

2026-27 School Plan for Student Achievement

Panama Elementary School

PANAMA-BUENA VISTA UNION SCHOOL DISTRICT



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

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

FOR DISTRICT OFFICE USE	
Item/Action Reviewed	Date
Schoolsite Council Approval Date	May 6, 2026
Board of Trustees Approval Date	June 23, 2026

Table of Contents

Table of Contents.....	2
Purpose and Description.....	4
School Vision and Mission.....	4
Educational Partner Involvement.....	5
Resource Inequities	5
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	9
ELPAC Results	13
ELPAC Results	13
Student Population.....	17
Overall Performance	19
Academic Performance	20
Academic Engagement	28
Conditions & Climate.....	31
Goals, Strategies, & Proposed Expenditures.....	33
Goal 1A English Language Arts/Literacy/ELD	33
Goal 1B Mathematics.....	42
Goal 2 Comprehensive Educational Experience.....	48
Goal 3 Integrated Educational Supports	56
Goal 4 Family & Community Engagement	63
Goal 5 Professional Development Plan	68
Goal 6 Staffing and Duties	73
Programs Included in this Plan	77
Summary of Expenditures in this Plan	78
Total Allocations and Expenditures by Funding Source.....	78
Expenditures by Budget Reference	79
Expenditures by Budget Reference and Funding Source	80
Expenditures by Goal.....	82
SCHOOL SITE COUNCIL RECOMMENDATIONS, ASSURANCES AND MEMBERSHIP	83
SPSA Annual Review: for School Year 2025-26	84
Goal 1A, English Language Arts/Literacy/ELD	84
Goal 1B, Mathematics.....	92
Goal 2, Comprehensive Educational Experience	98
Goal 3, Student Engagement & Campus Climate.....	105
Goal 4, Parent & Family Engagement	111
Goal 5, Professional Learning/Professional Development.....	115

Instructions.....117

 Instructions: Linked Table of Contents.....117

 Purpose and Description.....118

 Educational Partner Involvement 118

 Resource Inequities 118

Goals, Strategies, Expenditures, & Annual Review 119

 Annual Review 120

 Budget Summary 121

 Appendix A: Plan Requirements 123

 Appendix B:.....126

 Appendix C: Select State and Federal Programs 128

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.

Programs for all students at Panama Elementary are systematic and explicit. The culture of collaboration supports the goal of collective efficacy, so important to the continued success of our students. Staff, families, and community members work together to provide a learning environment with high expectations for all learners. Our combined efforts are focused on our student's academic, physical, social, and emotional growth. A dedicated staff rises to the challenge of helping all students reach proficiency through highly effective, research-based instructional practices and sound assessment strategies. Teacher collaboration and articulation ensure that the TK through sixth-grade experience prepares students for junior high, high school, and beyond.

Local Control Funding Formula (LCFF) funds utilized at the district level to fund specific actions/services are included if those funds directly benefit the school site. The Schoolwide Plan (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 2026-2027, 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 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:

Targeted Support and Improvement (TSI)

School Vision and Mission

Our purpose at Panama Elementary is to ignite imaginations and fuel minds.

Vision and Goals

- All students will develop a strong foundation of academic and higher-order thinking skills.
- Panama parents, students, staff, and community partners will work together to encourage daily school attendance, which contributes to maximizing student academic achievement.
- Staff, students and their families, and the broader community will be involved as partners to promote the social, emotional, and academic success of students.
- The school will provide a safe and nurturing learning environment in which students develop positive character traits, a sense of responsibility, and effective decision-making skills.
- Students will leave Panama with the knowledge and understanding of how to work collaboratively with others and respect individual differences, the ability to communicate effectively, and the necessary skills to be contributing members of society.

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

All stakeholders have the opportunity to be involved in the SPSA review process and in updating the plan. Data and information from the parent club, ELAC, Site Council, and all the community surveys throughout the year, along with student participation rates in programs and interventions are used to help guide the planning process. The school's leadership team uses substitute teachers to allow our committee a day on campus to review the plan and evaluate the effectiveness of the programs. We use these suggestions to plan our projected budgetary spending for the coming year. After reviewing the plan, it is taken to our Site Council for further input and final approval by the Site Council.

Resource Inequities

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

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Panama Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.35%	0.46%	0.58%	3	4	4
African American	5.18%	5.02%	3.65%	45	44	25
Asian	9.10%	9.47%	10.95%	79	83	75
Filipino	0.81%	0.80%	%	7	7	
Hispanic/Latino	64.86%	65.98%	67.30%	563	578	461
Pacific Islander	0.23%	0.23%	0.29%	2	2	2
White	8.53%	7.76%	5.69%	74	68	39
Two or More Races	1.38%	1.37%	1.61%	12	12	11
Not Reported	9.56%	8.90%	9.93%	83	78	68
Total Enrollment				868	876	685

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		83	68
Kindergarten	117	99	71
Grade 1	113	111	75
Grade 2	103	117	82
Grade3	123	103	87
Grade 4	105	122	90
Grade 5	126	117	96
Grade 6	99	124	116
Total Enrollment	868	876	685

Conclusions based on this data:

1. The amount of students enrolled at Panama has increased 79 students between 2022 and 2026.
2. The percentage of students per subgroup has remained fairly consistent.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	162	119	93	18.7%	13.6%	13.6%
Fluent English Proficient (FEP)	57	72	64	6.6%	8.2%	9.3%
Reclassified Fluent English Proficient (RFEP)	41	52		4.7%	5.9%	

Conclusions based on this data:

1. The percentage of English Learners dropped approximately 5% from 23-24 to 24-25.
2. The number of Fluent English Proficient students has increased each year.
3. The percentage of RFEP students has increased from each year from 2022 to 2025.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	93	119	106	93	118	104	93	118	104	100.0	99.2	98.1
Grade 4	115	111	117	115	111	116	115	111	116	100.0	100	99.1
Grade 5	97	121	114	97	120	113	97	120	113	100.0	99.2	99.1
Grade 6	95	97	121	95	97	120	95	97	119	100.0	100	99.2
All Grades	400	448	458	400	446	453	400	446	452	100.0	99.6	98.9

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2423.	2421.	2414.	29.03	25.42	20.19	19.35	16.10	19.23	21.51	32.20	28.85	30.11	26.27	31.73
Grade 4	2470.	2462.	2483.	29.57	20.72	29.31	21.74	18.02	23.28	25.22	29.73	31.03	23.48	31.53	16.38
Grade 5	2501.	2505.	2478.	17.53	19.17	13.27	38.14	37.50	30.97	20.62	19.17	21.24	23.71	24.17	34.51
Grade 6	2531.	2524.	2546.	17.89	10.31	15.97	31.58	42.27	45.38	25.26	22.68	25.21	25.26	24.74	13.45
All Grades	N/A	N/A	N/A	23.75	19.28	19.69	27.50	28.03	30.09	23.25	26.01	26.55	25.50	26.68	23.67

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	20.43	19.49	15.38	61.29	62.71	61.54	18.28	17.80	23.08
Grade 4	20.00	15.32	24.14	62.61	66.67	62.07	17.39	18.02	13.79
Grade 5	18.56	21.67	10.62	65.98	65.00	61.95	15.46	13.33	27.43
Grade 6	17.89	18.56	14.29	56.84	56.70	73.11	25.26	24.74	12.61
All Grades	19.25	18.83	16.15	61.75	63.00	64.82	19.00	18.16	19.03

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.75	14.41	14.42	54.84	59.32	64.42	34.41	26.27	21.15
Grade 4	12.17	12.61	8.62	65.22	54.05	72.41	22.61	33.33	18.97
Grade 5	19.59	15.83	11.50	57.73	61.67	64.60	22.68	22.50	23.89
Grade 6	14.74	13.40	15.97	65.26	60.82	69.75	20.00	25.77	14.29
All Grades	14.25	14.13	12.61	61.00	58.97	67.92	24.75	26.91	19.47

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.90	11.86	14.42	78.49	74.58	68.27	8.60	13.56	17.31
Grade 4	10.43	12.61	19.83	76.52	68.47	68.97	13.04	18.92	11.21
Grade 5	15.46	15.83	6.19	72.16	74.17	74.34	12.37	10.00	19.47
Grade 6	14.74	12.37	12.61	76.84	79.38	77.31	8.42	8.25	10.08
All Grades	13.25	13.23	13.27	76.00	73.99	72.35	10.75	12.78	14.38

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	19.35	20.34	11.54	61.29	59.32	64.42	19.35	20.34	24.04
Grade 4	20.87	14.41	19.83	66.96	70.27	69.83	12.17	15.32	10.34
Grade 5	9.28	22.50	13.27	81.44	65.83	65.49	9.28	11.67	21.24
Grade 6	20.00	17.53	17.65	66.32	68.04	74.79	13.68	14.43	7.56
All Grades	17.50	18.83	15.71	69.00	65.70	68.81	13.50	15.47	15.49

Conclusions based on this data:

1. Panama consistently assesses 99-100% of our students.
2. The percentage of students meeting the standards has remained consistent.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	93	119	106	93	118	106	93	118	106	100.0	99.2	100
Grade 4	115	111	117	115	110	116	115	110	116	100.0	99.1	99.1
Grade 5	97	121	114	97	120	113	97	120	113	100.0	99.2	99.1
Grade 6	96	97	120	96	97	119	96	97	119	100.0	100	99.2
All Grades	401	448	457	401	445	454	401	445	454	100.0	99.3	99.3

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2421.	2432.	2408.	16.13	20.34	12.26	30.11	25.42	21.70	27.96	28.81	33.96	25.81	25.42	32.08
Grade 4	2476.	2472.	2493.	18.26	13.64	25.86	32.17	32.73	29.31	30.43	32.73	27.59	19.13	20.91	17.24
Grade 5	2480.	2495.	2472.	16.49	20.83	12.39	16.49	20.00	16.81	27.84	25.83	29.20	39.18	33.33	41.59
Grade 6	2529.	2503.	2518.	18.75	11.34	19.33	22.92	16.49	15.13	27.08	38.14	36.13	31.25	34.02	29.41
Grade 11															
All Grades	N/A	N/A	N/A	17.46	16.85	17.62	25.69	23.82	20.70	28.43	31.01	31.72	28.43	28.31	29.96

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	19.35	32.20	16.98	52.69	44.07	50.94	27.96	23.73	32.08
Grade 4	26.96	28.18	38.79	50.43	48.18	44.83	22.61	23.64	16.38
Grade 5	21.65	24.17	15.93	42.27	42.50	44.25	36.08	33.33	39.82
Grade 6	22.92	14.43	22.69	52.08	51.55	46.22	25.00	34.02	31.09
Grade 11									
All Grades	22.94	25.17	23.79	49.38	46.29	46.48	27.68	28.54	29.74

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	21.51	17.80	16.04	48.39	55.08	47.17	30.11	27.12	36.79
Grade 4	19.13	17.27	24.14	51.30	54.55	48.28	29.57	28.18	27.59
Grade 5	8.25	15.83	10.62	53.61	50.83	51.33	38.14	33.33	38.05
Grade 6	13.54	6.19	15.13	56.25	58.76	52.10	30.21	35.05	32.77
All Grades	15.71	14.61	16.52	52.37	54.61	49.78	31.92	30.79	33.70

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	20.43	20.34	17.92	60.22	61.02	57.55	19.35	18.64	24.53
Grade 4	18.26	13.64	23.28	65.22	67.27	56.90	16.52	19.09	19.83
Grade 5	9.28	14.17	7.96	55.67	61.67	60.18	35.05	24.17	31.86
Grade 6	15.63	10.31	10.92	64.58	63.92	64.71	19.79	25.77	24.37
All Grades	15.96	14.83	14.98	61.60	63.37	59.91	22.44	21.80	25.11

Conclusions based on this data:

1. The percentage of students meeting/exceeding the standards decreased.
2. 99.3% of eligible students took the CAASPP in 24-25.

School and Student Performance Data

ELPAC Results

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://www.cde.ca.gov/ta/tg/eng/elpac/) website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1438.5	1429.9	1475.4	1448.8	1444.4	1493.2	1414.3	1395.9	1433.5	38	47	15
1	1453.7	*	1453.8	1460.3	*	1460.8	1446.7	*	1446.2	17	10	18
2	1482.7	1483.9	1484.4	1489.1	1479.7	1484.7	1475.8	1487.6	1483.5	13	18	14
3	1493.4	1488.5	1476.9	1492.6	1487.5	1469.4	1493.5	1489.1	1484.2	13	11	19
4	1523.9	1518.8	1513.1	1527.9	1508.9	1516.9	1519.4	1528.1	1509.0	15	19	12
5	1544.9	1511.0	1531.5	1541.4	1502.2	1524.7	1547.9	1519.2	1538.0	16	13	15
6	*	1539.2	*	*	1539.1	*	*	1538.9	*	10	15	10
All Grades										122	133	103

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	32.43	19.15	40.00	13.51	25.53	33.33	40.54	46.81	26.67	13.51	8.51	0.00	37	47	15
1	5.88	*	11.11	52.94	*	44.44	35.29	*	27.78	5.88	*	16.67	17	*	18
2	7.69	11.11	0.00	53.85	55.56	64.29	38.46	33.33	35.71	0.00	0.00	0.00	13	18	14
3	7.69	9.09	5.26	53.85	36.36	31.58	23.08	45.45	42.11	15.38	9.09	21.05	13	11	19
4	26.67	27.78	16.67	46.67	44.44	50.00	20.00	16.67	33.33	6.67	11.11	0.00	15	18	12
5	37.50	15.38	20.00	31.25	38.46	40.00	18.75	38.46	33.33	12.50	7.69	6.67	16	13	15
6	*	20.00	*	*	46.67	*	*	20.00	*	*	13.33	*	*	15	*
All Grades	21.49	16.67	14.56	35.54	39.39	43.69	33.88	35.61	33.01	9.09	8.33	8.74	121	132	103

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	35.14	21.28	46.67	16.22	31.91	33.33	32.43	36.17	20.00	16.22	10.64	0.00	37	47	15
1	23.53	*	27.78	29.41	*	38.89	41.18	*	16.67	5.88	*	16.67	17	*	18
2	23.08	16.67	28.57	61.54	61.11	50.00	15.38	16.67	21.43	0.00	5.56	0.00	13	18	14
3	46.15	36.36	21.05	23.08	36.36	42.11	23.08	18.18	21.05	7.69	9.09	15.79	13	11	19
4	60.00	44.44	41.67	26.67	33.33	58.33	6.67	11.11	0.00	6.67	11.11	0.00	15	18	12
5	50.00	38.46	40.00	31.25	30.77	46.67	12.50	23.08	13.33	6.25	7.69	0.00	16	13	15
6	*	26.67	*	*	46.67	*	*	26.67	*	*	0.00	*	*	15	*
All Grades	37.19	25.76	33.98	29.75	40.15	42.72	24.79	25.76	16.50	8.26	8.33	6.80	121	132	103

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	12.50	14.89	13.33	12.50	14.89	46.67	56.25	46.81	40.00	18.75	23.40	0.00	16	47	15
1	12.50	*	5.56	43.75	*	50.00	18.75	*	22.22	25.00	*	22.22	16	*	18
2	11.11	5.56	0.00	44.44	55.56	57.14	27.78	22.22	35.71	16.67	16.67	7.14	18	18	14
3	0.00	9.09	0.00	35.29	9.09	31.58	41.18	72.73	36.84	23.53	9.09	31.58	17	11	19
4	*	11.11	0.00	*	44.44	41.67	*	22.22	41.67	*	22.22	16.67	*	18	12
5	0.00	15.38	20.00	7.14	15.38	13.33	50.00	30.77	60.00	42.86	38.46	6.67	14	13	15
6	*	6.67	*	*	40.00	*	*	40.00	*	*	13.33	*	*	15	*
All Grades	9.09	11.36	6.80	33.06	28.03	36.89	38.02	39.39	38.83	19.83	21.21	17.48	121	132	103

