</p>	
		<p>1100-01: Certificated Teachers - Subs LCFF- Base 2000</p>	

progress data. The team then determines if interventions need to be changed, intensified, or faded as need.

The Tier 2 and Tier 3 attendance team is led by the Assistant Principal. The Assistant Principal leads A2A attendance conferences with parents to discuss and address attendance issues and connect families with resources that may be needed to support attendance barriers. Incentives will be offered for regular attendance. Students are referred for an SST due to attendance playing an integral role in the students' lack of academic success.

Metric of Effectiveness:
The effectiveness of Sandrini's Tier 2 and Tier 3 attendance and behavior programs will be monitored through SWIS for behavioral data and KiDS for behavioral and attendance data. Intervention data will also be utilized and monitored.

Needed Resources:
Supplies to support effective Tier 2 and Tier 3 behavior will include a supplemental SEL curriculum to support targeted social skills intervention groups. Incentives to award students meeting individualized goals.

Total Amounts:

Goal 4, Parent & Family Engagement

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>Description of Program: Parent workshops/training are offered at least quarterly to support student learning. Parents and families are encouraged to become active educational partners. Workshops and training will be offered virtually via Zoom and in-person at various times. At the workshops, the site will offer interpreters and written translations of materials/resources when available. Parents are notified of upcoming workshops and training for parents and families via flyers sent home with students, outside signage, and electronic notifications through ParentSquare.</p> <p>Communicate with families regularly about parent/family engagement opportunities on campus. Share a monthly calendar with important dates included. Provide regular activities at various times of day to support involvement on campus. Events include, but are not limited to: Transition Back to School/Meet the Teacher, STEM Night, Literacy Night, Author Visit, Back to School Night, Family Picnic/Open House, Coffee with the Principal (alternate in-person with virtual presentations, each month will focus on training for parents, including positive behavior supports at</p>	<p>Partially implemented. Many parent workshops and engagement opportunities were offered, but all were in-person and not via Zoom. We will continue this strategy next year to strengthen the relationships with our educational partners.</p>	<p>4300-00: Supplies & Materials Title I, Part A Parent Engagement 1000</p> <p>2900-02: Other Classified - Extra Duty/Overtime Title I, Part A Parent Engagement 500</p> <p>5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc. Title I, Part A Parent Engagement 100</p> <p>4300-00: Supplies & Materials Title I, Part A Parent Engagement 1000</p> <p>4300-00: Supplies & Materials LCFF- Base 1000</p> <p>1100-01: Certificated Teachers - Subs Title I, Part A Parent Engagement 3000</p> <p>1100-02: Certificated Teachers - Extra Duty Title I, Part A Parent Engagement 0</p> <p>5800-00: Consultants/Professional Services LCFF- Base 1000</p>	

<p>home and school, literacy strategies, language strategies, math supports, attendance resources and supports, mindfulness activities, how to support healthy habits, games to play to have fun and learn).</p> <p>Host virtual and/or in-person celebrity readers to promote community involvement as well as student engagement and interaction with core content standards as well as science and history.</p> <p>Provide increased opportunities for conferencing with parents regarding their child's academic status and needs. Substitute teachers will cover classes during the school day so that teachers can provide parents with longer conferencing times so that meaningful conversations can take place to improve the academic success of all students throughout the year.</p>			
<p>Parent workshops and training to support student learning and provide strategies specifically for parents of English Learners (EL's) are offered virtually and/or in-person at various times. Offer interpreters and written translations of materials/resources.</p> <p>Offer a Latino Literacy program to help support parents of ELs in building a foundation for literacy. Parents are offered a multi-day program that</p>	<p>Fully implemented. We will continue this next year.</p>	<p>4300-00: Supplies & Materials LCFF- Base 5000</p>	
		<p>2200-02: Classified Support - Extra Duty/Overtime Title I, Part A Parent Engagement 200</p>	

<p>includes resources and materials to help build literacy with the parent who in turn supports literacy at home with their student.</p>		
<p style="text-align: right;">Total Amounts:</p>		

Goal 5, Professional Learning/Professional Development

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>Description of the Program: Collaboration: All teachers participate with their grade level in weekly PLC. Sandrini's schoolwide Professional Learning time provides teachers with 90 minutes of collaboration time to review common formative assessment data, analyze student work and determine learning gaps, plan for first instruction as well as reteach and extension opportunities to meet the needs of all students within ELA, Math, and ELD with the integration of other subjects. PLC has a focus on analyzing data and improving instruction. Teachers will also be given additional collaboration time through quarterly release time as well as given the opportunity for collaboration during June to analyze student work and assessment data and identify learning gaps in the lessons and review the 2023-24 school year data.</p> <p>Observations will occur regularly by administrators and coaches. Teachers will be given coaching support in classroom management, effective lesson design and delivery, differentiated grouping, English Language Development, integration of science and social studies within ELA</p>	<p>Partially implemented. PLC collaboration time was utilized throughout the year for targeted instructional planning, creating common formative assessments, and data analysis. Release time for grade level collaboration was utilized to plan instruction for targeted groups, receive professional learning, however, Instructional Leadership team did not get released to observe classrooms but they did gather to participate in the Title I annual review. The book studies were also not completed, professional reading was centered on excerpts of a book or scholarly articles.</p>	<p>1100-02: Certificated Teachers - Extra Duty Title I, Part A 1000</p> <p>1100-01: Certificated Teachers - Subs Title I, Part A 2000</p> <p>4200-00: Books - Other Than Textbooks Title I, Part A 2000</p> <p>1100-02: Certificated Teachers - Extra Duty Title I, Part A 28400</p> <p>1100-02: Certificated Teachers - Extra Duty Title I, Part A 6100</p> <p>1100-01: Certificated Teachers - Subs Title I, Part A 2000</p>	

