

2025-26 School Plan for Student Achievement

O.J. Actis Junior High School

PANAMA-BUENA VISTA UNION SCHOOL DISTRICT



Principal: Patrick Spears
Address: 2400 Westholme Boulevard
Bakersfield, CA 93309
Phone: (661) 833-1250
E-mail Address: pspears@pbvUSD.k12.ca.us
Website: www.pbvUSD.k12.ca.us

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)

<i>FOR DISTRICT OFFICE USE</i>	
Item/Action Reviewed	Date
Schoolsite Council Approval Date	May 13, 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 purpose of this plan is to align our site goals to the LCAP (Local Control Accountability Plan) goals of the district; including support for pupils with unique needs (EL, SWD, foster, SED, & homeless), learning loss and social-emotional well being. We will meet the ESSA (Every Student Succeeds Act) requirements by focusing on school-wide coherence, teamwork, student engagement, student achievement, social-emotional learning, and PLC (Professional Learning Community). Additionally, we will focus on the long-term goal of eliminating the achievement gap with every student performing at high levels. Furthermore, part of the intention of our SPSA (School Plan for Student Achievement) will be to implement evidence-based interventions, including identifying essential standards, providing MTSS (Multi-tiered Systems of Support) based on the identified standards, and using common pre and post-assessments to guide instructional purposes.

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. For 2024-2025, 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

Mission:

The mission of Actis is to inspire students to ACT respectfully, responsibly, and honestly in learning and in life.

Vision:

Within two years, Actis students will establish a strong foundation for academic and social success in high school.

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

Each year, our Leadership Team meets to identify key strategies to outline in the SPSA. These strategies are reviewed annually by the School Site Council (SSC), which has the opportunity to provide feedback and make improvements to the plan before it is finalized. Parents have the opportunity to provide advice and input into programs through the English Learner Advisory Committee (ELAC), "Coffee with the Principal" meetings, and our parent/guardian survey. In February and March, school leadership convenes to conduct the SPSA Annual Review/Comprehensive Needs Assessment. Each strategy is reviewed and evaluated with a recommendation to "continue, continue with modifications or discontinue." These findings are reviewed by SSC. The recommendations from the Annual Review/Comprehensive Needs Assessment are included in the SPSA for the upcoming school year.

Resource Inequities

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

Not applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	1.00%	0.74%	0.57%	7	5	4
African American	14.18%	11.03%	11.43%	99	75	80
Asian	2.15%	2.35%	3.00%	15	16	21
Filipino	0.57%	0.15%	0.14%	4	1	1
Hispanic/Latino	64.90%	68.09%	68.29%	453	463	478
Pacific Islander	0.29%	0.44%	1.00%	2	3	7
White	14.61%	13.82%	12.14%	102	94	85
Multiple/No Response	1.43%	1.91%	2.00%	10	13	14
Total Enrollment				698	680	700

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	337	344	329
Grade 8	361	336	371
Total Enrollment	698	680	700

Conclusions based on this data:

1. Our school enrollment increased 2.9% from 22-23 to 23-24, recouping our loss in student population from 21-22 to 22-23.
2. Our African American population grew from 75 to 80 students, but is still significantly lower than our total of 99 students in 21-22.
3. Our number of white students decreased for the second year in a row.

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	93	90	95	13.2%	13.2%	13.6%
Fluent English Proficient (FEP)	105	131	143	19.3%	19.3%	20.4%
Reclassified Fluent English Proficient (RFEP)	96	127	134	18.7%	58.5%	58.5%

Conclusions based on this data:

1. Our school has a need for integrated English Language Development (ELD) strategies in all subject areas with 13.6% of our students being English Learners.
2. According to our site records, we had 14 students reclassify in 22-23 , 12 students in 23-24, and 16 students in 2-25. We are looking forward to replicating this success in our ELD department in 25-26..
3. We need to continue to focus on supporting 19.1% of students who are RFEP with opportunities for reading, writing, listening and speaking.

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 7	335	331	319	322	327	314	321	327	314	96.1	98.8	98.4
Grade 8	365	299	346	350	295	343	347	295	343	95.9	98.7	99.1
All Grades	700	630	665	672	622	657	668	622	657	96.0	98.7	98.8

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 7	2545.	2534.	2505.	17.45	8.56	7.32	33.02	39.14	28.66	21.81	25.38	24.52	27.73	26.91	39.49
Grade 8	2523.	2556.	2524.	10.95	16.27	7.58	22.48	30.17	27.70	32.28	24.41	30.03	34.29	29.15	34.69
All Grades	N/A	N/A	N/A	14.07	12.22	7.46	27.54	34.89	28.16	27.25	24.92	27.40	31.14	27.97	36.99

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 7	17.76	14.07	8.60	57.63	63.61	57.64	24.61	22.32	33.76	
Grade 8	13.54	17.29	9.62	56.77	54.24	55.98	29.68	28.47	34.40	
All Grades	15.57	15.59	9.13	57.19	59.16	56.77	27.25	25.24	34.09	

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 7	26.48	13.46	11.46	47.35	59.63	51.91	26.17	26.91	36.62
Grade 8	13.26	20.00	7.58	44.09	49.49	56.56	42.65	30.51	35.86
All Grades	19.61	16.56	9.44	45.66	54.82	54.34	34.73	28.62	36.23

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 7	10.90	9.48	5.73	76.01	74.01	74.52	13.08	16.51	19.75
Grade 8	10.37	14.58	10.20	68.30	71.86	69.68	21.33	13.56	20.12
All Grades	10.63	11.90	8.07	72.01	72.99	71.99	17.37	15.11	19.94

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 7	18.69	15.90	13.06	61.37	65.75	61.46	19.94	18.35	25.48
Grade 8	12.68	20.34	9.91	66.86	61.69	70.55	20.46	17.97	19.53
All Grades	15.57	18.01	11.42	64.22	63.83	66.21	20.21	18.17	22.37

Conclusions based on this data:

1. Our Standard Exceeded and Standard Met categories both decreased in both grade levels, showing a schoolwide need for an emphasis on first best instruction and strong use of the 4 questions in ELA PLCs.
2. Our mean scaled score dropped in both grade levels 29.2 points for grade 7 and 32.2 point for 8th grade. This shows a need to further focus on data analysis, common formative assessments, and CAASPP test preparation in our 7th grade instruction.
3. We assessed 98.8% of students, which is a very strong number. We will maintain this percentage of assessed students each year.

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 7	336	330	319	319	326	317	319	326	317	94.9	98.8	99.4
Grade 8	366	299	346	343	296	345	343	296	345	93.7	99.0	99.7
All Grades	702	629	665	662	622	662	662	622	662	94.3	98.9	99.5

* 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 7	2477.	2491.	2462.	6.27	7.06	4.10	14.11	19.94	11.99	28.84	23.31	25.55	50.78	49.69	58.36
Grade 8	2463.	2480.	2471.	6.41	7.43	4.93	4.96	9.46	8.12	21.87	21.28	25.22	66.76	61.82	61.74
All Grades	N/A	N/A	N/A	6.34	7.23	4.53	9.37	14.95	9.97	25.23	22.35	25.38	59.06	55.47	60.12

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 7	6.58	7.98	4.10	51.10	48.47	48.26	42.32	43.56	47.63	
Grade 8	4.66	9.46	5.22	48.69	49.66	47.83	46.65	40.88	46.96	
All Grades	5.59	8.68	4.68	49.85	49.04	48.04	44.56	42.28	47.28	

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 7	6.27	7.36	3.47	61.76	61.35	58.36	31.97	31.29	38.17
Grade 8	3.50	5.74	2.90	52.19	55.07	65.51	44.31	39.19	31.59
All Grades	4.83	6.59	3.17	56.80	58.36	62.08	38.37	35.05	34.74

Conclusions based on this data:

1. The 7th and 8th grade mean scores increased from 2 years ago, but dropped from last year. We have a significant need for using data for reteaches.
2. We have a significant need for experienced, fully-credentialed teachers in our mathematics department, along with more time for mathematics instruction.

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3. We assessed 99.5% of students, which is a very strong number. We will maintain this percentage of assessed students each year.

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
7	1548.1	1543.2	1543.2	1550.0	1548.7	1549.7	1545.9	1537.2	1536.3	42	43	37
8	1543.9	1560.3	1560.4	1541.3	1562.9	1575.9	1546.1	1557.2	1544.4	47	26	36
All Grades										89	69	73

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
7	26.19	23.26	27.03	45.24	39.53	40.54	21.43	27.91	16.22	7.14	9.30	16.22	42	43	37
8	36.17	30.77	25.71	34.04	26.92	51.43	8.51	30.77	17.14	21.28	11.54	5.71	47	26	35
All Grades	31.46	26.09	26.39	39.33	34.78	45.83	14.61	28.99	16.67	14.61	10.14	11.11	89	69	72

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
7	45.24	41.86	56.76	38.10	37.21	24.32	11.90	13.95	5.41	4.76	6.98	13.51	42	43	37
8	44.68	50.00	57.14	29.79	23.08	28.57	10.64	19.23	11.43	14.89	7.69	2.86	47	26	35
All Grades	44.94	44.93	56.94	33.71	31.88	26.39	11.24	15.94	8.33	10.11	7.25	8.33	89	69	72

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
7	16.67	6.98	18.92	26.19	32.56	29.73	38.10	32.56	13.51	19.05	27.91	37.84	42	43	37
8	27.66	15.38	0.00	21.28	23.08	45.71	27.66	38.46	28.57	23.40	23.08	25.71	47	26	35
All Grades	22.47	10.14	9.72	23.60	28.99	37.50	32.58	34.78	20.83	21.35	26.09	31.94	89	69	72

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
7	21.43	23.26	27.03	59.52	58.14	56.76	19.05	18.60	16.22	42	43	37
8	14.89	23.08	25.71	63.83	61.54	65.71	21.28	15.38	8.57	47	26	35
All Grades	17.98	23.19	26.39	61.80	59.42	61.11	20.22	17.39	12.50	89	69	72

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
7	71.43	79.07	75.68	26.19	18.60	13.51	2.38	2.33	10.81	42	43	37
8	61.70	61.54	74.29	25.53	30.77	20.00	12.77	7.69	5.71	47	26	35
All Grades	66.29	72.46	75.00	25.84	23.19	16.67	7.87	4.35	8.33	89	69	72

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
7	16.67	16.28	10.81	45.24	39.53	43.24	38.10	44.19	45.95	42	43	37
8	31.91	19.23	0.00	27.66	30.77	54.29	40.43	50.00	45.71	47	26	35
All Grades	24.72	17.39	5.56	35.96	36.23	48.61	39.33	46.38	45.83	89	69	72

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
7	4.76	13.95	27.03	90.48	72.09	56.76	4.76	13.95	16.22	42	43	37
8	6.38	3.85	14.29	78.72	88.46	80.00	14.89	7.69	5.71	47	26	35
All Grades	5.62	10.14	20.83	84.27	78.26	68.06	10.11	11.59	11.11	89	69	72

Conclusions based on this data:

1. 8th grade reading and written language are major needs with 0% of students in the well-developed category.
2. The speaking domain was our strongest with 75% of students in the well-developed category.
3. The 7th grade and 8th grade overall scores have remained steady.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
700	86%	13.6%	1.4%
Total Number of Students enrolled in O.J. Actis Junior High 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	95	13.6%
Foster Youth	10	1.4%
Homeless	5	0.7%
Socioeconomically Disadvantaged	602	86%
Students with Disabilities	119	17%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	80	11.4%
American Indian	4	0.6%
Asian	21	3%
Filipino	1	0.1%
Hispanic	478	68.3%
Two or More Races	14	2%
Pacific Islander	7	1%
White	85	12.1%

Conclusions based on this data:

1. With our high percentage of students who are socioeconomically disadvantaged (86%), we must focus on providing SEL support, school supplies, etc. to meet students' needs.

2. With 13.6% percent of students identified as English Learners and 68.3% of students identifying as Hispanic, we have a continual need for providing Spanish-speaking staff and resources in Spanish for our families.
3. Seventeen percent of our students are identified as students with disabilities, which was previously one of our ATSI categories. Improving achievement of our students with disabilities will continue to be a focus even though we are no longer in ATSI. We also know this number will continue to grow with the addition of BIC on our campus. In order to establish small group instruction, additional special education teaching staff is needed.

School and Student Performance Data

Overall Performance

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

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

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



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Yellow	Suspension Rate Green
Mathematics Red		
English Learner Progress Green		

Conclusions based on this data:

1. Our mathematics achievement moved from yellow to red, indicating a significant need for mathematics intervention time, fully-credentialed math teachers and assessments that give a full picture of student gaps.
2. Our chronic absenteeism is yellow, and there is also evidence indicating that a high number of students are checked out of school in the afternoons. We need to focus strongly on attendance and educating families about the importance of staying all day.

3. Our English Learner progress increased from orange to green. We will continue to focus on professional learning to ensure that students are given ample opportunities for reading, writing, listening and speaking in all classes.

School and Student Performance Data

Academic Performance English Language Arts

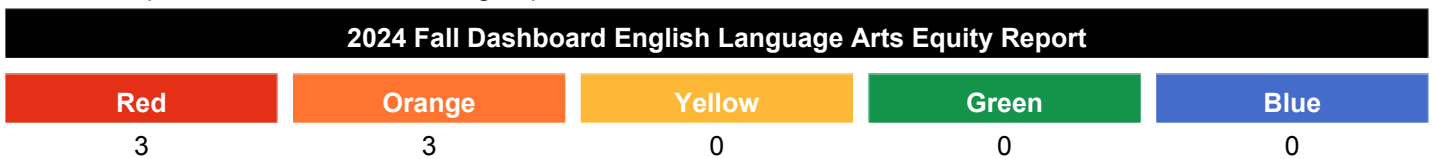
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>40.3 points below standard</p> <p>Declined 28.4 points</p> <p>638 Students</p>	<p>English Learners</p> <p>Red</p> <p>77.6 points below standard</p> <p>Declined 11.9 points</p> <p>106 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>96.1 points below standard</p> <p>Declined 14.1 points</p> <p>73 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>47.2 points below standard</p> <p>Declined 29.2 points</p> <p>553 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>103.2 points below standard</p> <p>Declined 15.1 points</p> <p>109 Students</p>	<p>African American</p>  <p>Red</p> <p>82.3 points below standard</p> <p>Declined 30.5 points</p> <p>71 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>52.2 points below standard</p> <p>Declined 49.2 points</p> <p>18 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Orange</p> <p>33.5 points below standard</p> <p>Declined 24.4 points</p> <p>443 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>White</p>  <p>Orange</p> <p>42.0 points below standard</p> <p>Declined 47.1 points</p> <p>75 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
<p>105.5 points below standard</p> <p>Declined 4.3 points</p> <p>71 Students</p>	<p>20.8 points below standard</p> <p>Declined 27.5 points</p> <p>35 Students</p>	<p>44.2 points below standard</p> <p>Declined 35.2 points</p> <p>416 Students</p>

Conclusions based on this data:

- Our most significant area of concern was our Students with Disabilities, which was 103.2 points below standard, and is lower than the year before. We conclude that our Students with Disabilities need more opportunities to access the Common Core standards for ELA in order to be successful on CAASPP, including having an identified curriculum for ELA IIC classes.
- Our second largest area of concern for ELA in 2023 was our African America students, scoring 82.3 below standard, which is lower than the year before. We still need to focus on engaging strategies to meet all students' needs, with robust reading, writing, listening, and speaking opportunities.

3. Our third area of concern is the English Learner category, 77.6 points below standard, which is a drop of 11.9 points from last year. We conclude that we must focus on ELD strategies, student engagement, plus opportunities to read, write, listen, and speak in all classes.

School and Student Performance Data

Academic Performance Mathematics

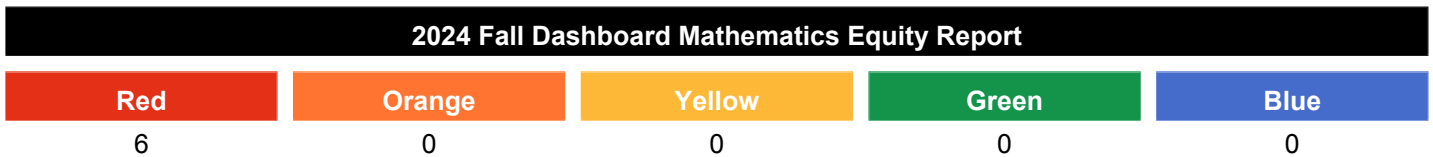
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>102.8 points below standard</p> <p>Declined 18.0 points</p> <p>637 Students</p>	<p>English Learners</p> <p>Red</p> <p>138.0 points below standard</p> <p>Maintained 1.3 points</p> <p>106 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>158.5 points below standard</p> <p>Declined 12.7 points</p> <p>72 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>110.4 points below standard</p> <p>Declined 17.6 points</p> <p>552 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>160.6 points below standard</p> <p>Declined 8.6 points</p> <p>107 Students</p>	<p>African American</p>  <p>Red</p> <p>145.6 points below standard</p> <p>Declined 11.8 points</p> <p>71 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>75.9 points below standard</p> <p>Declined 50.5 points</p> <p>17 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Red</p> <p>97.4 points below standard</p> <p>Declined 13.0 points</p> <p>442 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>White</p>  <p>Red</p> <p>97.8 points below standard</p> <p>Declined 42.6 points</p> <p>76 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
<p>160.9 points below standard</p> <p>Increased 8.9 points</p> <p>71 Students</p>	<p>91.6 points below standard</p> <p>Declined 20.9 points</p> <p>35 Students</p>	<p>107.7 points below standard</p> <p>Declined 23.9 points</p> <p>415 Students</p>

Conclusions based on this data:

- Our English Learners were in the red category of the dashboard at 138 points below standard, however their decrease was very small at 1.3 points. Our English Learners need ample opportunities to access the academic language that is necessary to master the Common Core State Standards for mathematics. Our school needs to provide ongoing professional learning for the math teachers in how to support English Learners with their academic language needs including incorporating more academic discourse about mathematics.
- Our students with disabilities were in the red category of the dashboard, which is 160.6 points below standard. They need ample opportunities to engage with the Common Core State Standards for mathematics, with relevant and engaging classroom activities, including academic discourse about mathematics. We need to provide professional

learning opportunities for our special education math teachers as well as our regular education math teachers in strategies for supporting all students, including our students with disabilities.

3. Our African American students decreased from orange to red, and are 145.6 points below standard. African American students need opportunities to engage with the Common Core State Standards for mathematics, with relevant and engaging classroom activities, including academic discourse about mathematics.

School and Student Performance Data



Academic Performance English Learner Progress

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Green 60.5% making progress. Number Students: 76 Students	Long-Term English Learner Progress  Blue 59.4% making progress. Number Students: 69 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 5.3%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 28.9%	Maintained ELPI Level 4 2.6%	Progressed At Least One ELPI Level 52.6%

Conclusions based on this data:

- 59.4% of our long term English Learners are making progress. This is a positive trend and indicates that our efforts in supporting reading, writing, listening, and speaking schoolwide are paying off.
- For our students who maintained level 4, we can conclude that the STAR assessment is a barrier to reclassification for some students.
- 52.6% of our students increased at least one level on the ELPAC, and we can conclude that the strategies they are learning in their Integrated and Designated ELD courses of study are aiding them in acquiring the English Language.

School and Student Performance Data

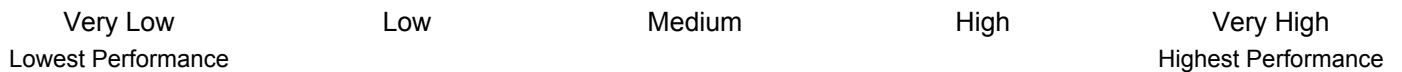
Academic Performance College/Career Report

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.