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	32.43	21.28	40.00	51.35	72.34	60.00	16.22	6.38	0.00	37	47	15
1	29.41	*	55.56	64.71	*	38.89	5.88	*	5.56	17	*	18
2	23.08	22.22	35.71	69.23	77.78	64.29	7.69	0.00	0.00	13	18	14
3	30.77	45.45	15.79	53.85	45.45	63.16	15.38	9.09	21.05	13	11	19
4	40.00	61.11	41.67	53.33	27.78	58.33	6.67	11.11	0.00	15	18	12
5	37.50	7.69	13.33	43.75	69.23	80.00	18.75	23.08	6.67	16	13	15
6	*	40.00	*	*	60.00	*	*	0.00	*	*	15	*
All Grades	30.58	28.79	32.04	57.02	63.64	58.25	12.40	7.58	9.71	121	132	103

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	35.14	29.79	46.67	40.54	48.94	40.00	24.32	21.28	13.33	37	47	15
1	11.76	*	16.67	76.47	*	61.11	11.76	*	22.22	17	*	18
2	46.15	22.22	28.57	53.85	72.22	64.29	0.00	5.56	7.14	13	18	14
3	61.54	18.18	31.58	30.77	63.64	47.37	7.69	18.18	21.05	13	11	19
4	66.67	27.78	41.67	26.67	61.11	58.33	6.67	11.11	0.00	15	18	12
5	81.25	69.23	73.33	12.50	23.08	20.00	6.25	7.69	6.67	16	13	15
6	*	53.33	*	*	40.00	*	*	6.67	*	*	15	*
All Grades	47.93	31.82	41.75	39.67	54.55	45.63	12.40	13.64	12.62	121	132	103

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	21.62	8.51	13.33	70.27	72.34	80.00	8.11	19.15	6.67	37	47	15
1	11.76	*	11.11	64.71	*	55.56	23.53	*	33.33	17	*	18
2	0.00	5.56	0.00	69.23	72.22	92.86	30.77	22.22	7.14	13	18	14
3	7.69	0.00	0.00	61.54	72.73	63.16	30.77	27.27	36.84	13	11	19
4	6.67	11.11	0.00	60.00	61.11	66.67	33.33	27.78	33.33	15	18	12
5	37.50	15.38	13.33	43.75	38.46	66.67	18.75	46.15	20.00	16	13	15
6	*	6.67	*	*	53.33	*	*	40.00	*	*	15	*
All Grades	14.88	9.09	6.80	60.33	64.39	64.08	24.79	26.52	29.13	121	132	103

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	29.73	23.40	46.67	51.35	46.81	46.67	18.92	29.79	6.67	37	47	15
1	0.00	*	0.00	94.12	*	83.33	5.88	*	16.67	17	*	18
2	23.08	27.78	21.43	76.92	66.67	78.57	0.00	5.56	0.00	13	18	14
3	15.38	9.09	0.00	69.23	90.91	78.95	15.38	0.00	21.05	13	11	19
4	40.00	44.44	0.00	46.67	38.89	91.67	13.33	16.67	8.33	15	18	12
5	43.75	30.77	6.67	37.50	53.85	86.67	18.75	15.38	6.67	16	13	15
6	*	33.33	*	*	60.00	*	*	6.67	*	*	15	*
All Grades	26.45	25.76	12.62	61.16	56.82	77.67	12.40	17.42	9.71	121	132	103

Conclusions based on this data:

1. The percentage of students scoring in levels 3 and 4 slightly increased while the number of students scoring in levels 1 and 2 slightly decreased in 24-25.

2. The amount of students tested decreased by 30 students from 23-24 to 24-25.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
876	80.5%	13.6%	0.6%
Total Number of Students enrolled in Panama Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	119	13.6%
Foster Youth	5	0.6%
Homeless	7	0.8%
Socioeconomically Disadvantaged	705	80.5%
Students with Disabilities	131	15%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	44	5%
American Indian	4	0.5%
Asian	83	9.5%
Filipino	7	0.8%
Hispanic	578	66%
Two or More Races	12	1.4%
Pacific Islander	2	0.2%
White	68	7.8%

Conclusions based on this data:

1. Panama has a diverse student body with the majority of students being Hispanic and 80.5% of students being socioeconomically disadvantaged.

2. 13.6% of the students at Panama are English Learners.
3. 15% of the population at Panama has at least one disability.

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- Panama is yellow in English Language Arts, Math, and Chronic Absenteeism.
- Panama is orange in Suspension Rate.
- Panama's English Learners dropped to red.

School and Student Performance Data

Academic Performance English Language Arts

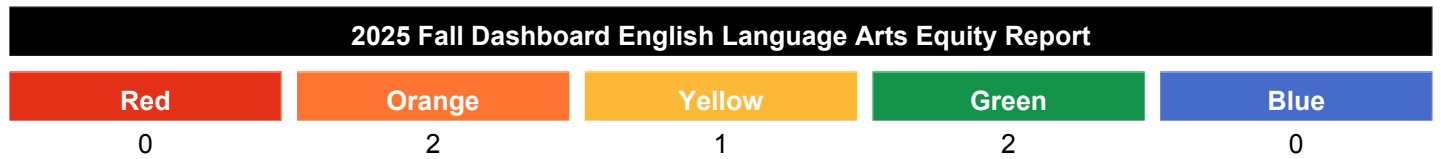
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 0.6 points above standard Maintained 1.4 points 440 Students	English Learners  Orange 27.5 points below standard Maintained -1.6 points 91 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged  Green 0 points below standard Increased 4.5 points 362 Students

Students with Disabilities  Yellow 57.3 points below standard Increased 23.4 points 76 Students	African American  No Performance Color 26.2 points above standard Increased 41.8 points 18 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color 37.4 points above standard Declined 9.4 points 33 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Orange 5.8 points below standard Maintained 1.4 points 306 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 27.3 points above standard Maintained -2.9 points 37 Students

Conclusions based on this data:

1. All students and students with disabilities were yellow while socioeconomically disadvantaged students were in the green.
2. African American students made the most progress by growing 41.8 points.
3. Hispanic students and English Learners were orange.

School and Student Performance Data

Academic Performance Mathematics

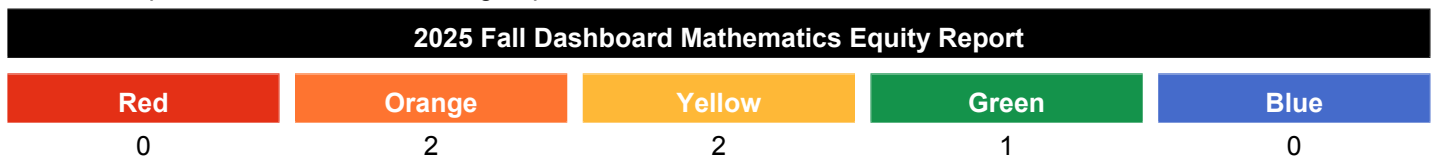
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 23.3 points below standard Maintained -2.3 points 440 Students	English Learners  Orange 45.1 points below standard Maintained 1.1 points 93 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged  Yellow 24.8 points below standard Maintained -1.1 points 362 Students

Students with Disabilities  Yellow 81 points below standard Increased 17.9 points 75 Students	African American  No Performance Color 1.3 points below standard Increased 26.9 points 18 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color 32.2 points above standard Increased 17.5 points 33 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Orange 31.5 points below standard Declined 4.3 points 306 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 5.8 points above standard Declined 8.1 points 37 Students

Conclusions based on this data:

1. Students with disabilities and Asian students increased the most amount of points.
2. Students with Disabilities and English Learners were the two lowest performing subgroups.
3. The white subgroup was the only group in green.

School and Student Performance Data

Academic Performance Science

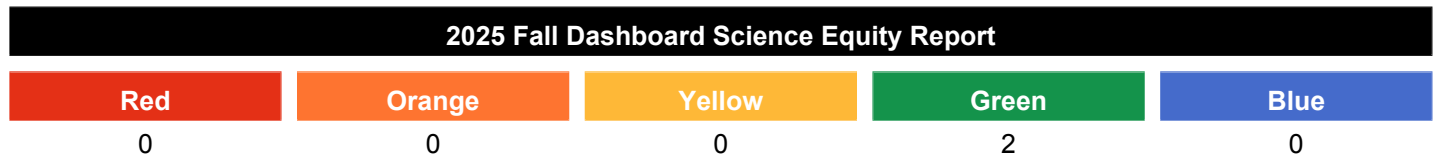
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Yellow 52.3 science points Maintained 1.1 points 111 Students	English Learners  No Performance Color 53.9 science points Increased 12.1 points 28 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Green 52.7 science points Increased 2.7 points 93 Students

Students with Disabilities  No Performance Color 37.4 science points Increased 9.4 points 18 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color 0 Students	Hispanic  Green 51.8 science points Increased 2.1 points 78 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students

Conclusions based on this data:

1. Socioeconomically disadvantaged and Hispanic students were the only two groups with a color; they were both green.
2. All students were yellow while growing 1.1 points.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
41.4 making progress.	making progress.
Number Students: 87 Students	Number Students: 3 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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.3%	37.3%	0%	43.4%

Conclusions based on this data:

- 43.4% of students progressed at least one ELPI level in 2024.
- 80.7% of EL's maintained or progressed at least one proficiency level.
- 19.3% of EL's decreased on proficiency level.

School and Student Performance Data

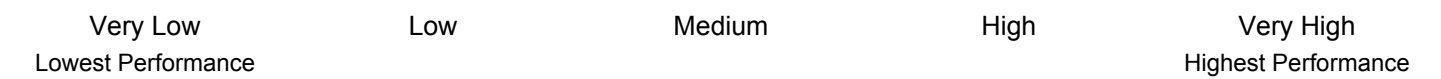
Academic Performance College/Career Report

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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.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

16.4% Chronically Absent

Declined 4

923 Students

English Learners



Yellow

17.7% Chronically Absent

Declined 4.9

130 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

Foster Youth



No Performance Color

25% Chronically Absent

0

12 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

8 Students

Socioeconomically Disadvantaged



Yellow

17.6% Chronically Absent

Declined 4.1

746 Students

Students with Disabilities  Yellow 21.7% Chronically Absent Declined 5.9 161 Students	African American  Yellow 16% Chronically Absent Declined 6.4 50 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Asian  Red 23.9% Chronically Absent Increased 2.2 92 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Yellow 16.1% Chronically Absent Declined 4.1 596 Students
Two or More Races  Yellow 16.8% Chronically Absent Declined 1.2 101 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Yellow 11.4% Chronically Absent Declined 10.1 70 Students

Conclusions based on this data:

1. The amount of students who are chronically absent declined 4%.
2. 23.9% of Asian students were chronically absent.
3. African American, White, and Hispanic are least likely to be chronically absent.

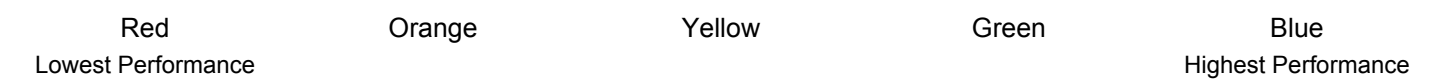
School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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

2025 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.

School and Student Performance Data

Conditions & Climate Suspension Rate

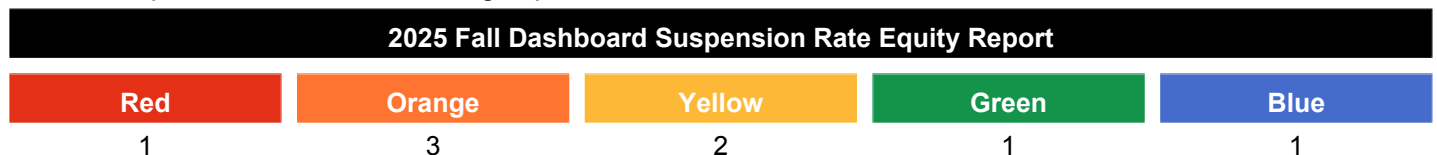
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 1.9% suspended at least one day Increased 0.7% 943 Students	English Learners  Green 0.8% suspended at least one day Declined 0.4% 133 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Foster Youth  No Performance Color 20% suspended at least one day Increased 4.6% 15 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Socioeconomically Disadvantaged  Orange 1.8% suspended at least one day Increased 0.3% 765 Students

Students with Disabilities  Orange 3% suspended at least one day Increased 1.1% 164 Students	African American  Yellow 1.9% suspended at least one day Maintained 0% 52 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Asian  Blue 0% suspended at least one day Maintained 0% 95 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Orange 1.3% suspended at least one day Increased 0.3% 605 Students
Two or More Races  Red 7.5% suspended at least one day Increased 4.7% 106 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Yellow 1.4% suspended at least one day Maintained 0.2% 71 Students

Conclusions based on this data:

1. For all students, the suspension rate increased .7%.
2. Asian students had 0 suspensions.
3. Five subgroups had their suspension rates increase.

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 by 2026.

Goal 1A English Language Arts/Literacy/ELD

Panama School is committed to increasing the percentage of students meeting state, district, and school English Language Arts benchmarks as measured by SBAC, STAR , DIBELS, and ELPAC assessment results. By the end of the year, Panama Elementary will improve achievement in English Language Arts for all students.

By May 2027, all students will increase 3 points on the ELA portion of the CA Dashboard.

By May 2027, English learners will increase 5 points on the ELA portion of the CA Dashboard.

By May 2027, Students with Disabilities will increase 5 points on the ELA portion of the CA Dashboard.

By May 2027, English learners will increase to 10% “making progress towards English language proficiency” on the English Learner Progress Indicator (ELPI) portion of the CA Dashboard.

By May 2027, Hispanic subgroups will increase by 4 points on the ELA portion of the CA 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.

Historical ELA student achievement and progress data were analyzed from multiple summative data points including SBAC assessments, Benchmark Advance curriculum, as well as formative assessments taken throughout the year; such as, Renaissance Place STAR reading tests, DIBELS reading measure, Accelerated Reader engagement and comprehension rates, 95 Percent phonics skills assessments; as well as grade level created common formative assessment results. Grade level goals were reviewed throughout the year as well. The information from the comprehensive needs assessment was provided to the Site Council to review before approving the document.

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.

48% of our students are Standard Exceeded/Standard Met according to SBAC ELA results in 24-25. We shall increase students' ELA proficiency levels as measured through our district and school benchmark assessments for all groups attending Panama School with a focus on improving the achievement of specific subgroups within our overall student population. These affected subgroups are English Learners, students with disabilities, and Hispanic student subgroups. Based on STAR data, SBAC summative and interim data, our students in grades 1-6 need to improve in reading comprehension and writing. Our K-6 phonics data shows students have shown growth in benchmark proficiency as measured by STAR CBM Benchmark assessments and DIBELS Reading Measure.

