



Newport-Mesa
Unified School District



California Elementary School

School Plan for Student
Achievement (SPSA)

2025-26 Goals, Strategies, Actions, and Expenditures

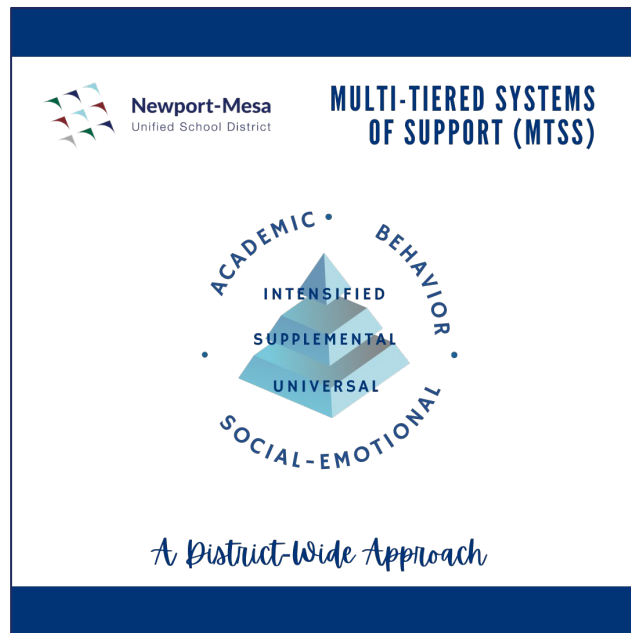
2024-25 Annual Evaluation

School Site Council Approval Date	Local Board Approval Date
10/16/25	11/18/25

What's in it for NMUSD Kid(s)?

- **All schools have a plan**
 - Based on student results
 - Addresses student needs
 - Provides layers of support*
 - Reviewed with School Site Council (SSC)
 - Updated every year
- **Connected to district plans**
 - SSCs and English Learner Advisory Committees (ELACs) provide site-specific input for the district plan (*the LCAP*)

* Also called “tiers”



2025-26 SPSA Purpose and Requirements

1. **Align to district plans:** the Local Control and Accountability Plan (LCAP) and LCAP Federal Addendum
2. **Describe support** for targeted student groups, particularly English learner students
3. **Include supplemental budgets**
4. Must have a **Needs Assessment** to justify Title I and LCFF expenditures

The purpose of this plan is:
(check all that apply)

- ☒ School wide program
- ☐ Targeted Support and Improvement
- ☐ Comprehensive Support and Improvement

2025-26 SPSA Process

Mar-June 2025	Aug-Sept 2025	Sept-Oct 2025	Oct 31, 2025	Nov 18, 2025
<u>Gather</u> SPSA & LCAP input <u>Draft</u> SPSA: - Annual Evaluation - Goals, Strategies, Actions, Expenditures - Address Dashboard “Red” - TSI Resource Inequities	<u>Update</u> SPSA: - Annual Evaluation - Goals, Strategies, Actions, Expenditures - TSI plan ready for launch 1st day of school	<u>Gather</u> final SSC, ELAC, Staff, and applicable advisory input Secure SSC Approval prior to October 31, 2025	Final SPSA due to Special Projects	Board of Education approval of SPSA

2025-26 through 2027-28

District Local Control and Accountability Plan (LCAP) Goals

Goal 1: Student Academic Success

Increase the achievement of students to prepare them for success in college and careers.

Goal 2: Mental Health, Wellness, and Engagement

Address student health and wellness. Engage students and families in programs that support behaviors that contribute to a better learning environment.

Goal 3: Family and Community Engagement

Engage families in programs that support positive student behaviors that contribute to a better learning environment. Involve families in decision-making and in programs that support student wellness and academic achievement. Cultivate partnerships with community organizations and industry.

Goal 4: Conditions of Learning

To support all students in learning to the best of their abilities, students will continue to learn from instructional materials aligned to state standards, have access to a broad course of study, and receive instruction provided by credentialed teachers in facilities in good repair.

2025-26 LCAP Presentation and Public Hearing: June 10, 2025

Board Approval: June 24, 2025

2025-2026 School Plan Goals

Goal 1: Student Academic Success

Increase the achievement of students to prepare them for success in college and careers.

1A: English Language Arts*

1B: English Language Development*

1C: Mathematics*

1-D-E-F: Other Broad Course of Study

D: History/Social Science

E: Science

F: Physical Education

1-G: Visual and Performing Arts (VAPA)*

Goal 2: Student Social Emotional/Mental Health, Positive Behaviors, and Physical Wellness

Provide a robust system of support for student social emotional/mental health, positive behavior, and physical wellness.

Goal 3: Parent/Family Engagement

Engage students and families in programs that support behaviors that contribute to a better learning environment. Involve families in decision-making and in programs that support student wellness and academic achievement.

Goal 4: Conditions of Learning

Provide supplemental materials, staffing, and enhanced learning environments for Title I schools.

Needs Identified Through Data Analysis: Student Assessment Data and Parent/Staff/Student Surveys

Academic:

Accelerate student progress in the following areas in order to increase the number of students demonstrating grade-level proficiency

- **ELA** - Reading Foundational Skills including Phonemic Awareness, Phonics, Word Recognition, and Fluency; Reading Comprehension, Vocabulary Development, Background Knowledge
- **English Language Development:** Develop skills to promote the proficiency in English in reading, writing, listening, and speaking; decrease number of students classified as LTEL before transition to middle school
- **Mathematics:** Conceptual Understanding, Procedural Fluency, and Problem Solving
- **Broad Course of Study** - visual and Performing Arts VAPA and physical activity/sports: Student participation to build interest and skills

Needs Identified Through Data Analysis: Student Assessment Data and Parent/Staff/Student Surveys

- **Behavioral:**
Teaching and supporting students to choose positive behavior (PBIS) to reduce overall suspension rates and notes to office.
Executive Functioning Skills: Age-appropriate endurance for academic engagement and work products
- **Social Emotional & Mental Health:**
Positive Engagement with Peers; Universal and Targeted Supports for social emotional learning
- **Professional Development:** PBIS; ELA/ELD instructional routines to Accelerate Achievement;
Building Language/Cognitive Process/Writing Skills through Thinking Maps and Write from the Beginning;
Social Emotional Learning
- **Parent & Family Engagement:** Parent Training on how to support student learning in literacy and math as well as promotion of growth mindset and goal setting

SPSA Goal 1

Increase the achievement of students in order to prepare them for success in college and careers.

Strategy 1: Provide high quality daily instruction in each classroom (Tier 1 - Universal Support)

Strategy 2: Provide additional support to students based on identified needs (Tier 2 - Additional and Intensified Support)

1A: English Language Arts	1B: English Language Development
1C: Mathematics	1D-E-F-G: Broad Course of Study (<i>VAPA required, others optional</i>) D: History/Social Science E: Science F: Physical Education G: Visual and Performing Arts (VAPA)

Goal 1A: Academics: English Language Arts

Strategies/Activities

Strategy 1: Provide a high quality daily comprehensive language arts instructional block in each classroom (Tier 1 - Universal Support)

1. Students and teachers use high quality, standards-aligned core and supplemental materials	• All students receive universal, systematic instruction utilizing core curriculum, Wonders.. • Students in TK-2 receive systematic research based foundational skills instruction in Heggerty. • Students 1-6 receive access to Accelerated Reader program to motivate and engage independent reading. • Digital platforms to supplement additional support ex. LEXIA Core 5, Freckle, Typing Club • Focused writing from reading selections in Wonders.
2. Provide professional development for teachers	• Site-based professional development will be provided through the support of Teachers On Special Assignment (TOSA). • District Professional Development opportunities in Write from the Beginning, Thinking Maps Training, GATE Depth and Complexity.
3. Review student work and trends in results in teacher teams (PLTs)	• Grade level meetings and/or Purposeful Learning Teams will provide opportunities for analyzing student work and teacher collaboration that focuses best practices to meet the needs of their learners.