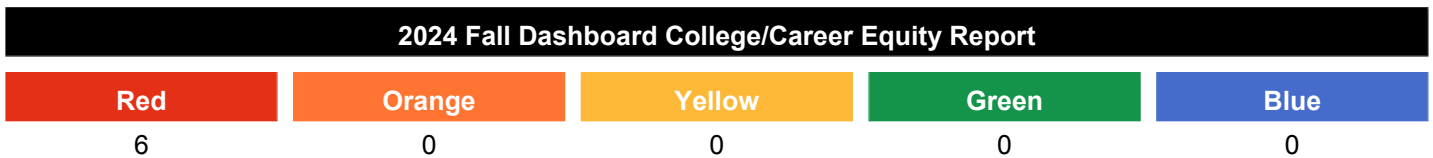
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>28.2% Chronically Absent</p> <p>Declined 4.1</p> <p>752 Students</p>	<p>English Learners</p> <p> Orange</p> <p>24.3% Chronically Absent</p> <p>Declined 7.4</p> <p>103 Students</p>	<p>Long-Term English Learners</p> <p> Orange</p> <p>26.8% Chronically Absent</p> <p>Declined 6.1</p> <p>82 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>40% Chronically Absent</p> <p>0</p> <p>15 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Orange</p> <p>30.2% Chronically Absent</p> <p>Declined 2.3</p> <p>648 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>34.1% Chronically Absent</p> <p>Declined 10.1</p> <p>132 Students</p>	<p>African American</p>  <p>Orange</p> <p>29.2% Chronically Absent</p> <p>Declined 4.1</p> <p>89 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>38.1% Chronically Absent</p> <p>Declined 14.5</p> <p>21 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Yellow</p> <p>25% Chronically Absent</p> <p>Declined 5</p> <p>512 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>52% Chronically Absent</p> <p>Increased 8</p> <p>25 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>White</p>  <p>Red</p> <p>34.1% Chronically Absent</p> <p>Maintained 0</p> <p>91 Students</p>

Conclusions based on this data:

1. We have a need for family/parent outreach regarding school attendance, plus more family engagement to strengthen the bond between our school and the families we serve.
2. We have focused heavily on chronic absenteeism, and our rate has decreased by 4.1, after a decrease of over 17% the year. We are in a much better position than two years ago, and still have a need to decrease chronic absenteeism rates.
3. Our white subgroup fell to the red category with 34.1% of students chronically absent. This is our only group in the red, due to the small size of some of our other student groups.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

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

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

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

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

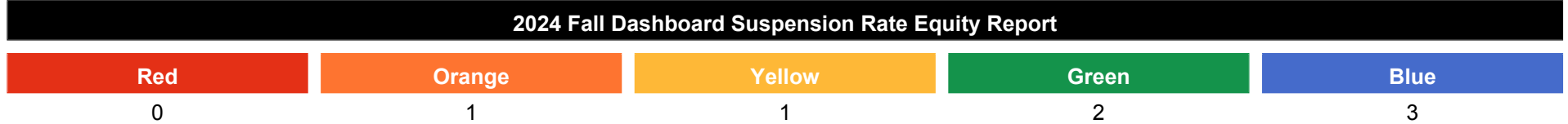
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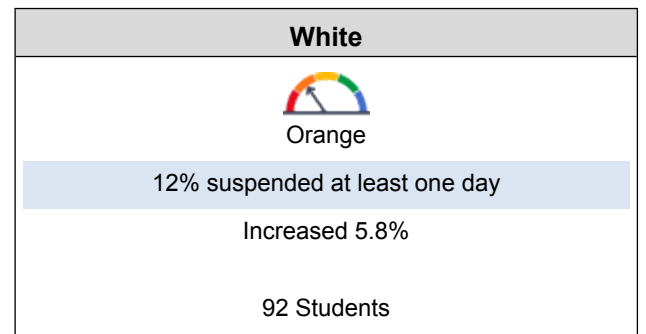
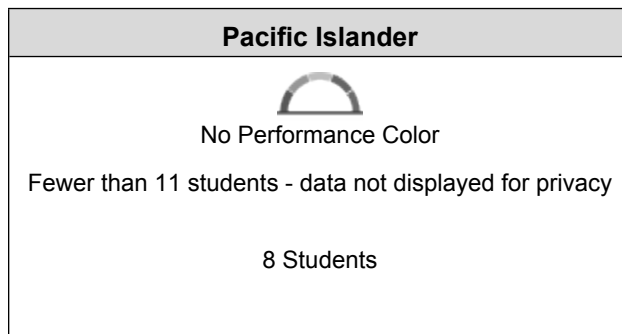
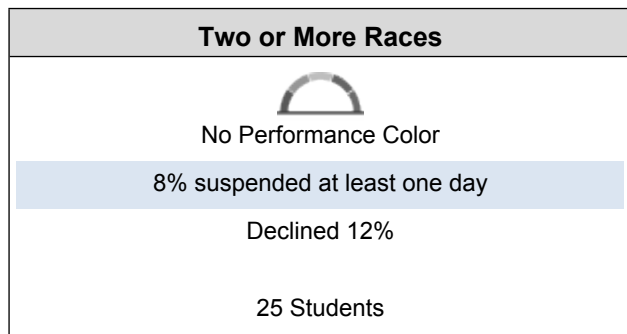
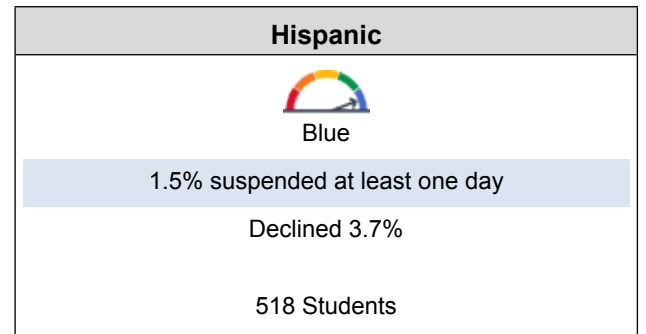
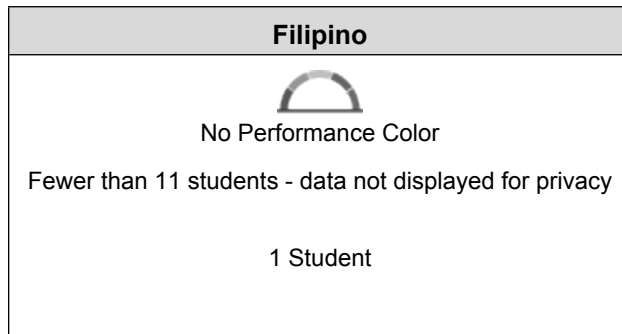
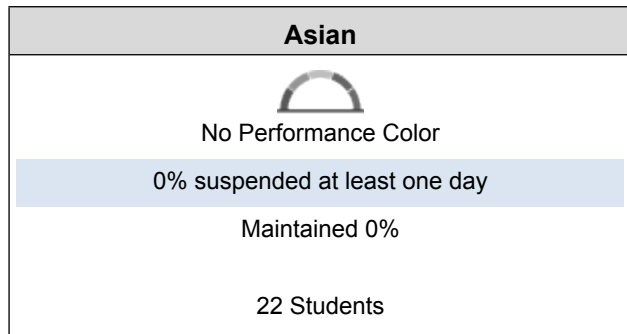
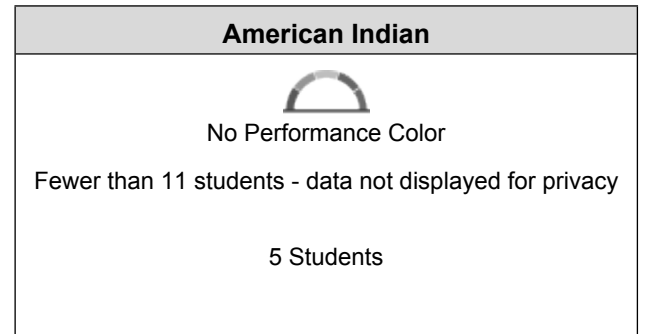
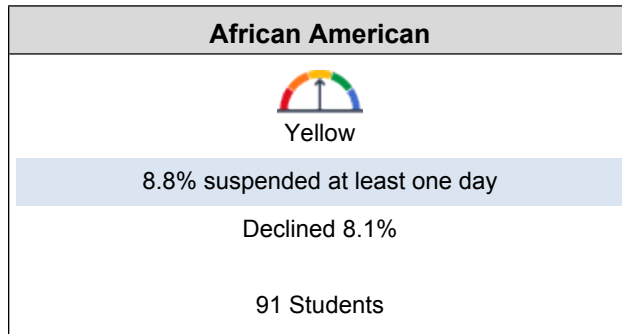
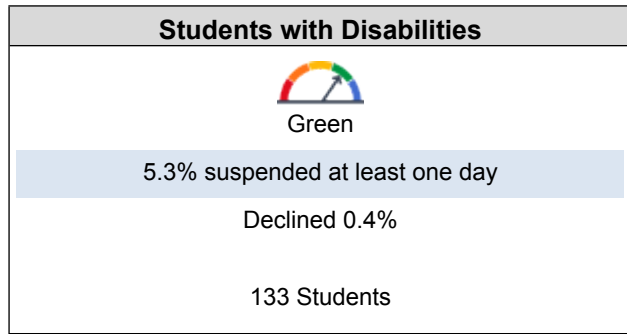
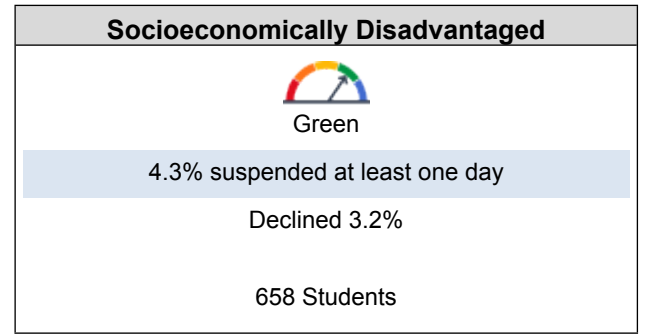
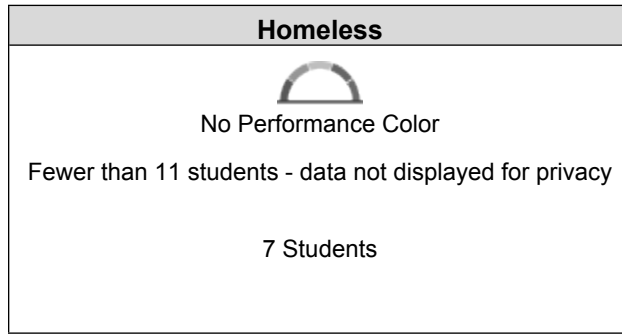
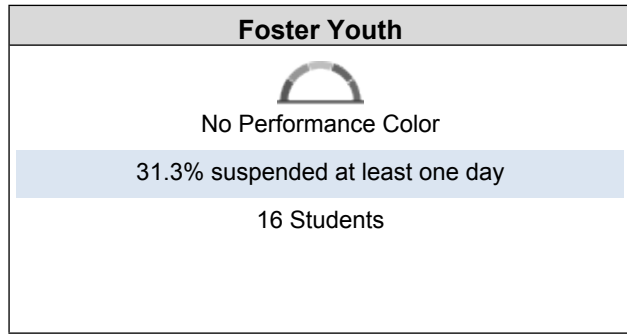


This section provides number of student groups in each level.



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	 Blue	 Blue
3.8% suspended at least one day	0% suspended at least one day	0% suspended at least one day
Declined 3.2%	Declined 6.9%	Declined 8%
762 Students	105 Students	82 Students



Conclusions based on this data:

1. 16.9% of our African American students were suspended at least one time two years ago, and this percentage has now decreased to 8.8%. This indicates that our efforts to fully utilize our Alternative to Suspension Class and substance abuse counselor have aided in the decrease in suspension rates for African American students.
2. Due to the addition of the BIC program on our campus, our number of foster youth has increased. This leads us to believe foster youth may be a significant subgroup in the coming years, and this group has a 31.3% suspension rate. This is an important consideration in disciplinary support.
3. Data shows that our strategic plan to reduce suspension is moving in a positive direction, however, we still have work to do.

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

Actis will increase students' average instructional reading level in grades 7 and 8 by a minimum of one year as measured by STAR Reading grade equivalent data. Goal 1A will be monitored using STAR Reading data from the STAR Screening Report on a quarterly basis. The Instructional Leadership Team, SSC, ELAC, ELA Teachers, and ELD teacher will analyze data quarterly to determine student progress toward goals. If goals are not being met, teachers will work with students during Core, ELD, and Core Support courses to meet their individual needs. This intervention includes, but is not limited to, Differentiated Instructional Groups, guided reading instruction, phonics intervention, co-plan co-teach and the use of other district-provided resources. There will be a specific focus on supporting our students with disabilities, African American students, English Learners, and Long Term English Learners as they are identified as red on the California Dashboard.

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, a team including the principal, Academic Coaches, and two Assistant principals spent the day of March 11, 2025, analyzing the results of our student, parent, and staff surveys, the California Dashboard, and our 2024-2025 SPSA to determine the effectiveness of each strategy. The team also identified new priorities for the school year. Our School Site Council members all had the opportunity to provide feedback about the SPSA at Site Council meetings throughout the school year.

Data reviewed for this goal included the following: California Dashboard, Kern KiDS, STAR Reading, CAASPP, Lexia Power Up, parent, student, and staff survey results. In the California Dashboard data, we noted that our students with disabilities, African American students, English Learners, and Long Term English Learners were in the red category. Our school plans to address this area by continuing to provide tiered reading intervention courses, Observation Feedback and Coaching, along with providing additional professional learning for our tiered intervention and IIC teachers in supporting reading, including utilizing assessment data to support students needs during whole group, small group, and individual instruction.

The main area of need we identified during the Comprehensive Needs Assessment relates to improving listening, speaking, reading, and writing skills for our Students with Disabilities, African American students, English Learners, and Long Term English Learners who were identified in red for their ELA progress on the California Dashboard, while providing strong first best instruction for all students.

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.

Through the Comprehensive Needs Assessment, we identified a need to engage students in their reading and Language Arts courses as we have four groups in the red on the California Dashboard. African American students are 82.3 points below standard, English Learners are 77.6 points below standard, Long Term English Learners are 96.1 points below standard, and Students with Disabilities are 103.2 points below standard.

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 including SWD, EL's, African American, Hispanic/Latino, and Socio-Economically Disadvantaged (SED) Groups	<p>2024-2025 3rd Quarter STAR Instructional Reading Level for 8th Grade Students: 5.8 average IRL for All Students 5.6 average IRL for African American Students 5.6 average IRL for Hispanic/Latino Students 3.7 average IRL for Students with Disabilities</p> <p>2024-2025 3rd Quarter STAR Instructional Reading Level for 7th Grade Students: 4.8 average IRL for All Students 4.5 average IRL for African American Students 4.8 average IRL for Hispanic/Latino Students 3.4 average IRL for Students with Disabilities</p>	By the End Of Year, all students will show 1 year of growth based on the STAR Growth Report.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>2023-2024 CAASPP ELA</p> <p>Overall 40.3 points below standard (28.4 point decline)</p> <p>African American 82.3 points below standard (30.5 point decline)</p> <p>English Learners 77.6 points below standard (11.9 point decline)</p> <p>Hispanic 33.5 points below standard (24.4 point decline)</p> <p>Long Term English Learners 96.1 points below standard (14.1 point decline)</p> <p>Socioeconomically Disadvantaged 47.2 points below standard (29.2 point decline)</p> <p>Students with Disabilities 103.2 points below standard (15.1 point decline)</p> <p>White 42 points below standard (47.1 point decline)</p>	<p>2023-2024 CAASPP ELA</p> <p>Overall 40.3 points below standard (28.4 point decline)</p> <p>African American 82.3 points below standard (30.5 point decline)</p> <p>English Learners 77.6 points below standard (11.9 point decline)</p> <p>Hispanic 33.5 points below standard (24.4 point decline)</p> <p>Long Term English Learners 96.1 points below standard (14.1 point decline)</p> <p>Socioeconomically Disadvantaged 47.2 points below standard (29.2 point decline)</p> <p>Students with Disabilities 103.2 points below standard (15.1 point decline)</p> <p>White 42 points below standard (47.1 point decline)</p>	<p>By the End of Year, all subgroups will recoup their losses on the CAASPP ELA assessment from the prior year. (African American 30.5 points, Hispanic 24.4 points, English Learners 11.9 points, Long Term English Learners 14.1 points, Socioeconomically Disadvantaged 29.2 points, Students with disabilities 15.1 points, White 47.1 points).</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 including SWD, EL's, African American, Latino, and SED Groups

Applicable During:

In Person (IP)

Strategy/Activity: Tier I – Core Instructional Program

As part of our school's goal of supporting learning through collaborative projects, Actis will...

Provide a comprehensive and standards-based English Language Arts program utilizing the district-created curriculum maps along with the district-adopted StudySync Program during students' core class period.

Provide standards-based print materials including but not limited to Scholastic Action and Scope, which include relevant and current high-interest articles and learning activities in order to promote a print-rich environment.

Purchase presentation materials, and project-based learning materials including but not limited to poster boards, construction paper, markers, and folders. These materials will aid in our goal of promoting listening, speaking, reading, and writing as students working in teams to demonstrate their learning of the rigorous state standards, thereby improving their performance on the CAASPP test. The School Site Council will measure the effectiveness of this strategy by monitoring STAR scores, IAB data, discussing data from the observation, feedback, and coaching cycle in which collaborative work is observed, and through monitoring common formative assessments. Finally, the School Site Council will monitor CAASPP scores. Additionally, we will monitor our school's performance on the quarterly student engagement survey in which students are asked if their ELA class is interesting and engaging.

Provide classroom libraries (novels) and class sets of novels to create a print-rich environment in all ELA classrooms to improve reading skills and encourage more frequent reading for fun.

Purchase supplemental writing resources including but not limited to Jane Shaffer's consumable workbooks, classroom visual references, and teacher guides, pens, colored pencils, markers, and paper for color coding. These materials will aid in our school's goal of promoting writing schoolwide, so students are accustomed to writing about a variety of topics in a variety of courses, preparing them for the CAASPP test in the area of writing. The School Site Council will measure the effectiveness of this strategy by monitoring writing benchmark scores and common formative assessment data. The Site Council will also discuss observation, feedback and coaching data regarding schoolwide writing. In this cycle, each teacher on campus is assigned one person from the coaching team (two Academic Coaches and three administrators) to observe classroom instruction at least once per month, followed by a post-meeting between the observer and teacher to discuss strengths and areas for growth from the observation (observation, feedback, and coaching will take place at least twice per month for new staff and staff who have been identified by administration as needing more support). The Instructional Leadership team will analyze monthly schoolwide writing samples in order to monitor student mastery of writing across the curriculum goals. Finally, School Site Council will monitor CAASPP performance task scores in order to determine if students have improved in the area of writing.

The ELA department will utilize weekly ninety minute PLC time to identify priority standards and focus on the four questions: 1. What do we want all students to know and be able to do? 2. How will we know if they learn it? 3. How will we respond when some students do not learn? 4. How will we extend the learning for students who are already proficient? Teachers will create and administer common formative assessments (at least one per quarter) and collaboratively utilize data from assessments including but not limited to common formative assessments, STAR reading, IABs, DIBELS, and CAASPP to determine next steps for instruction. There will be a focus on success criteria, with all students being able to articulate what they are learning and why they are learning it.

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 4300-00: Supplies & Materials	Purchase print materials including but not limited to Scholastic Action and Scope, Ready Common Core, Ready Common Core Test Prep, and supplemental reading materials to create a print-rich learning environment.	March 20, 2026
500	Title I, Part A 4300-00: Supplies & Materials	Purchase presentation and project based learning materials for ELA including but not limited to poster boards, construction paper, markers, and folders.	March 20, 2026
1000	Title I, Part A 4200-00: Books - Other Than Textbooks	Purchase classroom libraries and class sets of novels for ELA classrooms.	March 20, 2026
1000	Title I, Part A 4300-00: Supplies & Materials	Purchase materials to support writing across the curriculum including but not limited to Jane Schaffer consumable workbooks, classroom visual references, and teacher guides, pens/colored pencils/markers for color coding of writing, and colored paper for color coding of writing	March 20, 2026

Strategy/Activity 2

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

As part of our school’s goal of supporting all English Language Learners in listening, speaking, reading, and writing, Actis will ...

Provide an EL Instructional Program for all identified students. The Designated ELD instructional program in place at Actis is English 3D. This program provides specialized support for English Learners in the reading and comprehending of complex text. The overall objective of this instructional design is to facilitate English Learners in their path toward independence with reading grade-level texts.

Provide incentives for achievements in programs including but not limited to Lexia Power Up, Lexia English, and Duolingo to recognize growth and encourage further progress.

Purchase high-level Spanish library books, class sets of novels in English and Spanish, and other reading materials to support reading proficiency in students' home language.

Purchase software including but not limited to Lexia English, Pear Deck, and BrainPOP. Lexia English will support language acquisition by providing foundational skills for academic conversations. Pear Deck will increase student engagement by requiring students to actively participate by processing thinking through writing and will allow the ELD teacher to formatively assess learning in real time, and BrainPOP will provide a grammar progression while focusing on reading, writing, vocabulary building, listening and speaking in an engaging platform that lowers the students' affective filter due to the gamified manner in which it is presented. The school will monitor the effectiveness of these programs by reviewing usage reports for each platform in order to ensure they are being used, monitoring assessment results (for example ELPAC IABS and ELPAC Summative), through observations of these platforms being used with students in classrooms during the observation, feedback, and coaching cycle in which three administrators and two Academic Coaches observe all classes on campus at least one time per month (two times per month for new teachers and for teachers have been identified by administration as needing additional support), and through user feedback about the use of these platforms (staff surveys).

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	LCFF- Base 4300-00: Supplies & Materials	Purchase incentives to motivate and reward students for progress toward Lexia Power Up, Lexia English, and Duolingo goals including but not limited to bookmarks, water bottle stickers, pencils, erasers, novelty sunglasses, and notebooks.	March 20, 2026
1000	Title I, Part A	Purchase library books Spanish, class sets of novels in English and/or Spanish, and other	March 20, 2026

	242400-420000: Library: books, supplies & equipment	reading materials to support proficiency in English and in students' home language.	
1000	Title I, Part A 5800-00: Consultants/Professional Services	Purchase software including but not limited to Lexia English, Pear Deck, and BrainPOP to support language acquisition for English learners.	March 20, 2026

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, including SWD, EL's, African American, and SED groups.

Applicable During:

In Person (IP)

Strategy/Activity: Tier II

As part of our school's goal of supporting all students with Tier II and Tier III ELA instruction, Actis will...

Implement a multi-tiered system of support to provide targeted instruction and intervention. Serve the needs of identified students who are reading below grade level, based on schoolwide placement criteria, with the Tier II and Tier III Core Support courses. Utilize research-based materials in the Core Support courses. Conduct regularly-scheduled Differentiated Instructional Groups and/or Reading Groups, targeted on students' specific needs, with supplies and materials to meet the needs of students who are below grade level in reading. Regularly assess reading proficiency using data from assessments including but not limited to IABs, STAR, DIBELS, district writing assessments, Lexia Power Up, and CAASPP in order to provide personalized support.

Purchase materials including 95% Group MSRC cards, instructional books, printing, and posters, and classroom instructional materials to support Differentiated Instructional Groups. The MSRC materials (cards and books) will be used in whole group, small group, and individual settings to strengthen students' abilities to break down and read words, and the classroom materials will aid in providing students with the supplies they need to become stronger readers and writers. The school will also monitor the effectiveness of the 95% group materials and Differentiated Instructional materials through assessments (for example STAR, District Writing Assessments, IABs, and CAASPP) and the observation, coaching, and feedback cycle.