Renaissance STAR data for 2025-2026 BOY to MOY test scores show student average scores improving at these percentages:

STAR Reading: 2ND-6TH PERCENTAGE OF STUDENTS AT/ABOVE STATE BENCHMARK

EOY 24-25: 47.7%
BOY 25-26: 48%
MOY 25-26: 51%
BOY to MOY gains= +3%

DIBELS Reading Measure: K-1 PERCENTAGE OF STUDENTS AT/ABOVE BENCHMARK

BOY 25-26: 45%
MOY 25-26: 49%
BOY to MOY gains=+%4

2025-2026 ELD Data: 85 Total EL

RFEP Data: 2025-2026: 10 /85 12%

10 total students of eligible students were reclassified for this year. 56 RFEP monitored, 2 LTEL, 27 at risk of LTEL, 16 EL+IEP

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
CAASPP ELA: Overall	In May 2025, all students were 0.6 points Above Standard.	By May 2027. all students will increase 3 points on the ELA portion of the CA Dashboard.
CAASPP ELA English Learners	In May 2025, English learners were 27.5 points Below Standard.	By May 2027, English Learners will increase by 5 points on the ELA portion of the CA Dashboard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA: Students with Disabilities	In May 2025, Students with Disabilities were 57.3 points Below Standard	By May 2027, Students with Disabilities will increase by 5 points on the ELA portion of the CA Dashboard.
CAASPP ELA: Hispanic Subgroup	In May 2025, Hispanic student subgroup were 5.8 points Below Standard	By May 2027, Hispanic subgroups will increase by 4 points on the ELA portion of the CA Dashboard.
English Learner Progress Indicator (ELPI)	In May 2025, 41.4% of English Learners were making progress.	By May 2027, English Learners will increase 10% "making progress towards English language proficiency" on the English Learner Progress Indicator (ELPI) portion of the CA Dashboard.
Star Reading (State Benchmark): Overall	2025-2026 BOY Screener Baseline: 67.9% SGP 2025-2026 MOY Screener Baseline: 62.7% SGP	By May 2027, all students will have an SGP of 70% on EOY Star Reading.
Star Reading (State Benchmark): English learners	2025-2026 BOY Screener Baseline: 65.90% SGP 2025-2026 MOY Screener Baseline: 61.70% SGP	By May 2027, all English learners will have an SGP of 10% on EOY Star Reading.
Star Reading (State Benchmark): Students with Disabilities	2025-2026 BOY Screener Baseline: 20% SGP 2025-2026 MOY Screener Baseline: 25% SGP	By May 2027, students with disabilities will have an SGP of 5% on EOY Star Reading.
Star Reading (State Benchmark): Hispanic subgroup	2025-2026 BOY Screener Baseline: 45 % SGP 2025-2026 MOY Screener Baseline: 50% SGP	By May 2027, Hispanic subgroup will have an SGP of 5% on EOY Star Reading.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
m-CLASS DIBELS: Kindergarten - 2nd Grade	2025-2026 BOY Screener Baseline: 59% 2025-2026 MOY Screener Baseline: 56%	By May 2027, Kindergarten - 2nd Grade students will have a 10% on EOY m-CLASS DIBELS.

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 eligible students including SWD, EL's, Asian, TOM, White and SED groups

Applicable During:

In Person (IP)

Strategy/Activity: Tier I – Core Instructional Program

Provide a high-quality and differentiated Common Core English Language Arts program for all students as well as targeted instruction with the necessary scaffolds to support all levels of learning within the core instructional program. Utilize evidence-based support programs as well as necessary professional development to impact student achievement in all ELA CCSS. Purchase digital, as well as printed engaging, rigorous materials including but not limited to Read Naturally, ESGI, UFLI, Lexia Core 5, IXL, Starfall, Kids A-Z, Thinking Maps, Guided Reading, WFTBB, Handwriting Without Tears, 95% materials, Heggerty Phonemic Awareness program, Learning Dynamics, Standards Plus, Ready Common Core, Scholastic weekly supplemental magazines to support teaching and reteaching. Purchase additional Core Literature titles, as well as literature supporting the adopted curriculum (Benchmark, Amplify, Impact), as well as books to encourage reading engagement, and systems like reading challenges, Battle of the Books, and literature groups to increase participation in our independent reading program. Additional Printing of supplementary materials to support EL learners, such as but not limited to Fluency materials. Purchase Hand2Mind ELA kit replacements to support the core phonics program.

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.

1660.44	LREBG	Standards Plus	6/30/2027
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	4300-00: Materials & Supplies <\$1500		
3587.52	LREBG 4300-00: Materials & Supplies <\$1500	Supplies and Materials	6/30/2027
9841	Title I, Part A 5710-00: Transfer of Direct Costs - Printing, District Bus Field Trips, etc.	Additional Printing of supplementary materials.	6/30/2027
5200	Title I, Part A 4300-00: Materials & Supplies <\$1500	Purchase instructional materials for students including wet/dry erase markers, whiteboards, composition books, binders, dividers, folders, student planners and other educationally related supplies.	6/30/2027
2500	Title I, Part A 5710-00: Transfer of Direct Costs - Printing, District Bus Field Trips, etc.	Printing of supplementary materials	6/30/2027

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))

English Learners demonstrate a need for individualized instruction as evidenced by STAR and CAASPP scores indicating a gap in performance levels. This suggests a need for ELD instruction that will emphasize the development of all four language domains: reading, writing, listening, and speaking. The ELD program will include the following components:

Phonology: the sound system of English (see comment).

Syntax: the structure of language, including the rules that govern phrases and sentences

Semantics: the meaning of language, including vocabulary and academic language

Language functions: the purposes of languages

Language forms and structures: grammar and language structure

Pragmatics: situational appropriateness of language use

Morphology: the forms and formation of words, including prefixes, affixes, suffixes, root words, inflections, etc.

We will support this strategy by providing increased staffing and professional development, additional learning opportunities, and/or student materials both digital and hands-on as needed.

EL Instructional Program

The Common Core content standards and the state-adopted EL standards are used together in developing a robust curriculum which will support the English Learners in working towards proficiency in both language acquisition and content standards. EL's receive integrated language supports within the district-adopted core curriculum. Additionally, students receive daily, designated ELD instruction which specifically supports their speaking, listening, reading, and writing skills.

Strategies, Actions, and Services

The evidence-based strategies, actions, or services that are being provided to our EL's are: Thinking Maps, visual prompts, mastery-based learning, manipulatives, think- pair- share strategies, peer support and collaboration, academic vocabulary, Write from the Beginning, small group instruction, and individualized computer-based learning programs.

Annual Evaluation and Progress Monitoring

The process for annually evaluating and monitoring the implementation of our EL program is incorporated throughout the year on many levels. The ELlevation platform is used initially to determine EL levels, the students' yearly progress, and specific domain strengths or deficits. Common formative assessments including STAR Reading and Math assessments and district-developed interims are used throughout the year to track and compare students' targeted growth. Throughout the year, teachers work together in PLCs to develop a strategic instructional program which incorporates common formative assessments to support the students in their differentiated needs and create goals for individual students.

Use summative and formative data to determine students who need multi-tiered strategies of intervention. Purchase evidence-based materials or licenses to enhance the curriculum and learning opportunities for students with strategic/intensive needs or students in special education. Provide additional opportunities to all staff in order to review, analyze and determine instructional strategies specific to student needs.

Printing: student materials

Purchasing books other than textbooks: Frames for Fluency, Ready Common Core.

Licenses: Lexia Core 5, IXL (ELA), Starfall, RAZ Kids, IXL ELPAC Test Prep program: Lexia English

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.

0000	Title I, Part A 4200-00: Books - Other Than Textbooks	Approved supplemental, evidence-based materials to enrich the ELD program	6/30/2027
0000	Title I, Part A 5800-89: Software	Approved supplemental, evidence-based materials to enrich the ELD program	6/30/2027
2800	Title I, Part A 4300-00: Materials & Supplies <\$1500	Materials and Supplies to support EL progress	6/30/2027

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All eligible students with data-identified need, including SWD, English Learners, and Hispanic subgroups.

Applicable During:

In Person (IP)

Strategy/Activity: Tier II

Increase the effectiveness, frequency, and program availability that students will have when they receive small group, differentiated instruction through the use of additional staff or extended time. Provide leveled books and other materials for effective small group instruction. Through our MTSS ELA program, students in need of reteaching or enrichment will be identified based on common formative assessments. This will be a regularly occurring cycle of assessment, analysis, regrouping, reteaching, and reassessment using 95 % and Core Collaborative goal setting for students with identified needs. Staffing, training, and curricular materials assigned to each reteaching group are determined during planning opportunities by the staff during regular weekly PLCs, monthly grade-level and intervention team planning, and monthly SST meetings that include the entire team and the parent. There is a systematic student data tracking system to determine the effectiveness of all ELA interventions in which a student participates.

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.

1932	LREBG 2100-02: Instructional Aide - Extra Duty	Provide extra hours for instructional aides	6/30/2027
1500	LREBG	Provide substitutes for instructional aides	6/30/2027

	2100-01: Instructional Aide - Subs		
2498.17	Title I, Part A 4300-00: Materials & Supplies <\$1500	Provide the use of additional supplies and materials for differentiated instruction	6/30/2027

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

According to the Department of Education Dashboard, Panama 's SWD students are in the yellow category showing moderate growth and are 57.3 points below standard. This student group has students who are served by multiple educators within the regular classroom and a specialized setting. Students would benefit from educators engaging in collaboration in order align educational goals and strategies for improvement. Students with disabilities will continue to improve by moving 10 points closer to standard in English Language Arts on the CA Dashboard.

Applicable During:

In person.

Strategy/Activity: Tier III

IIC and SDC teachers will collaborate with general education teachers in the appropriate grade levels during PLC time and other professional development opportunities.

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.

10500	LREBG 1100-02: Certificated Teachers - Extra Duty	Include special education teachers during collaboration opportunities with general education teachers during selected professional development and professional learning community weekly meetings.	6/30/2027
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Applicable During:

In Person (IP)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

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

GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate by 2026.

Goal 1B Mathematics

Panama School is committed to increasing the percentage of students meeting state, district and school benchmarks in math as measured by SBAC, Next Gen, STAR assessments and ELPAC results. By the end of the year, Panama Elementary will improve achievement in math for all students.

By May 2027, all students will increase 5 points on the math portion of the CA Dashboard.

By May 2027, English learners will increase 3 points on the math portion of the CA Dashboard.

By May 2027, Hispanic subgroup will increase by 3 points on the math portion of the CA Dashboard.

By May 2027, Students with Disabilities will increase by 3 points on the math portion of the CA Dashboard.

By May 2027, Socioeconomically Disadvantaged students will increase by 5 points on the math portion of the CA 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.

The Title 1 review team, instructional leadership team, and grade level teams analyzed historical math student achievement and progress data from multiple summative data points including SBAC assessments, Next Gen Interim Assessments, Renaissance Place STAR math tests, Go Math assessments, Reflex fact based skill progress and grade level created common formative assessment results. Teachers will vertically align academic vocabulary to improve student achievement. The information from the comprehensive needs assessment was provided to the Site Council to review before approving the document.

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.

38.3% of students scored in the standards exceeded/standards met category on the Math SBAC results.
Renaissance STAR data for MOY 2025 to MOY 2026 test scores show an improvement throughout the year of +5% for students scoring proficient using the state benchmark for students in grades K-6.

2025-2026 ELD Data: 85 Total EL

RFEP Data: 2025-2026: 10 /85 12%

10 total students of eligible students were reclassified for this year. 56 RFEP monitored, 2 LTEL, 27 at risk of LTEL, 16 EL+IEP

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
CAASPP Math: Overall	In May 2025, all students were 23.3 points Below Standard.	By May 2027, all students will increase 5 points on the math portion of the CA Dashboard.
CAASPP Math: English Learners	In May 2025, English Learners were 45.1 points Below Standard.	By May 2027, English Learners will increase by 3 points on the math portion of the CA Dashboard.
CAASPP Math: Hispanic	In May 2025, Hispanic students were 31.5 points below standard.	By May 2027, Hispanic subgroup will increase by 3 points on the math portion of the CA Dashboard.
CAASPP Math: Students with Disabilities	In May 2025, Students with Disabilities were 81 points Below Standard.	By May 2027 Students with Disabilities will increase by 3 points on the math portion of the CA Dashboard.
CAASPP Math: Socioeconomically Disadvantaged	In May 2025, Socioeconomically Disadvantaged subgroup were 24.8 points Below Standard.	By May 2027, Socioeconomically Disadvantaged students will increase by 5 points on the math portion of the CA Dashboard.
STAR Math (State Benchmark): Overall	2025-2026 BOY Screener Baseline: 76.20% 2025-2026 MOY Screener Baseline: 66.60%	By May 2027, all students will have an SGP of 10% on EOY Star Math

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Math (State Benchmark): English learners	2025-2026 BOY Screener Baseline: 76.30% 2025-2026 MOY Screener Baseline: 67%	By May 2027, English learners will have an SGP of X% on EOY Star Math.
STAR Math (State Benchmark): Hispanic	2025-2026 BOY Screener Baseline: 39% 2025-2026 MOY Screener Baseline: 42%	By May 2027, Hispanic subgroup will have an SGP of 5% on EOY Star Math.
STAR Math (State Benchmark): Students with Disabilities	2025-2026 BOY Screener Baseline: 18% 2025-2026 MOY Screener Baseline: 17%	By May 2027, Students with Disabilities will have an SGP of 5% on EOY Star Math.

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 eligible students, including SWD, EL's and SED groups

Applicable During:

In Person (IP)

Strategy/Activity: Tier I – Core Instructional Program

Provide a high-quality Common Core-aligned mathematics program for all students, as well as targeted instruction with the necessary scaffolds to support ongoing differentiated core instruction. Purchase evidenced-based support programs and use assessment methods to impact students' mathematics achievement including but not limited to Number Talks, and Ready Common Core. Purchase tablets and hands-on materials to support student engagement in math problem solving and concept attainment. Provide professional development as well as planning time to incorporate new adopted math curriculum, 3 Reads, and CRA strategies into instructional practices. Use digital, print, and hands-on engaging, rigorous materials to support instruction and reteaching. Purchase materials to create equitable access to technology for all students. Teachers will vertically align domain specific vocabulary in order to increase student achievement.

Additional printing of supplementary materials will be provided.

Licensing: Reflex Math, Happy Numbers, ESGI, and ixl.com, Raz Kids

Books other than textbooks: Ready Common Core

Printing: Supplemental student materials

Materials: 3 Reads (posters), Math Intervention materials, Math Talks (posters) and other realia as well as materials to facilitate student engagement during the concrete phase of the lessons

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1906.14	LREBG 4300-00: Supplies & Materials	Supplies and Materials	6/30/2027
5500	Title I, Part A 5710-00: Transfer of Direct Costs - Printing, District Bus Field Trips, etc.	Additional Printing of supplementary materials.	6/30/2027

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students identified as EL

Applicable During:

In Person (IP)

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

Teachers will use best practices to target instruction for students identified as EL or RFEP to accelerate their learning through the use of strategic groupings based on student needs assessments, providing additional scaffolding within integrated EL instruction as well as using materials such as primary language dictionaries of specific domain language, manipulatives/realia, visual supports like math word walls, or language frames. Additional staff training and opportunities to observe expert instruction will be strategies used.

Teachers will align domain specific academic vocabulary in order to increase student achievement.

Books other than textbooks: primary language dictionaries, books, and resources that demonstrate math in action in real world situations.

Materials: math manipulatives, mathematical processes and procedures posters, word wall charts, sentence strips, chart paper, pens, markers, whiteboards, 3 Reads posters.

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.

	Title I, Part A 5710-00: Transfer of Direct Costs - Printing, District Bus Field Trips, etc.	Additional printing of supplementary materials	6/30/2027
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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 and SED groups as identified by need through data analysis

Applicable During:

In Person (IP)

Strategy/Activity: Tier II

Use data to determine students who needs multi-tiered strategies for intervention or enrichment. Purchase evidence-based materials or licenses to enhance the curriculum and learning opportunities for strategic, intensive, or special education students. Grade levels select a specific math platform to determine student instructional needs and differentiate additional instruction, and practice opportunities while also tracking their impact on the students. Teachers will vertically align domain specific academic vocabulary in order to increase student achievement. Increase the frequency and or expand the opportunities for small group instructional support. Purchase materials necessary to accelerate student progress like manipulatives, whiteboards, dry erase markers & erasers, math games, stem materials, and tech platforms. Professional development and training for support staff in providing math intervention strategies.

Materials: Math manipulatives, individual student whiteboards, games, puzzles, and other resources which encourage student problem solving and facilitate teaching abstract concepts in a concrete method.

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.

	Title I, Part A 5710-00: Transfer of Direct Costs - Printing, District Bus Field Trips, etc.	Additional printing of supplementary materials	6/30/2027
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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)

According to the Department of Education Dashboard, Panama 's SWD students are in the orange category and are 98.9 points below standard. This student group has students who are served by multiple educators within the regular classroom and a specialized services.