<p>and Math, and other areas of need.</p> <p>Leadership Development: The Instructional Leadership Team will meet bi-monthly to develop their leadership capacity as well as make school decisions based on data. The leadership team will receive extra duty pay for meeting beyond the school day. At times, the Instructional Leadership Team will also be released from duty to observe classrooms, participate in professional learning and develop plans for leading grade-level teams.</p> <p>Book Studies: Teachers will be able to participate in book studies based on learning goals and interests. As funds allow, purchase books for professional development to be used as book studies to provide research-based strategies to improve core instruction, small group instruction, guided reading groups, culturally responsive teaching and learning, mathematical discourse, Math Thinking Classroom, CRA model, Thinking Classrooms, science instruction, ELD instruction, SEL strategies, and intervention to improve student achievement.</p>						
<p>Description of the Program: Sandrini promotes professional development to build the capacity of all staff members in order to increase student</p>	<p>Partially implemented. Professional development was provided on running records, PBIS, Positivity Project (SEL curriculum), Kagan cooperative learning strategies, and D-</p>	<table border="1"> <tr> <td data-bbox="812 1711 1161 1837">5200-00: Travel & Conference Title I, Part A 11700.43</td> <td data-bbox="1161 1711 1528 1837"></td> </tr> <tr> <td data-bbox="812 1837 1161 1955">5800-00: Consultants/Professional</td> <td data-bbox="1161 1837 1528 1955"></td> </tr> </table>	5200-00: Travel & Conference Title I, Part A 11700.43		5800-00: Consultants/Professional	
5200-00: Travel & Conference Title I, Part A 11700.43						
5800-00: Consultants/Professional						

<p>achievement and address the needs of all students. Based upon identified needs through teacher surveys (formal/informal) and student data dives, seek opportunities for staff to increase/improve their knowledge through the following professional development areas:</p> <p>Improving Communication with Parents: Staff training on communicating with parents effectively in our multicultural demographics</p> <p>SEL and Trauma-Informed Care: Provide opportunities for staff training, including classified personnel training with the PBIS program and behavioral and social-emotional training. Participate in training with the district MTSS team. Staff training through CATCH program</p> <p>Provide professional development on Chronic Absences through Attendance Works.</p> <p>ELD: Provide professional development to enhance EL instructional best practices for both Designated and Integrated ELD and the four domains. As funds allow, bring in consultants, such as Jill Hamilton Bunch, or attend professional development from ELD experts to guide teachers in how to effectively plan and deliver quality ELD</p>	<p>ELD strategies to use with English Learners. Co-plan/co-teach took place for science as well. Next steps would be to continue the learning around science, strengthen the strategies used in D-ELD, including adding training from Write From the Beginning and Beyond to support all content areas.</p>	<p>Services/Licensing Title I, Part A 3000</p>	
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lessons for our English Learners. Continue the Path to Proficiency training with staff, utilizing strategies within Thinking Maps to support English Learners.

Math:
Provide professional development on how to deliver effective Tier I instruction by using the Thinking Classroom, mathematical discourse, Number Talks, Math Tasks, Tulare Math Training, CRA model, utilizing manipulatives, and differentiated math groups.

Reading:
Provide professional development on how to administer running records and how to organize, effectively plan for, and deliver high quality lessons for varied DIGS groups within the classroom.

Science:
Professional Development on science through KCSOS as well as co-plan/co-teach with the Academic Coach on planning integration lessons of study with science and math or ELA.

Writing:
Professional Development on writing instruction, using and creating rubrics, co-plan/co-teach with the Academic Coach, and a trainer of trainer models for Write From the Beginning.

Lesson Design:

<p>Provide professional development on student engagement and effective lesson design to address the needs of all students.</p> <p>Data-Driven Instruction: Provide professional development on the overview of data-driven instruction with a focus on a deep understanding of the four key principles of data-driven instruction: Assessment, Analysis, Action, & Culture and Data-Driven Instruction-Defining Mastery.</p> <p>If travel and conferences are allowable in the 2024-2025 school year, have staff attend professional development in Visible Learning, Mathematics, PBIS, MTSS, and more. Attendees will be responsible for bringing the learning back to the staff.</p>		
Total Amounts:		

SCHOOL SITE COUNCIL RECOMMENDATIONS, ASSURANCES AND MEMBERSHIP


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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

<input checked="" type="checkbox"/>	English Learner Advisory Committee	Date(s)	<u>April 29, 2025</u>
<input checked="" type="checkbox"/>	Title I Review Committee	Date(s)	<u>May 7, 2025</u>
<input checked="" type="checkbox"/>	Other committees established by the school or district (list): <i>Committee/Group Name & Date(s)</i>		<u>April 8, 2025</u>
<input type="checkbox"/>	Instructional Leadership Team		

4. 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 and the local control accountability plan.
5. 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.
6. Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council.

Attested by the following SSC members present:

	Member Name	Term		Role	Signature
		Begin	End		
1.	Nicole Littlejohn	N/A	N/A	Principal	
2.	January Dinwiddie	2023	2025	Classroom Teacher	
3.	Cayli Brown	2024	2026	Classroom Teacher	
4.	Rosa Madrigal Ramos	2024	2026	Classroom Teacher	
5.	Gabby Cantu	2024	2026	Other Staff	
6.	Brandon Borjon	2024	2026	Parent	
7.	Rosa Linares	2023	2024	Parent	
8.	Sandra Nieto	2024	2026	Parent	<i>sandra Nieto.</i>
9.	Alexis Ramirez	2023	2025	Parent	
10.	Victor Medrano	2024	2026	Parent	

The SPSA was adopted by the SSC at a public meeting on: May 7, 2025