Goal 1A: Academics: English Language Arts

Strategies/Activities

Strategy 2: Provide additional support to students based on identified needs (Tier 2 - Additional and Intensified Support)

1. Provide targeted instruction to identified students (push in or pull out)

- Identified students participate in supplemental, targeted, and differentiated small group instruction.
- Hourly support teacher and instructional assistants will partner with classroom teachers to provide small group instruction at least four times per week.
- Engage the Multi Tiered System of Support and Student Study Team process to monitor progress and adjust supports based on formative and summative assessments

2024-25 Annual Evaluation

SPSA Goal 1A

English Language Arts

- Measurable Outcomes
- Annual Review

Metrics/Indicators

Acadience: K, 1, 2

Star Reading: 2, 3, 4, 5, 6

ELA Smarter Balanced

Assessment Results: 3, 4, 5, 6

Acadience - All Students

Composite Performance K-2 - End (Spring)

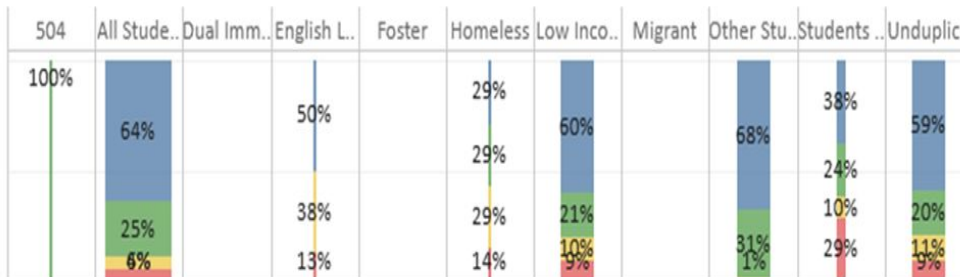


Grade Level Proficiency - 2024-2025



Student Group - 2024-2025

Unduplicated = English Learner, Low Income, Homeless, Foster, or Migrant

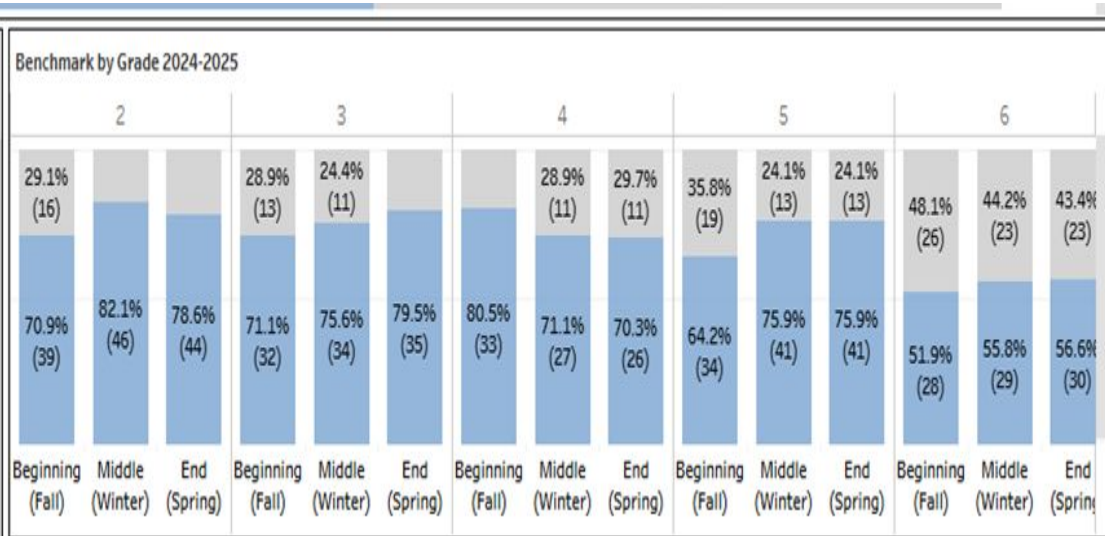


	Outcomes - Early Literacy		
	2024-25 Expected	2024-25 Actual	2025-26 Expected
K	95%	89%	92%
1	95%	93%	95%
2	95%	86%	90%

Analysis:

The three grade levels all came within 9% of meeting the goals set at the outset of the year with 1st grade coming closest to exceeding expectations. With the implementation of Heggerty phonemic awareness , and increased literacy support we expect the scores to continue to rise in the area of early literacy.

Star Reading - ELA Benchmark Levels

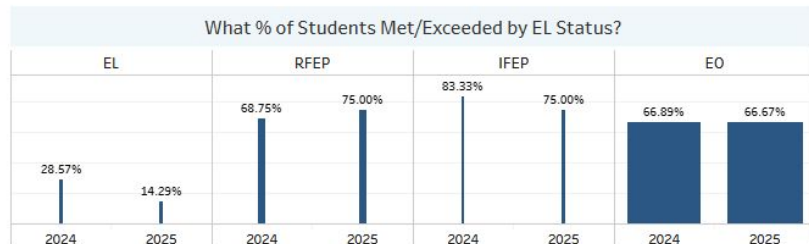
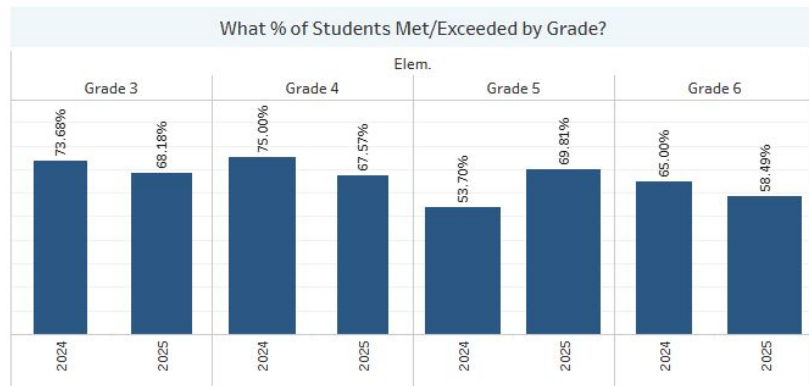
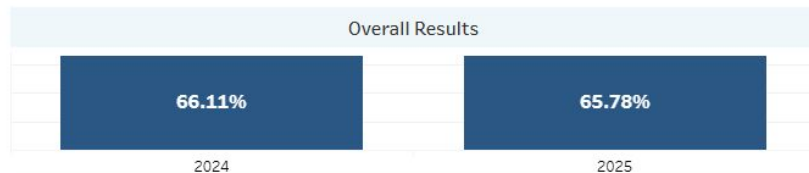


Outcomes - Grade Level Reading			
	2024-25 Expected	2024-25 Actual	2025-26 Expected
2	75%	78.6%	75%
3	75%	79.5%	80%
4	75%	70%	80%
5	60%	75.9%	75%
6	75%	57%	80%

Analysis:

Overall, progress was made, however, there needs to be a focus on early literacy development to encourage scores to rise in the upper grades as student promote up through the school. 2nd, 3rd and 5th met expected outcomes; 25/26 expected outcomes mean a 3-8% growth metric for cohort groups.

ELA: 2-Year Smarter Balanced Results



	Outcomes - SBA ELA		
	2024-25 Expected	2024-25 Actual	2025-26 Expected
3	75%	68%	70%
4	77%	68%	71%
5	77%	70%	71%
6	60%	59%	73%

Analysis:

All grade levels are maintaining high levels of proficiency, with the 5th grade to 6th grade cohort making the largest gain (6.3%). Overall the school decreased students meeting and exceeding standards by .34%, however, more students met and exceeded the standard, there were just more students taking the test this year than last.

2024-25 Annual Review: Implementation & Effectiveness

ELA
(Goal 1A)

Overall implementation of strategies/activities:

- School plan actions outlined in previous plans were implemented.

Overall effectiveness of strategies/activities:

- The strategies and activities outlined in 2024-2025 were effective on a quantitative basis as all cohorts moved up percentage points and intervention strategies were effective with students that received support from the hourly support teachers.

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Implications for 2025-26: What should stay the same, what could adapt, what could be added or stopped?

- The development of foundational reading skills should be prioritized in the early grades with efforts to accelerate student learning through the focus on systematic and robust foundational skills instruction with systematic progress monitoring using standardized tools (Dibels M2). Tier 2 small group supports should be deployed across grade levels to support the acceleration of the full range of reading skills to include reading comprehension. Systematic scheduling models, including use of instructional assistants and hourly support teachers, to maximize the impact of Tier 1, Tier 2, and Tier 3 instruction in order to accelerate learning should be implemented.