Applicable During:

In Person

Strategy/Activity: Tier III

IIC and SDC teachers will meet with general education teachers in the appropriate grade levels at least once per month during PLC time and grade levels will coordinate some time to designate for SWD's during professional development days when appropriate. Teachers will vertically align domain specific academic vocabulary in order to increase student achievement. IIC teachers will work with the AC in order to align student goals to the curriculum maps and use manipulatives that align with new core math curriculum. IIC and SDC teachers will participate in vertical alignment of domain specific academic vocabulary in order to increase 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.

7800	LREBG 1100-02: Certificated Teachers - Extra Duty	Include special education teachers during collaboration opportunities with general education teachers during selected professional development and professional learning community weekly meetings.	6/30/2027
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Goals, Strategies, & Proposed Expenditures

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

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 by 2026.

Goal 2 Comprehensive Educational Experience

By the end of the year, Panama Elementary will improve achievement in science for all students.

In May 2027, 5th grade students will increase by 3 science points.

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.

The Panama Leadership team, Title 1 review team, and grade-level teams analyzed historical reading and math student achievement and progress data from multiple summative data points including SBAC assessments, Next Gen Interim assessments, Renaissance Place STAR tests, and common formative assessments. Surveys, polls, and formal/informal observations have also informed the needs identified in order to establish these strategies. We have also incorporated input from all our stakeholders through data collected from our parent, staff, and student surveys, School Site Council Meetings, Title I and ELAC. The information from the comprehensive needs assessment was provided to the Site Council to review before approving the document.

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.

Based on the data analysis, all Panama students would benefit from a rigorous, enriching, and well-rounded educational experience, specifically SWD, SED, ELs, and Hispanic sub populations. We serve an extremely diverse educational community that has specific needs which we need to meet in order to maximize student achievement and engagement. Our analysis of ELPAC redesignation rates, writing scores on district interims, and science scores on the CAST as well as the State Physical Fitness Test indicate a need to

focus instruction for all students in these areas. We will use formative assessments and Core Collaborative Goal Setting in order to monitor student growth and areas of need throughout the year.

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
5th Grade CAST: All Students	In May 2025, 5th grade students scored 52.3 science points	In May 2027, 5th grade students will increase by 3 science points

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 eligible students, including SWD, EL’s and SED groups

Applicable During:

In Person (IP)

Strategy/Activity: Technology

Supplemental Resources: General funds provide basic operational supplies and equipment for use by students and teachers. Additional support materials may be provided for students and for teachers to use to maximize the effectiveness of their instruction. Materials to supplement core instruction, printers, paper, copiers, and computers will be available for instructional enhancement (teachers) and student needs as applicable. Costs may include ongoing maintenance costs, ink, repair, and replacement for damaged/non-working equipment. To increase engagement during lessons in the classroom, additional student supplies will be available such as wet/dry erasable markers, whiteboards, composition books, binders, dividers, folders, student planners, and other educationally related supplies. Printing of additional supplementary 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.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All eligible students, including SWD, EL's and SED groups

Applicable During:

In Person (IP)

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

Develop and refine our current use of evidence-based technology platforms to maximize student achievement. This will include supporting the effective and aligned instructional use of all hardware and software that has been purchased to maximize its educational effectiveness. We will continue to monitor our technology needs in order to provide equitable access to all students throughout Panama school. Purchase supportive evidence-based software and licenses to run an effective instructional program to reach all students and support them in their individualized learning at school and at home. Also, provide professional development in using the software to maximize student achievement. We will use the following tech programs; Lexia Core 5/PowerUp, Lexia English, Renaissance Place, Illuminate, IXL, ESGI, RAZ Kids, Handwriting Without Tears, Happy Numbers, Starfall, and NextGen, Mystery Science, Flocabulary, IXL Science, Character Strong, and Explore Learning. We will provide supplemental Science materials to engage students in STEAM and increase academic proficiency.

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.

1638.00	LREBG 5800-00: Consultants/Professional Services	ESGI	6/30/2027
897.00	LREBG 5800-00: Consultants/Professional Services	RazKids/Learning A-Z	6/30/2027
355.00	LREBG 5800-00: Consultants/Professional Services	Starfall	6/30/2027
1665.00	LREBG	Happy Numbers	6/30/2027

	5800-00: Consultants/Professional Services		
5595.00	LREBG 5800-00: Consultants/Professional Services	Reflex Math/Frax	6/30/2027
17150.00	LREBG 5800-00: Consultants/Professional Services	IXL ELA/Math/Science/Social Studies	6/30/2027
2499.00	LREBG 5800-00: Consultants/Professional Services	Flocabulary	6/30/2027
1799.00	LREBG 5800-00: Consultants/Professional Services	Mystery Science	6/30/2027
			6/30/2027

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 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)

Purchase additional books to support all readers' access to varied subjects and authors within our print library as well as expand digital library availability. Literature Circles support materials, books for reading incentives to develop home libraries and encourage home reading in EL's native language, books for summer reading instruction and challenges, and awards.

Library Books: Books to be checked out from the library

License: Digital library subscription

Books other than textbooks: Literature Circles support materials IE; multiple titles of engaging books, notebooks, integrated print, and supportive technology, literature supporting adopted Rigby books, home language books for ELs, and books to increase circulation during the summer reading program.

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.

0000	Title I, Part A 242400-420000: Library: books, supplies & equipment	Purchase library books	6/30/2027
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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 eligible students, including SWD, EL's and SED groups

Applicable During:

In Person (IP)

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

Panama school will improve the frequency and depth of science educational opportunities throughout the year through grade-level planning, professional development on our new curriculum, and through the purchase of student materials and opportunities to enhance STEM/STEAM engagement. Enhance students' engagement in co-curricular activities through an increasing opportunity for hands-on projects, academic fairs, and performance-based projects. Purchase materials in order to create equitable access for project creation; media access for research, paper products for hands on project based displays, realia for student interaction, kits and learning experiences for grade level appropriate inquiry based learning. Purchase weekly magazines to spark readers engagement in current trends and discoveries in the field of science. Use additional science technology platforms to enhance student's learning and ongoing inquiry such as Mystery Science, ixl Science, and Zingy 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.

6058.50	LREBG 4300-00: Materials & Supplies <\$1500	Scholastic Magazines/Science World publications and digital access	6/30/2027
0000	LCFF- Base	Display boards, giant post its, crayons, markers, paint, glue sticks and other materials for students to use while engaging in creating hands on projects	6/30/2027

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

EL population of learners

Applicable During:

In Person (IP)

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

Provide supplemental materials, personnel, and extended hours/opportunities for students to develop their needed English skills as applied to all curricular areas. Materials will be research-based products identified through grade-level analysis of student needs. Extended learning opportunities through the use of instructional staff before or after school and during lunchtime. Progress monitoring of all EL, LTEL, and RFEPs is ongoing through STAR and ESGI assessment tools and our ongoing common formative assessments are administered and analyzed throughout the year within quarterly PLC data analysis and Core Collaborative Goal Setting.

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.

0000	Title I, Part A 4300-00: Supplies & Materials	Realia required for CAA, ELPAC and other EL instruction	6/30/2027
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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 eligible students, including SWD, EL's 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)

Provide supplemental support personnel and/or programs to assist in the transition from preschool children to Transitional Kindergarten or Kindergarten, as well as 6th grade to 7th grade transitions. The Principal, Assistant Principal, Academic Coach, Behavioral Intervention aide, Instructional Intervention teacher, Instructional Intervention aides will provide academic support and interventions as determined through data analysis to assist students in the transitional process.

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.

0000	Title I, Part A 2100-02: Instructional Aide - Extra Duty		6/30/2027
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Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All eligible students, including SWD, EL's and SED groups

Applicable During:

In Person (IP)

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

Classroom teachers will provide tutoring for enrichment and intervention in all content areas for all students. Provide supplemental support personnel and/or programs (direct services) for academic or behavioral growth for students identified as not making adequate progress through the ongoing process of data analysis within PLC's, data grade level meetings, as well as SSTs. The Student Success Team, including the Academic Coach, Instructional Intervention Teacher, Instructional Intervention Aides, and the Behavior Intervention Aide with teams will work together to determine appropriate interventions for students to improve their academic or behavioral progress.

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.

10500	LREBG 1100-02: Certificated Teachers - Extra Duty	Tutoring for intervention and enrichment	6/30/2027
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Goals, Strategies, & Proposed Expenditures

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

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

- By the end of the year, Panama Elementary will reduce chronic absenteeism and maintain the suspension rate for all students.
- By May 2027, the chronic absenteeism rate for all students will decrease by 7%.
- By May 2027, the chronic absenteeism rate will decrease by 8% for Asian students.
- By May 2027, the chronic absenteeism rate will decrease by 4% for African American, EL, Hispanic, Two or More Races, SED, and SWD students.
- By May 2027, the suspension rate will remain at 1.9% (or less) for all students.
- By May 2027, the suspension rate will decrease by 5% for students with two or more races.
- By May 2027, the suspension rate will decrease by 0.3% for students with Hispanic, SED, and SWD students.

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.

Historical truancy rates, referral and suspension rates from the most recent year, observations, and discussions with leadership/staff indicated a need to promote positive student/staff behaviors, increase attendance, as well as promote school community involvement and communication. Data gathered through staff and stakeholder surveys, as well as from our synergy database indicate a continued need to promote positive student behavior and positive attendance within all our student groups as measured by our AP and Principal throughout the year. The information from the comprehensive needs assessment was provided to the Site Council to review before approving the document.

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.

Truancy rates, suspension rates, observations, and discussions with leadership/staff indicate a need to promote positive student/staff behaviors as well as deepen our social/emotional skills instruction in a school wide manner in order to improve our attendance, school community involvement, and communication, decreasing chronic absenteeism for Asian, African American, English Learners, Hispanic, Two or More Races, SED, SWD, and white subgroups through progress monitoring through Synergy throughout the year by the Principal and Assistant Principal. Expected outcomes were based on California Dashboard, which identified the Asian subgroup in red and determined a goal to increase them to the orange category as measured by the California dashboard. We also identified our African American, EL, Hispanic, Two or More Races, SED, SWD, and white subgroups as yellow and determined an expected outcome to decrease chronic absenteeism as measured by the California Dashboard. We will also focus on decreasing the suspension rate further for all subgroups, including Two or More Races, African Americans, Hispanic, SED, and SWD.

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
Chronic Absenteeism: All students	16.4% of all students were chronically absent in 2024-2025.	By May 2027, the chronic absenteeism rate for all students will decrease by 7%.
Chronic Absenteeism-Asian	23.9% of Asian students were chronically absent in 2024-2025.	By May 2027, the chronic absenteeism rate will decrease by 8% for Asian students.
Chronic Absenteeism-African American	16% of African American students were chronically absent in 2024-2025.	By May 2027, the chronic absenteeism rate will decrease by 4% for African American students.
Chronic Absenteeism-English Learners	17.7% of English Learner students were chronically absent in 2024-2025.	By May 2027, the chronic absenteeism rate will decrease by 4% for English Learner students.
Chronic Absenteeism-Hispanic	16.1% of Hispanic students were chronically absent in 2024-2025.	By May 2027, the chronic absenteeism rate will decrease by 4% for Hispanic students.
Chronic Absenteeism-Two or More Races	16.8% of students with two or more races were chronically absent in 2024-2025.	By May 2027, the chronic absenteeism rate will decrease by 4% for students with Two or More Races.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism-Socioeconomically Disadvantaged	17.6% of Socioeconomically Disadvantaged students were chronically absent in 2024-2025.	By May 2027, the chronic absenteeism rate will decrease by 4% for Socioeconomically Disadvantaged students.
Chronic Absenteeism-Students with Disabilities	21.7% of Students with Disabilities were chronically absent in 2024-2025.	By May 2027, the chronic absenteeism rate will decrease by 4% for Students with Disabilities.
Chronic Absenteeism-White	11.4% of White students were chronically absent in 2024-2025.	By May 2027, the chronic absenteeism rate will decrease by 4% for White students.
Suspension rate-All students	1.9% of all students were suspended in 2024-2025.	By May 2027, the suspension rate will remain at 1.9% (or less) for all students.
Suspension rate-Two or More Races	7.5% of students with two or more races were suspended in 2024-2025.	By May 2027, the suspension rate will decrease by 5% for students with two or more races.
Suspension rate-Hispanic	1.3% of Hispanic students were suspended in 2024-2025.	By May 2027, the suspension rate will decrease 0.3% for Hispanic students.
Suspension rate-Socioeconomically Disadvantaged	1.8% of Socioeconomically Disadvantaged students were suspended in 2024-2025.	By May 2027, the suspension rate will decrease by 0.3% for Socioeconomically Disadvantaged students.
Suspension rate-Students with Disabilities.	3% of students with disabilities were suspended in 2024-2025	By May 2027, the suspension rate will decrease by 0.3% for students with disabilities.

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 Asian subgroup with a history of chronic absenteeism or trending to chronic absenteeism for this year.

Applicable During:

In Person (IP)

Strategy/Activity: Tier I Behavior/Attendance

Panama School will develop a schoolwide attendance program to educate all stakeholders on the importance of regular school attendance and to support the development of habits that promote and encourage regular school attendance. Assistant Principal will conference and make attendance goals with students in the Asian subgroups. We will continue to systematically implement and increase the best organizational and growth mind-set practices in grades TK-6. Purchase materials to support student access to available organizational materials to deepen our implementation of a school-wide positive growth mindset.

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.

100	Title I, Part A 2200-02: Classified Support - Extra Duty/Overtime	Timecard a clerk to monitor school attendance, track student attendance rates, create sub-groups of students for progress monitoring groups and determine if groups are responding to interventions.	6/30/2027
0000	Title I, Part A 4300-00: Supplies & Materials	Support student groups to maintain regular attendance through recognition systems developed and maintained through the use of school teams like Leadership, PBIS and Grade Level teams in PLC's.	6/30/2027
	Title I, Part A 4300-00: Materials & Supplies <\$1500	Purchase supplies and materials for students & teachers to promote a positive growth mindset.	6/30/2027

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All eligible students with history of chronic absenteeism or trending to chronic absenteeism for this year including the Asian subgroup.
All eligible students with behavior concerns including TOM Races, Hispanic, SED, and SWD students.

Applicable During:

In Person (IP)

Strategy/Activity: Tier II Behavior/Attendance

Based on subgroup absenteeism data, students and their families will be contacted in order to deepen school connections and develop interventions appropriate to the causes of absence. A Tier 2 MTSS intervention plan will be developed if the need is determined through data collection and analysis by the existing administration, leadership, SST and grade level teams to decrease suspension rates and chronic absenteeism. Developing social skills groups for Tier 1 and Tier 2 students as behavior data indicates will decrease suspension and chronic absenteeism rates. Student Success Teams will be utilized to develop an effective intervention for students in need. Resources will be available as needed for parent participation, scheduled meetings at a mutually agreeable time, and providing substitutes to release teachers from classrooms during the day to participate in the meeting. Continue and deepen our schoolwide SEL program using the Character Strong curriculum. We will continue to be vertically aligned and incorporated throughout core instruction to develop positive character traits and teach effective strategies that develop positive social skills and emotional regulation. Develop engagement programs to develop a positive culture to improve behavior, increase class time, and encourage good attendance habits for all students, as well as decrease suspension rates. Provide professional development and planning time to increase the effectiveness of our implementation of the SEL curriculum.

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 1100-01: Certificated Teachers - Subs	Allow release time for all necessary members of an SST to be present in order to hold a fully staffed meeting.	6/30/2027
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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 eligible students and TOMs, SWD, SED, Hispanic, Asian, and TOMs subgroups as identified by SWIS data of behavior issues and chronic absenteeism or trending chronic absenteeism.

Applicable During:

In Person (IP)

Strategy/Activity: Tier III Behavior/Attendance

All stakeholders will be educated on Panama's SWPBIS behavior expectations. Students and staff will understand how to conduct themselves in a safe and respectfully kind manner in the key areas of the school: Classroom, Office, Cafeteria, Library, Bathrooms, and the Playground. Continue to implement PBIS strategies and supports such as applying SEL strategies, as well as using our personnel resources available on site such as the School Psychologist, and Behavior Intervention Assistant. Provide supportive

resources, including Character Strong curriculum throughout the year for all levels of the MTSS program. Utilizing vice-principal, BIA, and other support staff in addressing social skills, social-emotional needs, and other behaviors to pro-actively intervene and develop appropriate behaviors with designated students. Provide additional classroom aides to offer support to struggling learners and opportunities for enrichment for grade-level students.