The school will monitor the effectiveness of Lexia Power Up which is used by all students in Tier II and Tier III courses (20 minutes daily, for all students in these Intervention classes during Tier II/III class time) by utilizing usage reports, monitoring assessment results (for example STAR, District Writing Assessments, IABs, and CAASPP), through observations of this software being used

during the observation, feedback, and coaching cycle, and through user feedback (staff and student surveys). Students will earn prizes based upon progress and gains within the Lexia Power Up program.

Support the school's co-plan co-teach model in ELA by providing instructional resources to facilitate implementation including but not limited to small group instructional resources.

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 4300-00: Supplies & Materials	Provide supplemental materials to support differentiated instructional groups and co-plan co-teach including but not limited to 95% Group MSRC materials, decodable readers, whiteboards, standards-based practice materials, reading and writing manipulatives, phonics word building cubes, CVC flip charts, syllable mapping boards, sight word flashcards, sentence strips, word family games, writing paper and other phonics support. Provide student headphones to facilitate use of programs including but not limited to Lexia Power Up.	March 20, 2026
500	Title I, Part A 5710-00: Transfer of Direct Costs - Printing, District Bus Field Trips, etc.	Provide funding to print phonics resources from sources including but not limited to the University of Florida Literacy Institute.	March 20, 2026
500	LCFF- Base 4300-00: Supplies & Materials	Monitor usage of programs including but not limited to Lexia Power Up as skills-based instructional support for language arts and reading intervention. Purchase incentives to motivate and reward students for progress toward Lexia Power Up goals including but not limited to bookmarks, water bottle stickers, pencils, erasers, novelty sunglasses, and notebooks.	March 20, 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 1B Mathematics

By the end of the year, every Actis student, including African American, English Learners, Hispanic/Latino, White, Long Term English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities, will increase in math by at least one grade level as measured by the STAR math grade equivalent (GE). Goal 1B will be monitored on a quarterly basis using data from the STAR Screening Report. Teachers and the Instructional Leadership Team will analyze data to monitor individual student growth. If goals are not being met, teachers will identify whole/small group strategies for students in need of intervention, monitoring Next Gen Math and other district-provided assessment tools. Students not making growth will receive support including but not limited to co-plan co-taught classes and differentiated instructional groups, and identified students will be placed in the math intervention course of interest.

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, a team including the principal, Academic Coaches, and two Assistant principals spent the day of March 11, 2025, analyzing the results of our, student, parent, and staff surveys, the California Dashboard, and our 2024-2025 SPSA to determine the effectiveness of each strategy. The team also identified new priorities for the school year. Our School Site Council members all had the opportunity to provide feedback about the SPSA at Site Council meetings throughout the school year.

Data reviewed for this goal included the following: California Dashboard, Kern KiDS, STAR Math, CAASPP, parent, student, and staff survey results.

During the Comprehensive Needs Assessment, our team found that African American, English Learners, Hispanic/Latino, White, Long Term English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities were identified as red in math, showing that we need to place a larger focus on all student subgroups as we plan our math goals for 2025-2026.

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.

Through the Comprehensive Needs Assessment, we identified a need to increase student engagement and improve the real-world application of mathematics. Our math CAASPP scores are 102.6 points below standard overall. (African American 145.6 points below standard, English Learners 138 points below standard, Hispanic 97.4 points below standard, White 97.8 points below standard, Long Term English Learners 158.5 points below standard, Socioeconomically Disadvantaged 110.4 points below standard, and students with disabilities 160.6 points below standard).

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--all students including African American, English Learners, Hispanic/Latino, White, Long Term English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities	<p>2024-2025 3rd Quarter STAR</p> <p>6.1 Grade Equivalent (GE) all 7th Grade students</p> <p>5.0 GE for African American students</p> <p>6.1 GE for Hispanic/Latino students</p> <p>4.1 GE for Students with Disabilities</p> <p>2024-2025 3rd Quarter STAR</p> <p>6.9 Grade Equivalent (GE) average for all 8th Grade students</p> <p>6.5 GE for 8th Grade African American students</p> <p>6.6 GE for 8th Grade Hispanic/Latino students.</p> <p>4.7 GE for 8th Grade Students with Disabilities</p>	By the End Of Year, all students will show at least 1 year of growth in the STAR Grade Equivalent based on the STAR Growth Report.
CAASPP--all students including African American, English Learners, Hispanic/Latino, White, Long Term English Learners, Socioeconomically	<p>2023-2024 CAASPP Math</p> <p>Overall 102.8 points below standard (18 point decline)</p> <p>African American 145.6 points below standard (11.8 point decline)</p>	By the End of Year, all subgroups will recoup their losses on the CAASPP Math assessment from the prior year. (African American 11.8 points, Hispanic 13 points, English Learners 1.3 points, Long Term

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Disadvantaged Students, and Students with Disabilities	English Learners 138 points below standard (1.3 point decline) Hispanic 97.4 points below standard (13 point decline) Long Term English Learners 158.5 points below standard (12.7 point decline) Socioeconomically Disadvantaged 110.4 points below standard (17.6 point decline) Students with Disabilities 160.6 points below standard (8.6 point decline) White 97.8 points below standard (42.6 point decline)	English Learners 12.7 points, Socioeconomically Disadvantages 17.6 points, Students with disabilities 8.6 points, White 42.6).

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, including SWD, EL's, African American, and SED groups.

Applicable During:

In Person (IP)

Strategy/Activity: Tier I – Core Instructional Program

As part of our goal to support our goal of providing a high-quality Tier I mathematics program, Actis will...

Provide a comprehensive and standards-based math program using resources such as Go Math, Next Gen Math, and other district-adopted resources. Teachers will implement a broad repertoire of instructional strategies gained from site, district, and county-provided professional learning opportunities to meet students' needs and connect mathematics to real-life applications.

Provide CAASPP practice utilizing resources including but not limited to Ready Common Core to familiarize students with test question types and structures while practicing standards-based math concepts.

Provide weekly "Principal's Challenge" to connect mathematics to real world applications utilizing Next Gen Math, based on remedial skills, math fluency, and standards being taught. Provide incentives for ten students per week based on performance on "Principal's Challenge".

Provide additional math enrichment opportunities, such as STEAM Olympiad to increase students' understanding of and interest in mathematics.

Purchase supplemental materials/resources to increase student interest and engagement in math concepts, including but not limited to Scholastic Math, manipulatives, mathematical games, logic activities, and math labs. Scholastic Math will help to foster students' interest in real-life mathematical applications while exposing students to mathematical terminology, helping to reduce anxiety related to math and increase exposure to mathematical careers, while also supporting financial literacy skills and mathematical practices. Classroom manipulatives, math games, logic activities, financial literacy materials, and math lab materials will support thinking classrooms, and will aid students in applying standards-based mathematical content to real life, including fostering academic discourse about mathematics.

Promote daily writing opportunities including reflection and note-taking in the math classes as part of our schoolwide goal of Writing Across the Curriculum.

The math department will utilize weekly ninety minute PLC time to identify priority standards and focus on the four questions: 1. What do we want all students to know and be able to do? 2. How will we know if they learn it? 3. How will we respond when some students do not learn? 4. How will we extend the learning for students who are already proficient? Teachers will create and administer common formative assessments (at least one per quarter) and collaboratively utilize data from assessments including but not limited to common formative assessments, STAR math, Next Gen math interim, and CAASPP to determine next steps for instruction. There will be a focus on success criteria, with all students being able to articulate what they are learning and why they are learning it.

The school will monitor the effectiveness of this strategy via the observation, feedback, and coaching cycle. In this cycle, each teacher on campus is assigned one person from the coaching team (two Academic Coaches and three administrators) to observe classroom instruction at least once per month, followed by a post-meeting between the observer and teacher to discuss strengths and areas for growth from the observation (observation, feedback, and coaching will take place at least twice per month for new staff and staff who have been identified by administration as needing more support). This goal will also be monitored via student surveys about how engaging their math courses are. Additionally, we will collect teacher feedback about whether or not they have the instructional materials they need, and we will monitor students STAR Math, district interim assessment, and CAASPP scores.

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	Provide CAASPP test prep materials including but not limited to Ready Common Core.	March 20, 2026
500	LCFF- Base 4300-00: Supplies & Materials	Purchase incentives and awards for Next Gen "Principal's Challenge" based on standards being taught and/or identified areas of schoolwide practice. Incentives include but are not limited to math pencils, bracelets, fidget and manipulatives, and other small prizes as requested by students.	March 20, 2026
750	Title I, Part A 4300-00: Supplies & Materials	Purchase practice manipulatives, materials, and supplies for STEAM Olympiad student training.	March 20, 2026
1000	Title I, Part A 4300-00: Supplies & Materials	Purchase supplemental materials/resources to increase student interest and engagement in math concepts, including but not limited to, manipulatives, mathematical games, logic activities, and math labs.	March 20, 2026
500	Title I, Part A 4300-00: Supplies & Materials	Provide Scholastic Math, which "connects standards-based math skills to current events and shows students that math is everywhere".	March 20, 2026
1000	Title I, Part A 4300-00: Supplies & Materials	Provide lined notebooks for 7th grade students and grid notebooks for 8th grade students to promote notetaking, mathematical reflection, and writing across the curriculum.	March 20, 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)

As part of our goal to support our goal of providing opportunities for language acquisition in the math classes, Actis will...

Provide opportunities for language acquisition for all students within mathematics classes, utilizing principles from Thinking Classrooms including math talks, think-pair-share, sentence frames, requiring students to speak with complete sentences, verbal explanations of mathematical practices, and use of realia.

Purchase supplies and materials for annual Barbie Bungee Day and Pi Day. By providing supplies for the math classes above and beyond the basic program, students will have additional opportunities to listen, speak, read, and write about math as they participate in engaging mathematical activities. This will benefit our EL, LTEL, and RFEP students and our student body at large, as all students can benefit from more exposure to academic language. The school will monitor the effectiveness of this strategy via the observation, feedback, and coaching cycle. In this cycle, each teacher on campus is assigned one person from the coaching team (two Academic Coaches and three administrators) to observe classroom instruction at least once per month, followed by a post-meeting between the observer and teacher to discuss strengths and areas for growth from the observation (observation, feedback, and coaching will take place at least twice per month for new staff and staff who have been identified by administration as needing more support).

We will also monitor the effectiveness of this strategy via student surveys about how engaging their math courses are. Additionally, we will collect teacher feedback about whether or not they have the instructional materials they need, and we will monitor students STAR Math, district interim assessment, and CAASPP scores.

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	Purchase supplies to support Thinking Classrooms, Math Talks, and academic discourse in the mathematics classes, including but not limited to, classroom reference materials, notebooks, vertical desk whiteboards, whiteboard markers, sentence strips, and additional tools to support math talks and thinking classrooms.	March 20, 2026
300	Title I, Part A 4300-00: Supplies & Materials	Purchase supplies and materials for Bungee Barbie (learning proportional relationships) including but not limited to rubber bands, Barbie Dolls, masking tape, measuring tapes, a rigid structure for the barbie drop. etc. Purchase supplies and materials for Pi Day (supporting geometry) including but not limited to plates,	March 20, 2026

		napkins, measuring tapes, Pi Day decorations, and circular manipulatives.	
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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, including SWD, EL's, African American, and SED groups.

Applicable During:

In Person (IP)

Strategy/Activity: Tier II

Provide additional support for students needing intervention in mathematics within the core math classroom. Students are identified through formative and summative assessments and are provided intervention based on the identified needs, including but not limited to, co-plan co-taught classes, small group instruction, targeted practice, hands-on activities, labs, and whole group reteaches.

Provide math intervention courses for identified students, in addition to their core math class.

Purchase hands-on labs, manipulatives, and other supplies to be used in the math classes and math intervention classes. These items include but are not limited to base ten blocks, place value whiteboards, algebra scales, fraction tiles, coordinate plane whiteboards, and other hands-on items to aid students in understanding math, thereby increasing their knowledge of standards-based mathematical concepts.

We will also purchase computer programs including but not limited to Zearn and Aleks, which will provide targeted mathematics practice in students' specific areas of need.

The school will monitor the effectiveness of this strategy via the observation, feedback, and coaching cycle. In this cycle, each teacher on campus is assigned one person from the coaching team (two Academic Coaches and three administrators) to observe classroom instruction at least once per month, followed by a post-meeting between the observer and teacher to discuss strengths and areas for growth from the observation (observation, feedback, and coaching will take place at least twice per month for new staff and staff who have been identified by administration as needing more support). We will also monitor the effectiveness of this strategy via student surveys about how engaging their math courses are. Additionally, we will collect teacher feedback about whether or not they have the instructional materials they need, and we will monitor students STAR Math, district interim assessment, and CAASPP scores.

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	Purchase hands-on labs, manipulatives, and other supplies to support co-plan co-teach and increase understanding of mathematical concepts for students needing mathematics intervention or reteach within the core mathematics classroom including but not limited to base ten blocks, place value whiteboards, algebra scales, fraction tiles, and coordinate plane whiteboards. Provide materials including but not limited to mathematical game supplies outlined in the book "Math Fact Fluency" (dice, counters, playing cards, etc). Provide student headphones to facilitate use of programs including but not limited to Zearn and Aleks.	March 20, 2026
500	Title I, Part A 5800-89: Software	Provide math intervention software, including but not limited to Zearn and Aleks to support identified students.	March 20, 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

Actis will provide a comprehensive, well-rounded, and equitable educational experience, promoting social and academic growth for all students in order to prepare them for high school and beyond. We will support our students in all curricular areas. This includes providing appropriate learning technology and software, enhancing our school library with a variety of books in languages including but not limited to English and Spanish, purchasing STEAM materials for areas including but not limited to our school makerspaces and our science labs, assisting students with transitions from 6th to 7th grade, and again from 8th to 9th grade, providing incentives for student success, providing an extended day program with academic tutoring, supporting full implementation of the AVID program by providing supplies and tutoring personnel, and providing an engaging summer learning program.

We will provide quarterly student engagement surveys to measure the overall growth of student engagement. We will also monitor our CAST scores and our performance in science and Chronic Absenteeism on the California Dashboard.

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, a team including the principal, Academic Coaches, and two Assistant principals spent the day of March 11, 2025, analyzing the results of our student, parent, and staff surveys, the California Dashboard, and our 2024-2025 SPSA to determine the effectiveness of each strategy. The team also identified new priorities for the school year. Our School Site Council members all had the opportunity to provide feedback about the SPSA at Site Council meetings throughout the school year.

Data reviewed for this goal included the following: California Dashboard, Kern KiDS, parent, student, and staff survey results.

During the Comprehensive Needs Assessment, our team found that our Chronic Absenteeism level is yellow (28.2%), with White students in the red category (34%), indicating that we have work to do in attracting students to school with an engaging educational program utilizing materials and programs that go above and beyond the basics. We also noted that 87.7% of students believe their science class is engaging (Student Engagement Survey, January 2025), indicating that science is the second most engaging subject area on campus, after history. With the addition of science to the California Dashboard, we recognize a need to boost student engagement in science.

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.

Through the Comprehensive Needs Assessment, identified the need to educate students and families about the importance of regular school attendance, while providing more reasons for students to want to attend school, rewarding strong attendance (including but not limited to perfect monthly attendance) and recognizing improvements in attendance. We also identified the need to provide more engaging opportunities within our school day and tutoring outside the school day.

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
Improve student attendance for all students (yellow), including white students (red) on the California Dashboard.	28.2 chronic absenteeism rate overall (yellow), 34% chronic absenteeism rate for white students (red)	Reduce overall chronic absenteeism to 25.2% (3% decrease) and White student chronic absenteeism to 29% (5% decrease).
Increase the percentage of students who report that their science class is engaging, measured by student engagement surveys.	87.7% of students feel their science class is engaging	Increase percentage of students reporting their science class is engaging to 95% or higher.

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)

Applicable During:

Strategy/Activity: Technology

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 2

Students to be Served by this Strategy/Activity

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

All students, including SWD, EL's, African American, and SED groups.

Applicable During:

In Person (IP)

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

As part of our school's goal to provide a comprehensive, well-rounded, and equitable educational experience to prepare all students for high school and beyond, Actis will purchase software to support instruction including but not limited to Brain POP, Pear Deck Pro, and Socrative Pro. These schoolwide Educational software and licensing uses are to provide additional information and videos about standards-based topics (Brain POP), and check for understanding of standards-based content in real time (Pear Deck Pro and Socrative Pro). The school will monitor the effectiveness of these programs by reviewing usage reports, through observations of this software being used during the observation, feedback, and coaching cycle), and through user feedback (staff surveys). The SSC will monitor and evaluate this strategy by reviewing quarterly student and teacher engagement surveys.

We will also support our goal of providing a comprehensive, well-rounded and equitable educational experience for all students through the purchase of software/programs including but not limited to Navigate 360, Habitudes, and Positivity Project for school-wide SEL and tiered intervention support. Navigate 360 has the ability to assign school-wide SEL lessons for students in addition to individualized lessons based on specific students' needs, which can then be reviewed by administrators and our alternative to suspension teacher. Lesson areas include academic success, bullying prevention, effective communication, growth mindset, relationship skills, responsible decision making, and self-management. The Positivity Project character development program is used at least twice per week in homeroom classes, and allows for class-wide discussions about a variety of SEL topics, including 24 character strengths including integrity, self-control, and forgiveness. Administrators are able to choose topics based on schoolwide trends, priorities, and areas of concern. Habitudes is used primarily in our social skills class, taught by the Alternative to Suspension teacher. Habitudes includes lessons to teach students about real-world topics including but not limited to peer pressure, bullying, empathy, growth mindset, resilience, personal strengths, healthy choices, and goal setting. The effectiveness of all three of these

programs will be monitored via usage report data, student, staff and parent survey data about school connectedness, and suspension/disciplinary 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.

500	Title I, Part A 5800-89: Software	Purchase software to support instruction including but not limited to Brain POP, Pear Deck Pro, and Socrative Pro	March 20, 2026
4000	Title I, Part A 5800-89: Software	Purchase software/programs including but not limited to, Navigate 360 and Habitudes for SEL intervention for identified students.	March 20, 2026

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, including SWD, EL's, African American, and SED groups.

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)

As part of our school’s goal to provide a comprehensive, well-rounded, and equitable educational experience to prepare all students for high school and beyond, Actis will enhance the school library's offerings by providing library books including, but not limited to, high-interest books at a variety of levels, high-level Spanish library books, series books, and print materials that represent a variety of cultures.

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	Purchase library books and e-books	March 20, 2026
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	242400-420000: Library: books, supplies & equipment		
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, including SWD, EL's, African American, and SED groups.

Applicable During:

In Person (IP)

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

As part of our school's goal for providing a comprehensive, well-rounded, and equitable educational experience to prepare all students for high school and beyond, Actis will provide supplies, manipulatives, and science lab materials to create engaging learning experiences for all students. We will provide materials to maintain the school's mobile maker spaces and will purchase STEAM Kits to increase students' access to hands-on activities. Students will have opportunities to collaboratively create new products/inventions/tools with the mobile maker space, explore all aspects of science, technology, engineering, art, and math via engaging and exciting STEAM kits, and learn about natural, agricultural, and physical science via labs. The effectiveness of this strategy will be monitored by the Site Council via analysis of math and science test scores (Math District Interim Assessments, STAR Math, CAASPP MATH, and CAST science).

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	Purchase natural/earth science manipulatives/lab materials/supplies for science classrooms, including but not limited to physical science, life science, and agricultural science supplies and Scholastic Science World magazines.	March 20, 2026
750	Title I, Part A 4300-00: Supplies & Materials	Purchase STEAM kits/manipulatives/maker space supplies/equipment for use throughout the school.	March 20, 2026

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All EL's

Applicable During:

In Person (IP)

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

As part of our school's goal of supporting all students, including our English Learners, Actis will...

Identify EL students who are not meeting grade-level standards by monitoring grades, assessment data, and additional student information. ELs, LTELs and RFEP students will be monitored by the Intervention Counselor. ELs and LTELs will also be monitored by the ELD teacher.

Communicate with parents regarding student progress throughout the year via phone calls, Parent Square, assessment results sent home, mid-quarter grade checks, and SSTs.

Review data for English Learners during PLC meetings. Identify possible extension or reteach needs. Review and discuss RFEP student data during PLC to monitor students maintaining proficiency or in need of instructional support, and identify strategies to support areas of need.

Support general education teachers in integrated ELD instruction according to their content areas by providing support materials, technology, and applications for integrated ELD strategies.

Continue monitoring integrated ELD strategies in observation, feedback, and coaching cycle.

Continue to provide space in each ELD student's schedule for a Course of Interest.

As part of our school's objective of providing community-based learning experiences for ELD students, we will attend field trips to locations including but not limited to CSUB, Bakersfield College, additional universities in California, and other educational, career, nature, or cultural institutions of value. These field trips will support the learning objective of exposing ELD students to locations that will broaden their life experiences and expose them to opportunities they may not otherwise have. For example, university field trips will expose students to postsecondary educational options within Bakersfield and within California as students complete tours of the university and learn about admissions requirements, costs, and student life. Workplace field trips (for example local agricultural institutions with college-degree job opportunities and the Santa Barbara Zoo) will expose students to the daily lives of employees, in which students learn how listening, speaking, reading, writing, and bilingualism are valuable for careers, and will encourage students to think about their future career options. Students will have ample opportunities to practice listening, speaking, reading and writing

before, during, and after all field trips. Each field trip will include a lesson plan based upon the ELD standards, with components before, during, and after each trip. To assess the value of the experience upon completion of each trip, students will complete a post-assignment, including but not limited to a student project or survey in which they express what they have learned.

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.

2600	Title I, Part A 5800-72: Charter Buses	As part of the ELD learning objective of exchanging information and ideas with others through verbal collaborative discussion, ELD students will have field trip opportunities including but not limited to visiting universities/colleges, cultural/visual/performing arts opportunities, nature opportunities and career opportunities.	May 21, 2026
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students, including SWD, EL's, African American, and SED groups.