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2024-25 Annual Review: Major Differences and Plan Changes

ELA
(Goal 1A)

Major differences between intended and actual implementation:

- None

Major differences between budgeted and actual expenditures:

- None

Changes that will be made to this goal, the annual outcomes, metrics/indicators, and/or strategies/activities:

- The development of foundational reading skills should be prioritized in the early grades with efforts to accelerate student learning through the focus on systematic and robust foundational skills instruction with systematic progress monitoring using standardized tools (Acadience). Tier 2 small group supports should be deployed across grade levels to support the acceleration of the full range of reading skills to include reading comprehension.

Goal 1B: Academics: English Language Development

Strategies/Activities

Strategy 1: Provide daily Integrated English Language Development in the core content areas of English language arts, history/social science, mathematics and science to support English learners in acquiring rich content knowledge and developing advanced levels of English. (Tier 1 - Universal Support for English Learners)

1. Students and teachers use high quality, standards-aligned core and supplemental materials	Adopted materials for each content area have been provided to support daily Integrated English Language Development. Training and support to teachers are provided within the school as well as from district TOSA support.
2. Provide professional development for teachers	ELD TOSA support is offered to all schools. These instructional specialists provide professional development to teachers, in a variety of settings, in the areas of: ELD standards, Integrated and Designated ELD, instructional implications of ELPAC scores, academic discourse, engagement strategies, addressing EL proficiency levels in the classroom, and other support.
3. Review student work and trends in results in teacher teams (PLTs)	Grade level meetings and staff development time is focused on analyzing student work, best practices and teacher collaboration to meet the needs of English learners.

Goal 1B: Academics: English Language Development

Strategies/Activities

Strategy 2: Provide daily Designated English Language Development to English learners according to proficiency level and use the CA ELD Standards as the focal standards in ways that build into and from content instruction. (Tier 1 - Universal Support for English Learners)

1. Students and teachers use high quality, standards-aligned core and supplemental materials	Adopted materials for each content area have been provided to support daily Designated English Language Development. Training and support to teachers are provided through district TOSA support.
2. Provide professional development for teachers	ELD TOSA support is offered to all schools. These instructional specialists provide professional development to teachers, in a variety of settings, in the areas of: ELD standards, Integrated and Designated ELD, instructional implications of ELPAC scores, academic discourse, engagement strategies, addressing EL proficiency levels in the classroom, and other support.
3. Review student work and trends in results in teacher teams (PLTs)	Grade level meetings and staff development time is focused on analyzing student work, best practices and teacher collaboration to meet the needs of English learners.

Goal 1B: Academics: English Language Development

Strategies/Activities

Strategy 3: Monitor and support English learners to ensure they are making progress in acquiring full English proficiency and rigorous grade level ELA, H/SS, math and science. (Tier 1 - Universal Support for English Learners)

1. Teachers, grade level teams, and other site teams monitor and support students using a variety of methods

- Teachers utilize progress monitoring (including formative assessments) to inform instruction needed based on proficiency levels.

Goal 1B: Academics: English Language Development

Strategies/Activities

Strategy 4: Provide enhanced learning opportunities, monitoring, and support for Long-Term English learners and students at risk of becoming Long-Term English Learners. (Tier 3 - Intensive Support)

1. Provide goal setting sessions, progress monitoring and differentiated learning plans for LTEL students and at-risk LTEL students.	● LTEL students will meet quarterly with staff for goal setting sessions. ● Staff will monitor progress of LTELs, particularly reading levels, at each grading period to update differentiated learning plans and prescribe interventions.
2. Professional development to support LTEL students	● Provide professional development for teachers specifically addressing academic language support for at-risk LTELs and LTELs.

2024-25 Annual Evaluation

SPSA Goal 1B

English Language Development

- Measurable Outcomes
- Annual Review

Metrics/Indicators

Reclassification

ELPAC Summative Overall
Performance Level Growth

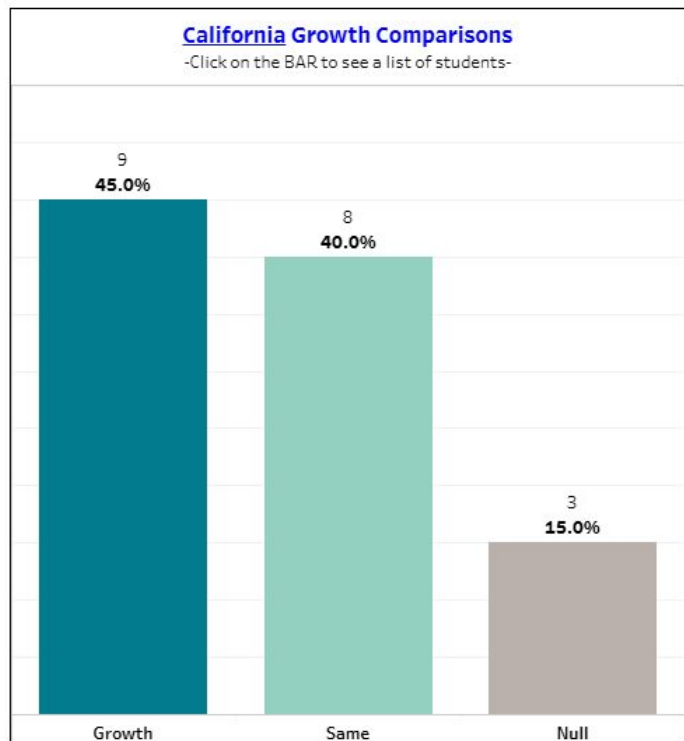
English Learner Progress
Indicator

2024-25 English Learner Data: EO, IFEP, EL, RFEP & Reclassification Rate

Name	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
California Elementary	373	86.6%	3.5%	5.1%	4.3%	0.5%
California Elementary	373	323	13	19	16	2

School Name	# EL reclassified RFEP during the 2023-24 academic school year	# EL as of Census Day	2023-24 Reclassification Rate
California Elementary	7	21	33%

ELPAC Summative Overall Performance Level Growth



GROWTH: Current year PL score > Previous year PL score; PL score of 4 in current and previous year; RFEP in current year.

SAME: Current year PL score = Previous year PL score.

DROP: Current year PL score < Previous year PL score.

NULL: Missing Current year PL score OR Missing Previous year PL score OR Reclassified in previous year.

Analysis:

2025-26 Expected Outcome:

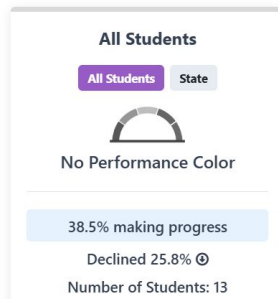
Continue growth of students in ELPAC and reclassification rate above 30%

English Learner Progress Indicator

English Learner Progress Indicator

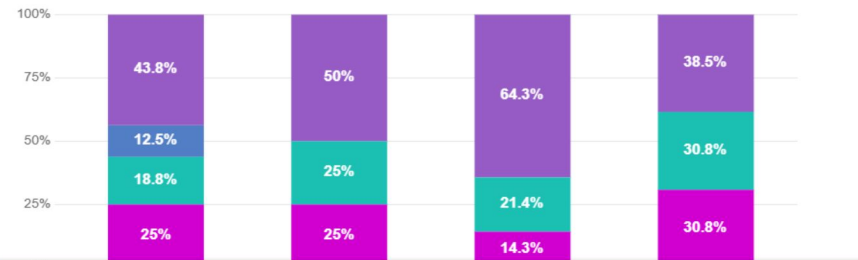
All Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



Student English Language Acquisition Results Summative ELPAC

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.



Analysis:

2025-26 Expected Outcome:

California Elementary School continues to focus on ELL instruction for students during designated and integrated EL time towards reclassification.

2024-25 Annual Review: Implementation & Effectiveness

ELD
(Goal 1B)

Overall implementation of strategies/activities:

- Designated and integrated ELD instruction was provided to students classified as English Learners.

Overall effectiveness of strategies/activities:

- 64% of students eligible for testing showed growth on the ELPAC. More data will be reviewed on how the overall effectiveness in ELA strategies carry over to students designated as LTEL or ELL's.

Implications for 2025-26: What should stay the same, what could adapt, what could be added or stopped?

- Continue to provide daily ELD instruction and intensify student goal setting and feedback around targeted areas based on student ELPAC results and results from progress monitoring assessments. Continue goal setting student conferences for English Learners in 4th through 6th grade to increase reclassification rate for students prior to entering middle school.