Continue to systematically implement and increase the best organizational and growth mind-set practices in grades TK-6. Purchase materials to support student access to available organizational materials to deepen our implementation of a school-wide positive growth mindset.

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.

0000	LCFF- Base 4300-00: Materials & Supplies <\$1500	Purchase items for students to buy during our STING Store.	6/30/2027
	Title I, Part A 2100-02: Instructional Aide - Extra Duty	Allow extra aide support for struggling learners and enrichment for grade-level students.	6/30/2027

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Applicable During:

Strategy/Activity: Providing positive behavior supports and interventions; SEL

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.

0000			6/30/2027
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Applicable During:

Strategy/Activity

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.

			6/30/2027
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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)

Applicable During:

Strategy/Activity

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.

			6/30/2027
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Goals, Strategies, & Proposed Expenditures

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

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

- By May 2027, 95% of Panama families will attend at least one parent and family engagement events.
- By May 2027, 100% of Panama Certificated staff will attend at least one parent and family engagement events.
- By May 2027, 85% of Asian students will attend at least one Parent and Family Engagement events.

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.

Used formal and informal communication tools to determine needs for parent and family engagement activities; specific needs identified by EL families in the ELAC meetings, polls taken during in person and virtual parent meetings, and historical data from feedback received from other parent engagement activities, as well as Parent & Family surveys. The information from the comprehensive needs assessment was provided to the Site Council to review before approving the document.

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.

Based on the parent surveys completed the favorable response rates regarding each broad topic were as follows:

2023-2024 SWIFT FIA Family and Community Engagement: Family opportunities to participate (2/3), Partnerships with families (2/3), Community Collaboration (2/3), Community benefits (1/3).

2024-2025 SWIFT FIA Family and Community Engagement: Family opportunities to participate (2/3), Partnerships with families (2/3), Community Collaboration (3/3), Community benefits (3/3)

2025-2026 SWIFT FIA Family and Community Engagement; Family opportunities to participate (3/3), Partnerships with families (3/3), Community Collaboration (1/3), Community benefits (1/3).

California Dashboard: 2025: Asian subgroup is red in Chronic Absenteeism. African American, ELs, Hispanic, TOMs, SED, SWD, and White subgroups are yellow in the area of chronic absenteeism.

This data indicated a need for support in family engagement opportunities, as well as partnerships with families to support academic student needs, and parent/student engagement to reduce chronic absenteeism rates.

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
Spring 2025 Title 1 Family-School Relationship Survey Spring 2026 Title 1 Family-School Relationship Survey	114 surveys completed; 13% completion rate 53 surveys completed; 8% Completion rate	By May 2027, 15% of student population will complete the Title 1 Family-School Survey
California School Dashboard-Spring 2026	Asian Subgroup is 23.9% chronically absent increased 2.2%	By May 2027, chronic absenteeism will decrease by 8% in the Asian subgroup.
Title I Annual Staff Survey	100% of certificated staff attended at least one parent and family engagement event.	By May 2027, 100% of Panama certificated staff will attend 1 or more Parent and Family Engagement events.
Family School Relationship Survey	92.3% of Panama families attended or participated in a Parent & Family Engagement Event.	By May 2027, 95% of Panama families will attend 1 or more Parent and Family Engagement events.
Attendance Sheets for Parent & Family Engagement Events	60% of Asian students attended Parent & Family Engagement events.	By May 2027, 85% of Asian students will attend Parent and Family Engagement events.

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 eligible students and SWD, Asian, White and TOMs subgroups

Applicable During:

In Person (IP)

Strategy/Activity: Parent Engagement Activities

We have regularly scheduled parent engagement opportunities at a variety of times (morning, afternoon, and evening) to engage parents/families in meaningful two-way communication opportunities. These are designed to educate parents/families about their child's educational opportunities at Panama School. Teachers review ways that families can monitor their child's academic progress through the use of the ParentVue Synergy, work folders, homework and their available resources on ClassLink. We also hold an in-person meet-the-teacher event at the beginning of the year, progress reports are sent home throughout each quarter, parent/ teacher conferences for all students at the end of the first quarter, and Site Council and ELAC committee meetings. Informal parent/family engagement opportunities like our family picnic, carnival, father/daughter dance, mother-son events, and Pajama Sting night, and Summer Learning opportunities are also held. Throughout the year we have scheduled student recognition events like; quarterly awards assemblies, the weekly Donut Dozen, weekly STING drawings, STING store, and Honor Hour. We will continue to work closely with the parent club to implement more activities and opportunities for parental involvement as developed with all stakeholders, including our Asian subgroup.

Additional staff availability for after school/evening training and engagement opportunities through our Principal, Assistant Principal, Academic Coach, Intervention Teacher, Behavioral Intervention Aide, Social Worker, and other staff will also be developed as appropriate. Decreasing chronic absenteeism through parent and student engagement will be addressed through staff availability during afterschool/evening training and engagement opportunities. Specific communication to encourage participation for subgroups in the red and orange will be made for each event as determined throughout the year. We will purchase educational Math materials and manipulatives, as well as books to use for Parent and Family Engagement events.

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.

1150	Title I, Part A Parent Engagement 1100-02: Certificated Teachers - Extra Duty	Extra Duty Pay	6/30/2027
700	Title I, Part A Parent Engagement 4300-00: Materials & Supplies <\$1500	Supplies and materials	6/30/2027
1000	Title I, Part A Parent Engagement 4300-00: Materials & Supplies <\$1500	Light refreshments and snacks for parent meetings	6/30/2027
400	Title I, Part A Parent Engagement	Printing Costs	6/30/2027

	5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc.		
			6/30/2027

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students identified as EL

Applicable During:

In Person (IP)

Strategy/Activity: Parent Engagement Activities Specific to English Learners

Enhance our at-home/community support systems through parent training on using the various family support systems provided by the school: ParentVue system, library check-out system, parent club membership, and parent volunteer process. The specific needs of our EL families will be met by having interpreters available at meetings, having staff members that speak Spanish as possible, interpreters at school events, and providing training on ways to access the curriculum and other social/emotional resources so they can support their students at home. Additional staff availability for after school/evening training and engagement opportunities through our Principal, Assistant Principal, Academic Coach, Intervention Teacher, Behavior Intervention Aide, Social Worker and other staff will also be developed as appropriate. Increase parent training to address language barriers by providing training on curriculum and social/emotional resources that support students at home as determined for EL students as needed. Our ELAC committee consists of parents in the community who are involved in engagement opportunities.

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.

200	Title I, Part A Parent Engagement 2900-02: Other Classified - Extra Duty/Overtime	Extra duty pay- Interpreters	6/30/2027
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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 eligible students and SWD, Asian, White and TOM subgroups

Applicable During:

In Person (IP)

Strategy/Activity

Enrich the school-to-family connectedness through timely and appropriate communication for all students. Send these communications online through ParentSquare as well as in hardcopy in both English and Spanish. Provide school calendars that include important events for the month, as well as flyers that clarify involvement opportunities for our families. Hold family informational events during the school day through Zoom to increase the opportunities for two-way communication between the school staff and families focusing on important upcoming events that include our SEL topics for the month. Purchase family engagement newsletter through The Parent Institute. Provide additional staff for after school/evening training and engagement opportunities through our Principal, Assistant Principal, Academic Coach, Intervention teacher, Behavioral Intervention Aide, Social worker, and other staff as appropriate. Additional staff availability for after school/evening training and engagement opportunities through our Principal, Assistant Principal, Academic Coach, Intervention Teacher, Behavioral Intervention Aide, Social Worker, and other staff will also be developed as appropriate. Decreasing chronic absenteeism through parent and student engagement will be addressed through staff availability during after school/evening training and engagement opportunities. Specific communication to encourage participation for subgroups in the red and orange will be made for each event as determined throughout the year.

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.

1100.05	Title I, Part A Parent Engagement 4300-00: Materials & Supplies <\$1500	Purchase family engagement newsletter for "The Parent Institute" to give families tips on a variety of educational related matters.	6/30/2027
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Goals, Strategies, & Proposed Expenditures

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

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 by 2026.

Goal 5 Professional Development Plan

- By May 2027, 95% of teachers will be Thinking Maps trained.
- By May 2027, 75% of teachers will be Write From the Beginning & Beyond trained.
- By May 2027, 100% of teachers will be trained on new core math curriculum.
- By May 2027, 100% of teachers will be trained and implement SEL strategies aligned with schoolwide program.
- By May 2027, 50% of teachers will be provided training in evidence based strategies to increase language acquisition proficiency levels for English Learners.

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.
- Based on formal and informal data collection from the Panama community, some of the data collected included percentage of teachers attending PBVU courses, schoolwide PD, the content of the courses, and student academic growth and behavioral data by as measured 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.

Professional development will be utilized to increase students' proficiency rates in ELA, ELD, and Math. 100% of staff have attended onsite professional development throughout the year. 71.4% of staff self-reported that they attended professional development classes that addressed our school SPSA goals within this school year. The DIBELS, STAR Reading, and Math scores indicate that students are showing average growth.

Our EL subgroups show declining proficiency gains as they progress throughout the grade levels. This indicates a need to focus our PD on evidence-based language acquisition strategies throughout the year to develop student's achievement in all academic areas and increase our re-designation rates.

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
SPSA Annual Programmatic Review Survey	28.6% of teachers attended Professional development in Thinking Maps. 25% of teachers attended Professional development in Write From the Beginning & Beyond. 0% of teachers attended Professional development in new core math curriculum, not yet adopted. 53.6% of teachers attended Professional development in SEL. 17.9% of teachers attended Professional development in English Learner strategies.	By May 2027, 95% of teachers will be trained in Thinking Maps. By May 2027, 75% of teachers will be trained in Write From the Beginning & Beyond. By May 2027, 100% of teachers will be trained in new core math curriculum. By May 2027, 100% of teachers will be trained in SEL strategies aligned with curriculum. By May 2027, 50% of teachers will be trained in English Learner strategies.
STAR Reading: State Benchmark	ELA State Proficiency Percentage : K-6 EOY 24-25: 47.7% BOY 25-26:48% MOY 25-26: 51.3% BOY to MOY +3.3%	By May 2027, STAR Reading Proficiency percentage will increase by 5% points.
STAR Math: State Benchmark	Math State Proficiency Percentage: K-6 EOY 24-25: 39.4%	By May 2027, STAR Math Proficiency Percentage for K-6 will increase by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	BOY 25-26: 39.6% MOY 25-26: 45.2% BOY to MOY: +5.6%	

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

Applicable During:

In Person (IP)

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

Panama Staff is committed to continuous professional growth through a Professional Learning Community (PLC) model, with development aligned to the achievement needs in the School Plan for Student Achievement (SPSA).

The core focus is to improve instruction and student outcomes through professional development:

Differentiating Instruction within the core curriculum (Benchmark Advance, new math curriculum, Amplify, Impact).

Supporting Student Self-Assessment through goal setting and reflection.

Key initiatives include:

Instructional Coaching Cycle: Training and release time for planning, observing, and practicing new learning.

Data-Driven Grade-Level Planning: Weekly, monthly, and quarterly release time to analyze standards, pacing, EL data, and develop common assessments.

Intervention Staff Training: Systematic training on student engagement, phonics, reading, math instruction, and classroom support strategies.

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.

7500	LREBG	Certificated teacher subs	6/30/2027
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	1100-01: Certificated Teachers - Subs		
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Applicable During:

In Person (IP)

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

Provide opportunities through consultants and conferences for training to implement the most effective curriculum and instructional models to increase student achievement. Additionally, offer professional development to improve instructional expertise in using appropriate technology platforms to support individualized learning both at school and at home. These platforms include, but are not limited to: Benchmark Advance, Lexia Core 5/PowerUp, Renaissance Place, New Math platform, Amplify, Impact, Illuminate, IXL, WFTBB, Learning A-Z, Handwriting Without Tears, Starfall, Character Strong, Mathematical Discourse, new adopted math curriculum, and NextGen.

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.

0000	Title I, Part A 1100-02: Certificated Teachers - Extra Duty	Teacher extra duty for PD	6/30/2027
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In Person (IP)

Strategy/Activity

Instructional Intervention aides receive training on a monthly basis on skills that they are teaching with their students specific to the intervention program, and the needs of ELs, Hispanics, and SWD.

Instructional Intervention aides will receive monthly training focused on the skills they teach all students within the intervention program, with an emphasis on addressing the specific needs of English Learners (ELs), Hispanic students, and Students With Disabilities (SWD).

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.

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	.5000	Instructional Intervention Teacher	63670	Title I, Part A	1100-00: Certificated Teachers - Salary	CAASPP, DIBELS and STAR results have identified students in every grade who are working below grade level. Parent and teacher surveys identify extra support as a major need.	1A, 1B, 2, 3, 4, 5	Provide support for staff in their delivery of core instruction and distributing supplemental and/or new resources to support this instruction. They will also provide supplemental instruction for students with an identified need. Will use student data to determine and distribute instructional resources and training.
1	.5000	Instructional Intervention Teacher	63670	LCFF- District	1100-00: Certificated Teachers - Salary	CAASPP, DIBELS, and STAR results have identified students in every grade who are working below grade level. Parent and teacher surveys identify extra support as a major need.	1A, 1B, 2, 3, 4, 5	Provide support staff in their delivery of core instruction and distributing supplemental and/or new resources to support this instruction. They will also provide supplemental instruction for students with an identified need. Will use student data to determine and distribute instructional resources and training.