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)

As part of our goal for assisting with the transition between Elementary and Junior High and again from Junior High to High School, Actis will...

Provide a sixth-grade orientation for both parents and students to educate them about our school answer their questions. All parents of incoming 7th grade students will be invited to the parent orientation via paper flyers and Parent Square. Incoming 7th grade students will attend with their feeder school as a field trip. Incoming 7th graders who do not currently attend a feeder school will be informed of the orientation if their parent/guardian calls to enroll the student. Records of attendees at parent orientation will be maintained by school administrators. These events are for all incoming 7th graders and all parents of incoming 7th graders.

Offer Actis Boot Camp for incoming 7th-grade students to familiarize them with the campus and introduce our three PBIS Core Values. Actis Boot Camp participants receive Actis binder, planner, dividers, and start-up supplies for the upcoming school year. Students learn how to write in their planners, take notes, and keep their binders organized. They also learn self-advocacy strategies and how to communicate with peers/adults. Students will meet teachers and take a campus tour while parents will have "Coffee with the Principal". All incoming 7th grade students receive an invitation during orientation, and Parent Square invitations are also sent. Students sign up via a Google Form. Boot camp student attendance and "Coffee with the Principal" parent attendance records are maintained by the Academic Coach. This event is for all incoming 7th graders and all parents of incoming 7th graders.

Provide assemblies, awards, and recognition for accomplishments including but not limited to: Honor Roll, Principal's List, citizenship, Science Fair, History Day, STEAM Olympiad, Oral Language, AR Goals, Principal's Challenge, Most Improved, end-of-year awards, and sports. These will be used to motivate students and promote attendance and achievement. Recognition is planned by the school counselors and administrators. All students are eligible to earn recognition.

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.

400	LCFF- Base 4300-00: Supplies & Materials	Provide recognition awards including certificates, medals, and other items for achievements including but not limited to Honor Roll, Principal's List, citizenship, Science Fair, History Day, STEAM Olympiad, Oral Language, AR Goals, Principal's Challenge, Most Improved, end-of-year awards, and sports.	March 20, 2026
1500	Title I, Part A 1100-02: Certificated Teachers - Extra Duty	Provide staffing at Actis Bootcamp for incoming 7th graders to familiarize students with Actis and our core values (5 teachers at 4 hours per teacher)	September 1, 2025

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Provide additional academic support to students, particularly those at risk of not meeting grade-level expectations, through focused after-school tutoring. Sessions will focus on reinforcing key concepts in subject areas including but not limited to ELA, Mathematics, and Science, with attention to foundational skills that are critical for meeting grade-level expectations. During tutoring, teacher(s) will work with students to close learning gaps. The first half of each session will focus on targeted skills, and the second half of each

session will focus on homework or other help, based upon achievement data. Teacher(s) will work with students to close learning gaps. The tutoring sessions will be designed to provide individualized or small-group attention to maximize learning outcomes. This format ensures that students receive the personalized support they need to succeed. The expected outcomes of the tutoring program are Improved academic performance and increased proficiency in key areas such as reading comprehension, mathematical problem-solving, and scientific inquiry. Additionally, as a result of tutoring, we expect to see a reduction in the number of students below grade level in English Language Arts, Mathematics, and Science. The effectiveness of the tutoring program will be evaluated based on student performance data (including but not limited to grades, STAR, IAB, interim assessment, and CAASPP) and student participation rates.

Applicable During:

In Person (IP)

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

All students, including SWD, EL's, African American, and SED groups.

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 1100-02: Certificated Teachers - Extra Duty	Provide after-school school tutoring led by certificated teacher(s) in subject areas including but not limited to ELA, Mathematics, and Science.	May 21, 2026
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Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students, including SWD, EL's, African American, and SED groups.

Applicable During:

In Person (IP)

Strategy/Activity

As part of our school's goal of supporting AVID schoolwide, Actis will...

Provide field trips for AVID students to universities/athletic events/workplaces/special events. Rosters of students attending these events will be maintained by an Academic Coach and will be distributed to all staff members in advance of each trip.

In support of school wide AVID practices, purchase supplemental supplies including but not limited to folders, binders, paper, pencil pouches, dividers, planners, highlighters, colored pencils, post-it notes, and pencils to organize, and annotate texts and notes in the classroom. These supplies will be distributed schoolwide by school administration for student use.

Provide backpacks and school supplies for students in need. A check out sheet will be maintained in Room B1 and in the school office to monitor how many students are provided with these items in order to determine if our school continues to have a need.

Recruit and select AVID elective applicants from feeder schools during 6th grade orientation and throughout the school year in order to keep all AVID class(es) fully enrolled.

Provide AVID Tutors to support the AVID elective class(es). The AVID District Director will aid the AVID Coordinator in recruiting and selecting applicants for these roles. Timecards will serve as attendance records for AVID tutors.

Provide additional instructional materials, technology, and supplies to support the AVID elective class(es) that will be given directly to the AVID teacher(s) by the Academic Coach for classroom use.

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	AVID* 5800-72: Transportation- Charter Buses	Plan a field trip to CSUB for a basketball game or other sporting event.	March 20, 2026
3000	AVID* 5800-72: Transportation- Charter Buses	Plan a field trip to a university outside of Bakersfield.	May 21, 2026
250	AVID* 5800-72: Transportation- Charter Buses	Plan a field trip to Bakersfield College.	May 21, 2026
3200	AVID* 4300-00: Supplies & Materials	Purchase Actis Binders.	March 20, 2026

3270	AVID* 4300-00: Supplies & Materials	Purchase Actis Planners.	March 20, 2026
230	AVID* 4300-00: Supplies & Materials	Purchase binder materials including but not limited to dividers and pencil pouches.	March 20, 2026
3000	AVID* 2900-02: Other Classified - Extra Duty/Overtime	Provide AVID Tutors to support the AVID elective class(es)	May 21, 2026
700	AVID* 4300-00: Supplies & Materials	Provide school materials including but not limited to backpacks and pencil pouches for students in need.	March 20, 2026
500	AVID* 4300-00: Supplies & Materials	Provide project supplies for the AVID class(es), including but not limited to folders, binders, paper, pencil pouches, dividers, planners, highlighters, colored pencils, post-it notes, and pencils.	March 20, 2026

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students, including SWD, EL's, African American, and SED groups.

Applicable During:

In Person (IP)

Strategy/Activity

Purchase books and materials for students transitioning from 6th to 7th grade and/or 7th grade to 8th grade to support our initiatives, "Level Up to 7th" and "Level Up to 8th". The purpose of these initiatives is to prevent summer learning loss, improve students' mastery of the standards, improve students' achievement levels in standards-based assessments including but not limited to CAASPP ELA and Math, CAST, STAR Reading, and STAR Math, and prepare students for mastery of the rigorous state standards in 8th grade. Purchases will include but are not limited to at-home science experiment manuals, high-interest novels and informational texts for book study, mathematical references, mathematical manipulatives and practice materials, project supplies for ELA, Math, and STEAM, and simple STEAM/science experiment materials. Bags will also be purchased in order to store each summer learning kit, while keeping the materials clean and dry. "Level up to 7th" and/or "Level up to 8th" kits will be provided to all students in the grade level for summer use, along with related standards-based supplemental activities and/or assignments. All books

and non-consumable supplies will be barcoded, checked out to individual students, and will be expected to be returned upon completion. Students will earn school incentives and rewards for completion of books, activities, and/or assignments. Incentives will be purchased utilizing LCFF funds. A parent education event will take place before Summer Break educating parents/guardians about the program, explaining how they can support their student(s) with this summer learning initiative.

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	Purchase supplies and materials to support summer learning program including but not limited to bags, supply pouches, measuring tapes, binoculars, magnifying glasses, science manuals, math manuals, and colored pencils.	March 20, 2026
500	Title I, Part A 4200-00: Books - Other Than Textbooks	Purchase books to support summer learning program, including but not limited to fiction, informational text, and science experiment books.	March 20, 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

Actis will provide a safe and welcoming learning environment in which all students, families, and staff are supported. This includes the integration of social-emotional learning practices and materials to support all students and staff, restorative practices, including our Alternative to Suspension program and SST meetings to identify and support students' needs. As part of this goal, we will examine and address disparities in discipline, including but not limited to racial and socioeconomic disparities. We will also provide a weekly SEL lesson schoolwide. Additionally, we will provide student engagement opportunities including lunchtime intramural sports and lunchtime games/crafts/activities and we will provide a comprehensive check-in-check-out program to support students' behavioral and SEL needs.

Goal 3 will be monitored on a quarterly basis utilizing the results of student, staff, and parent surveys. Additionally, we will monitor attendance, suspension, and alternative to suspension rates and demographic data about which students are suspended or placed in Alternative to Suspension. We will also utilize PBIS Rewards data, attendance data, and Check-In-Check-Out data to monitor progress in this goal area. If the data is not on track, the Tier I team will identify gaps/disparities and work to determine the root cause. Modified strategies will be implemented to address gaps/disparities.

Our goal for suspensions is to decrease annual suspension rates to below 3% through the implementation of effective PBIS Tier I strategies. Our overall suspension rate on the California Dashboard is in the green category (3.8), with one student group in the orange (white students) and one student group in the yellow (African American). Our suspension rate declined by 3.2% compared to the prior year. Our year-to-date suspension rate for 2024-2025 is 3.13.

Our goal for Alternative to Suspension is to decrease annual Alternative to Suspension rates by 15% through implementation of effective Tier I PBIS strategies.

Our goal for our digital referral system, PBIS Rewards, is to have 100% teacher utilization for all major and minor violations on a consistent basis by providing training and 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, a team including the principal, Academic Coaches, and two Assistant principals spent the day of March 11, 2025, analyzing the results of our, student, parent, and staff surveys, the California Dashboard, and our 2024-2025 SPSA to determine the effectiveness of each strategy. The team also identified new priorities for the school year. Our School Site Council members all had the opportunity to provide feedback about the SPSA at Site Council meetings throughout the school year.

Data reviewed for this goal included the following: California Dashboard, Kern KiDS, parent, student, and staff survey results.

COMPREHENSIVE NEEDS ASSESSMENT: During the Comprehensive Needs Assessment, we noted that no students are in the red category for suspension rates on the California Dashboard, and that white students are in the red for chronic absenteeism on the California Dashboard.

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.

Through the Comprehensive Needs Assessment, we identified a need for our students to feeling safe at school. In our most recent student survey, 14.2% of students do not feel safe from violence, 11% of students feel safe from bullying, and 27.7% feel drugs/alcohol/vaping/smoking are a problem on campus. 85.4% of students feel there is at least one adult at Actis who cares about them and will listen to what they have to say.

Our Alternative to Suspension had 100 student assignments representing 74 unique students this year. This means 9.6% of our student population has been assigned to IMPACT at least once this year.

24 students have been suspended this year. Our current suspension rate is 3.18% (African American 4.85%), Students with Disabilities (4.65%), White (2.6%), Foster Youth (25%), homeless (12.5%), and SED (3.43%). Last year, our suspension rate for African American students was more than double our suspension rate for all students overall, so a significant improvement has been noted. Our foster youth population is growing, so our campus will focus on supporting the needs of our foster students. Our goal for next year is to have an overall suspension rate below 3% overall.

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

There will be an increase in the number of students who feel safe from bullying, who

14.2% of students do not feel safe from violence, 11% of students do not feel safe

Over 90% of students will feel safe from violence, over 90% of students will feel

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>feel safe from violence, and who feel that drugs/alcohol/vaping/smoking are not a problem on campus.</p> <p>There will be an increase in our overall school attendance rate.</p> <p>There will be a decrease in our overall suspension rate.</p>	<p>from bullying, 27.7% feel drugs/alcohol/vaping/smoking are a problem on campus.</p> <p>Our current year to date attendance rate is 91.93%</p> <p>Our current suspension rate is 3.18% (African American 4.85%), Students with Disabilities (4.65%), White (2.6%), Foster Youth (25%), homeless (12.5%), and SED (3.43%).</p>	<p>safe from bullying, and fewer than 20% of students will feel that drugs/alcohol/vaping/smoking are a problem on campus.</p> <p>We will have a 93% attendance rate in the 25-26 school year.</p> <p>We will decrease our overall suspension rate to below 3%.</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 including SWD, EL's, African American, Latino, and SED Groups

Applicable During:

In Person (IP)

Strategy/Activity: Tier I Behavior/Attendance

In support of our school's goal of providing a safe learning environment for all students, Actis will...

Provide incentives to promote and recognize positive student behavior throughout the school year, tracked via the PBIS Rewards System, SWIS, and/or Act cards for all students. Continue with activities including but not limited to fun day, dances, and special lunchtime events for appropriate student behavior, available to all students who have met the requirements set by the Tier I PBIS Team.

Continue implementation of PBIS on the campus to promote and celebrate positive behavior with the use of schoolwide expectations, modeling of positive behavior, assemblies (outlining behavior, expectations, rewards, and consequences), and promotion of student participation in activities including but not limited to Red Ribbon Week, March Madness Week, lunchtime games/activities/crafts, and intramural sports, for all students.

Utilize the Tier I team to review data and manage the school wide PBIS program as well as examine schoolwide data including but not limited to major and minor referrals, suspension data, and Alternative to Suspension data. This team will identify and create a plan to address root causes for disparities in disciplinary data in areas including but not limited to disparities among student subgroups. The intended audience for this strategy is all students.

Educate all students on campus about common dangers including but not limited to social media, bullying, alcohol use, drug abuse, smoking and vaping.

Provide school wide SEL lessons during times including but not limited to homeroom utilizing district adopted SEL curriculum for all students.

Purchase banners, signs, materials, school branding items, and supplies to support PBIS implementation. These PBIS items will serve as learning aids to teach about our school's core values of Respect, Responsibility, and Honesty and will be referred to daily in classrooms, on the Actis Live morning news program, and throughout the campus. Our administrators, Instructional Leadership Team, Tier I Team, and Site Council will monitor the effectiveness of this goal via review of PBIS Rewards/SWIS data including but not limited to referrals and suspension data. Student data from quarterly student surveys regarding perceptions of student safety on campus will also be reviewed. The target audience is all students.

Support SEL/PBIS school-wide by utilizing the Navigate 360 program to push out lessons to support our three core values of respect, responsibility, and honesty. Address the social-emotional needs of all students through a customizable curriculum embedded in the Navigate 360 program. This is for all students on campus.

Provide intramural sports activities for students during lunchtime so they can meet new friends, get the exercise needed to maintain optimal health, reduce stress, feel a sense of teamwork and involvement, and build positive relationships with staff members. All students on campus have the opportunity to participate in intramurals if they choose to do so.

Provide games/crafts/activities/sports to keep students engaged in positive activities during the lunch periods in order to build school connectedness. All students have the opportunity to participate if they choose to do so.

Promote school wide use of PBIS Rewards, ACT Cards, and/or SWIS recognizing students for our core values of respect, responsibility, and honesty, and expect consistent use of these reward systems from 100% of staff, affecting 100% of 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.

500	LCFF- Base 4300-00: Supplies & Materials	Purchase secondary reinforcers for schoolwide token economy utilizing the PBIS Rewards system/SWIS/ACT Cards including but not limited to journals, stationery, fidgets, seasonal items, school branded pencils, stickers, pins, bracelets, trophies, certificates, and quarterly/EOY awards	March 20, 2026
200	LCFF- Base 4300-00: Supplies & Materials	Purchase greeting cards to be signed by staff given to students in need or to recognize student accomplishments, achievements, improvements, and life challenges via mail or in person (examples: sympathy cards, congratulatory cards, and blank notecards)	March 20, 2026
0	Title I, Part A 4300-00: Supplies & Materials	Purchase PBIS items including but not limited to banners and signs to support PBIS implementation.	March 20, 2026
1000	LCFF- Base 4300-00: Supplies & Materials	Provide supplies and materials for lunchtime Tier I activity program including but not limited to craft supplies, jewelry making supplies, fiber arts materials (knitting, crochet), sports equipment, games, building kits, wooden blocks, magnetic blocks, engineering supplies, containers to maintain and organize the supplies, beach blankets to create a playing surface, and sports balls.	March 20, 2026
500	LCFF- Base 4300-00: Supplies & Materials	Provide calming items to support social-emotional learning, including but not limited to fine motor skills activities (jewelry making, diamond art, knitting/crochet), mindfulness activities, calming games, fidgets, and coloring supplies.	March 20, 2026

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students including SWD, EL's, African American, Latino, and SED Groups

Applicable During:

In Person (IP)

Strategy/Activity: Tier II Behavior/Attendance

In support of our goal to provide a safe and welcoming learning environment in which all students, families, and staff are supported, and in support of our goal to increase student attendance, Actis will...

Monitor and track attendance in order to identify students with attendance support needs. Identify barriers to regular attendance and support families in strategies to overcome these barriers. Utilize A2A system to support attendance initiatives.

Provide a social skills class for identified students who have shown a need for help in getting along with with other students, getting along with adults, emotional regulation, making friends, self-advocating/communicating needs, and other social needs.

Utilize school social worker, BIA(s), Intervention Counselor, and school psychologist to provide support for students with SEL needs, utilizing check-in/check-out and small group sessions pertaining to social skills, grief, anxiety, family problems, friend problems, etc.

Support our Tier II and Tier III programs to reduce suspension through our ACS (Alternative Classroom Setting) and IMPACT (Alternative to Suspension) classes. Students who have been identified as needing behavioral interventions are placed in ACS for one to three days or IMPACT for five days to receive individual support to improve behavior through restorative practices and social-emotional learning strategies.

Schedule Student Success Team (SST) meetings in which staff, parents and the students (if appropriate) meet to discuss learning, attendance, SEL, and/or behavior problems that are affecting academic success and develop strategies to address these issues. Provide books and other resources to aid with specific behavioral and academic interventions to support the SST process. Students in the SST process have been recommended by teachers or other staff and their information has been reviewed by the Tier II team.

Utilize Behavior Intervention Assistant (BIA(s)) to assist with the design and implementation of various intervention strategies and programs to support student achievement, including strategies within the Positive Behavior Intervention and Support (PBIS) framework, including individual and classroom positive behavior support and modification strategies, alternative means of correction, and strategies to facilitate social-emotional learning and appropriate behavior. The BIA(s) will work manage the school's check-in check-out program, will work with students individually and in groups to assist with specific academic, social-emotional, and behavioral strategies and interventions. The BIA(s) will also discuss proactive academic and behavioral success techniques with students. The BIA(s) will also provide support to staff in designing and implementing intervention strategies to support students' behavioral and social skills and provide communication to family and staff regarding students' behavior progress. Students who are being supported by the BIA(s) are identified and followed by the Tier II team.

Utilize programs including but not limited to PBIS Rewards and SWIS to track student disciplinary issues, identify patterns, and provide interventions in order to prevent future disciplinary issues. This system is used for all students on campus.

Hold regular Tier II Team meetings to discuss academics, behavior, and attendance needs of specific students and create plans to support those students.

Intervention Counselor and School Social Worker will collaborate to increase student attendance by identifying students in need of attendance support (students who are chronically absent or at risk of chronic absenteeism), identifying barriers to attendance, providing attendance support to families, and educating the school community about the role of attendance in 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.

1500	LCFF- Base 4300-00: Supplies & Materials	Provide incentives for behavioral improvements for students identified as Tier II and Tier III, including but not limited to students in the Check In Check Out intervention and students who have had SST meetings.	March 20, 2026
0	Title I, Part A 2200-00: Classified Support - Salaries	Provide a second part-time BIA to support behavior for students identified by the Tier II team as needing additional support.	May 28, 2026

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students including SWD, EL's, African American, Latino, and SED Groups

Applicable During:

In Person (IP)

Strategy/Activity: Tier III Behavior/Attendance

In support of our goal to provide a safe and welcoming learning environment in which all students, families, and staff are supported, and in support of our goal to reduce our suspension rate, Actis will...

Continue to support our Tier II and Tier III programs to reduce suspension through our ACS (Alternative Classroom Setting) IMPACT (Alternative to Suspension) class. Students who have been identified as needing behavioral interventions are placed in IMPACT for five days to receive individual support to improve behavior through restorative practices and social-emotional learning strategies. Students who have been identified for the Alternative Classroom Setting are placed for 1 to 3 days, while receiving support for their regular classwork and reflecting upon the choices they made and the impact of those choices. Provide materials and resources for the IMPACT and ACS programs including but not limited to supplemental SEL games, books, and other materials.

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 4200-00: Books - Other Than Textbooks	Purchase books and other resources to aid with social-emotional learning strategies within the IMPACT program.	March 20, 2026
500	Title I, Part A 4300-00: Supplies & Materials	Purchase supplemental materials and classroom supplies to support the IMPACT program.	March 20, 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 4 Family & Community Engagement

Actis will provide meaningful family engagement opportunities for all families, improve home-school communication, and build the capacity of parents/guardians as informed stakeholders and participants in the school's educational programs. Actis will provide Title I family workshops at times convenient for parents/guardians and will also focus on engaging parents/guardians of our English Language Learners.

We will increase family engagement opportunities by providing a minimum of three activities for parents/guardians during the school year in addition to our Title I Informational Parent/Guardian Meeting. This includes at least two "Coffee with the Principal" learning opportunities plus at least one family learning event.

We will decrease the number of parents/guardians who say teachers do not communicate with them, as measured by the annual parent/guardian survey.

We will increase the number of parents/guardians participating in our ELAC meetings by providing meaningful and high-interest topics to engage parents/guardians.

The effectiveness of this goal will be monitored through our annual parent/guardian survey, our EL needs assessment survey, and staff surveys assessing levels of parent/guardian involvement/communication. We will also collect data about the number of parents/guardians involved in each family engagement opportunity including our Title I Parent and Family Engagement and ELAC meetings.