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2024-25 Annual Review: Major Differences and Plan Changes

ELD
(Goal 1B)

Major differences between intended and actual implementation:

- None

Major differences between budgeted and actual expenditures:

- None

Changes that will be made to this goal, the annual outcomes, metrics/indicators, and/or strategies/activities:

- Continue to provide daily ELD instruction and intensify student goal setting and feedback around targeted areas based on student ELPAC and Smarter Balanced results and results from progress monitoring assessments. Implement goal setting student conferences for English Learners in 4th through 6th grade to increase reclassification rate for students prior to entering middle school.

Goal 1C: Academics: Mathematics

Strategies/Activities

Strategy 1: Provide a high quality daily mathematics instructional block in each classroom using responsive teaching practices. (Tier 1 - Universal Support)

1. Students and teachers use high quality, standards-aligned core and supplemental materials	• Teachers will deliver a minimum of 60 minutes (K-6) of standards-aligned mathematics using district adopted curriculum and 20 minutes of supplemental material when necessary. • Target students' specific needs using supplemental material. • Although all math standards will be addressed, emphasis will be placed on those standards considered major work of the grade level.
2. Provide professional development for teachers	• Principals will provide 2 Purposeful Learning Team (PLT) opportunities per month. • District-wide professional development was provided in August for new adoption and will be provided formatively throughout the year. ○ Professional Development will target both content standards and the standards for mathematical practice.
3. Review student work and trends in results in teacher teams (PLTs)	• Teacher teams will analyze student data obtained from district-wide common assessments to identify trends and areas for continuous improvement.

Goal 1C: Academics: Mathematics

Strategies/Activities

Strategy 2: Provide additional support to students based on identified needs (Tier 2 - Additional and Intensified Support)

1. Provide targeted instruction to identified students (push in or pull out)

- Teachers will address students' needs via small group instruction.
- Small group instruction will highlight student's assets and support them as they further their development of skills mastery to the level called for in the CCSS for Mathematics.
- Students will attend small group push -in and/or pull-out sessions based on identified, targeted needs.
- Teachers will use Formative Interim Assessment Benchmark questions to support academic language.

2024-25 Annual Evaluation

SPSA Goal 1C

Mathematics

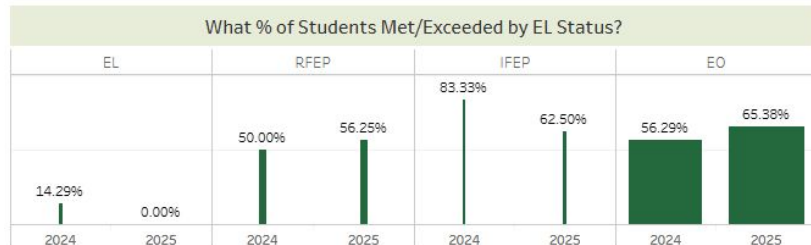
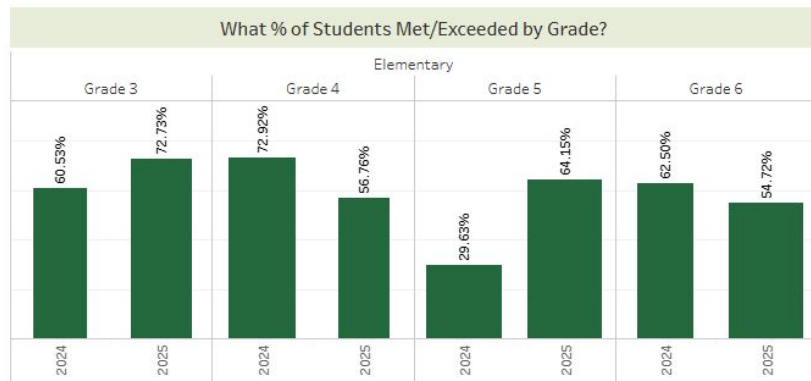
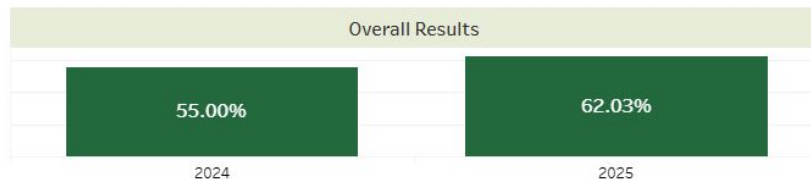
- Measurable Outcomes
- Annual Review

Metrics/Indicators

Mathematics Smarter
Balanced Assessment Results

Grades 3, 4, 5, & 6

Mathematics: 2-Year Smarter Balanced Results

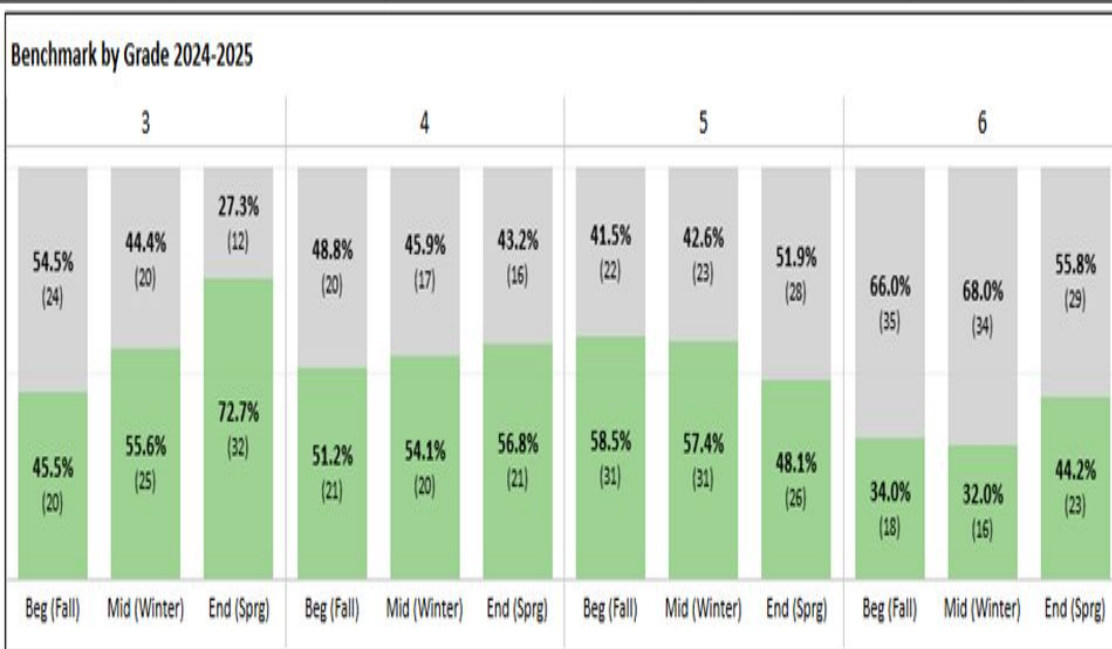


	Outcomes - SBA Math		
	2024-25 Expected	2024-25 Actual	2025-26 Expected
3	65%	73%	70%
4	65%	57%	76%
5	76%	64%	60%
6	46%	55%	67%

Analysis:

As a school in math, California gained 7.03% of students now meeting and exceeding the grade level standards. The 5th - 6th grade cohort gained almost 26% more students meeting or exceeding the grade level standards.

Star Math - Math Benchmark Levels



	Outcomes - Grade Level Math		
	2024-25 Expected	2024-25 Actual	2025-26 Expected
3	53%	73%	70%
4	53%	57%	75%
5	75%	48%	60%
6	35%	44%	50%

Analysis:

All grades but 5th made growth from the outset of the year assessment. Next year there will be a clear focus on fidelity to the new math curriculum, appropriate pacing and formative assessment, and use of FIABs review through Purposeful Learning Teams.

2024-25 Annual Review: Implementation & Effectiveness

Math
(Goal 1C)

Overall implementation of strategies/activities:

- School plan actions outlined in previous plans were implemented.

Overall effectiveness of strategies/activities:

- With the new adoption of IM, look directly into fidelity of implementation and use of ancillaries.

Implications for 2025-26: What should stay the same, what could adapt, what could be added or stopped?

- Focus on prioritization of major work of the upper grade to accelerate student progress towards Meeting or Exceeding grade level standards in Mathematics. Utilize new math adoption to work towards fidelity of implementation, small group instruction and formative assessment review during PLT's to maximize student growth and success.