6	.3750	Instructional Intervention Aide	69963.00	Title I, Part A	2100-00: Instructional Aide - Salaries	CAASPP, DIBELS and STAR results have identified students in every grade who are working below grade level. Parent and teacher surveys identify extra support as a major need.	1A, 1B, 2, 3, 5	Support instructional delivery to students with data identified needs and support students' learning in all core academic needs determined through data analysis. Support student achievement through specific skill reteaching and support.
1	1.0000	Academic Coach	123839	LCFF- District	1100-00: Certificated Teachers - Salary	CAASPP, DIBELS and STAR results have identified students in every grade who are working below grade level. Parent and teacher surveys identify extra support as a major need.	1A, 1B, 2, 3, 4, 5	Supporting staff in delivering and accessing core instruction and resources as well as supplemental instruction and analyzing student data to determine and distribute instructional needs in all instructional areas. Provide training and support based on determined professional need to all staff on core as well as supplemental instruction. Provide guidance on data analysis, resource deployment and coordination to address student achievement. Work with the Instructional leadership teams to improve overall student achievement.
1	1.000	Behavioral Intervention Assistant	33048.54	LCFF- District	2200-00: Classified Support - Salaries			
1	1.000	Elementary Assistant Principal	124624	LCFF- District	1300-00: Administrator's salaries,	CAASPP, DIBELS and STAR results have identified students in every grade	1A, 1B, 2, 3, 4, 5	Supporting staff in delivering and accessing core instruction and

					Certificated Supervisors	who are working below grade level. Parent and teacher surveys identify extra support as a major need. High suspension rates call for a different approach to discipline and a larger adult presence on campus to stop problems before they get out of hand.		resources as well as supplemental instruction and analyzing student data to determine and distribute instructional needs in all instructional areas. Provide training and support based on determined professional need to all staff on core as well as supplemental instruction. Provide guidance on data analysis, resource deployment and coordination to address student achievement. Work with the Instructional leadership teams to improve overall student achievement. Oversee PBIS and AVID programs.
1	1.000	Principal	166516.38	LCFF- District	1300-00: Administrator's salaries, Certificated Supervisors			
		Benefits - District	128966	LCFF- District	3000-00: Employee Benefits			
		Benefits - Title I	33356.52	Title I, Part A	3000-00: Employee Benefits			
		Benefits-Variable	365.29	Title I, Part A	3100-00: Substitute/E xtra Duty Benefits (variable)			
		Benefits-LREBG	9342.4	LREBG	3100-00: Substitute/E			

					xtra Duty Benefits (variable)			
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Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs		Allocation
(LCFF) – District Local Control Funding Formula (LCFF)		\$
(LCFF) – School Site Local Control Funding Formula (LCFF)		\$
LCFF - S&C		\$
X	LREBG	\$93885
	Equity Multiplier	\$
Total amount of <u>state</u> categorical funds allocated to this school		\$93,885

Federal Programs under the Elementary and Secondary Education Action (ESEA)		Allocation
X	Title I, Part A: To improve basic programs operated by the District Schoolwide Program (Does not consolidate funds as part of an operating SWP)	\$197750.03
X	Title I, Part A: Parent Involvement	\$2594
	ESSA Comprehensive Support & Improvement (CSI)	\$
	Other:	\$
Total amount of <u>federal</u> categorical funds allocated to this school		\$200,344.03

Total amount of <u>state and federal</u> categorical funds allocated to this school		\$294,229.03
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Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF- District		
LCFF- Base		
Title I, Part A	197750.03	1,956.05
Title I, Part A Parent Engagement	2594	-1,956.05
LREBG	93885	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF- Base	0.00
LCFF- District	640,663.92
LREBG	93,885.00
Title I, Part A	195,793.98
Title I, Part A Parent Engagement	4,550.05

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1100-00: Certificated Teachers - Salary	251,179.00
1100-01: Certificated Teachers - Subs	7,500.00
1100-02: Certificated Teachers - Extra Duty	29,950.00
1300-00: Administrator's salaries, Certificated Supervisors	291,140.38
2100-00: Instructional Aide - Salaries	69,963.00
2100-01: Instructional Aide - Subs	1,500.00
2100-02: Instructional Aide - Extra Duty	1,932.00
2200-00: Classified Support - Salaries	33,048.54
2200-02: Classified Support - Extra Duty/Overtime	100.00
242400-420000: Library: books, supplies & equipment	0.00
2900-02: Other Classified - Extra Duty/Overtime	200.00
3000-00: Employee Benefits	162,322.52
3100-00: Substitute/Extra Duty Benefits (variable)	9,707.69
4200-00: Books - Other Than Textbooks	0.00
4300-00: Materials & Supplies <\$1500	24,604.68
4300-00: Supplies & Materials	1,906.14
5710-00: Transfer of Direct Costs - Printing, District Bus Field Trips, etc.	17,841.00
5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc.	400.00
5800-00: Consultants/Professional Services	31,598.00
5800-89: Software	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	LCFF- Base	0.00
4300-00: Materials & Supplies <\$1500	LCFF- Base	0.00
1100-00: Certificated Teachers - Salary	LCFF- District	187,509.00
1300-00: Administrator's salaries, Certificated Supervisors	LCFF- District	291,140.38
2200-00: Classified Support - Salaries	LCFF- District	33,048.54
3000-00: Employee Benefits	LCFF- District	128,966.00
1100-01: Certificated Teachers - Subs	LREBG	7,500.00
1100-02: Certificated Teachers - Extra Duty	LREBG	28,800.00
2100-01: Instructional Aide - Subs	LREBG	1,500.00
2100-02: Instructional Aide - Extra Duty	LREBG	1,932.00
3100-00: Substitute/Extra Duty Benefits (variable)	LREBG	9,342.40
4300-00: Materials & Supplies <\$1500	LREBG	11,306.46
4300-00: Supplies & Materials	LREBG	1,906.14
5800-00: Consultants/Professional Services	LREBG	31,598.00
1100-00: Certificated Teachers - Salary	Title I, Part A	63,670.00
1100-02: Certificated Teachers - Extra Duty	Title I, Part A	0.00
2100-00: Instructional Aide - Salaries	Title I, Part A	69,963.00
2100-02: Instructional Aide - Extra Duty	Title I, Part A	0.00
2200-02: Classified Support - Extra Duty/Overtime	Title I, Part A	100.00
242400-420000: Library: books, supplies & equipment	Title I, Part A	0.00
3000-00: Employee Benefits	Title I, Part A	33,356.52
3100-00: Substitute/Extra Duty Benefits (variable)	Title I, Part A	365.29

4200-00: Books - Other Than Textbooks	Title I, Part A	0.00
4300-00: Materials & Supplies <\$1500	Title I, Part A	10,498.17
4300-00: Supplies & Materials	Title I, Part A	0.00
5710-00: Transfer of Direct Costs - Printing, District Bus Field Trips, etc.	Title I, Part A	17,841.00
5800-89: Software	Title I, Part A	0.00
1100-02: Certificated Teachers - Extra Duty	Title I, Part A Parent Engagement	1,150.00
2900-02: Other Classified - Extra Duty/Overtime	Title I, Part A Parent Engagement	200.00
4300-00: Materials & Supplies <\$1500	Title I, Part A Parent Engagement	2,800.05
5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc.	Title I, Part A Parent Engagement	400.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1A	42,019.13
Goal 1B	15,206.14
Goal 2	48,156.50
Goal 3	100.00
Goal 4	4,550.05
Goal 5	7,500.00
Goal 6	817,361.13

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)	10-13-2025, 12-15-25, 2-17-26,
X	Title I Review Committee	Date(s)	2-23-26
	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.	Brian Malavar	N/A	N/A	Principal	
2.	Brenda Lopez	Fall 2024	Fall 2026	Classroom Teacher	
3.	Kacee Johnson	Fall 2025	Fall 2027	Classroom Teacher	
4.	Al Servin	Fall 2024	Fall 2026	Classroom Teacher	
5.	Dawna Macgillivray	Fall 2025	Fall 2027	Other Staff	
6.	Halston Brasier	Fall 2025	Fall 2027	Parent	
7.	Jasmine Jones	Fall 2024	Fall 2026	Parent	
8.	Veronica Tapia Vargas	Fall 2025	Fall 2027	Parent	
9.	Jasmine Padilla	Fall 2024	Fall 2026	Parent	
10.	Melody Recio	Fall 2024	Fall 2026	Parent	

The SPSA was adopted by the SSC at a public meeting on: 5-6-2024

SPSA Annual Review: for School Year 2025-26

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
Provide a high-quality and differentiated Common Core English Language Arts program for all students as well as targeted instruction with the necessary scaffolds to support all levels of learning within the core instructional program. Utilize evidence-based support programs as well as necessary professional development to impact student achievement in all ELA CCSS. Purchase digital, as well as printed engaging, rigorous materials including but not limited to Read Naturally, ESGI, UFLI, Lexia Core 5, IXL, Starfall, Kids A-Z, Thinking Maps, Guided Reading, WFTBB, Handwriting Without Tears, 95% materials, Heggerty Phonemic Awareness program, Learning Dynamics, Ready Common Core, Scholastic weekly supplemental magazines to support teaching and reteaching. Purchase additional Core Literature titles, as well as literature supporting the adopted curriculum (Benchmark,	92.9% of TK-6th grade teachers provided differentiated instruction within Tier 1 Core Instruction using district adopted ELA curriculum. 92.9% of teachers integrated ELD strategies in order to support English Learners when teaching ELA lessons. A number of supplemental programs were used to support and enhance the achievement level of all students. 1st-6th grade classrooms used the Scholastic Story Works and Science World magazines in order to enrich the vocabulary and concept knowledge of their students. Kindergarten-1st Grade used the Learning Dynamics & UFLI resources in order to support the core curriculum application opportunities for their students at home. K-6th grade teachers provided differentiated instruction using 95% materials & UFLI to support phonics instruction.	4300-00: Supplies & Materials Title I, Part A 1476.18	
		4300-00: Supplies & Materials Title I, Part A 4004.00	
		5710-00: Transfer of Direct Costs - Printing, District Bus Field Trips, etc. Title I, Part A 5500	
	All students scored .6 points above standard,		

Amplify, Impact), as well as books to encourage reading engagement, and systems like reading challenges, Battle of the Books, and literature groups to increase participation in our independent reading program. Additional Printing of supplementary materials.	maintaining 1.4 pts. 72.6% of students improved their score from the prior year, as measured by the CAASPP assessment. Students are making growth, however, all students proficiency is down 3% from the prior year. We will focus on increasing effective comprehension strategies & individualize learning, with the goal of increasing student proficiency in ELA. The average age of our library titles is now 2005, this represents the concerted effort since 2019 to modernize our inventory which was on average 1983. We have also included more library text selections that are more diverse and that include titles which specifically address SEL topics as supported within our school program. 12% of our library titles are 2020 and newer. 24% of our library collection promotes diversity. Grade levels have worked within their PLC weekly and monthly meetings to focus on streamlining their use of the tech platforms available to us and have focused on those showing most improvement and eliminating those we are not using and that aren't beneficial for our students. We will continue to improve our reading challenges and incentives in order to further develop our school culture around the love of and importance of daily	
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	reading for pleasure and learning. Grade levels have worked together to implement the SBAC resources within their lesson plans throughout the year and will continue that work. We will continue to refine our MTSS program to increase student achievement through targeted, differentiated core instruction that will meet each student at their point of instructional need. We were able to serve over 1400 students in the 24-25 school year through our WINN Tier II program, and predict over 1400 for 25-26 school year. We will integrate UFLI phonics materials into our WINN Tier II groups next year to further increase student achievement. Teachers have worked together to implement goal setting based on data analysis for grade levels, individual classrooms, and individual student goals to promote academic achievement in ELA. Next year, we will also vertically align academic vocabulary and writing processes across the grade levels to increase student achievement. This data will be used to guide targeted, small group instruction. Professional development for UFLI, Guided Reading, Thinking Maps, Write from the Beginning & Beyond were provided to further the pedagogy of our teachers.	
ELD instruction will emphasize the development of all four	78.6% of TK-6th grade teachers reported providing daily designated	4200-00: Books - Other Than Textbooks Title I, Part A 0000

language domains: reading, writing, listening, and speaking. The ELD program will include the following components: Phonology: the sound system of English (see comment). Syntax: the structure of language, including the rules that govern phrases and sentences Semantics: the meaning of language, including vocabulary and academic language Language functions: the purposes of languages Language forms and structures: grammar and language structure Pragmatics: situational appropriateness of language use Morphology: the forms and formation of words, including prefixes, affixes, suffixes, root words, inflections, etc. We will support this strategy by providing increased staffing and professional development, additional learning opportunities, and/or student materials both digital and hands-on as needed. EL Instructional Program The Common Core content standards and the state-adopted EL standards are used together in developing a robust curriculum which will support the English Learners in working towards proficiency in both language acquisition and content standards. EL's receive integrated language supports within the district-adopted core curriculum. Additionally,	ELD instruction, as well as integrated ELD strategies throughout the year. 82.1% of the teachers attended professional development which was designed to improve student ELA achievement. Students received systematic EL instruction in a balanced approach addressing all of the language domains. Teachers used WFTBB mini lessons & Thinking Maps to support ELs in the area of writing. All 3rd-6th grade Level 1 EL students had the opportunity to participate in additional EL instruction using Lexia English program and some additional 1:1 instruction. 81.3% of current EL students sub population improved their score from the prior year, scoring 27.5 points below standard. Next year, we will focus on academic vocabulary in order to promote academic growth within our EL subpopulation. Attendance was not consistent for these students, so incentivizing this program next year may need to be considered. The students who did attend, participated in the program enthusiastically. . Administration and the Academic Coach did classroom walk-throughs to monitor and support implementing the effective designated instructional strategies, through	5800-89: Software Title I, Part A 0000 4300-00: Supplies & Materials Title I, Part A 2800	
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students receive daily, designated ELD instruction which specifically support their speaking, listening, reading, and writing skills. Strategies, Actions, and Services The evidence-based strategies, actions, or services that are being provided to our EL's are: Thinking Maps, visual prompts, mastery-based learning, manipulatives, think- pair- share strategies, peer support and collaboration, academic vocabulary, Write from the Beginning, small group instruction, and individualized computer-based learning programs. Annual Evaluation and Progress Monitoring The process for annually evaluating and monitoring the implementation of our EL program is incorporated throughout the year on many levels. The ELLevation platform is used initially to determine EL levels, the students' yearly progress, and specific domain strengths or deficits. Common formative assessments including DIBELS, STAR Reading and Math assessments and district-developed interims are used throughout the year to track and compare students' targeted growth. Throughout the year, teachers work together in PLCs to develop a strategic instructional program which incorporates common	monthly professional developments. Teachers were given additional planning time to incorporate appropriate instructional strategies for identified gaps during designated and integrated EL instruction using the new ELPAC interim tests. Teachers will be trained on using ixl.com ELPAC test prep as well. During planning days and regular PLC meetings, teachers will monitor students' progress on assessments in order to plan appropriate student instructional groups and set goals for EL student achievement. Vertical alignment of academic vocabulary and writing processes will increase student achievement.	
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formative assessments to support the students in their differentiated needs. Use summative and formative data to determine students who need multi-tiered strategies of intervention. Purchase evidence-based materials or licenses to enhance the curriculum and learning opportunities for students with strategic/intensive needs or students in special education. Provide additional opportunities to all staff in order to review, analyze and determine instructional strategies specific to student needs. Printing: student materials Purchasing books other than textbooks: Frames for Fluency, Ready Common Core. Licenses: Lexia Core 5, IXL (ELA), Starfall, RAZ Kids, IXL ELPAC Test Prep program: Lexia English			
.Increase the effectiveness, frequency, and program availability that students will have when they receive small group, differentiated instruction through the use of additional staff or extended time. Provide leveled books and other materials for effective small group instruction. Through our MTSS ELA program, students in need of reteaching or enrichment will be identified based on common formative assessments. This will be a regularly occurring cycle of assessment, analysis, regrouping, reteaching, and reassessment using	75% of TK-6th grade students were provided with differentiated instruction using leveled books and instructional aide support. 75 % of teachers are using 95% and/or UFLI materials to differentiate & increase phonics instruction. Panama held 6 sessions of intense intervention throughout this school year. During each of these sessions over 78.6% students were seen in small groups for differentiated instruction to fill specific phonics and reading skills gaps. Students were progress monitored within each of these sessions. Leveled	2100-02: Instructional Aide - Extra Duty Title I, Part A 1500 2100-01: Instructional Aide - Subs Title I, Part A 2000 4300-00: Supplies & Materials Title I, Part A 2498.17 1100-02: Certificated Teachers - Extra Duty Title I, Part A	

95 % and Core Collaborative goal setting for students with identified needs. Staffing, training, and curricular materials assigned to each reteaching group are determined during planning opportunities by the staff during regular weekly PLCs, monthly grade-level and intervention team planning, and monthly SST meetings that include the entire team and the parent. There is a systematic student data tracking system to determine the effectiveness of all ELA interventions in which a student participates.	books are used in small groups in order to differentiate instruction based on data analysis. Some teachers offered after school tutoring for students in need of academic intervention. Panama students are exceeding the ELA district growth percentile goal of 62.8% for the year from the Fall to Winter testing window, testing at 63.3% SGP. This is down 5% from last year. We will focus on growth goal setting for all students. Students who were identified based on common formative assessments were provided MTSS ELA program support for reteaching. Teachers were provided training on the SST system goals and expectations as needed for holding an SST for students. SSTs were held this year and regular follow-ups were completed in order to provide increased levels of support for our students struggling with academics, behavior, or SEL needs. The SST team provided meetings involving staff, and parents to determine strategies and interventions needed to assist identified students. SSTs were offered in person and virtually to accommodate and increase parent participation. Substitute teachers were provided in order to increase team participation. Systematic student data tracking	
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	system was used to determine students in need of ELA intervention. The Tier II team met bi-weekly to determine students in need of specific services and interventions.		
IIC and SDC teachers will collaborate with general education teachers in the appropriate grade levels during PLC time and other professional development opportunities.	IIC and SDC teachers had opportunities for professional development to increase achievement in ELA. This year we offered DIGs, UFLI, Thinking Maps, and Write From the Beginning and Beyond professional development to all teachers, including SDC and IIC teachers in order to create alignment amongst grade levels. IIC teachers did collaborate with teachers regarding SWD's accommodations and IEP goals on a student by student basis.. However, the need for consistent PLC with general education teachers is something that we will implement with consistency next year in order to align students instruction and rigor expectations. IIC and SDC teachers will participate in vertical alignment of writing processes and domain specific academic vocabulary in order to align instruction, as well as the implementation of Thinking Maps, and Write From the Beginning & Beyond curriculum.	1100-02: Certificated Teachers - Extra Duty Title I, Part A 750	
Total Amounts:			