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, a team including the principal, Academic Coaches, and two Assistant principals spent the day of March 11, 2025, analyzing the results of our, student, parent, and staff surveys, the California Dashboard, and our 2024-2025 SPSA to determine the effectiveness of each strategy. The team also identified new priorities for the school year. Our School Site Council members all had the opportunity to provide feedback about the SPSA at Site Council meetings throughout the school year.

Data reviewed for this goal included the following: California Dashboard, Kern KIDS, parent/guardian, student, and staff survey results.

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.

Through our Comprehensive Needs Assessment, we identified a need for bringing more parents/guardians to campus for learning opportunities, as only 76.3% of respondents on our most recent parent/guardian survey stated that they feel welcome on campus, and only 74.6% of parent/guardian respondents responded stated that they feel they are a valued partner in their child's education. Additionally, only 67.8% of respondents to the parent/guardian survey feel that "Parents are invited and encouraged to visit the school and serve on important committees such as the School Site Council, Parent Club, or English Learner Advisory Committee." Therefore, we need to improve our processes for informing parents/guardians about opportunities for involvement at our school and helping them feel welcome on campus. Additionally, we have a great need to increase participation in our ELAC meetings, as our last meeting had two parent/guardian participants.

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
Increase parents'/guardians' perceptions of being welcome on campus.	In our recent parent/guardian survey, 76.3% of parents/guardians stated that they feel welcome at Actis at any time.	At least 90% of parents/guardians will respond that they feel welcome on campus.
Increase parents'/guardians' perceptions of being seen as valued educational partners.	In our recent parent/guardian survey, 76.3% of parents/guardians feel they are a valued partner in their child's education.	At least 90% of parents/guardians will respond that they are a valued partner in their child's education.
Increase parents'/guardians' knowledge of the events on campus.	In our recent parent/guardian survey, 67.8% of parents/guardians responded that parents/guardians are invited and encouraged to visit the school and serve on important committees such as the School Site Council, Parent Club, or English Learner Advisory Committee.	At least 80% of parents/guardians will respond that they are invited and encouraged to visit the school and participate on committees.
Increase the number of parents/guardians attending our ELAC meetings.	Our most recent ELAC meeting had two parent participants.	We will have at least five (5) parents/guardians at each ELAC meeting.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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, including SWD, EL's, African American, and SED groups

Applicable During:

In Person (IP)

Strategy/Activity: Parent Engagement Activities

As part of our goal for providing meaningful educational opportunities for all families, Actis will...

Invite all parents/guardians to Title I workshops, including the Annual Title I Informational Parent Meeting and at least two Coffee with the Principal events where parents/guardians will have the opportunity to talk with the principal and each other about concerns, questions, and needs while also receiving parent/guardian training. Send home paper invitations in English and Spanish and utilize Parent Square to inform parents/guardians about these events via digital invitations. Provide light refreshments and child care (as requested) at these meetings and workshops.

Hold at least one family engagement night. For this event, we will purchase supplies and materials including but not limited to corn starch, architecture materials (Legos, Keva Planks, building blocks, etc), art supplies (paint, brushes, canvases), sensory bin supplies, and other items to support family learning about science, technology, engineering, art, and mathematics. These items will serve to support students and families as they explore standards-based topics in a fun way. The site council will review event attendance data and event participant feedback in order to determine if the events were effective in meeting our school’s goals.

Maintain our Family Resource Center and add updated items including but not limited to books, family games, educational toys, and educational materials.

Send out a weekly Parent Square message to parents/guardians about upcoming events and other activities around campus in order to keep parents/guardians informed about our school and foster more of a sense of community between the school and families.

Provide annual AVID end-of-year recognition event to celebrate students' academic achievements.

Provide 1:1 parent/guardian conferences, parent/guardian phone calls, and other direct parent/guardian communication for students from subgroups including but not limited to students with disabilities, English Learners, African American, and Socioeconomically Disadvantaged Groups to inform parents/guardians about their student(s)' progress, provide information about how they can support their student(s) at home, and answer parent/guardian questions.

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	Purchase light refreshments at meetings held specifically for parent/guardian involvement, training, and family events including but not limited to Family STEAM Night, Coffee with the Principal, and the ELD Reclassification Celebration.	May 30, 2026
500	Title I, Part A Parent Engagement 2900-02: Other Classified - Extra Duty/Overtime	Provide funding for child care and interpreters at meetings including but not limited to parent/guardian training, 6th grade orientation, Coffee with the Principal, conferences, and family involvement nights	May 30, 2026
917	Title I, Part A Parent Engagement 4300-00: Supplies & Materials	Provide supplies and materials for family involvement activities including but not limited to Family STEAM Night and other family activities.	May 30, 2026
1000	Title I, Part A Parent Engagement 4200-00: Books - Other Than Textbooks	Purchase books for the Family Resource Center.	March 20, 2026
500	LCFF- Base 4300-00: Supplies & Materials	Purchase educational supplies for Family Resource Center, including but not limited to nutritional education manipulatives, Legos, building blocks, family games, family sporting equipment, dramatic play supplies, art materials and additional educational supplies as requested by families.	March 20, 2026

250	AVID* 4300-00: Supplies & Materials	Provide decorations and light refreshments for annual AVID recognition.	May 30, 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, including SWD, EL's, African American, and SED groups

Applicable During:

In Person (IP)

Strategy/Activity: Parent Engagement Activities Specific to English Learners

As part of our goal to engage the families of English-Learners in meaningful two-way communication and increase parent/guardian participation, Actis will,,,

Provide five English Learner Advisory Committee (ELAC) meetings throughout the school year, with childcare, interpreters, and refreshments available. Utilize two-way communication system to facilitate effective language translation.

Add open time for parents to talk with the principal/ask questions/express concerns at the end of each ELAC meeting in order to encourage parent/guardian attendance and participation.

Increase two-way communication with our EL parents/guardians by utilizing Spanish-speaking classified and certificated staff, including office staff as points of contact for parents/guardians.

Utilize interpreters for parent/guardian phone calls, parent/guardian meetings, and other parent/guardian communication needs.

Provide updates to ELD parents/guardians via Parent Square, which includes the capacity for translations.

Provide interesting and educational agenda topics to engage parents/guardians and interest them in attending ELAC meetings.

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.

	LCFF- Base 4300-00: Supplies & Materials	Purchase recognition awards including limited to party supplies, certificates, medals, and prizes for annual reclassification celebration.	March 20, 2026
250	Title I, Part A Parent Engagement 4300-00: Supplies & Materials	Purchase light refreshments for ELD Reclassification Celebration.	March 20, 2026
550	Title I, Part A Parent Engagement 4300-00: Supplies & Materials	Provide educational materials for parents/guardians attending ELAC meetings, to be incorporated in the meeting agenda, used during the meetings, and taken home.	March 20, 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

Actis will provide professional learning for teachers, support staff, and administrators in order to increase the effectiveness of instruction, programs, and operations that directly impact students in academics, behavior, and social-emotional well-being. We will continue to utilize our Instructional Leadership Team to guide our site's decisions.

The effectiveness of this goal will be monitored through our staff survey, which includes questions about professional learning needs and how the staff has benefited from past professional learning. Additionally, strategies learned at professional learning sessions will be added to our observation, feedback, and coaching look-fors, and we will track data related to these look-for's through the use of a created Google Form. We will also continue to maintain records of our percentage of AVID-trained staff.

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, a team including the principal, Academic Coaches, and two Assistant principals spent the day of March 11, 2025, analyzing the results of our, student, parent, and staff surveys, the California Dashboard, our log of professional learning sessions in the 2024-2025 school year, and our 2024-2025 SPSA to determine the effectiveness of each strategy. The team also identified new priorities for the school year. Our School Site Council members all had the opportunity to provide feedback about the SPSA at Site Council meetings throughout the school year.

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.

The Annual Review team determined that our campus has a need for staff development in areas including but not limited to:

SEL/Behavioral

- Providing trauma informed practices as we work with student groups including but not limited to African American students, foster youth, socioeconomically disadvantaged students, and students with difficult backgrounds.
- Understanding and communicating with students and parents/guardians from a variety of backgrounds, including but not limited to African American students, foster youth, socioeconomically disadvantaged students, and students with difficult backgrounds
- Working with students with special needs, including understanding and implementing IEP and 504 accommodations and supporting classroom behavior.
- De-escalation strategies for challenging student behaviors
- Best Practices for supporting Social Emotional Learning
- PBIS-understanding and implementing the three tiers of support for behavior
- Classroom management support for new teachers, teachers who have been on our campus for up to three years, and veteran teachers

Academics:

- Co-planning and Co-teaching lessons in subject areas including but not limited to Special Education, ELA, and Math
- Meeting the academic needs of students with special needs
- Promoting Academic Conversations in all classrooms
- Student engagement strategies in all classrooms
- Organizing and leading Differentiated Instructional Groups in all subject areas
- Utilizing student performance data to create assessments and analyze assessment results in order to develop additional learning opportunities.
- Instructional support for new teachers, teachers who have been on our campus for up to three years, and veteran teachers
- Promoting AVID strategies schoolwide
- PBIS-understanding and implementing the three tiers of support for academics
- Best practices for read alouds
- Writing across the curriculum utilizing the CER format

PLC:

- PLC Cycle
- Data Analysis within PLC
- The four questions of PLC: 1. What do we want all students to know and be able to do? 2. How will we know if they learn it? 3. How will we respond when some students do not learn? 4. How will we extend the learning for students who are already proficient?

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
<p>Increase percentage of teachers who say they have adequate training in small group instruction</p>	<p>86.8% of teachers agreed that they have adequate training in the area of small group instruction.</p>	<p>Increase the percentage of teachers who agree they have adequate training in small group instruction to 95%</p>
<p>Increase percentage of teachers who say they have adequate training in working with students with special needs.</p>	<p>84.5% of teachers say they have adequate training in working with students with special needs.</p>	<p>Increase the percentage of teachers who agree they have adequate training in working with students with special needs to 95%</p>
<p>Recoup Losses in Math CAASPP Scores from the prior year</p> <p>Recoup Losses in ELA CAASPP Scores from the prior year</p>	<p>2023-2024 CAASPP Math Overall 102.8 points below standard (18 point decline) African American 145.6 points below standard (11.8 point decline) English Learners 138 points below standard (1.3 point decline) Hispanic 97.4 points below standard (13 point decline) Long Term English Learners 158.5 points below standard (12.7 point decline) Socioeconomically Disadvantaged 110.4 points below standard (17.6 point decline) Students with Disabilities 160.6 points below standard (8.6 point decline) White 97.8 points below standard (42.6 point decline)</p> <p>2023-2024 CAASPP ELA Overall 40.3 points below standard (28.4 point decline) African American 82.3 points below standard (30.5 point decline) English Learners 77.6 points below standard (11.9 point decline)</p>	<p>By the End of Year, all subgroups will recoup their losses on the CAASPP Math assessment from the prior year. (African American 11.8 points, Hispanic 13 points, English Learners 1.3 points, Long Term English Learners 12.7 points, Socioeconomically Disadvantaged 17.6 points, Students with disabilities 8.6 points, White 42.6 points).</p> <p>By the End of Year, all subgroups will recoup their losses on the CAASPP ELA assessment from the prior year. (African American 30.5 points, Hispanic 24.4 points, English Learners 11.9 points, Long Term English Learners 14.1 points, Socioeconomically Disadvantaged 29.2 points, Students with disabilities 15.1 points, White 447.1 points).</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hispanic 33.5 points below standard (24.4 point decline) Long Term English Learners 96.1 points below standard (14.1 point decline) Socioeconomically Disadvantaged 47.2 points below standard (29.2 point decline) Students with Disabilities 103.2 points below standard (15.1 point decline) White 42 points below standard (47.1 point decline)	

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, including SWD, EL's, African American, and SED groups

Applicable During:

In Person (IP)

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

As part of our goal to provide professional learning for teachers, support staff, and administrators in order to increase the effectiveness of instruction, programs, and operations that directly impact students in academics, behavior, and social-emotional well-being, Actis will...

Provide all-staff professional learning on working with foster youth, socioeconomically disadvantaged students, and students with difficult backgrounds, including but not limited to training on trauma informed practices.

Provide all-staff professional learning on understanding and communicating with students and families from a variety of backgrounds, including but not limited to different cultural and socioeconomic backgrounds.

Provide professional learning days for curricular departments including but not limited to IIC, ELD, ELA, math, history, science, and AVID, facilitated by Academic Coaches.

Provide professional learning days for new staff on topics including but not limited to Classroom Management, co-planning & co-teaching, behavioral interventions and support, student engagement, and effective lesson design.

All professional learning opportunities listed above will be placed on 2025-2026 planning document, will be placed on our schoolwide Google Calendar, and will be listed on a tracking spreadsheet which will include links to the sign in sheet, presentation slides, and expenses associated with the professional learning day. This spreadsheet will be maintained by the Academic Coaches and will be reviewed by the principal.

All teachers participate in weekly PLC focusing on the four questions: 1. What do we want all students to know and be able to do? 2. How will we know if they learn it? 3. How will we respond when some students do not learn? 4. How will we extend the learning for students who are already proficient?. They are given 90 minutes to backward map instructions and analyze data. Collaboration time will be given weekly during PLC to review data, determine learning gaps, and develop curriculum and design lessons in ELA, math, and ELD with the integration of other subjects to meet the needs of students. Participation in PLC is required by the school district. Teams will be required to submit PLC agendas and notes to the site principal on a weekly basis.

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.

4000	Title I, Part A 1100-01: Certificated Teachers - Subs	Two professional learning days for collaboration, curriculum development, observations, leadership, and professional learning for the English-Language Arts department (9 teachers, 2 days) Total=18	May 30, 2026
450	Title I, Part A 1100-01: Certificated Teachers - Subs	Two professional learning days for curriculum development, observations, leadership, and professional learning for the English Language Development department (1 teachers, 2 days) Total=2	May 30, 2026
6000	Title I, Part A 1100-01: Certificated Teachers - Subs	Four professional learning days for collaboration, curriculum development, observations, leadership, and professional learning for the Math department (7 teachers, 4 days) Total=28	May 30, 2026

1800	Title I, Part A 1100-01: Certificated Teachers - Subs	Two professional learning days for collaboration, curriculum development, observations, leadership, and professional learning for the science department (4 teachers, 2 days) Total=8	May 30, 2026
1800	Title I, Part A 1100-01: Certificated Teachers - Subs	Two professional learning days for collaboration, curriculum development, observations, leadership, and professional learning for the history department (4 teachers, 2 days) Total=8	May 30, 2026
900	Title I, Part A 1100-01: Certificated Teachers - Subs	Two professional learning days for curriculum development, observations, leadership, and professional learning for the AVID department (1 teachers, 2 days) Total=2	May 30, 2026
1800	Title I, Part A 1100-01: Certificated Teachers - Subs	Two professional learning days for collaboration, curriculum development, observations, leadership, and professional learning for the IIC department (4 teachers, 2 days) Total=8	May 30, 2026
2700	Title I, Part A 1900-01: Other Certificated - Subs	Three days of professional learning on topics including but not limited to classroom management, behavioral interventions and support, student engagement, and effective lesson design (DII) focusing primarily on new teachers or teachers who demonstrate a need for strengthening these areas (4 teachers, 3 days) Total=12	May 30, 2026
2700	Title I, Part A 1900-01: Other Certificated - Subs	Provide professional learning for curricular departments based upon request. Teams will submit agenda and professional learning needs to academic coaches (12 subs).	May 30, 2026

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, including SWD, EL's, African American, and SED groups

Applicable During:

In Person (IP)

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

As part of our goal to provide professional learning for teachers, support staff, and administrators in order to increase the effectiveness of instruction, programs, and operations that directly impact students in academics, behavior, and social-emotional well-being, Actis will...

Provide professional conference opportunities including but not limited to the California League of Schools Conference, National League of Schools Conference, and PLC, IMPACT Teams, MTSS, SEL, Kern County Superintendent of Schools (KCSOS) professional learning, and guiding reading/literacy conferences for staff members chosen by the principal.

Provide funding for workshops, conferences, and other professional development activities to increase capacity of instruction and leadership including but not limited to AVID Summer Institute and AVID PATH trainings for staff members who have not attended yet or who would benefit from a refresher in AVID strategies.

Provide opportunities for staff training in software/license programs including but not limited to Navigate 360 and the district adopted SEL curriculum.

Provide opportunities for staff training in behavioral and social-emotional awareness for all staff.

Utilize Academic Coaches and other veteran staff to provide co-planning, co-teaching, and modeling of lessons followed by reflection and planning for improved remediation and intervention for all new staff and for returning staff who have been identified by school administration as needing more supported as evidenced by data from the observation, feedback, and coaching cycle in which the teacher is assigned one person from the coaching team (two Academic Coaches and three administrators) to observe classroom instruction at least once per month, followed by a post-meeting between the observer and teacher to discuss strengths and areas for growth from the observation.

Allow opportunities for all teachers to observe other teachers engaging students in effective instructional strategies including but not limited to:

- Co-teaching
- student engagement
- lesson design
- differentiated instructional groups
- integrated ELD standards and strategies
- makerspaces/STEAM lessons
- project-based learning
- checks for understanding
- academic discourse

- guided reading
- guided writing
- AVID strategies

Utilize Academic Coaches, teachers, and/or consultants to provide professional learning for all certificated staff in topics/strategies including but not limited to:

- IMPACT TEAMS, including but not limited to creating success criteria, creating effective rubrics, identifying and teaching to priority standards, setting schoolwide goals, and visible learning
- The PLC structure and process
- The Instructional Leadership Team structure and process
- Common Formative Assessments
- Collecting and utilizing walk through data
- student engagement
- lesson design
- differentiated instructional groups
- cross-curricular instruction
- integrated ELD standards and strategies
- makerspaces/STEAM lessons
- project-based learning
- checks for understanding
- academic discourse
- guided reading
- guided writing
- AVID strategies

This will take place during staff meetings, during PLC meetings (maximum of one per month per teaching contract), and during prep periods as requested by teachers.

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.

6000	Title I, Part A 5200-00: Travel & Conference	Provide professional conference opportunities including but not limited to the California League of Schools Conference, National League of Schools Conference, and PLC, IMPACT Teams, MTSS, SEL, Kern County Superintendent of	May 30, 2026
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		Schools (KCSOS) professional learning, and guiding reading/literacy conferences	
6000	AVID* 5200-00: Travel & Conference	Provide funding for workshops, conferences, and other professional development activities to increase capacity of instruction and leadership including but not limited to AVID Summer Institute and AVID PATH trainings.	May 30, 2026
5000	LCFF- Base 5200-00: Travel & Conference	Provide funding for staff to attend the National League of Schools Conference in Washington D.C.	June 30, 2026
7427.87	Title I, Part A 5800-00: Consultants/Professional Services	Provide professional learning led by consultants, administrators, teachers, district personnel, and/or academic coaches including but not limited to -IMPACT TEAMS (including but not limited to creating success criteria, creating effective rubrics, identifying and teaching to priority standards, setting schoolwide goals, and visible learning), the PLC structure and process, the Instructional Leadership Team structure and process, Common Formative Assessments, Collecting and utilizing walk through data, student engagement, lesson design, differentiated instructional groups, cross-curricular instruction, integrated ELD standards and strategies, makerspaces/STEAM lessons, project-based learning, checks for understanding, academic discourse, guided reading, guided writing, and AVID strategies.	May 30, 2026

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, including SWD, EL's, African American, and SED groups

Applicable During:

In Person (IP)

Strategy/Activity

As part of our goal to constantly assess our schoolwide practices, data, and priorities, Actis will provide additional time for our Instructional Leadership Team to meet at least twice per month for 45 minutes to enhance school culture and climate, focusing on the PLC Process, first best instruction, increasing relational capacity among staff and students, and PBIS implementation. We will provide books for professional learning on topics discussed at ILT meetings including but not limited to mathematics instruction, instructional strategies, classroom management, social-emotional learning, academic conversations, teacher well-being, and student engagement. These books will be housed in room B1 and there will be a check out sheet in room B1 in order to determine if the books are being utilized.

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	Purchase books for professional learning on topics including but not limited to instructional strategies, classroom management, social emotional learning, student engagement, and other topics discussed in ILT meetings.	May 30, 2026
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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	Academic Coach	127988.00	Title I, Part A	1100-00: Certificated Teachers - Salary	Provide supplemental support personnel (direct services) for academic improvements.	1a,1b, 2, 3, 4, 5	Academic Coaches assist teachers in the implementation of strategies, lesson planning, peer collaboration (peer observation, instructional rounds, etc.), and lesson demonstration to provide support in increasing student achievement. Teachers needing additional support will receive coaching in the lesson design process.
1	1.000	Academic Coach	123300.00	LCFF- District	1100-00: Certificated Teachers - Salary	Provide supplemental support personnel (direct services) for academic improvements.	1a,1b, 2, 3, 4, 5	Academic Coaches assist teachers in the implementation of strategies, lesson planning, peer collaboration (peer observation, instructional rounds, etc.), and lesson demonstration to provide support in increasing student achievement. Teachers needing additional support will receive coaching in the lesson design process.