2024-25 Annual Review: Major Differences and Plan Changes

Math
(Goal 1C)

Major differences between intended and actual implementation:

- None

Major differences between budgeted and actual expenditures:

- None

Changes that will be made to this goal, the annual outcomes, metrics/indicators, and/or strategies/activities:

- Focus on prioritization of major work of the grade to accelerate student progress towards Meeting or Exceeding grade level standards in Mathematics.

Goal 1G: Academics: VAPA

Strategies/Activities

Strategy 1: Provide high quality Visual and Performing Arts experiences during and after school (Tier 1 - Universal Support)

1. During School	● Elementary students have weekly or biweekly general music instruction ● The NMUSD district music program provides California Elementary students with standards based instruction. Students progress through kindergarten standards associated with beat and tempo with percussion instruments to music theory and the use of stringed instruments (i.e. ukulele, violin, etc.) in the upper grades. ● Students are provided opportunities to perform for audiences throughout the year. ● Students are provided a credentialed theater teacher for 47 days during the year with each grade level attending once per week during that time for 45 minutes.
2. Before and After School	● Before school options include: Show Choir for 1st - 6th ● After school options include: Show Choir for 1st - 6th ● School Play/Musical options: Show choir for Upper in Fall, Primary in Spring ● Visual Art options ○ Art Masters will come on campus every other month to provide artist lecture and training.

Goal 1G: Academics: VAPA

Strategies/Activities

Strategy 2: Provide additional high quality Visual and Performing Arts options during and after school (Supplemental)

1. During School	● Provide Band for students in grades 4 through 6 and provide opportunities to perform at Flag Deck and to peers in our MPR ● Provide Show Choir for students in grades 1 through 6 and provide opportunities to perform to peers in our MPR ● Provide Choral music for students in grades TK - 3.
2. Before and After School	● Provide Show Choir for students in grades 1 through 6 and provide opportunities to perform to peers in our MPR

2024-25 Annual Evaluation

SPSA Goal 1G

Visual and Performing Arts

- Measurable Outcomes
- Annual Review

Metrics/Indicators

Participation Data

VAPA Metrics

Metric/ Indicator	2024-25 Expected Outcome	2024-25 Actual Outcome	2025-26 Expected Outcome
Number of students participating in vocal, instrumental, and dance instruction during the school day and extended day.	100% of students will participate in school day music instruction and have multiple opportunities to participate in one schoolwide performance. At least 33% of students will participate in at least one extended day VAPA opportunity with multiple performance opportunities (e.g., Band, Dance, School Play, Talent Show).	100% of students participated in school day music instruction and one schoolwide performance. 26.5% of students participated in at least one extended day VAPA opportunity.	100% of students will participate in school day music instruction and have multiple opportunities to participate in one schoolwide performance. At least 33% of students will participate in at least one extended day VAPA opportunity with multiple performance opportunities (e.g., Band, Dance, School Play, Talent Show).

2024-25 Annual Review: Implementation & Effectiveness

VAPA
(Goal 1G)

Overall implementation of strategies/activities:

- Programs and activities were implemented as planned.

Overall effectiveness of strategies/activities:

- Student participation in music instruction, as well as extended day activities (band, show choir, and art club) provided a range of quality VAPA experiences for our students. Over 90 students participated in an extended day activities. Many students participated in more than one extended day activity.

Implications for 2025-26: What should stay the same, what could adapt, what could be added or stopped?

- Continue to provide high-quality music instruction during the school day, enhanced by extended day opportunities to include band, school play, and art club). Expand student participation in extended day arts opportunities in the TK-2nd grade levels. Expand school day visual arts through additional Art Masters lessons and recess art opportunities. Schedule additional performance opportunities for students.

2024-25 Annual Review: Major Differences and Plan Changes

VAPA
(Goal 1G)

Major differences between intended and actual implementation:

- None

Major differences between budgeted and actual expenditures:

- None

Changes that will be made to this goal, the annual outcomes, metrics/indicators, and/or strategies/activities:

- We will look at how we can include more evening events for all students, including but not limited to Art Night(s) and physical education activities.

SPSA Goal 2

Provide a robust system of support for student social emotional/mental health, positive behavior, and physical wellness.

Strategy 1: Provide a system of universal support for student belonging: social emotional/mental health and positive behavior. (Tier 1 - Universal Support)

Strategy 2: When students are challenged in the universal level of support, provide additional and intensified social emotional/mental health and behavioral support. (Tier 2 - Targeted Support)

Strategy 3: Provide a system of universal support for student attendance. (Tier 1 - Universal Support)

Strategy 4: When students are challenged in the universal level of support, provide additional and intensified supports for consistent school attendance. (Tier 2 - Targeted Support)

Strategy 5: Provide a system of universal support for student physical wellness. (Tier 1 - Universal Support)

Goal 2: Student Social Emotional/Mental Health, Positive Behaviors, and Physical Wellness

Strategies/Activities

Strategy 1: Provide a system of universal support for student belonging: social emotional/mental health and positive behavior. (Tier 1 - Universal Support)

1. Establish/maintain school wide approach to student belonging	• Provide in-person, remote, or asynchronous universal teacher training • Kindness Week • Anti-bullying campaigns • Common approaches to in-class morning meetings • Co-taught lessons with classroom teachers and elementary counselor
2. Promote positive student behavior through the schoolwide PBIS system	• Establish a multi-disciplinary PBIS team

Goal 2: Student Social Emotional/Mental Health, Positive Behaviors, and Physical Wellness

Strategies/Activities

Strategy 2: When students are challenged in the universal level of support, provide additional and intensified social emotional/mental health and behavioral support. (Tier 2 - Targeted Support)

1. Work through MTSS Team to target behavioral, social emotional/mental health support to some students based on identified need	• MTSS Team - Request for Assistance • Provide short-term Individual/Group Counseling and Behavioral Support • If Tier 2 support is not producing desired results and additional support is required, principal refers case to District School Support Team for Tier 3 consideration
2. Maintain a Student Success Team (SST) that meets regularly to assess student needs	• An updated and consistent districtwide SST process will be implemented • MTSS team meets weekly to have data driven conversations around students that are “at promise” or show concern that must be addressed by intervention.
3. Communicate and partner with parents/families	• Inform parents when child receives Tier 2 support (teacher phone call home with documentation in Aeries, teacher email or Parent Square message, letter sent home with identified supports and documented in Aeries, etc.)

Goal 2: Student Social Emotional/Mental Health, Positive Behaviors, and Physical Wellness

Strategies/Activities

Strategy 3: Provide a system of universal support for student attendance. (Tier 1 - Universal Support)

1. Address attendance with students and families	• Staff will contact families to maintain ongoing two-way communication regarding reasons for absences and initiate conversations around how school can support more consistent attendance. • Send attendance letters to families using the Attention2Attendance (A2A) platform. • The School Attendance Review Team (SART) will meet with families at the site to craft plans to promote improved patterns of attendance. • Principal and Teacher will work together to address attendance concerns at Parent Teacher Conference opportunities.
--	--

Goal 2: Student Social Emotional/Mental Health, Positive Behaviors, and Physical Wellness

Strategies/Activities

Strategy 4: When students are challenged in the universal level of support, provide additional and intensified supports for consistent school attendance. (Tier 2 - Targeted Support)

1. Initiate additional and more frequent two-way communication related to attendance for targeted students	• Call home - make personal contact (document in Aeries) • Hold attendance conference with parent/guardian (document in A2A)
2. Go through SART processes	• Counsel parents via whole group on PS and individual meetings on SART Process • Work with district counsel on viability of SART for parents • Submit all necessary paperwork for SART team if necessary.