Goal 1B, Mathematics

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
Provide a high-quality Common Core-aligned mathematics program for all students, as well as targeted instruction with the necessary scaffolds to support ongoing differentiated core instruction. Purchase evidenced-based support programs and use assessment methods to impact students' mathematics achievement including but not limited to; Number Talks, and Standards Plus. Purchase tablets and hands-on materials to support student engagement in math problem-solving and concept attainment. Provide professional development as well as planning time to incorporate the CRA strategies into instruction. Use digital, print, and hands-on engaging, rigorous materials to support teaching and reteaching. Purchase materials to create equitable access to technology for all students. Teachers will vertically align domain specific academic vocabulary in order to increase student achievement. Additional Printing of supplementary materials. Licensing: Reflex Math, Happy Numbers, ESGI, ixl.com, Raz Kids Books other than textbooks, Ready Common Core Printing: Student materials	24-25 CAASPP Math Scores show that 39% of our students were at Achievement level 3 or level 4. This is an decrease of 1.67% over last year's score of 40.67%. We have continued to decrease in proficiency over the last 2 years, total decrease 4.15%. 70.1% of all students improved their score from the prior year. 57,6% of students in SWD subgroup improved their score from the prior year. We have continued to monitor our student's STAR math progress throughout the year. This data indicates students have been making progress towards state benchmark proficiency. All students scored 5.2 points above typical growth compared of students with similar test scores in the previous grade level. Based on the Fall to Winter score windows all 2nd-6th grade level students made proficiency gains. Percentage of students at or above state benchmark on STAR math Fall to Winter: 2nd grade: 52% to 52% 3rd grade: 59% to 66% 4th grade: 37% to 50% 5th grade: 40% to 38% 6th grade: 28% to 32% Teachers used the district-adopted Go Math curriculum or Great Minds curriculum for whole-class instruction. Teachers met	4300-00: Supplies & Materials Title I, Part A 14390.60	
		5710-00: Transfer of Direct Costs - Printing, District Bus Field Trips, etc. Title I, Part A 5500	

Materials: 3 Reads (posters), Math Intervention materials, Math Talks (posters) and other realia as well as materials to facilitate student engagement during the concrete phase of the lessons	in grade-level teams to analyze student data and determine differentiated instructional needs and created SMARTIE goals for grade levels, as well as individual classrooms. Teachers also created SMARTIE goals for individual students. Grade-level teams used tech platforms like Happy Numbers, Reflex Math, IXL, Get More Math. Great Minds (Eureka) and NextGen in order to create common formative assessments and determine student instructional needs. These platforms were also used to provide practice and skill reinforcement opportunities. Teachers regularly used formative and summative assessments in order to create flexible skill, specific small groups. Teachers will vertically align domain specific academic vocabulary in order to increase student achievement. Next year, we will expand the use of Math Tasks, Math Talks, 3 Reads Word Problem unpacking in order to encourage student discourse and increase proficiency. Teachers will use new state adopted math curriculum for 26-27 school year and increase Aggressive Monitoring, as well as small Math group instruction. SMARTIE goals will be monitored throughout the year with student input. Teachers will use tools for teachers on the CAASPP website	
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	for additional instructional strategies and resources with a focus on essential standards. IABs will be scheduled more frequently for instructional purposes with a focus on Performance Tasks.	
Teachers will use best practices to target instruction for students identified as EL or RFEP to accelerate their learning through the use of strategic groupings based on student needs assessments, providing additional scaffolding within integrated EL instruction as well as using materials such as primary language dictionaries of specific domain language (math), manipulatives/realia, visual supports like math word walls or language frames. Additional staff, training, and opportunities to observe expert instruction will be other strategies used. Teachers will vertically align domain specific academic vocabulary in order to increase student achievement. Books other than textbooks: primary language dictionaries, books, and resources that demonstrate math in action in the real world. Materials: math manipulatives, Mathematical Process and Procedures Posters, Word Wall Charts, Sentence strips, Chart paper, pens, markers	17.9% of teachers received professional development throughout the year on strategies to best impact their EL students' achievement. We will continue to use CRA model to improve students' mathematical concept development, as well as math tasks to further develop and support EL students during both integrated and designated EL instruction. The implementation and development of academic discourse from the prior year's PD and math tasks from last year's PD were further supported through the practice of classroom walks by admin and the academic coach. Our focus on mathematical discourse has better supported EL students in the area of math, providing opportunities to engage with others during learning. We will continue to support our EL student population with language through academic vocabulary and mathematical discourse during whole and small group lessons. Creating targeted groups and SMARTIE goals will be important in supporting equitable access within our population. We will also develop targeted groups within testing platforms like	

	Renaissance to progress monitor to ensure we are reaching all student groups within our population equitable. 68.8% of EL subpopulation improved their score compared with the prior year, which is average growth as measured by the California Dashboard. The EL students who scored at and above STAR state benchmark scores for each grade level 2nd-6th was: 2nd grade: 30% to 23% 3rd grade: 36% to 50% 4th grade: 14% to 44% 5th grade: 17% to 17% 6th grade: 16% to 17% Panama will continue monitor this sub group and address their needs specifically throughout next year. Teachers will vertically align domain specific academic vocabulary in order to increase student achievement.	
Use data to determine students who needs multi-tiered strategies for intervention or enrichment. Purchase evidence-based materials or licenses to enhance the curriculum and learning opportunities for strategic, intensive, or special education students. Grade levels select a specific math platform to determine student instructional needs and differentiate additional instruction, and practice opportunities while also tracking their impact on the students. Teachers	Teachers engaged in a regular process of formatively assessing students on their current concepts and reteaching the concepts to students who weren't proficient. Students who were determined to be far behind on their basic math concepts were given additional, intensive intervention. Additionally all students had access to math platforms to practice concept development and basic math facts. These platforms could be used during school hours as	

will vertically align domain specific academic vocabulary in order to increase student achievement. Increase the frequency and or expand the opportunities for small group instructional support. Purchase materials necessary to accelerate student progress like manipulatives, whiteboards, math games, stem materials, and tech platforms. Professional development and training for support staff in providing math intervention strategies. Materials: Math manipulatives, individual student whiteboards, games, puzzles, and other resources which encourage student problem solving and facilitate teaching abstract concepts in a concrete method.	well as after school at home. Using our tech platforms in a targeted manner by creating diagnostic checkpoints and subgroups within programs like IXL or Happy Numbers, determined by grade levels, will help us to determine if our interventions are reaching all students equitably. Teachers created SMARTIE goals for grade level and individual classrooms, creating targeted intervention groups and progress monitoring goals. Teachers will vertically align domain specific academic vocabulary in order to increase student achievement.	
IIC and SDC teachers will meet with general education teachers in the appropriate grade levels at least once per month during PLC time and grade levels will coordinate some time to designate for SWD's during professional development days when appropriate. Teachers will vertically align domain specific academic vocabulary in order to increase student achievement. IIC teachers will work with the AC in order to align student goals to the curriculum maps and use manipulatives that align with new core math curriculum. IIC and SDC teachers will participate in	This strategy was difficult to implement due to the limitations on PLC time use and multiple IEP scheduling conflicts. IIC teachers worked to align student goals to the curriculum maps and use manipulatives that align with Eureka and GO math. IIC and SDC teachers will participate in vertical alignment of domain specific academic vocabulary in order to increase student achievement with grade level teams. Next year, SDC and IIC teachers will work with grade level teams to implement the new state adopted curriculum and the increase of mathematical discourse.	1100-02: Certificated Teachers - Extra Duty Title I, Part A 0000

vertical alignment of domain specific academic vocabulary in order to increase student achievement.		
Total Amounts:		

Goal 2, Comprehensive Educational Experience

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
Supplemental Resources: General funds provide basic operational supplies and equipment for use by students and teachers. Additional support materials may be provided for students and for teachers to use to maximize the effectiveness of their instruction. Materials to supplement core instruction, printers, paper, copiers, and computers will be available for instructional enhancement (teachers) and student needs as applicable. Costs may include ongoing maintenance costs, ink, repair, and replacement for damaged/non-working equipment. To increase engagement during lessons in the classroom, additional student supplies will be available such as wet/dry erasable markers, whiteboards, composition books, binders, dividers, folders, student planners, and other educationally related supplies. Printing of additional supplementary materials.	The use of these supplemental materials has become an essential need for intervention and at risk students in every classroom. As we work to increase student engagement in their own learning and decrease the boundaries and inequities that many students experience due to lack of supplies and skills, providing scaffolding materials and experiences for students is imperative. Frequently during the SST process and within our MTSS tiers of support we identify how important the setting of personal goals, using folders to organize materials, writing down assignments in order to communicate with families, and creating other scaffolds of support, are to the overall academic success of each student. These materials and tools are critical to the success throughout all tiers of instruction.	Title I, Part A 8736.13	
		5710-00: Transfer of Direct Costs - Printing, District Bus Field Trips, etc. Title I, Part A 5500	
Develop and refine our current use of evidence-based technology platforms to maximize student achievement. This will include supporting the effective and aligned instructional use of all hardware and software that has been purchased to maximize its educational effectiveness.	All classrooms are equipped with Promethean boards and teachers have been trained on their use. The promethean board tools have allowed students improved materials visibility over the failing document cameras improving the visual stimulus so important for	5800-89: Software Title I, Part A 777	
		5800-89: Software Title I, Part A 3224	
		5800-89: Software Title I, Part A 355	
		5800-89: Software Title I, Part A 4950	
		5800-89: Software Title I, Part A 4795	

We will continue to monitor our technology needs in order to provide equitable access to all students throughout Panama school. Purchase supportive evidence-based software and licenses to run an effective instructional program to reach all students and support them in their individualized learning at school and at home. Also, provide professional development in using the software to maximize student achievement. We will use the following tech programs; Lexia Core 5/PowerUp, Lexia English, Renaissance Place, Illuminate, IXL, ESGI, RAZ Kids, Handwriting Without Tears, Happy Numbers, Starfall, and NextGen, Mystery Science, IXL Science, Character Strong, and Explore Learning.	equitable access to materials. The boards have also equipped teachers with tools at their fingertips that improve lesson engagement including timers, equity spinners and student screen sharing capability on the boards. Many tech platforms, such as Think Central, Benchmark Advance, MyOn, Lexia, Happy Numbers, Reflex, Raz Kids, Learning A-Z, IXL, Mystery Science, Character Strong, UFLI and NextGen have also been used to provide at home support to families for homework and additional skill reinforcement. We will be exploring using these resources to progress monitor students and assign sub groups within the platforms in order to monitor sub group progress and determine possible instructional needs. Teachers have been trained on SEL curriculum, Character Strong and are actively using this curriculum to create safe environments and build relationships with students. Panama Tech usage rates: 89.3% of teachers used and monitored tech platforms within our core or supplemental curriculum to address concept development for their students. 89.3% of teachers used additional materials and resources	5800-89: Software Title I, Part A 13125	
		5800-89: Software Title I, Part A 4069	
		5800-89: Software Title I, Part A 5216.23	
		5800-89: Software LCFF- Base 1695	
		5800-89: Software Title I, Part A 3056	

	to further develop conceptual understanding. Teachers use technology within Eureka Squared, Amplify, Think Central, and Benchmark Universe in order to improve instructional effectiveness as well as monitor progress and needs. Other tech platforms that are used to positively impact student achievement and engagement are Renaissance Place, IXL, Lexia/PowerUp, NexGen, Reflex, Mystery Science, Learning A-Z, Flocabulary, Starfall, Happy Numbers, Lexia English. IXL was provided as a resource for families to access at home. We are using DIBELS as a normed assessment tool that has been beneficial in creating targeted groups through SMARTIE goal setting. We will continue to utilize this progress monitoring tool in order to better support an equitable system for our K-2 assessments, so that we can provide targeted early intervention for our neediest students in a timely manner. TK/K will use ESGI to track and progress monitor student progress as well.	
Purchase additional books to support all readers' access to varied subjects and authors within our print library as well as expand digital library availability. Literature Circles support materials, books for reading incentives to develop home libraries	We will continue to add more relevant and equitable books to our library, as well as small group leveled readers for intervention. We use MyOn and Benchmark Advance in order to provide equitable intervention and small group instruction for all	242400-420000: Library: books, supplies & equipment Title I, Part A 0000

and encourage home reading in EL's native language, books for summer reading instruction and challenges, and awards. Library Books: Books to be checked out from the library License: Digital library subscription Books other than textbooks: Literature Circles support materials IE; multiple titles of engaging books, notebooks, integrated print, and supportive technology, literature supporting adopted Rigby books, home language books for ELs, and books to increase circulation during the summer reading program.	students. Students have access to chrome books in the classroom to support learning needs.		
Panama school will improve the frequency and depth of science educational opportunities throughout the year through grade-level planning, professional development on our new curriculum, and through the purchase of student materials and opportunities to enhance STEM/STEAM engagement. Enhance students' engagement in co-curricular activities through an increasing opportunity for hands-on projects, academic fairs, and performance-based projects. Purchase materials in order to create equitable access for project creation; media access for research, paper products for hands on project based displays, realia for student interaction, kits and learning experiences for	Teachers will be trained on our Core Science curriculum to increase student engagement as well as increase CAST achievement. Teachers will also be trained on online Science curriculum available through our district curriculum maps. This year we were able to expand our science educational opportunities through our Science Fair, ixl Science, Mystery Science, grade level units of study, various field trips and traveling exhibits to visit our school. We plan to expand the availability of each of these opportunities through module planning by grade levels and various planning teams. Students have had access to STEAM night activities, as well as guest speakers from Bakersfield College.	4300-00: Supplies & Materials Title I, Part A 0000 LCFF- Base 0000	

grade level appropriate inquiry based learning. Purchase weekly magazines to spark readers engagement in current trends and discoveries in the field of science. Use additional science technology platforms to enhance student's learning and ongoing inquiry such as Mystery Science, ixl Science, and Zingy Science.	Our use of Scholastic Magazines, such as Science Spin and Science World has given students access to current and relevant Science information and texts. Parent involvement throughout the year as chaperones on field trips and during in class activities has also increased.	
Provide supplemental materials, personnel, and extended hours/opportunities for students to develop their needed English skills as applied to all curricular areas. Materials will be research-based products identified through grade-level analysis of student needs. Extended learning opportunities through the use of instructional staff before or after school and during lunchtime. Progress monitoring of all EL, LTEL, and RFEPs is ongoing through STAR and ESGI assessment tools and our ongoing common formative assessments are administered and analyzed throughout the year within quarterly PLC data analysis and Core Collaborative Goal Setting.	This year students who were far behind in developing their English skills were given additional small group support during designated ELD. We have also been able to incorporate the district provided Lexia English program to use with our EL students. Teachers continued using their training on the principles of academic discourse, frayer models, and sentence unpacking, as well as ELPAC practice tests. Admin and the Academic Coach did walk throughs throughout the year to support the implementation of these methods and provide additional training or modeling where needed. 57.1% of teachers reported using either additional resources in order to address EL learning needs or providing extended learning opportunities through recess or lunch time tutoring. We will continue to support teachers implementation of EL strategies. Progress monitoring through DIBELS and	4300-00: Supplies & Materials Title I, Part A 0000