1	1.000	Junior High Assistant Principal	130400.00	LCFF- District	1300-00: Administrator's salaries, Certificated Supervisors			
1	1.000	Junior High Principal	164000.00	LCFF- District	1300-00: Administrator's salaries, Certificated Supervisors			
1	.5	Behavior Intervention Aide	17800.00	Title I, Part A	2200-00: Classified Support - Salaries			
1	1.000	Behavior Intervention Aide	41700.00	LCFF- District	2200-00: Classified Support - Salaries			
		Benefits - Title	60419.00	Title I, Part A	3000-00: Employee Benefits			
		Benefits Title I Variable	5676.74	Title I, Part A	3100-00: Substitute/Extra Duty Benefits (variable)			
		Benefits - District	230100.00	LCFF- District	3000-00: Employee Benefits			

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 11, 2025</u>
X	Title I Review Committee	Date(s)	<u>April 11, 2025</u>
	Other committees established by the school or district (list): <i>Committee/Group Name & Date(s)</i> _____		

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.	Patrick Spears	N/A	N/A	Principal	
2.	Ben Horton	Fall, 2024	Fall, 2026	Classroom Teacher	
3.	Pat Bowes	Fall, 2023	Fall, 2025	Classroom Teacher	
4.	Samantha Carr	Fall, 2024	Fall, 2026	Classroom Teacher	
5.	Brook Taff	Fall, 2024	Fall, 2026	Other Staff	
6.	Eimi Ponce	Fall, 2024	Fall, 2026	Parent	
7.	Jennifer Antongiovanni	Fall, 2024	Fall, 2026	Parent	
8.	Tobi Ball	Fall, 2024	Fall, 2026	Parent	
9.	Maria Gomez	Fall, 2023	Fall, 2025	Parent	
10.	Meghan Underwood	Fall, 2024	Fall, 2026	Parent	

The SPSA was adopted by the SSC at a public meeting on: May 13, 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>As part of our school's goal of supporting learning through collaborative projects, Actis will...</p> <p>Provide a comprehensive and standards-based English Language Arts program utilizing the district-created curriculum maps along with the district-adopted StudySync Program during students' core class period.</p> <p>Students will participate in Lexia Power Up in the ELA intervention periods. Set and monitor quarterly Lexia Power Up Goals based on initial student placement. Teachers and Academic Coaches will monitor weekly student gains and teachers will conference with students weekly utilizing platform data reports.</p> <p>Provide standards-based print materials including but not limited to Scholastic Action and Scope, which include relevant and current high-interest articles and</p>	<p>This strategy was partially implemented and we will continue with some changes.</p> <p>The reason for partial implementation is that we do not have evidence of Lexia Goal setting in 100% of Tier II and Tier III intervention classes. Changes will include having teachers monitor Lexia progress more closely and having teachers set Lexia Goals with students, utilizing "Rewind Wednesday".</p> <p>We have focused on building classroom libraries, and we now plan to build our library of class sets for novel study.</p> <p>Writing Across the Curriculum got off to a late start in the school year (March 2025), however 100% of teachers are now required to turn in monthly writing samples from all classes, and we plan to focus on the CER writing process as we go in the next school year.</p> <p>As a result of this strategy 100% of students in Tier II</p>	4300-00: Supplies & Materials LCFF- Base 500	
		4300-00: Supplies & Materials Title I, Part A 3000	
		4300-00: Supplies & Materials Title I, Part A 500	
		4200-00: Books - Other Than Textbooks Title I, Part A 1000	
		4300-00: Supplies & Materials Title I, Part A 0	

<p>learning activities in order to promote a print-rich environment.</p> <p>Purchase presentation materials, and project-based learning materials including but not limited to poster boards, construction paper, markers, and folders. These materials will aid in our goal of promoting listening, speaking, reading, and writing as students working in teams to demonstrate their learning of the rigorous state standards, thereby improving their performance on the CAASPP test. The School Site Council will measure the effectiveness of this strategy by monitoring STAR scores, IAB data, discussing data from the observation, feedback, and coaching cycle in which collaborative work is observed, and through monitoring common formative assessments. Finally, the School Site Council will monitor CAASPP scores. Additionally, we will monitor our school's performance on the quarterly student engagement survey in which students are asked if their ELA class is interesting and engaging.</p> <p>Provide classroom libraries (novels) to create a print-rich environment in all ELA classrooms to improve reading skills and encourage more frequent reading for fun.</p> <p>Purchase supplemental resources including but</p>	<p>and Tier III intervention have daily access to Lexia Power Up, with an expectation of 20 minutes per day. In Power Up, we saw growth in all three areas-word study, grammar, and comprehension. In word study, 22% of 7th graders and 16% of 8th graders moved from foundational to intermediate or advanced. In grammar, 10% of 7th graders and 6% of 8th graders moved from foundational to intermediate or advanced. For comprehension, 24% of 7th graders and 21% of 8th graders moved from foundational to intermediate or advanced. This growth is notable because we are looking at data from students who are multiple grade levels behind in reading, and all growth is very important toward becoming proficient readers.</p> <p>Additionally, all students have access to Scholastic Action and Scope, which provides relevant topics for teachers to incorporate in Tier 1, Tier II, and Enrichment classes. Finally, we were able to provide project-based learning materials, presentation materials, and learning centers, which contributed to 85.6% of students agreeing that their ELA class is interesting and engaging (Student Engagement Survey, January 2025) and 94.7% of teachers stating that they have adequate instructional materials to meet their students' needs</p>	
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<p>not limited to Jane Shaffer’s consumable workbooks, classroom visual references, and teacher guides. These materials will aid in our school’s goal of promoting writing schoolwide, so students are accustomed to writing about a variety of topics in a variety of courses, preparing them for the CAASPP test in the area of writing. The School Site Council will measure the effectiveness of this strategy by monitoring writing benchmark scores and common formative assessment data. The Site Council will also discuss observation, feedback and coaching data regarding schoolwide writing. In this cycle, each teacher on campus is assigned one person from the coaching team (two Academic Coaches and three administrators) to observe classroom instruction at least once per month, followed by a post-meeting between the observer and teacher to discuss strengths and areas for growth from the observation (observation, feedback, and coaching will take place at least twice per month for new staff and staff who have been identified by administration as needing more support). Finally, School Site Council will monitor CAASPP performance task scores in order to determine if students have improved in the area of writing.</p>	<p>(Staff Survey, January 2025).</p>	
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<p>As part of our school's goal of supporting all English Language Learners in listening, speaking, reading, and writing, Actis will ...</p> <p>Provide an EL Instructional Program for all identified students. The Designated ELD instructional program in place at Actis is English 3D. This program provides specialized support for English Learners in the reading and comprehending of complex text. The overall objective of this instructional design is to facilitate English Learners in their path toward independence with reading grade-level texts.</p> <p>Provide recognition for students who meet standardized test goals, including ELPAC goals and redesignation from the ELD program by hosting an annual recognition celebration for students who have redesignated, with awards and prizes provided.</p> <p>Purchase high-level Spanish books, class sets of novels in English, and other reading materials to support reading proficiency in students' home language.</p> <p>Purchase software including but not limited to Lexia English, Pear Deck, and BrainPOP. Lexia English will support language acquisition by providing foundational skills for academic conversations. Pear Deck</p>	<p>This strategy was partially implemented and will continue with changes. As a result of this strategy, we provided a high-quality EL program with a reclassification celebration to recognize students' achievements, with sixteen students reclassifying this school year. We also saw growth of 20 points for 7th grade ELD students and 23 points for 8th grade ELD students in the average STAR Reading scaled score. Each group showed growth of 4 months in Instructional Reading Level from fall to winter.</p> <p>We also provided Spanish literature to support students with a \$2,000 expenditure.</p> <p>The district provided Lexia English, and the teacher felt that BrainPOP EL was needed this year. Next year, we will not include BrainPOP EL. We will also add print materials including but not limited to Scholastic Spanish to our plan.</p>	<p>4300-00: Supplies & Materials LCFF- Base 500</p> <p>242400-420000: Library: books, supplies & equipment Title I, Part A 1000</p> <p>5800-00: Consultants/Professional Services Title I, Part A 1000</p>	
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<p>will increase student engagement by requiring students to actively participate by processing thinking through writing and will allow the ELD teacher to formatively assess learning in real time, and Brain POP EL will provide a grammar progression while focusing on reading, writing, vocabulary building, listening and speaking in an engaging platform that lowers the students' affective filter due to the gamified manner in which it is presented. The school will monitor the effectiveness of these programs by reviewing usage reports for each platform in order to ensure they are being used, monitoring assessment results (for example ELPAC IABS and ELPAC Summative), through observations of these platforms being used with students in classrooms during the observation, feedback, and coaching cycle in which three administrators and two Academic Coaches observe all classes on campus at least one time per month (two times per month for new teachers and for teachers have been identified by administration as needing additional support), and through user feedback about the use of these platforms (staff surveys).</p>		
<p>As part of our school's goal of supporting all students with Tier II and Tier III ELA instruction, Actis will...</p>	<p>This strategy was fully implemented. although Lexia Power Up was funded by the district.</p>	<p>5800-89: Software Title I, Part A 0</p>

<p>Implement a multi-tiered system of support to provide targeted instruction and intervention. Serve the needs of identified students who are reading below grade level, based on schoolwide placement criteria, with the Tier II Core Support course. Utilize research-based materials in the Core Support courses. Conduct regularly-scheduled Differentiated Instructional Groups and/or Reading Groups, targeted on students' specific needs. Regularly assess reading proficiency using data from assessments including but not limited to IABs, STAR, district writing assessments, Lexia Power Up, and CAASPP in order to provide personalized support.</p> <p>Purchase software including but not limited to Lexia PowerUp, materials including 95% Group MSRC cards, instructional books, and posters, and classroom instructional materials including but not limited to whiteboards, pocket charts, and other reading/writing supplies to support Differentiated Instructional Groups. The Lexia Power Up software will provide individualized phonics support, meeting students where they are, and will provide detailed reports about students' progress so teachers can effectively monitor and support them. The MSRC materials (cards and books) will be used in</p>	<p>Lexia Power Up was utilized in all Tier II and Tier III ELA classes with a goal of 20 minutes per day per student. Students were able to earn prizes for gains and goals within Lexia, funded under our LCFF budget. We will continue this strategy next year.</p> <p>Beyond the 20 minutes of Lexia, the Tier II and Tier III classes were expected to engage in targeted Small Group instruction to bridge students' academic gaps. As noted above, we saw gains in word study, grammar, and comprehension within Lexia in the 7th and 8th grade groups.</p>	<p>4300-00: Supplies & Materials Title I, Part A 500</p>	
		<p>4300-00: Supplies & Materials Title I, Part A 500</p>	

<p>whole group, small group, and individual settings to strengthen students' abilities to break down and read words, and the classroom materials will aid in providing students with the supplies they need to become stronger readers and writers. The school will monitor the effectiveness of Lexia Power Up which is used by all students in Tier II and Tier III ELA Intervention courses (20 minutes daily, for all students in Tier II and Tier III intervention classes during Tier II and Tier III intervention class time) by utilizing usage reports, monitoring assessment results (for example STAR, District Writing Assessments, IABs, and CAASPP), through observations of this software being used during the observation, feedback, and coaching cycle, and through user feedback (staff and student surveys). The school will also monitor the effectiveness of the 95% group materials and Differentiated Instructional materials through the same assessments and the observation, coaching, and feedback cycle.</p>		
	Total Amounts:	

Goal 1B, Mathematics

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>As part of our goal to support our goal of providing a high-quality Tier I mathematics program, Actis will...</p> <p>Provide a comprehensive and standards-based math program using resources such as Go Math, Next Gen Math, and other district-adopted resources. Teachers will implement a broad repertoire of instructional strategies gained from site, district, and county-provided professional learning opportunities to meet students' needs and connect mathematics to real-life applications.</p> <p>Provide weekly "Principal's Challenge" to connect mathematics to real world applications utilizing Next Gen Math, based on standards being taught. Provide incentives for individuals and classes based on performance on "Principal's Challenge".</p> <p>Provide additional math enrichment opportunities, such as STEM Olympiad and Math Counts to increase students' understanding of and interest in mathematics.</p> <p>Purchase supplemental materials/resources to increase student interest and engagement in math concepts, including but not limited to Scholastic Math, manipulatives, mathematical games, logic activities, financial</p>	<p>This strategy was partially implemented, with everything except for daily writing opportunities in the math classes. We recognize that daily writing was an ambitious goal, and will modify this to weekly writing opportunities next year, including but not limited to CER.</p> <p>We provided a weekly "Principal's Challenge," available to 100% of students, including students in our moderate-severe special education classes. Ten students per week were chosen for prizes, which were funded under our LCFF budget. Students' names were announced on our Actis Live news program, and the Principal's Challenge was promoted by all math teachers. This challenge focused on math fact fluency and mathematical life skills such as adding and subtracting money.</p> <p>We were able to provide all necessary supplies and materials for the STEM Olympiad team, which is currently training for their competition. We were also able to provide full kits of math manipulatives for all math classrooms, based upon the Math Facts Fluency training provided by KCSOS. Practice with these kits is provided at math professional learning sessions with the Academic Coaches.</p>	<p>4300-00: Supplies & Materials LCFF- Base 500</p> <p>4300-00: Supplies & Materials Title I, Part A 750</p> <p>4300-00: Supplies & Materials Title I, Part A 1409</p>	

<p>literacy, and math labs. Scholastic Math will help to foster students' interest in real-life mathematical applications while exposing students to mathematical terminology, helping to reduce anxiety related to math and increase exposure to mathematical careers, while also supporting financial literacy skills and mathematical practices. Classroom manipulatives, math games, logic activities, financial literacy materials, and math lab materials will support thinking classrooms, and will aid students in applying standards-based mathematical content to real life, including fostering academic discourse about mathematics. The school will monitor the effectiveness of this strategy via the observation, feedback, and coaching cycle. In this cycle, each teacher on campus is assigned one person from the coaching team (two Academic Coaches and three administrators) to observe classroom instruction at least once per month, followed by a post-meeting between the observer and teacher to discuss strengths and areas for growth from the observation (observation, feedback, and coaching will take place at least twice per month for new staff and staff who have been identified by administration as needing more support). This goal will also be monitored via student surveys about</p>	<p>As a result of this strategy 86.9% of students reported that their math class is interesting and engaging (Student Engagement Survey, January 2025). Additionally, 94.7% of teachers agreed that "I have adequate instructional materials to meet my students' needs" (Staff Survey, January 2025).</p> <p>Financial literacy is covered under goal 2, strategy 4, so we will remove it from here. Other than the modification for the writing goal and removing financial literacy we will continue all parts of this goal next year.</p>	
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<p>how engaging their math courses are. Additionally, we will collect teacher feedback about whether or not they have the instructional materials they need, and we will monitor students STAR Math, district interim assessment, and CAASPP scores.</p> <p>Promote daily writing opportunities in the math classes.</p>			
<p>As part of our goal to support our goal of providing opportunities for language acquisition in the math classes, Actis will...</p> <p>Provide opportunities for language acquisition for all students within mathematics classes, including math talks, think-pair-share, sentence frames, requiring students to speak with complete sentences, verbal explanations of mathematical practices, and use of realia.</p> <p>Purchase supplies to support Thinking Classrooms and academic discourse in the mathematics classes, including but not limited to classroom reference materials, notebooks, vertical desk whiteboards, sentence strips, and additional tools to support math talks. We will also purchase storage bins to contain mathematical materials and increase the longevity of Title I purchased materials. These bins will be labeled "Title I" and will be stored</p>	<p>This strategy was fully implemented, and will continue without changes. As a result of this strategy, students had daily opportunities for academic discourse within the math classes.</p> <p>We were able to provide students with two interactive days of mathematical learning this year. Barbie Bungee Day in December of 2024 was funded via Title I, and focused on applying proportional relationships for 100% of students in 8th grade math classes. Pi Day in March of 2025 focused on geometry skills for 100% of 7th and 8th grade students, and was funded by the Actis Parent Club. Both of these activities supported academic language for all students, including our English Language Learners. Opportunities for mathematical discourse are part of why 16 students from our ELD program met reclassification requirements this year.</p>	<p>4300-00: Supplies & Materials Title I, Part A 1500</p>	
		<p>4300-00: Supplies & Materials Title I, Part A 750</p>	

inside each mathematics classroom to ensure that the materials are being used regularly. Additionally, we will purchase supplies and materials for Barbie Bungee Day and Pi Day, which were funded by DonorsChoose in the 23-24 school year. By providing supplies for the math classes above and beyond the basic program, students will have additional opportunities to listen, speak, read, and write about math as they participate in engaging mathematical activities. This will benefit our EL students and our student body at large, as all students can benefit from more exposure to academic language.

The school will monitor the effectiveness of this strategy via the observation, feedback, and coaching cycle. In this cycle, each teacher on campus is assigned one person from the coaching team (two Academic Coaches and three administrators) to observe classroom instruction at least once per month, followed by a post-meeting between the observer and teacher to discuss strengths and areas for growth from the observation (observation, feedback, and coaching will take place at least twice per month for new staff and staff who have been identified by administration as needing more support).

<p>We will also monitor the effectiveness of this strategy via student surveys about how engaging their math courses are. Additionally, we will collect teacher feedback about whether or not they have the instructional materials they need, and we will monitor students STAR Math, district interim assessment, and CAASPP scores.</p>			
<p>As part of our goal to support our goal of providing additional support for students needing intervention in mathematics Actis will...</p> <p>Provide additional support for students needing intervention in mathematics. Students are identified through formative and summative assessments and are provided intervention based on the identified needs, including but not limited to, small group instruction, targeted practice, hands-on activities, labs, and whole group reteaches.</p> <p>Provide math intervention courses for identified students.</p> <p>Purchase hands-on labs, manipulatives, and other supplies to be used in the math classes and in a mathematical support class. These items include but are not limited to base ten blocks, place value whiteboards, algebra scales, fraction tiles, coordinate plane whiteboards, and other</p>	<p>This strategy was fully implemented, and will continue with changes. We will add Ready Common Core Math print materials for the math intervention class(es). We used IXL in the intervention class this year, and determined that Zearn is better for meeting our students' needs. Therefore, we will consider purchasing the paid version of Zearn instead of IXL.</p> <p>An additional change is adding at least one more math intervention class for the 25-26 school year, to meet the needs of our students with the highest skill deficits.</p> <p>As a result of this strategy, we purchased games and manipulatives for use in the Math Intervention class, allowing students to learn basic math concepts via hands-on methods. Additionally, our Academic Coach was able to work with the math intervention teacher, practicing basic skills math games to be</p>	<p>4300-00: Supplies & Materials Title I, Part A 500</p>	
		<p>5800-89: Software Title I, Part A 350</p>	

<p>hands-on items to aid students in understanding math in a hands-on manner, thereby increasing their knowledge of standards-based mathematical concepts. We will also purchase computer programs including but not limited to IXL, which will provide targeted mathematics practice in students' specific areas of need.</p> <p>The school will monitor the effectiveness of this strategy via the observation, feedback, and coaching cycle. In this cycle, each teacher on campus is assigned one person from the coaching team (two Academic Coaches and three administrators) to observe classroom instruction at least once per month, followed by a post-meeting between the observer and teacher to discuss strengths and areas for growth from the observation (observation, feedback, and coaching will take place at least twice per month for new staff and staff who have been identified by administration as needing more support). We will also monitor the effectiveness of this strategy via student surveys about how engaging their math courses are. Additionally, we will collect teacher feedback about whether or not they have the instructional materials they need, and we will monitor students STAR Math, district interim</p>	<p>implemented in the intervention classroom, and these games were observed during the observation, coaching, and feedback cycle by the Academic Coaches.</p> <p>This strategy resulted in 50% of students in the math intervention class meeting the growth expectation, and there was an average STAR gain of 33 points per student in the class (half a year's growth) from Fall to Winter.</p>	
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assessment, and CAASPP scores.		
Total Amounts:		

Goal 2, Comprehensive Educational Experience

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>As part of our school's goal to provide a comprehensive, well-rounded, and equitable educational experience to prepare all students for high school and beyond, Actis will purchase software to support instruction including but not limited to Brain POP, Storyboard That, ezScan, Pear Deck Pro, and Socrative Pro. These schoolwide Educational software and licensing uses are to provide additional information and videos about standards-based topics (Brain POP), to provide a way for students to creatively sequence historical events for a deeper understanding of their history standards (Storyboard That), efficiently track PE running laps for physical fitness (ezScan) and check for understanding of standards-based content in real time (Pear Deck Pro and Socrative Pro). The school will monitor the effectiveness of these programs by reviewing usage reports, monitoring assessment results (for example 7th grade physical fitness assessment), through observations of this software being used during the observation, feedback, and coaching cycle), and through user feedback (staff surveys). The SSC will monitor and evaluate this strategy by reviewing quarterly</p>	<p>This strategy was partially implemented. PBIS Rewards was purchased by the district's Extended Learning Department, and we decided against the other programs for including ezScan, Pear Deck Pro, and Socrative Pro for financial reasons. We will discontinue ezScan in our next SPSA, and will consider purchasing Socrative Pro and Pear Deck Pro for teachers who express a need and have a plan for utilization. We fully implemented Positivity Project, Habitudes, and Navigate 360 to support our students' social emotional, behavioral, and social skills needs.</p> <p>Brainpop was utilized primarily in ELA and ELD classes, allowing for a student friendly explanation of standards-based topics, and we plan to renew our subscription next year.</p> <p>As a result of this strategy, 100% of our students participated in Positivity Project lessons three times per week in the homeroom classes. These lessons allowed for group discussion about a variety of SEL topics. Additionally, Navigate 360 was utilized in our Alternative to Suspension class, with targeted lessons so students could reflect upon specific actions or behaviors. Navigate 360 was also</p>	<p>5800-89: Software Title I, Part A 909</p> <p>5800-89: Software Title I, Part A 3000</p> <p>5800-89: Software Title I, Part A 3914.99</p>	