Goal 2: Student Social Emotional/Mental Health, Positive Behaviors, and Physical Wellness

Strategies/Activities

Strategy 5: Provide a system of universal support for student physical wellness. (Tier 1 - Universal Support)

1. Support physical wellness by staffing Health Services team members	• Trained health assistants work at each school site for 7 hours per day. • Licensed nursing staff provide coordination of care between physicians and students. • Partnerships with Share Ourselves clinic to provide no cost vaccines to any student in need. • Health Care Virtual Fair to share community resources for health care.
2. School site health offices	• Complete screeners for vision and hearing • Complete Oral Health Assessments as per state requirements • Provide toileting support for students not yet attaining independence (TK, K)

2024-25 Annual Evaluation

SPSA Goal 2

Wellness & Behavior

- Measurable Outcomes
- Annual Review

Metrics/Indicators

Attendance Rate

Chronic Absenteeism

Suspension rate

California Healthy Kids (CHKS)

School Climate

Annual Measurable Outcomes

Metric/Indicator	2024-25 Expected Outcome	2024-25 Actual Outcome	2025-26 Expected Outcome
Attendance Rate	96%	95%	97%
Chronic Absenteeism	8%	6.8% (26 students)	5%
Suspension rate	2	3 (2 students)	2
California Healthy Kids response rates (80% or higher)	90%	76%	80%
School Climate: % Agree or Strongly Agree			
School Connectedness	80%	62%	80%
Caring Adults	80%	53%	80%
High Expectations	90%	72%	90%
Perceptions of School Safety	80%	73%	80%

2024-2025 California Elementary (5th Grade)

41 Participants / 76% Response Rate*

School Connectedness  62% Change From Last Year 0%	Academic Motivation  82% Change From Last Year +5%	Caring Adult Relationships  53% Change From Last Year -3%	High Expectations  72% Change From Last Year +2%	Meaningful Participation  34% Change From Last Year +1%	Facilities Upkeep  72% Change From Last Year -11%	Promotion of Parental Involvement  68% Change From Last Year +4%
Social and Emotional Learning Supports  56% Change From Last Year -10%	Anti-bullying Climate  64% Change From Last Year +1%	Perceived School Safety  73% Change From Last Year +13%	Rule Clarity  77% Change From Last Year +1%	Positive Behavior  89% Change From Last Year +6%	Fairness  58% Change From Last Year 0%	School Violence Victimization  55% Change From Last Year -1%

2024-25 Annual Review: Implementation & Effectiveness

**Wellness/
Behavior
(Goal 2)**

Overall implementation of strategies/activities:

- PBIS and SEL strategies were modified and implemented schoolwide. PBIS was focus of PD for staff schoolwide; use of reinforcements and teaching expectations was focus and will continue to be focus. We did and will focus on how to reinforce positive behaviors as well as regular training for Student Supervision Assistants. Targeted efforts to address absenteeism include: Individualized attendance reports discuss at October and March parent conferences

Overall effectiveness of strategies/activities:

- Number of students classified as chronically absent decreased from 9% to 6%. Attendance rose to 95%.
- Suspension Data:
- Number of students suspended from school decreased from 6 incidents to 3 incidents.
-

Implications for 2025-26: What should stay the same, what could adapt, what could be added or stopped?

- Build on attendance efforts by enacting a monthly routine to provide frequent and timely feedback to parents on attendance as well as more frequent meetings with parents to address impact of attendance on academics. Build on PBIS efforts by building site maintenance team, refining the system for addressing misbehavior (report, reteach, revisit) as well as Tier 2 progress monitoring; work with student group on reinforcement strategies that are motivating and sustainable.
- Implementation of California's first Student Council will build leadership and connectedness issue that is listed in School Connectedness on CHKS.

2024-25 Annual Review: Major Differences and Plan Changes

**Wellness/
Behavior
(Goal 2)**

Major differences between intended and actual implementation:

- Improvement in both attendance rate and lowering in suspension rate; CHKS Survey results are still lower than expected.

Major differences between budgeted and actual expenditures:

- None

Changes that will be made to this goal, the annual outcomes, metrics/indicators, and/or strategies/activities:

- Continue school wide efforts in the areas of social emotional learning, wellness, and positive behavior expectations and augment supports for students with needs for Tier 2 and 3 supports. Focus on 5th grade moving to 6th grade as their CHKS scores in Rule Clarity, High Expectations from adults, School Connectedness, and Perceived School Safety were lower than in previous years.

SPSA Goal 3

Engage students and families in programs that support behaviors that contribute to a better learning environment. Involve families in decision-making and in programs that support student wellness and academic achievement.

Strategy 1: Increase parent involvement/family engagement by creating a welcoming environments for families

Strategy 2: Involve families in decision making

Strategy 3: Partner with families to support student learning in three key areas: Academics, Behavior, and Social-Emotional Learning

Goal 3: Parent and Family Engagement

Strategies/Activities

Strategy 1: Increase parent involvement/family engagement by create welcoming environments for families

1. Provide meaningful two-way communication in a language families understand	● In order to invite parents to partner with the school and participate in the success of all children, we translate documents into Spanish when necessary and send out information via text, phone, and social media. We provide weekly communications/updates on school events on Sundays.
2. Educate staff, with the assistance of parents/family members, in the value of family contributions and how to work with parents as equal partners	● We review our home-school compact with teachers/staff and promote the importance of the support parents provide at home. We hold monthly “coffee chats” to update families on initiatives and how they can support the school.

Goal 3: Parent and Family Engagement

Strategies/Activities

Strategy 2: Involve families in decision making

1. Build parent/family capacity through opportunities for parent leadership	● Parents grow their leadership skills through PTA, ELAC, CSEF, School Site Council and other meetings, as well as involvement in school activities
2. Provide training on roles, responsibilities and expectations for Advisory Committees	● We provide training for School Site Council, English Learner Advisory Committee, and PTA/CSEF

Goal 3: Parent and Family Engagement

Strategies/Activities

Strategy 3: Partner with families to support student learning in three key areas: Academics, Behavior, and Social-Emotional Learning

1. Academics: Help parents/families understand what students are learning (content standards) and how students demonstrate their knowledge	● A multi-week parent orientation program provides parents with information to support their child's school success. ● TK and Kindergarten meet and greet help our newest parents understand policies and practices.
2. Behavior: Help parents/families learn about expected behaviors on campus and identify ways they can support positive student behaviors at home	● Elementary Counselor and School Staff will help to develop and deliver parent education focused on positive behavior.
3. Social Emotional Learning: Help parents/families understand the lessons students are learning at school	● Elementary Counselor and School Staff will help to develop and deliver parent education focused on positive behavior. ● Students with 504 plans or IEPs engage with counselor or school psych when necessary to meet goals.
4. Increase access to parent and family education events	● Activities for students and/or child care will be provided at evening events to maximize parent participation

2024-25 Annual Evaluation

SPSA Goal 3

Parent & Family Engagement

- Measurable Outcomes
- Annual Review

Metrics/Indicators

ELAC Meetings

SSC Meetings

Parent-Child Events &
Parent Education Events

Annual Measurable Outcomes

	2024-25 Expected Outcome	2024-25 Actual Outcome	2025-26 Expected Outcome
ELAC Meetings: Convening Quarterly Meetings	N/A	N/A	N/A
SSC Meetings: Convening Quarterly Meetings	4	4	4
Parent engagement events (parent-child events and parent education events)	6	6	6

2024-25 Annual Review: Implementation & Effectiveness

**Family
Engagement
(Goal 3)**

Overall implementation of strategies/activities:

Parent education and involvement activities were provided throughout the 2024-25 school year. Actual activities are still being researched and data being gathered regarding attendance and timing.

Overall effectiveness of strategies/activities:

- Participation was higher for in-person events during the school day versus the evening. Events that included student activities or safety with parents resulted in highest level of attendance.

Implications for 2025-26: What should stay the same, what could adapt, what could be added or stopped?

- Continue to provide parent education and involvement opportunities in alignment with parent input via needs assessment and interactive meetings. Increase opportunities that are in-person and intentionally aligned to student learning goals.

2024-25 Annual Review: Major Differences and Plan Changes

**Family
Engagement
(Goal 3)**

Major differences between intended and actual implementation:

- None

Major differences between budgeted and actual expenditures:

- None

Changes that will be made to this goal, the annual outcomes, metrics/indicators, and/or strategies/activities:

- Continue to provide parent education and involvement opportunities in alignment with parent input via needs assessment and interactive meetings. Increase opportunities that are in-person and intentionally aligned to student learning goals.

Parent/Family Engagement Policy

Parent and Family Engagement

California Elementary School has a written policy jointly developed with parents on parent rights and responsibilities. [Education Code 1101(b)]. Parental involvement is a key element in academic success of students at California Elementary School. The purpose of the Parent Involvement Policy is to outline programs for enhancing parental involvement. In order to foster a positive relationship between parents and school, general meetings are conducted throughout the school year. These informational meetings include: Back-To-School Night, Open House, PTA Meetings, Parent-Teacher Conferences, ELAC Meetings, Family Information Nights, Literacy Night, and Foundation Meetings. Enhancing communication between school and home is an important goal at our school. In order to inform parents of school events, the school provides: newsletters, broadcast messages, information on our school website, notices posted outside the school building, and fliers sent home with the students. When possible, information is provided in English

and Spanish. Parent/teacher conferences are conducted throughout the year and translators are available to assist when needed. Additional information such as the calendar of school events, parent tips and PTA meetings are available at the school's website at <http://california.nmusd.us/>. California Elementary School utilizes the district's broadcast message system to provide parents with announcements, meeting reminders, and other pertinent school information. At California Elementary, our School Site Council (SSC) team, consisting of parents, community members, faculty and staff, also believes parent involvement is crucial to the success of our students. We strive to enable all students to be responsible, productive, caring citizens and lifelong learners in an ever changing, often challenging society. To attain our goals for parent involvement, we will make every effort to organize parent involvement that includes a broad range of programs based on the results and responses of the parent involvement surveys. Various accountability measures are in place to ensure that the needs of students are addressed. The Cougar Contract outlines the responsibilities of parents, students, teachers and administrators. The California School Student Code of Conduct and Discipline Procedures make parents and students aware of acceptable behaviors and the consequences of violating those expectations. California School utilizes Positive Behavior Intervention and Supports (PBIS) to positively promote and reinforce target behaviors and expectations around campus in and out of the classroom. Report cards provide information to help parents monitor their child's academic progress. Parents are encouraged to meet with teachers to address specific concerns and areas of need. A needs assessment will be conducted each year to determine what areas need to be addressed through workshops and meetings, and to assess the quality of communication between home and school. California Elementary School policy describes the means for carrying out the following parental involvement requirements. [Education Code 11501].

California Elementary School promotes a shared responsibility among parents, school staff and students for the intellectual, physical, emotional and social development and well-being of students.

California Elementary School promotes student academic achievement on state standards and will assist parents with the manner in which they may support achievement and the learning environment of their children including:

a. monitoring attendance of their children

Each month we run an attendance report and the principal calls students' parents who are not at school everyday on time. A conversation about the importance of school is conducted and the student's attendance is monitored.

b. ensuring that homework is completed and turned in on a timely basis

Teachers work with the parents to monitor homework. Teachers monitor their own classes to be sure that all students are keeping up with their homework assignments. Some of the strategies used to ensure all students are getting homework completed are posting assignments on school loop or working with students during recess.

c. encouraging and facilitating the participation of children in extracurricular activities

Our school offers many after school activities, some of which include: Show Choir, Band, R.O.C.K.S.

d. monitoring and regulating the television viewed by their children

California School offers information to parents on parenting classes. This topic is discussed at ELAC and PTA meetings, and promotes setting up set times for completing homework.

e. working with their children at home in learning activities that extend classroom learning

Our PTA works closely with our school in finding the areas of needs for our students. Our PTA then structures family nights, information nights and programs that extend student learning in the classroom.

f. volunteering in their children's classrooms or for school-wide activities.

g. Our community puts hundreds of volunteer hours into our classrooms each year. Parents help teachers run centers, literature circle groups, field trips, special activities and even run PE programs for our kids.

h. participating, as appropriate, in decisions relating to the education of their own children in the total school program

*Our parents are involved in the decision making process at our school. Through SSC, PTA, Foundation and ELAC, parents are able to provide input in programs and needs at our school.



Newport-Mesa
Unified School District

2024 Accountability

California School Dashboard Data

Lowest
Performance



Highest
Performance

Generate PDF Report 

View All Schools

View Additional Reports 

2024



Chronic Absenteeism



Yellow

Suspension Rate



Green

English Learner Progress



No Performance Color

English Language Arts



Green

Mathematics



Yellow

Lowest
Performance



Very Low



Low



Medium



High



Very High

Highest
Performance

Student Population

Explore information about this school's student population.

LEARN MORE

Enrollment

366

View More Information →

LEARN MORE

Socioeconomically
Disadvantaged

45.4%

LEARN MORE

English Learners

5.7%

LEARN MORE

Foster Youth

0%

Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)

English Language Arts



Green

20.1 points above standard

Maintained -0.5 Points

EQUITY REPORT

Number of Student Groups in Each Level



[LEARN MORE](#)

Mathematics



Green

5.5 points above standard

Declined 6.8 Points ▼

EQUITY REPORT

Number of Student Groups in Each Level



[LEARN MORE](#)

English Learner Progress



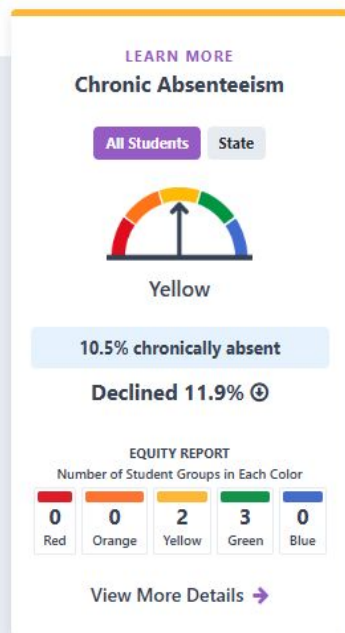
No Performance Color

64.3% making progress

Increased 14.3% ▲

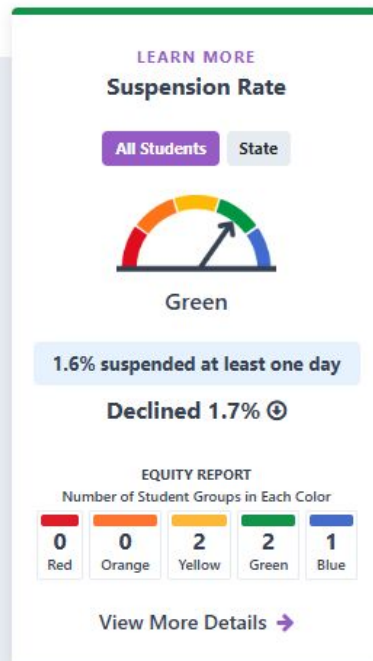
Academic Engagement

See information that shows how well schools are engaging students in their learning.



Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



Student Group Report for 2024

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students	N/A	Yellow	Green	N/A	Green	Yellow	N/A
English Learners	--	--	--	N/A	--	--	N/A
Foster Youth	N/A	--	--	N/A	--	--	N/A
Homeless	N/A	--	--	N/A	--	--	N/A
Socioeconomically Disadvantaged	N/A	Yellow	Green	N/A	Green	Orange	N/A
Students with Disabilities	N/A	Green	Yellow	N/A	Red	Red	N/A
African American	N/A	--	--	N/A	--	--	N/A
American Indian or Alaska Native	N/A	--	--	N/A	N/A	N/A	N/A
Asian	N/A	--	--	N/A	--	--	N/A
Filipino	N/A	--	--	N/A	--	--	N/A
Hispanic	N/A	Yellow	Green	N/A	Orange	Orange	N/A
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--	N/A
White	N/A	Green	Yellow	N/A	Blue	Green	N/A
Two or More Races	N/A	Green	Blue	N/A	--	--	N/A

2024-25 Annual Review LCFF & Title I Funded Activities

Effectiveness of
Services & Supports

Funding Source	2024-25 Services & Expenditures
LCFF Academics (6312)	• Hourly Support Teacher (124, 940) • PT Hourly Support Teacher (31,660)
LCFF Parent/Family Engagement (6314)	• Translation (228) • Parent Involvement Events (1,100)

Effectiveness of services and supports provided by LCFF in 2024-25

- One full-time Transitional Kindergarten teacher and one Early Learning instructional assistant were funded by LCFF-Academics
 - Data shows that the ability to create a 12:1 student to adult ratio allowed students to flourish and early literacy strategies were successful in preparing students for Kindergarten.
 - This action/service/support was effective; therefore, we will continue to implement this program as we did in the 23/24 school year.
- One part-time hourly teacher was funded by LCFF-Academics to support reading instruction.
 - Data shows that over 90% of students that participated in the RTI program, which includes this part-time literacy teacher, grew in phonological awareness, letter naming fluency and their overall instructional reading level.
 - This action/service/support was effective; therefore, we will continue this program into the 25/26 school year.
- Translation/Interpretation and Family Night Materials were funded by LCFF-Parent/Family Engagement
 - Data shows that parents attended coffee chats and family nights.
 - This action/service/support was effective; therefore, expenditures for the 25/26 school year will be similar.