<p>student and teacher engagement surveys.</p> <p>Additionally, our purchase of the PBIS Rewards system will support our goal of providing a comprehensive, well-rounded, and equitable educational experience for all students. PBIS rewards provides a disciplinary referral system for major and minor behaviors, and also includes a positive component of rewarding points to students who are exemplifying our school's core values of respect, responsibility, and honesty. Students can then redeem their points for rewards, thereby reinforcing their appropriate behavior. The PBIS rewards system allows our school to monitor and respond to both appropriate and inappropriate behavior, and allows for a multitude of reports to analyze behavioral patterns on our campus. The school will monitor the effectiveness of the PBIS rewards system by analyzing usage reports and data during weekly campus-level administrative meetings, and monthly ILT meetings in which student behavioral patterns are discussed.</p> <p>We will also support our goal of providing a comprehensive, well-rounded and equitable educational experience for all students through the purchase of software/programs including but not limited to</p>	<p>used for reflections in the Alternative Classroom Setting. Habitudes was utilized in our 9th period social skills class, which is a course of interest for students who need more support in positive interactions.</p>	
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Navigate 360, Habitudes, and Positivity Project for school-wide SEL and tiered intervention support. Navigate 360 has the ability to assign school-wide SEL lessons for students in addition to individualized lessons based on specific students' needs, which can then be reviewed by administrators and our alternative to suspension teacher. Lesson areas include academic success, bullying prevention, effective communication, growth mindset, relationship skills, responsible decision making, and self-management. The Positivity Project character development program is used at least twice per week in homeroom classes, and allows for class-wide discussions about a variety of SEL topics, including 24 character strengths including integrity, self-control, and forgiveness. Administrators are able to choose topics based on schoolwide trends, priorities, and areas of concern. Habitudes is used primarily in our social skills class, taught by the Alternative to Suspension teacher. Habitudes includes lessons to teach students about real-world topics including but not limited to peer pressure, bullying, empathy, growth mindset, resilience, personal strengths, healthy choices, and goal setting. The effectiveness of all three of these programs

<p>will be monitored via usage report data, student, staff and parent survey data about school connectedness, and suspension/disciplinary data.</p>			
<p>As part of our school's goal to provide a comprehensive, well-rounded, and equitable educational experience to prepare all students for high school and beyond, Actis will enhance the school library's offerings by providing library books including, but not limited to, high-interest books at a variety of levels, high-level Spanish library books, series books, and print materials that represent a variety of cultures.</p>	<p>This strategy was fully implemented and will continue without changes. As a result of this strategy, we were able to update our library offerings with books specifically requested by students, books to complete popular series, extras of books that are frequently checked out, and new books to reach a diverse array of learners. We were able to remove older books that have not been checked out in recent years. We spent \$10,000 on library books, including \$2,000 on Spanish offerings.</p>	<p>242400-420000: Library: books, supplies & equipment Title I, Part A 2500</p>	
<p>As part of our school's goal for providing a comprehensive, well-rounded, and equitable educational experience to prepare all students for high school and beyond, Actis will provide curriculum, supplies, and materials for STEAM-based courses of interest including but not limited to consumer math, career exploration, and culinary exploration, provide supplies, manipulatives, and lab materials for 7th and 8th grade science classes to create engaging learning experiences for all students, and provide materials to maintain the school's mobile makerspaces and STEAM Kits to increase students'</p>	<p>This strategy was fully implemented, and we added money throughout the school year as we saw the need to provide more supplies and materials for our science lab classes, STEAM Kits, and mobile makerspaces. We will continue this strategy in the next school year as we see a great need to engage all students in STEAM-based learning.</p> <p>As a result of this strategy, the mobile makerspace was utilized for a variety of projects in ELA, Math, and Special Education Classrooms, and science classrooms were provided with updated lab supplies and materials for the classroom lab rotations,</p>	<p>4300-00: Supplies & Materials Title I, Part A 2500</p>	
		<p>4300-00: Supplies & Materials Title I, Part A 1000</p>	
		<p>4300-00: Supplies & Materials Title I, Part A 750</p>	

<p>access to hands-on activities. We will use this as a opportunity to support student learning and hands-on experience by giving students an opportunity to engage in activities including cooking/meal planning/learning about nutrition, exploring financial literacy/the stock market/consumer math, exploring careers, participating in Next Gen based science labs, collaboratively creating new products/inventions/tools with the mobile makerspace, and exploring all aspects of science, technology, engineering, art, and math via engaging and exciting STEAM kits. The effectiveness of this strategy will be monitored by the SITE Council via analysis of math and science test scores (Math District Interim Assessments, STAR Math, CAASPP MATH, and CAST science).</p>	<p>leading to 87.7% of students agreeing that their science class is "interesting and engaging" (Student Engagement Survey, January 2025).</p>	
<p>As part of our school's goal of supporting all students, including our English Learners, Actis will...</p> <p>Identify EL students who are not meeting grade-level standards by monitoring grades, assessment data, and additional student information. ELs, LTELs and RFEP students will be monitored by the Intervention Counselor. ELs and LTELs will also be monitored by the ELD teacher.</p>	<p>This strategy was partially implemented and will be continued with changes. As a result of this strategy, we were able to provide a strong education for all of our English Learners with designated and integrated ELD practices, leading to sixteen students being reclassified from the ELD program. Additionally, 100% of ELD students were able to take a Course of Interest in their schedule.</p> <p>We did not utilize Title I funding for field trips this</p>	<p>5800-72: Charter Buses Title I, Part A 2600</p>

Communicate with parents regarding student progress throughout the year via phone calls, Parent Square, assessment results sent home, mid-quarter grade checks, and SSTs.

Review data for English Learners during PLC meetings. Identify possible extension or reteach needs. Review and discuss RFEP student data during PLC to monitor students maintaining proficiency or in need of instructional support, and identify strategies to support areas of need.

Support general education teachers in integrated ELD instruction according to their content areas by providing support materials, technology, and applications for integrated ELD strategies.

Continue monitoring integrated ELD strategies in observation, feedback, and coaching cycle.

Continue to provide space in each ELD student's schedule for a Course of Interest.

As part of our school's objective of providing community-based learning experiences for ELD students, we will attend field trips to locations including but not limited to CSUB, Bakersfield College, additional universities in California, and other educational, career,

year, due to the difficulty with planning trips and securing buses, however the ELD students did participate in local university field trips, allowing them the opportunity to learn about local institutions of higher learning.

nature, or cultural institutions of value. These field trips will support the learning objective of exposing ELD students to locations that will broaden their life experiences and expose them to opportunities they may not otherwise have. For example, university field trips will expose students to postsecondary educational options within Bakersfield and within California as students complete tours of the university and learn about admissions requirements, costs, and student life. Workplace field trips (for example local agricultural institutions with college-degree job opportunities and the Santa Barbara Zoo) will expose students to the daily lives of employees, in which students learn how listening, speaking, reading, writing, and bilingualism are valuable for careers, and will encourage students to think about their future career options. Students will have ample opportunities to practice listening, speaking, reading and writing before, during, and after all field trips. Each field trip will include a lesson plan based upon the ELD standards, with components before, during, and after each trip. To assess the value of the experience upon completion of each trip, students will complete a post-assignment, including but not limited to a student project or survey in which they

<p>express what they have learned.</p>			
<p>As part of our goal for assisting with the transition between Elementary and Junior High and again from Junior High to High School, Actis will...</p> <p>Provide a sixth-grade orientation for both parents and students to educate them about our school answer their questions. All parents of incoming 7th grade students will be invited to the parent orientation via paper flyers and Parent Square. Incoming 7th grade students will attend with their feeder school as a field trip. Incoming 7th graders who do not currently attend a feeder school will be informed of the orientation if their parent/guardian calls to enroll the student. Records of attendees at parent orientation will be maintained by school administrators. These events are for all incoming 7th graders and all parents of incoming 7th graders.</p> <p>Offer Actis Boot Camp for incoming 7th-grade students to familiarize them with the campus and introduce our three PBIS Core Values. Actis Boot Camp participants receive Actis binder, planner, dividers, and start-up supplies for the upcoming school year. Students learn how to write in their planners, take notes, and keep their binders organized. They also</p>	<p>This strategy was partially implemented and will continue next year with changes. As a result of this strategy, we were able to aid in the transitions between elementary, junior high, and high school. We provided 6th grade orientation for students and parents on March 18, 2025 and provided a 7th grade bootcamp for students and parents, with 55 parents signing in, last August. Our next bootcamp is planned for August 2025, and invitations have been sent to 100% of incoming 7th graders.</p> <p>We did not provide quarterly assemblies, but did recognize students' achievements with special lunches and other rewards, including monthly attendance certificates.</p>	<p>4300-00: Supplies & Materials LCFF- Base 400</p>	
		<p>1100-02: Certificated Teachers - Extra Duty Title I, Part A 1500</p>	

learn self-advocacy strategies and how to communicate with peers/adults. Students will meet teachers and take a campus tour while parents will have "Coffee with the Principal". All incoming 7th grade students receive an invitation during orientation, and Parent Square invitations are also sent. Students sign up via a Google Form. Boot camp student attendance and "Coffee with the Principal" parent attendance records are maintained by the Academic Coach. This event is for all incoming 7th graders and all parents of incoming 7th graders.

Provide quarterly assemblies, awards, and recognition for accomplishments including but not limited to: Honor Roll, Principal's List, citizenship, Science Fair, Oral Language, AR Goals, Principal's Challenge, Most Improved, sports, and end of the year student awards. These will be used to motivate students and promote achievement. These assemblies are planned by the school counselors and administrators and are for all students.

Provide guest speakers and presentations during assemblies to motivate and encourage students to be respectful, responsible, and honest in learning and in life, for all students.

<p>As part of our school's goal of supporting AVID schoolwide, Actis will...</p> <p>Provide field trips for AVID students to universities/athletic events/workplaces/special events. Rosters of students attending these events will be maintained by an Academic Coach and will be distributed to all staff members in advance of each trip.</p> <p>In support of school wide AVID practices, purchase supplemental supplies including but not limited to folders, binders, paper, pencil pouches, dividers, planners, highlighters, colored pencils, post-it notes, and pencils to organize, and annotate texts and notes in the classroom. These supplies will be distributed schoolwide by school administration for student use.</p> <p>Provide backpacks and school supplies for students in need. A check out sheet will be maintained in Room B1 and in the school office to monitor how many students are provided with these items in order to determine if our school continues to have a need.</p> <p>Recruit and select AVID elective applicants from feeder schools during 6th grade orientation and throughout the school year in order to keep all AVID classes fully enrolled.</p>	<p>This strategy was fully implemented and will continue next year.</p> <p>As a result of this strategy, we were able to provide three AVID classes, two AVID tutors, and supplies/technology for students. The AVID students took three field trips this year, which were to CSUB, Bakersfield College, and Fresno State. These trips gave students the opportunity to learn about their options for higher education.</p> <p>This strategy also allowed us the opportunity to continue providing backpacks for students in need, which has been an important resource on our campus.</p>	<p>5800-72: Transportation-Charter Buses AVID* 250</p> <p>5800-72: Transportation-Charter Buses AVID* 3000</p> <p>5800-72: Transportation-Charter Buses AVID* 250</p> <p>4300-00: Supplies & Materials AVID* 3200</p> <p>4300-00: Supplies & Materials AVID* 3270</p> <p>4300-00: Supplies & Materials AVID* 230</p> <p>2900-02: Other Classified - Extra Duty/Overtime AVID* 10000</p> <p>4300-00: Supplies & Materials AVID* 700</p> <p>4300-00: Supplies & Materials AVID* 1000</p>	Empty cells for budget items
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<p>Provide AVID Tutors to support all AVID elective classes. The AVID District Director will aid the AVID Coordinator in recruiting and selecting applicants for these roles. Timecards will serve as attendance records for AVID tutors.</p> <p>Provide additional instructional materials, technology, and supplies to support the AVID elective classes that will be given directly to the AVID teachers by the Academic Coach for classroom use.</p>		
Total Amounts:		

Goal 3, Student Engagement & Campus Climate

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>In support of our school's goal of providing a safe learning environment for all students, Actis will...</p> <p>Provide incentives to promote and recognize positive student behavior throughout the school year, tracked via the PBIS Rewards System, for all students.</p> <p>Continue implementation of PBIS on the campus to promote and celebrate positive behavior with the use of schoolwide expectations, modeling of positive behavior, assemblies (outlining behavior, expectations, rewards, and consequences), and promotion of student participation in activities including but not limited to Red Ribbon Week, March Madness Week, lunchtime games/activities/crafts, and intramural sports, for all students.</p> <p>Utilize the Tier I team to review data and manage the school wide PBIS program as well as examine schoolwide discipline data including but not limited to major and minor referrals, suspension data, and Alternative to Suspension data. This team will identify and create a plan to address root causes for disparities in disciplinary data in areas including but not limited to disparities among racial groups, especially African</p>	<p>This strategy was partially implemented, and will continue with changes, including monthly recognition for attendance, which we formally started this year.</p> <p>PBIS Rewards Incentives: We recognized students who were following our behavior expectation in a variety of ways. We held "fun Friday" once per month to recognize positive behavior and attendance. We then decided to drill down even more and break apart those two areas and celebrate each differently. For behavior, we recognized students with zero behavior referrals with fun events like a sock hop. Perfect attendance for the month was recognized by gift certificates to Canes and In N' Out, donated by the companies. Students who followed our restroom passport expectations were able to participate in a lunch celebration and a drawing.</p> <p>Implementation of PBIS: Our three core values at Actis are Respect, Responsibility, and Honesty. These core values are a part of all of our campus expectations. Expectations are clearly laid out to all students in the beginning of school, and are gone over each quarter in the PE classes. Teachers go through designated portions of the</p>	<p>4300-00: Supplies & Materials LCFF- Base 500</p> <p>4300-00: Supplies & Materials LCFF- Base 200</p> <p>4300-00: Supplies & Materials Title I, Part A 1091</p> <p>4300-00: Supplies & Materials LCFF- Base 1000</p> <p>1100-02: Certificated Teachers - Extra Duty LCFF- Base 3000</p> <p>4300-00: Supplies & Materials LCFF- Base 500</p>	

<p>American and socioeconomically disadvantaged students. The intended audience for this strategy is all students.</p> <p>Continue with monthly fun day recognition for appropriate student behavior. Fun day is available to all students who have met the requirements set by the Tier I PBIS Team, Students who are not eligible to attend will receive targeted behavioral support during the fun day period. For example, students who are not eligible for fun day for excessive tardies will receive counseling from an administrator, Academic Coach, or counselor about the importance of being on time to life obligations, including but not limited to school classes.</p> <p>Educate all students on campus about common dangers including but not limited to social media, bullying, alcohol use, drug abuse, smoking and vaping.</p> <p>Provide weekly school wide SEL lessons utilizing the Positivity Project program for all students.</p> <p>Purchase banners, signs, materials, school branding items, and supplies to support PBIS implementation. These PBIS items will serve as learning aids to teach and remind students about our school's core values of Respect, Responsibility,</p>	<p>student handbook and take a tour around the campus to hear and see different expectations in their specific locations in the School Matrix Tour, this is repeated after we return from winter break. Expectations are posted all around campus in their specific locations as reminders of how we ACT. ACT cards are given out to students as recognition for following our behavior expectations and three core values. These cards can be spent in the student store, making it a school currency.</p> <p>Tier I Team: The tier I team meets monthly for 45 minutes prior to the monthly staff meeting. Our goals are to discuss Academics, Attendance, Behavior, and Culture/Climate. We look at "mile high" data as we are addressing the needs of all students on campus. The team gives feedback and has direct input into the tier 1 systems in place on campus, for example the restroom passports, attendance incentives, behavior incentives, and teacher celebrations.</p> <p>Fun Day Recognition: Fun day was designed to celebrate positive behaviors, especially meant to address tardiness to class. It had evolved into an event to celebrate all positive behavior (no suspensions, IMPACT, ACS, or excessive detentions) as well as addressing good attendance (no more than</p>	
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<p>and Honesty and will be referred to daily in classrooms, on the Actis Live morning news program, and throughout the campus. Our administrators, Instructional Leadership Team, and Site Council will monitor the effectiveness of this goal via review of PBIS Rewards data including but not limited to suspension data, major and minor referrals, and positive PBIS points rewarded within the system. Student data from quarterly student surveys regarding perceptions of student safety on campus will also be reviewed. The target audience is all students.</p> <p>Support SEL/PBIS school-wide by utilizing the Navigate 360 program to push out lessons to support our three core values of respect, responsibility, and honesty. Address the social-emotional needs of all students through a customizable curriculum embedded in the Navigate 360 program. This is for all students on campus.</p> <p>Provide intramural sports activities for students during lunchtime so they can meet new friends, get the exercise needed to maintain optimal health, reduce stress, feel a sense of teamwork and involvement, and build positive relationships with staff members. All students on campus have the opportunity to</p>	<p>2 absences). The tier 1 team discussed setting a higher bar for student celebration, which is when we moved to the zero referral celebration and perfect attendance certificates.</p> <p>Education about Common Dangers: All students are educated about the common dangers through quarterly behavior expectation talks with VPs. Additionally, all students participate in Positivity Project where they learn about the dangers of bullying, social media, and campus drama (to name a few) and how to act in a more positive way.</p> <p>Weekly SEL Lessons: Students in homeroom participate in the Positivity Project. These lessons address social emotional needs of students and discuss topics such as Other People's Mindsets, Kindness, Humor, Self-Control, and many more. Students watch videos and engage in conversations about the topics. They also have activities and service learning related to the topics.</p> <p>School Branding: School branded classroom posters of behavior expectations were purchased for every classroom. Signage for the front and back of school were purchased for safety and to remind students and parents of the expectations.</p>	
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<p>participate in intramurals if they choose to do so.</p> <p>Provide games/crafts/activities to keep students engaged in positive activities during the lunch periods in order to build school connectedness. All students have the opportunity to participate if they choose to do so.</p> <p>Promote school wide use of PBIS Rewards recognizing students for our core values of respect, responsibility, and honesty, and expect consistent use of PBIS rewards system from 100% of staff. This is for all students.</p>	<p>Navigate 360: Navigate 360 has been used on our campus for schoolwide SEL lessons to address the observed behavior/SEL needs of our students.</p> <p>Intramurals: Though structured intramurals did not happen on campus this year, our staff worked hard to ensure that there were multiple opportunities for sports daily at lunch. Due to the staff support, football has remained the entire year, as has soccer. This is in addition to the volleyball and basketball that we have had each year previously.</p> <p>Lunchtime Play: We provided a daily Power of Play program for students, funded via DonorsChoose and our LCFF budget. Activities for the students including engineering, art, and other creative endeavors. As a result of this program, lunchtime altercations have dropped to zero and students from all academic backgrounds, including students in special education programs, are able to play and learn together during lunch.</p> <p>Consistent use of PBIS Rewards: Of the ACT cards collected from the student store used as data, it was found that 50% of the approximate 100 staff members on campus issued an ACT card to reinforce positive behaviors. Staff issuing cards consisted of teachers, administrators,</p>	
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	<p>yard aides, school aides, paraprofessionals, custodians, the librarian, and bus drivers (bus bucks).</p>		
<p>In support of our goal to provide a safe and welcoming learning environment in which all students, families, and staff are supported, and in support of our goal to increase student attendance, Actis will...</p> <p>Monitor and track attendance in order to identify students with attendance support needs. Identify barriers to regular attendance and support families in strategies to overcome these barriers. Utilize A2A system to support attendance initiatives.</p> <p>Provide a social skills class for identified students who have shown a need for help in getting along with other students, getting along with adults, emotional regulation, making friends, self-advocating/communicating needs, and other social needs.</p> <p>Utilize school social worker, BIA, Intervention Counselor, and school psychologist to provide support for students with SEL needs, utilizing check-in/check-out and small group sessions pertaining to social skills, grief, anxiety, family problems, friend problems, etc.</p>	<p>This strategy was partially implemented, and will continue with changes.</p> <p>Attendance: We had our School Social Worker and Intervention Counselor team up to monitor through KIDS, make phone calls home, check in with students when they are at school and support students and families for those who were identified as approaching being chronically absent and those who were chronically absent. We held "fun Friday" once per month to recognize attendance. We then decided to drill down even more and break apart those two areas and celebrate each differently. Perfect attendance for the month was recognized by gift certificates to Canes and In N' Out, donated by the companies.</p> <p>Social Skills: Our Impact teacher teaches a Social Skills class for students who struggle with social awareness, negative peer and adult interactions and anger management. The students engage in role play scenarios and talk through what they are feeling, the impact that words have on themselves and others and what they can do differently the next time they find themselves in those situations. There</p>	<p>4300-00: Supplies & Materials LCFF- Base 1500</p>	