Newport-Mesa
Unified School District

2025-26 Supplemental Funding

**LCFF
Title I
Prop 28**

**2025-26 Funding - Local Control Funding Formula
(LCFF - Academics) (6312)**

1	Pseudo	Object	Object Desc	2022-2023 Actual	2023-2024 Budget	2023-2024 Encumb	2023-2024 Actual	2024-2025 Budget	Budget Rationale
2	0136016312	1110	REGULAR TEACHER	\$ 120,984	\$ 130,788	\$ -	\$ 65,394	\$ 124,940	(1) Full Time Support Teacher
3	0136016312	1130	HOURLY TEACHER	\$ 31,986	\$ 31,660	\$ -	\$ 12,389	\$ 31,660	(1) Part Time Hourly Teacher
4	0136016312	1196	RESTRICTED BUDGET	\$ -	\$ -	\$ -	\$ -	\$ 11,600	
5	0136016312	2140	INSTR ASST	\$ 20,333	\$ 27,505	\$ -	\$ 12,837	\$ -	
6	0136016312	3101	STRS - CERTIF	\$ 29,217	\$ 31,036	\$ -	\$ 14,857	\$ 29,911	
7	0136016312	3202	PERS - CLSFD	\$ 5,095	\$ 7,338	\$ -	\$ 3,425	\$ -	
8	0136016312	3313	MEDICARE - CERTIF	\$ 2,194	\$ 2,355	\$ -	\$ 905	\$ 2,271	
9	0136016312	3314	MEDICARE - CLSFD	\$ 295	\$ 399	\$ -	\$ 186	\$ -	
10	0136016312	3356	OASDI,CLSFD	\$ 1,261	\$ 1,705	\$ -	\$ 796	\$ -	
11	0136016312	3401	H&W-CERTIF	\$ 20,201	\$ 21,213	\$ -	\$ 10,607	\$ 21,213	
12	0136016312	3402	H&W-CLSFD	\$ 11,047	\$ 16,573	\$ -	\$ 8,286	\$ -	
13	0136016312	3501	SUI-CERTIF	\$ 757	\$ 79	\$ -	\$ 31	\$ 78	
14	0136016312	3502	SUI-CLSFD	\$ 102	\$ 14	\$ -	\$ 6	\$ -	
15	0136016312	3601	WORKERS' COMP-CERTIF	\$ 2,845	\$ 2,437	\$ -	\$ 1,167	\$ 1,676	
16	0136016312	3602	WORKERS' COMP-CLSFD	\$ 378	\$ 413	\$ -	\$ 193	\$ -	
17	0136016312	3701	RETIREE BENEFITS-CERTIF	\$ 765	\$ 812	\$ -	\$ 389	\$ 1,456	
18	0136016312	3702	RETIREE BENEFITS-CLSFD	\$ 102	\$ 138	\$ -	\$ 64	\$ -	
19	0136016312	3751	OPEB Active Employee/CERT	\$ 2,132	\$ 1,332	\$ -	\$ 666	\$ 1,332	
20	0136016312	3752	OPEB Active Employee CLSF	\$ 728	\$ 1,041	\$ -	\$ 520	\$ -	
21	CAL/LCFF/ELA/ELD/IN			\$ 250,422	\$ 276,838	\$ -	\$ 132,716	\$ 226,137	
22								\$ 226,137	Total

2025-26 Funding - Local Control Funding Formula (LCFF - Parent/Family Engagement) (6314)

Pseudo	Object	Object Desc	2022-2023 Actual	2023-2024 Budget	2023-2024 Encumb	2023-2024 Actual	2024-2025 Budget	Budget Rationale
0136076314	2475	TRANSLATORS	\$ -	\$ 455	\$ -	\$ 80	\$ 228	Translation
0136076314	3314	MEDICARE - CLSFD	\$ -	\$ 7	\$ -	\$ 1	\$ 3	
0136076314	3356	OASDI,CLSFD	\$ -	\$ 28	\$ -	\$ 5	\$ 14	
0136076314	3502	SUI-CLSFD	\$ -	\$ 1	\$ -	\$ 0	\$ 1	
0136076314	3602	WORKERS' COMP-CLSFD	\$ -	\$ 7	\$ -	\$ 1	\$ 2	
0136076314	3702	RETIREE BENEFITS-CLSFD	\$ -	\$ 2	\$ -	\$ 0	\$ 2	
0136076314	4399	CONTINGENCY BUDGET	\$ -	\$ 1,100	\$ -	\$ -	\$ 1,100	Parent Involvement Events
CAL/LCFF/FAMILY/COMMUNITY/OI			\$ -	\$ 1,600	\$ -	\$ 87	\$ 1,350	
							<u>\$ 1,350</u>	Total

*2023/24 data as of 02/22/2024

2025-26 Funding - Prop 28

(Arts and Music) (4237)

Pseudo	Object	Object Desc	2022-2023 Actual	2023-2024 Budget	2023-2024 Encumb	2023-2024 Actual	2024-2025 Budget	Budget Rationale	Describe how this is supplemental
0136024237	1196	CERT BUDGET USE ONLY	\$ -	\$ 43,878	\$ -	\$ -	\$ 84,568	24-25 Staffing Allocation \$40,690 23-24 Staffing Carry Over \$43,878	
0136024237	4399	CONTINGENCY BUDGET	\$ -	\$ 8,356	\$ -	\$ -	\$ 14,397	24-25 Instructional Allocation \$10,172 23-24 Instructional Carry Over \$4,225	Art Masters days scheduled
0136024237	5810	CONSULTANTS	\$ -	\$ 2,065	\$ 2,065	\$ -	\$ -		
CAL/PROP 28 MUSIC ARTS/IN			\$ -	\$ 54,299	\$ 2,065	\$ -	\$ 98,965		
							<u>\$ 98,965</u>	Total	
*2023/24 data as of 02/22/2024									
							\$ 50,862	24-25 Arts & Music Allocation	
							\$ 48,103	23-24 Arts & Music Carry Over	
							\$ 98,965		

Educational Partner Input

How, when, and with whom?

Educational Partners included in the SPSA process

- School Site Council
- Leadership Team Meetings
- Student Leadership

Input via Surveys and Focus Groups

- Needs Assessment Survey: Parents, Staff, and Students
- LCAP Survey: Staff and Parents
- Focus Groups: Parents, Staff, Students

Input via Interactive Meetings

- SSC Meeting Date: 4/22/25
- Staff Meeting: 5/14/25
- Site Leadership Team Meeting: 5/1/25
- Student Focus Group: 4/25/25

Educational Partner Input

Impact on SPSA for 2025-26

How did these consultations impact the SPSA for the upcoming year?

- Parent input resulted in:
 - Expansion of offerings for academic and attendance focused parent workshops
 - Expansion of small group reading supports
 - Continuation and expansion of quality after school programs

- Student input resulted in
 - Expansion of Recess Sports, library enhancements, school murals (physical environment); upstanding activities, student council/leadership

- Staff input resulted in:
 - Continuation of schoolwide focus on academic achievement goals
 - Continuation of schoolwide professional development focus on Thinking Maps, Math, and ELA/ELD strategies to accelerate achievement
 - Expansion of Small Group Reading Instruction and RTI Support
 - School Counselor support for positive social-emotional and behavioral development and targeted supports

School Site Council Membership 2025-2026

SCHOOL NAME



ELEMENTARY SCHOOL SITE COUNCIL ROSTER 2025-26

ROLE	FIRST and LAST NAME
Principal	Jason Kuncowicki
Classroom Teacher	Kristen Eddins (Year 2)
Classroom Teacher	Susan Rittenhouse (Year 2)
Classroom Teacher	Kristen Darling (Year 1)
Other School Staff	Kimberly Braun (Year 1)
Parent/Community Member	Ian Wales (Year 2)
Parent/Community Member	Michelle Pyo Epstein (Year 2)
Parent/Community Member	Emily Sommariva (Year 2)
Parent/Community Member	Jason Malig
Parent/Community Member	Mark Molner

Blue boxes are required. White boxes are optional. Remember, there has to be a 50/50 balance between district employees and parent/community members.

Recommendations and Assurances

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

- 1. The SSC was 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:

Group/Committee	Representative Signature(s)	Date
School Site Council		10.16.25
English Learner Advisory Committee (required if school has more than 20 English Learners enrolled)	N/A	N/A
Staff Advisory Members (if applicable)		10/16/25

- 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.
- 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. This SPSA was adopted by the SSC at a public meeting on: 10/16/25