<p>Support our Tier II and Tier III programs to reduce suspension through our IMPACT (Alternative to Suspension) class. Students who have been identified as needing behavioral interventions are placed in IMPACT for five days to receive individual support to improve behavior through restorative practices and social-emotional learning strategies.</p> <p>Schedule Student Success Team (SST) meetings in which staff, parents and the students (if appropriate) meet to discuss learning, attendance, SEL, and/or behavior problems that are affecting academic success and develop strategies to address these issues. Provide books and other resources to aid with specific behavioral and academic interventions to support the SST process. Students in the SST process have been recommended by teachers or other staff and their information has been reviewed by the Tier II team.</p> <p>Utilize Behavior Intervention Assistant (BIA) to assist with the design and implementation of various intervention strategies and programs to support student achievement, including strategies within the Positive Behavior Intervention and Support (PBIS) framework, including individual and</p>	<p>have been 16 students who have participated in the class this year.</p> <p>Student Support with SEL Needs: In addition to your Tier 1 foundation, students receiving Tier 2 supports get an added layer of systems, data, and practices targeting their specific needs. Tier 2 practices include:</p> <ul style="list-style-type: none"> -Additional instruction and practice for behavioral, social, emotional, and academic skills -Increasing adult support and supervision -Additional opportunities for positive reinforcement -Increasing prompts or reminders -Increasing access to academic supports -Increasing school-family communication <p>Student meets with school psychologist or school social worker to receive counseling or therapy supports. Counseling tends to be shorter term, goal-oriented and addresses specific problem solving or challenges to target social, emotional, and/or behavior skills. Therapy consists of different therapeutic approaches that help process thoughts, patterns, and regulate emotions usually to help deal with mental health related behaviors (anxiety, depression, trauma, family dynamics, grief, etc) 24 students have received support from School Psychologist or School Social Worker this school year. Intervention Counselor supports Assistant Principals with</p>	
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<p>classroom positive behavior support and modification strategies, alternative means of correction, and strategies to facilitate social-emotional learning and appropriate behavior. The BIA will work with students individually and in groups to assist with specific academic, social-emotional, and behavioral strategies and interventions and discuss proactive academic and behavioral success techniques. The BIA will also provide support to staff in designing and implementing intervention strategies to support students' behavioral and social skills and provide communication to family and staff regarding students' behavior progress. Students who are being supported by the BIA are identified and followed by the Tier II team.</p> <p>Utilize programs including but not limited to PBIS Rewards system to track student disciplinary issues, identify patterns, and provide interventions in order to prevent future disciplinary issues. This system is used for all students on campus.</p> <p>Create a school attendance team to increase student attendance by identifying students in need of attendance support (students who are chronically absent or at risk of chronic absenteeism), identifying barriers to attendance,</p>	<p>students needing counseling, mediations, a member of the Tier I team, resource for Tier II team, schedules and holds Student Success Team</p> <p>Alternative to Suspension: There were 100 enrollments in IMPACT this year, with a 12% recidivism rate for the same behavior. The Alternative to Suspension program helped to further reduce our suspension rate to 3.8% last year and is currently at 3.13%.</p> <p>Student Success Teams: Student Success Team meetings were regularly held throughout the school year. We held meeting for 100% of students who were recommended (21 students as of 4/9/25), giving individual attention to each student's needs.</p> <p>BIA: BIA implemented Social Skills group this year two times a week during 7th and 8th grade lunch. MTSS Tier II/III team and APs identified students to participate. BIA provided feedback after first group and team re-evaluated the students they recommended. We will continue to refine the practices of selecting students and what the focus of the social skills groups will be. BIA uses Skillstreaming Social Skills Curriculum for Jr High during group sessions. BIA support 13 students in Social Skills group during lunch time. BIA works closely with</p>	
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<p>providing attendance support to families, and educating the school community about the role of attendance in student achievement. This team will also meet with students and/or parents/guardians.</p>	<p>students on CICO as well. BIA creates CICO based on student observation in class, teacher and/or parent information to create goals. Our BIA has support 16 students this year with parent consent to participate.</p> <p>PBIS Rewards: Certificated staff and Admin used PBIS-R to track minor and major referrals to support our behavior expectations and track data to report to our MTSS Tiered Supports Team and to staff at monthly meetings. We use the data from PBIS-R to determine what day of the week, what time of the day, what location and what behavior we need to make the focus for the week to improve student behavior.</p> <p>School Attendance Team: We had our School Social Worker and Intervention Counselor team up to monitor through KIDS, make phone calls home, check in with students when they are at school and support students and families for those who were identified as approaching being chronically absent and those who were chronically absent. Tier II/III MTSS team continues to evaluate the effectiveness of our systems. APs have received training on A2A and will fully implement and support the SSW and IC next school year in hopes to reach students before they get to chronically absent.</p>	
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	<p>Chronically Absent rate was 28.2 which is a decline of 4.1% and currently it is at 27.24%.</p>		
<p>In support of our goal to provide a safe and welcoming learning environment in which all students, families, and staff are supported, and in support of our goal to reduce our suspension rate, Actis will...</p> <p>Continue to support our Tier II and Tier III programs to reduce suspension through our IMPACT (Alternative to Suspension) class. Students who have been identified as needing behavioral interventions are placed in IMPACT for five days to receive individual support to improve behavior through restorative practices and social-emotional learning strategies. Provide materials and resources for the IMPACT program including but not limited to supplemental SEL games, books, and other materials.</p>	<p>This goal was fully implemented and will continue in the next school year.</p> <p>As a result of this strategy, we provided the IMPACT Alternative to Suspension program, which helped to reduce our suspension rate while giving students opportunities to learn and grow from their mistakes, preventing future disciplinary issues. We were able to provide SEL supplies and books to support the program's goals. The Alternative to Suspension rate has contributed to our reduction in annual suspension rates (we had a 3.8% suspension rate last year, which was a reduction of 3.2% compared to the year before).</p> <p>Our IMPACT (alternative to suspension) data is below: 7th grade enrollments - 59 8th grade enrollments - 41 51% male 49% female 25% African American (disproportionately high) 67% Hispanic (disproportionately low) 7% White (disproportionately low) 1% other race 12% recidivism rate for same behavior</p> <p>This data shows a need for examining disciplinary</p>	<p>4200-00: Books - Other Than Textbooks Title I, Part A 500</p>	

	practices affecting African American students.	
Total Amounts:		

Goal 4, Parent & Family Engagement

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>As part of our goal for providing meaningful educational opportunities for all families, Actis will...</p> <p>Invite all parents to Title I workshops, including the Annual Title I Informational Parent Meeting and at least two Coffee with the Principal events where parents will have the opportunity to talk with the principal and each other about concerns, questions, and needs while also receiving parent training. Send home paper invitations in English and Spanish and utilize Parent Square to inform parents about these events. Provide parent light refreshments and child care (as requested) at meetings held specifically for parent involvement and training. Our meeting attendance data supports that 10:00 a.m. is the best time for school-day meetings.</p> <p>Hold at least one family engagement night. For this event, we will purchase supplies and materials including but not limited to corn starch, architecture materials (Legos, Keva Planks, building blocks, etc), art supplies (paint, brushes, canvases), sensory bin supplies, and other items to support family learning about science, technology, engineering, art, and mathematics. These items will serve to support students and</p>	<p>This strategy was partially implemented and will continue with changes.</p> <p>We held the following Parent and family Engagement opportunities: 7th grade parent/guardian bootcamp August 8, 2024, with 55 parents/guardians signing in, our annual informational meeting on September 19, 2024 with three parents signing in, Family STEAM Night on October 15, 2024 with 26 families signing in, and Coffee with the Principal on November 5, 2024 with four parents signing in. Light refreshments, an interpreter, and childcare were available at all of these learning opportunities.</p> <p>We did not continue our parent of the month or Actis Refrigerator Sheet this year, due to time constraints, however we will consider it again next year.</p> <p>Our AVID Family event is planned for May, and we also have another parent engagement event planned to educate parents about our upcoming summer learning program.</p> <p>Our assistant principal sent home a weekly Actis Updates Parent Square message at the end of each school week. This weekly message included numerous photos,</p>	<p>4300-00: Supplies & Materials Title I, Part A Parent Engagement 370</p> <p>2900-02: Other Classified - Extra Duty/Overtime Title I, Part A Parent Engagement 500</p> <p>4200-00: Books - Other Than Textbooks Title I, Part A Parent Engagement 2000</p> <p>4300-00: Supplies & Materials Title I, Part A Parent Engagement 2000</p> <p>4300-00: Supplies & Materials AVID* 300</p> <p>4300-00: Supplies & Materials LCFF- Base 500</p>	

<p>families as they explore standards-based topics in a fun way. The site council will review event attendance data and event participant feedback in order to determine if the events were effective in meeting our school's goals.</p> <p>Maintain our Family Resource Center and add updated items including but not limited to books, family games, educational toys, and educational materials.</p> <p>Continue monthly Parent of the Month program, in which parents/guardians are recognized for their positive contributions to our school with a certificate and schoolwide Parent Square message of appreciation.</p> <p>Distribute Actis refrigerator sheet and teacher welcome letter from all teachers outlining classroom expectations and ways for parents to communicate with teachers.</p> <p>Hold AVID Night event in May to recognize students and maintain a strong relationship with AVID parents.</p> <p>Send out a weekly Parent Square message to parents about upcoming events and other activities around campus in order to keep parents informed about our school and create more of a sense of community between the school and families.</p>	<p>upcoming dates and activities, and reminders. As a result, only 11% of parents are not satisfied with the communication they receive from Actis (February-March 2025 Parent Survey).</p>	
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<p>As part of our goal to engage the families of English-Learners in meaningful two-way communication and increase parent participation, Actis will,,,</p> <p>Provide five English Learner Advisory Committee (ELAC) meetings throughout the school year, with childcare, interpreters, and refreshments available.</p> <p>Add open time for parents to talk with the principal/ask questions/express concerns at the end of each ELAC meeting in order to encourage parent attendance and participation.</p> <p>Increase two-way communication with our EL parents by utilizing Spanish-speaking classified and certificated staff, including office staff as points of contact for parents.</p> <p>Utilize interpreters for parent phone calls, parent meetings, and other parent communication needs.</p> <p>Provide updates to ELD parents via Parent Square, which includes the capacity for translations.</p> <p>Provide interesting and educational agenda topics to engage parents and interest them in attending ELAC meetings.</p>	<p>This strategy was fully implemented, however we see a need for increasing the number of parents who participate in the ELAC committee. We will continue this strategy next year.</p> <p>This year at Actis, we held our required number of ELAC meetings with refreshments and childcare in the Library after school. We had our Informational Meeting and 4 ELAC meetings. Spanish interpreters were available for all meetings. At each meeting parents and committee members were given time to ask questions/express concerns to the Principal and School Site Council. At each ELAC meeting we were able to discuss relevant agenda topics to engage parents such as: how to check grades using ParentVue, how to use Parent Square, the importance of attendance, after school tutoring, and ELPAC test preparation and CA State Testing. We have been able to increase two-way communication with our EL parents by utilizing Spanish-speaking classified and certified staff; especially office staff as a point of contact for parents and families. We utilized district interpreters, as well as office staff, as interpreters for parent phone calls, parent meetings, and other parent communication needs. ParentSquare was provided for EL parents to maximize communication</p>	<p>4400-74: Title 1 - Technology > \$500 Title I, Part A 3000</p>	
		<p>4300-00: Supplies & Materials LCFF- Base 500</p>	

	needs and accessible information.	
Total Amounts:		

Goal 5, Professional Learning/Professional Development

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>As part of our goal to provide professional learning for teachers, support staff, and administrators in order to increase the effectiveness of instruction, programs, and operations that directly impact students in academics, behavior, and social-emotional well-being, Actis will...</p> <p>Provide all-staff professional learning on working with foster youth, socioeconomically disadvantaged students, and students with difficult backgrounds, including but not limited to training on trauma informed practices.</p> <p>Provide all-staff professional learning on understanding and communicating with students and families from a variety of backgrounds, including but not limited to different cultural and socioeconomic backgrounds. We will be utilizing the 'Honoring the Harmony In Diversity' curriculum to build knowledge and understanding of our diverse student population.</p> <p>Provide professional learning days for curricular departments including but not limited to IIC, ELD, ELA, math, history, science, and AVID, facilitated by Academic Coaches.</p>	<p>This strategy was partially implemented and we plan to continue with changes.</p>	<p>1100-01: Certificated Teachers - Subs Title I, Part A 4,050</p>	
	<p>Due to our focus on first best instruction and writing across the curriculum, we did not hold an all-staff professional learning about our students' backgrounds or about specific communication strategies for families. We did touch on these topics at staff bootcamp, but did not go in to depth. This is something to consider in the future. Additionally, we did not focus on interdisciplinary learning.</p>	<p>1100-01: Certificated Teachers - Subs Title I, Part A 450</p>	
	<p>1100-01: Certificated Teachers - Subs Title I, Part A 3375</p>		
	<p>1100-01: Certificated Teachers - Subs Title I, Part A 2250</p>		
	<p>1100-01: Certificated Teachers - Subs Title I, Part A 1800</p>		
	<p>1100-01: Certificated Teachers - Subs AVID* 1800</p>		
	<p>1100-01: Certificated Teachers - Subs Title I, Part A 1350</p>		
	<p>1900-01: Other Certificated - Subs Title I, Part A 1575</p>		
	<p>1900-01: Other Certificated - Subs Title I, Part A 5400</p>		
	<p>1100-01: Certificated Teachers - Subs Title I, Part A 6750</p>		
<p>As of 3/17/25, we have provided a total of twenty full professional learning days for new teachers, IIC, Math, ELA, Science, ELD, and History, in room B1, facilitated by the two Academic Coaches. We were able to provide six days for ELA, six days for Math, three days for our new teachers, four days for Science, two days for History and four days for AVID. Our professional learning days for new teachers were particularly successful and helped to make new teachers feel welcome on campus while equipping them with instructional best practices and acquainting them with the "Actis Way" with education about our school's procedures and priorities. All professional learning days were tracked on a spreadsheet,</p>			

<p>Provide professional learning about interdisciplinary instruction for ELA and History departments.</p> <p>Provide professional learning days for new staff on topics including but not limited to Classroom Management, behavioral interventions and support, student engagement, and effective lesson design.</p> <p>All professional learning opportunities listed above will be placed on 2024-2025 planning document, will be placed on our schoolwide Google Calendar, and will be listed on a tracking spreadsheet which will include links to the sign in sheet, presentation slides, and expenses associated with the professional learning day. This spreadsheet will be maintained by the Academic Coaches and will be reviewed by the principal.</p> <p>Provide books for professional learning on topics including but not limited to mathematics instruction, instructional strategies, classroom management, social-emotional learning, academic conversations, and student engagement. These books will be housed in room B1 and there will be a check out sheet in room B1 in order to determine if the books are being utilized.</p> <p>All teachers participate in weekly PLC. They are given 90 minutes to</p>	<p>with an agenda, slides, and sign in sheets. Next year, we will focus heavily on teachers in their first through third years of teaching and the entire math department.</p> <p>We have also sent teams to trainings at KCSOS including science CAST training (2 days) and "Figuring out Fluency" accompanied by an Academic Coach (2 days).</p> <p>Additionally, we provided books on a variety of professional learning topics, as requested by teachers, or as administrators or academic coaches noted a need for further information. Examples of topics include the PLC process, strategies for new teachers, strategies for reaching gifted learners, and strategies for engaging reluctant learners. These books are housed in room B1, and are available for check out by teachers.</p> <p>Our school focused heavily on "PLC Reboot" this year with a strong focus on the four questions of PLC. 1. What do we want all students to know and be able to do? 2. How will we know if they learn it? 3. How will we respond when some students do not learn? 4. How will we extend the learning for students who are already proficient? We sent a team of administrators and teachers (10 people) to the PLC conference in Las Vegas last June,</p>	
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<p>backward map instructions and analyze data. Collaboration time will be given weekly during PLC to review data, determine learning gaps, and develop curriculum and design lessons in ELA, math, and ELD with the integration of other subjects to meet the needs of students. Teachers will also be given the opportunity to collaborate on cross-curricular units and lessons to connect learning across subject areas. Participation in PLC is required by the school district. Teams will be required to submit PLC agendas and notes to the site principal on a weekly basis.</p>	<p>utilizing a grant, and we plan to send more educators to the conference in Pasadena in the 25-26 school year.</p>		
<p>As part of our goal to provide professional learning for teachers, support staff, and administrators in order to increase the effectiveness of instruction, programs, and operations that directly impact students in academics, behavior, and social-emotional well-being, Actis will...</p> <p>Provide professional conference opportunities including but not limited to the California League of Schools Conference, National League of Schools Conference, and PLC, IMPACT Teams, MTSS, SEL, and guiding reading/literacy conferences for staff members chosen by the principal.</p> <p>Provide funding for workshops, conferences,</p>	<p>This strategy was partially implemented, and will continue with changes.</p> <p>As a result of this strategy, we sent two teachers to the Schools to Watch Conference this year utilizing our Title I budget, and the district paid for an additional four attendees. Additionally, two teachers and an Academic Coach attended math fluency training, two teachers and an Academic Coach attended CAST Training, and the Behavior Intervention Assistant and Alternative to Suspension teacher attended SEL training at KCSOS. Additionally, three teachers attended AVID Summer Institute utilizing the AVID budget. For the 25-26 school year, we will focus on professional learning</p>	<p>5200-00: Travel & Conference Title I, Part A 5000</p>	
		<p>5200-00: Travel & Conference AVID* 6000</p>	
		<p>5200-00: Travel & Conference LCFF- Base</p>	

<p>and other professional development activities to increase capacity of instruction and leadership including but not limited to AVID Summer Institute and AVID PATH trainings for staff members who have not attended yet or who would benefit from a refresher in AVID strategies.</p> <p>Provide opportunities for staff training in software/license programs including but not limited to Navigate 360, PBIS Rewards, and Positivity Project for all staff.</p> <p>Provide opportunities for staff training in behavioral and social-emotional awareness for all staff.</p> <p>Utilize Academic Coaches and other veteran staff to provide co-planning, co-teaching, and modeling of lessons followed by reflection and planning for improved remediation and intervention for all new staff and for returning staff who have been identified by school administration as needing more supported as evidenced by data from the observation, feedback, and coaching cycle in which each teacher on campus is assigned one person from the coaching team (two Academic Coaches and three administrators) to observe classroom instruction at least once per month, followed by a post-meeting between the observer and teacher to discuss strengths and</p>	<p>including but not limited to the PLC Conference in Pasadena, KCSOS Trainings, SWIS training, MTSS/SEL conferences, and the California and National Schools to Watch Conferences. We have also requested to be part of a "Learning Forward" math professional learning series, which is of no cost. Next year, we will focus on learning including but not limited to Math, New Teachers, the California Schools to Watch Conference, the National Schools to Watch Conference, and opportunities at KCSOS.</p> <p>We provided on-site training for PBIS Rewards and Positivity Project during staff meetings and staff bootcamp. Suite 360 training was not needed because the people who use it are already proficient in its use.</p> <p>We provided some on-site training in behavioral expectations and the PBIS flowchart during our staff bootcamp, new teacher trainings, and staff meetings.</p> <p>Co-plan co-teach was primarily focused on new teachers or teachers on a 4-week plan who needed extra assistance with lesson design and classroom management.</p> <p>We did not work through "Honoring the Harmony in Diversity" due to narrowing our focus to first best instruction and writing across the curriculum.</p>	
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<p>areas for growth from the observation.</p> <p>Provide monthly staff professional learning opportunities utilizing the "Honoring the Harmony In Diversity" curriculum to build knowledge and understanding of our diverse student population, for all staff, to work with all students.</p> <p>Allow opportunities for all teachers to observe other teachers engaging students in effective instructional strategies including but not limited to:</p> <ul style="list-style-type: none"> -student engagement -lesson design -differentiated instructional groups -cross-curricular instruction -integrated ELD standards and strategies -makerspaces/STEAM lessons -project-based learning -checks for understanding -academic discourse -guided reading -guided writing -AVID strategies <p>This will take place during teachers' prep periods and/or classroom coverage will be provided so teachers can complete the observations.</p> <p>Utilize Academic Coaches, teachers, and/or consultants to provide professional learning for all teachers in first best instructional strategies including but not limited to:</p> <ul style="list-style-type: none"> -student engagement -lesson design 	<p>Opportunities for teachers to observe others were available, and were primarily utilized by new teachers, ELA honors teachers, the math intervention teacher, and teachers with a four-week improvement plan, and veteran teachers observing their induction candidates. We also provided opportunities for honors and intervention teachers to visit classes around the district, accompanied by an academic coach, with debrief afterwards. We plan to expand opportunities for observation on and off campus next year.</p> <p>Academic coaches were available for 1:1 consulting on a variety of topics, as requested by teachers or administrators. Common topics this year included utilizing makerspaces for hands-on learning, assistance understanding assessment reports, assistance with 4-week plans, help creating incentive systems/a classroom economy, and Writing Across the Curriculum. Academic Coaches also led twenty full days of professional learning as of March 17, 2025.</p> <p>One change for next year is to provide a systematic four-week schedule of coaching support for teachers on a four week plan. We have started to outline this process.</p>	
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<ul style="list-style-type: none"> -differentiated instructional groups -cross-curricular instruction -integrated ELD standards and strategies -makerspaces/STEAM lessons -project-based learning -checks for understanding -academic discourse -guided reading -guided writing -AVID strategies <p>This will take place during staff meetings, during PLC meetings (maximum of one per month per teaching contract), and during prep periods as requested by teachers.</p>			
<p>As part of our goal to constantly assess our schoolwide practices, data, and priorities, Actis will provide additional time for our Instructional Leadership Team to meet at least once per month for 30 minutes each meeting at extra duty rate to enhance school culture and climate, focusing on instruction, increasing relational capacity among staff and students, and PBIS implementation. Estimated: timecards for 10 teachers - 30 minutes per month per ILT member. Sign in sheets and agendas for this goal will be placed on a spreadsheet which will be maintained by an Academic Coach and monitored by the Principal.</p>	<p>This strategy was fully implemented, but with zero cost. Our Instructional Leadership Team met twice per month this school year, however this was at zero cost because we changed the master schedule to allow for a common prep period for the Instructional Leadership Team (2nd period). There was a representative for each instructional department, including special education. The team focused on decision making for school priorities including but not limited to writing across the curriculum, assessment schedules, PBIS implementation, professional learning, data analysis, feedback on school systems and structures, and other instructional priorities. We will continue to utilize the common prep at zero cost for next year.</p>	<p>1100-02: Certificated Teachers - Extra Duty Title I, Part A 3750</p>	
		<p>4200-00: Books - Other Than Textbooks Title I, Part A 500</p>	

Total Amounts:		
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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)	April 11, 2025
X	Title I Review Committee	Date(s)	April 11, 2025
	Other committees established by the school or district (list): <i>Committee/Group Name & Date(s)</i>		

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.	Patrick Spears	N/A	N/A	Principal	
2.	Ben Horton	Fall, 2024	Fall, 2026	Classroom Teacher	
3.	Pat Bowes	Fall, 2023	Fall, 2025	Classroom Teacher	
4.	Samantha Carr	Fall, 2024	Fall, 2026	Classroom Teacher	
5.	Brook Taff	Fall, 2024	Fall, 2026	Other Staff	
6.	Eimi Ponce	Fall, 2024	Fall, 2026	Parent	
7.	Jennifer Antongiovanni	Fall, 2024	Fall, 2026	Parent	
8.	Tobi Ball	Fall, 2024	Fall, 2026	Parent	
9.	Maria Gomez	Fall, 2023	Fall, 2025	Parent	
10.	Meghan Underwood	Fall, 2024	Fall, 2026	Parent	

The SPSA was adopted by the SSC at a public meeting on: May 13, 2025