	ESGI have assisted teachers in creating targeted, effective EL group instruction.		
Provide supplemental support personnel and/or programs to assist in the transition from preschool children to Transitional Kindergarten or Kindergarten, as well as 6th grade to 7th grade transitions. The Principal, Assistant Principal, Academic Coach, Behavioral Intervention aide, Instructional Intervention teacher, Instructional Intervention aides will provide academic support and interventions as determined through data analysis to assist students in the transitional process.	The academic coach, instructional intervention teacher, instructional intervention aides, and the behavior intervention aide have all played a vital role in advancing student proficiency throughout this last year. They all function within our MTSS system of support to our students. The coach and II teacher assess students schoolwide, led grade-level teams in analysis and instructional intervention development, monitored students' progress, and trained and modeled lessons for aides and teachers throughout the year. The BIA is an important resource for social-emotional needs identified through teacher identification, Tier II Team meetings, or the SST process. We are looking to expand their role within our tiers of support using our SEL Character Strong curriculum in a more intensive manner next year. This year the Intervention team provided materials, training and progress monitoring for over 273 small groups and 852 students in small group intensive instruction on their skill specific deficits, using 95%, UFLI, and Read Naturally.	2100-02: Instructional Aide - Extra Duty Title I, Part A 0000	
Classroom teachers will provide tutoring for enrichment and intervention in all content areas for all students. Provide supplemental	This year the Intervention team provided materials, training and progress monitoring for over 273 small groups and 852 student instances for	1100-02: Certificated Teachers - Extra Duty Title I, Part A 10500	

support personnel and/or programs (direct services) for academic or behavioral growth for students identified as not making adequate progress through the ongoing process of data analysis within PLC's, data grade level meetings, as well as SSTs. The Student Success Team, including the Academic Coach, Instructional Intervention Teacher, Instructional Intervention Aides, and the Behavior Intervention Aide with teams will work together to determine appropriate interventions for students to improve their academic or behavioral progress.	small group intensive instruction on their skill specific deficits. Throughout the school day students are provided instruction in ELA and Math that is appropriate for their individualized needs whether extension or remediation 25 SSTs were scheduled in order to address the individual needs of students and provide strategies and materials for teachers and families.	
Total Amounts:		

Goal 3, Student Engagement & Campus Climate

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
Panama School will develop a schoolwide attendance program to educate all stakeholders on the importance of regular school attendance and to support the development of habits that promote and encourage regular school attendance. Assistant Principal will conference and make attendance goals with students in the Asian subgroups. We will continue to systematically implement and increase the best organizational and growth mind-set practices in grades TK-6. Purchase materials to support student access to available organizational materials to deepen our implementation of a school-wide positive growth mindset.	Currently, our attendance rates are below 95%, as reported on Kern Kids, which is trending chronic in the following subgroups: African American (94.16), Pacific Islander (92.93%), Two or More Races (93.87%), Foster Youth (93.56%), and SWD (94.58%). Our most vulnerable subgroup of Homeless Youth is Chronically Absent at 90.22%. We will focus on individual student needs to improve attendance and engagement for these students. 16.4% of All students are chronically absent according to California Dashboard, which is a decline of 4% from the prior year. 23.9% of our Asian subgroup is chronically absent, which is an increase of 2.2%. This is largely due to students taking trips out of the country during the school year. Attendance for African American subpopulation has improved by decreasing 6.4%. ELs, Hispanic, Two or More Races, SD, SWD, and White subpopulations have also decreased. This shows that current attendance incentives and strategies are working and we will continue to improve in this area. Significantly large student groups with more than 20% chronically absent are Asian 23.9% , SWD with 21.7%. All other	2200-02: Classified Support - Extra Duty/Overtime Title I, Part A 100	
		4300-00: Supplies & Materials Title I, Part A 0000	

	subgroups are showing improvement in attendance and are below 20% chronic absenteeism. We will continue to implement our schoolwide attendance recognition system, as well as learning how we can help remove the barriers that are causing chronic absenteeism to persist in these subgroups. 96.4% of Panama teachers reported implementing a classroom incentive program in order to improve student attendance. Panama also had a schoolwide recognition system for classrooms that incentivizes students for positive behavior and attendance. Our administration made contact with families approaching chronic absenteeism and helped to remove barriers that were preventing student attendance. Our school nurse, BIA, and social worker have all been part of supporting families in improving their student's attendance.	
Based on subgroup absenteeism data, students and their families will be contacted in order to deepen school connections and develop interventions appropriate to the causes of absence. A Tier 2 MTSS intervention plan will be developed if the need is determined through data collection and analysis by the existing administration, leadership,	We will continue to monitor our subgroup absenteeism and research programs that will positively impact student school attendance, as well as strengthen home to school connections through conferences, events, communication, and interventions. Our Tier 1 and Tier 2 teams are monitoring absenteeism and putting	4300-00: Materials & Supplies <\$1500 LCFF-Base 1100-01: Certificated Teachers - Subs LCFF-Base 1000

SST and grade level teams to decrease suspension rates and chronic absenteeism. Developing social skills groups for Tier 1 and Tier 2 students as behavior data indicates will decrease suspension and chronic absenteeism rates. Student Success Teams will be utilized to develop an effective intervention for students in need. Resources will be available as needed for parent participation, scheduled meetings at a mutually agreeable time, and providing substitutes to release teachers from classrooms during the day to participate in the meeting. Continue and deepen our schoolwide SEL program using the Character Strong curriculum. We will continue to be vertically aligned and incorporated throughout core instruction to develop positive character traits and teach effective strategies that develop positive social skills and emotional regulation. Develop engagement programs to develop a positive culture to improve behavior, increase class time, and encourage good attendance habits for all students, as well as decrease suspension rates. Provide professional development and planning time to increase the effectiveness of our implementation of the SEL curriculum.	interventions in place to address absences as they occur throughout the school year. 75% of teachers reported using the SST system in order to address their concerns for a student's lack of achievement or behavior/social emotional concerns. The SST team held over 25 SST meetings with families August 2025-March 2026. Panama has a dedicated SWPBIS team that has created the rubrics and matrixes for all of the behavior that is expected in the key areas of the school. We meet regularly to evaluate our plan and determine what components of our plan need to be adjusted. There has been a robust use of the incentive system to keep all students engaged in the positive behaviors that the school staff and personnel are supporting. Students have responded well to the use of STING tickets, the STING store, and the various incentives which they can purchase with these tokens. Our SEL strategies have been implemented schoolwide and we are looking at ways that we can align our use of our SEL program with our PBIS program. We will continue to modify the incentives based on student/family and teacher input through our regularly held PBIS team meetings.	
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	96.4% of teachers used organizational materials and growth mind-set practices to help students. These materials and resources are also routinely suggested to be used as Tier 2 support strategies in order to improve student engagement in their own learning and as a tool to support family involvement with their child's school activities.		
All stakeholders will be educated on Panama's SWPBIS behavior expectations. Students and staff will understand how to conduct themselves in a safe and respectfully kind manner in the key areas of the school: Classroom, Office, Cafeteria, Library, Bathrooms, and the Playground. Continue to implement PBIS strategies and supports such as applying SEL strategies, as well as using our personnel resources available on site such as the School Psychologist, and Behavior Intervention Assistant. Provide supportive resources, including Character Strong curriculum throughout the year for all levels of the MTSS program. Utilizing vice-principal, BIA, and other support staff in addressing social skills, social-emotional needs, and other behaviors to pro-actively intervene and develop appropriate behaviors with designated students. Provide additional classroom aides to offer support to	Use of SEL curriculum schoolwide will increase in order to encourage positive character traits within our students. The Character Strong newsletters were sent home hard copy and online through Parent Square. Character Strong lessons are used daily in classrooms to promote positive behavior. Tier 2 curriculum will be used by BIA and social worker during social groups to develop intervention strategies for struggling students. Next year, we will begin social skills groups in quarter 1 and focus on identified students that need follow up lessons from the previous school year. We will increase the number of students receiving social skills groups in order to support identified students. We will focus on Tier 2 behavior strategies to help decrease the number of suspensions, including TOMs, Hispanics, SED, and SWD. 85.7% of teachers reported using the Character Strong	4300-00: Supplies & Materials LCFF- Base 0000 2100-02: Instructional Aide - Extra Duty Title I, Part A	

struggling learners and opportunities for enrichment for grade-level students. Continue to systematically implement and increase the best organizational and growth mind-set practices in grades TK-6. Purchase materials to support student access to available organizational materials to deepen our implementation of a school-wide positive growth mindset.	materials and aligning them with the schoolwide monthly trait. 71.4% teachers attended PD that directly impacted SEL implementation. Additional PD is needed for SEL implementation next year, addressing Tier 2 student behaviors. The principal and assistant principal meet with students throughout the year in order to proactively intervene, monitor, and help students develop appropriate behaviors. There are regularly held schoolwide assemblies to establish school behavior expectations and culture, as well as recognize student achievement and growth in both conduct and effort throughout the year. In order to share our monthly character traits and other schoolwide goals with the community we post announcements with strategies on Parent Square and have corresponding signage in the office. We have had a continued positive response to all family events held on campus. We have also seen an increase in family members wanting to be on campus and participate with their children in educational and rewarding experiences. These opportunities will be expanded next year, continuing to build our inter-community relationships. BIA and other support staff like our social worker	
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	and school psychologist actively met with students identified as needing social or emotional skills through teacher identification or the SST process and Tier 2 meetings. We continue to develop our Tier 2 MTSS program through the use of our SEL program tools, training and developing a systematic monitoring systems of the student participation in these opportunities and the outcome of these interventions.		
		5800-89: Software Title I, Part A 0000	
		4300-00: Materials & Supplies <\$1500 Title I, Part A	
		0000	
		0000	
Total Amounts:			

Goal 4, Parent & Family Engagement

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
We have regularly scheduled parent engagement opportunities at a variety of times (morning, afternoon, and evening) to engage parents/families in meaningful two-way communication opportunities. These are designed to educate parents/families about their child's educational opportunities at Panama School. Teachers review ways that families can monitor their child's academic progress through the use of the ParentVue Synergy, work folders, homework and their available resources on ClassLink. We also hold an in-person meet-the-teacher event at the beginning of the year, progress reports are sent home throughout each quarter, parent/ teacher conferences for all students at the end of the first quarter, and Site Council and ELAC committee meetings. Informal parent/family engagement opportunities like our family picnic, carnival, father/daughter dance, mother-son events, and Pajama Sting night, and Math Night are also held. Throughout the year we have scheduled student recognition events like; quarterly awards assemblies, the weekly Donut Dozen, weekly STING drawings, STING store, and Honor Hour. We will continue to work closely with the parent	The Panama family community has responded enthusiastically with their participation in all extra-curricular activities which involve both the parents and child together. Our Meet the Teacher, School Carnival, Pajama Sting Night, Math Night, Band and Chorus concerts all have had record breaking attendance. We have had high rates of participation during our first quarter in person or Zoom parent teacher conferences, awards assemblies, as well as parent communications through Parent Square. The STING drawings, Pictures with Buzz the mascot, Game Room and other incentive programs also had very enthusiastic responses and will continue to be supported through our PBIS team meetings. 88.7% of parents surveyed agree that they feel valued as a partner in their child's education. Additional staff availability for afterschool/evening training and engagement opportunities through our Principal, Assistant Principal, Academic Coach, Intervention Teacher, Behavioral Intervention Aide, Social Worker, and other staff will also be developed as appropriate.	1100-02: Certificated Teachers - Extra Duty Title I, Part A Parent Engagement 1150	
		4300-00: Supplies & Materials Title I, Part A Parent Engagement 700	
		4300-00: Supplies & Materials Title I, Part A Parent Engagement 1000	
		5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc. Title I, Part A Parent Engagement 400	
		2900-02: Other Classified - Extra Duty/Overtime Title I, Part A Parent Engagement 200	

club to implement more activities and opportunities for parental involvement as developed with all stakeholders. Additional staff availability for after school/evening training and engagement opportunities through our Principal, Assistant Principal, Academic Coach, Intervention Teacher, Behavioral Intervention Aide, Social Worker, and other staff will also be developed as appropriate. Decreasing chronic absenteeism through parent and student engagement will be addressed through staff availability during afterschool/evening training and engagement opportunities. Specific communication to encourage participation for subgroups in the red and orange will be made for each event as determined throughout the year.		
Enhance our at-home/community support systems through parent training on using the various family support systems provided by the school: ParentVue system, library check-out system, parent club membership, and parent volunteer process. The specific needs of our EL families will be met by having interpreters available at meetings, having staff members that speak Spanish as possible, and providing training on ways to access the curriculum and other social/emotional resources so they can	Teachers discuss their tech systems and the how to access the Parent Vue system during their annual Back to School night as well as during the parent teacher conferences held at the end of the first quarter. The Principal, Assistant Principal and Academic Coach also provide resources to the parents through Parent Square messages and 1:1 phone calls. The Annual Title 1 meetings, ELAC committee and SSC meetings, also keep parents up to date on the resources available to them at Panama School.	

support their students at home. Additional staff availability for after school/evening training and engagement opportunities through our Principal, Assistant Principal, Academic Coach, Intervention Teacher, Behavior Intervention Aide, Social Worker and other staff will also be developed as appropriate. Increase parent training to address language barriers by providing training on curriculum and social/emotional resources that support students at home as determined for EL students as needed.	We will continue to look for ways to engage our community of stakeholders throughout the coming year. We will provide training on ways to access the curriculum and other social/emotional resources so parents can support their students at home with an interpreter to eliminate barriers for Spanish speaking parents. Additional staff availability for afterschool/evening training and engagement opportunities through our Principal, Assistant Principal, Academic Coach, Intervention Teacher, Behavioral Intervention Aide, Social Worker, and other staff will also be developed as appropriate.		
Enrich the school-to-family connectedness through timely and appropriate communication for all students. Send these communications online through ParentSquare as well as in hardcopy in both English and Spanish. Provide school calendars that include important events for the month, as well as flyers that clarify involvement opportunities for our families. Hold family informational events during the school day through Zoom to increase the opportunities for two-way communication between the school staff and families focusing on important upcoming events that include our SEL topics for the month. Purchase family engagement newsletter	96.4% of Panama teachers communicate regularly with their students' families through the use of Parent Square and/or send home hardcopy family letters on a regular basis. Panama School sends home school calendars for each month as well as family engagement ideas that align with the school goals for the month. These calendars are also posted through Parent Square. Accessing Spanish interpreters and having documents translated continue to be a barrier to quicker parent responses and communications. Additional staff availability for afterschool/evening training and engagement opportunities through our Principal, Assistant Principal, Academic Coach, Intervention	4300-00: Supplies & Materials Title I, Part A Parent Engagement 1100	

through The Parent Institute. Provide additional staff for afterschool/evening training and engagement opportunities through our Principal, Assistant Principal, Academic Coach, Intervention teacher, Behavioral Intervention Aide, Social worker, and other staff as appropriate. Additional staff availability for after school/evening training and engagement opportunities through our Principal, Assistant Principal, Academic Coach, Intervention Teacher, Behavioral Intervention Aide, Social Worker, and other staff will also be developed as appropriate. Decreasing chronic absenteeism through parent and student engagement will be addressed through staff availability during after school/evening training and engagement opportunities. Specific communication to encourage participation for subgroups in the red and orange will be made for each event as determined throughout the year.	Teacher, Behavioral Intervention Aide, Social Worker, and other staff will also be developed as appropriate.	
Total Amounts:		

Goal 5, Professional Learning/Professional Development

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
Panama Staff is committed to continuous professional growth through a Professional Learning Community (PLC) model, with development aligned to the achievement needs in the School Plan for Student Achievement (SPSA). The core focus is to improve instruction and student outcomes through professional development: Differentiating Instruction within the core curriculum (Benchmark Advance, new math curriculum, Amplify, Impact). Supporting Student Self-Assessment through goal setting and reflection. Key initiatives include: Instructional Coaching Cycle: Training and release time for planning, observing, and practicing new learning. Data-Driven Grade-Level Planning: Weekly, monthly, and quarterly release time to analyze standards, pacing, EL data, and develop common assessments. Intervention Staff Training: Systematic training on student engagement, phonics, reading, math instruction, and classroom support strategies.	69.2% of Panama teachers participated in professional development that was related to our school goals for this year and 73.1% of them feel that it led to positive changes in their instructional models which they use with their students. 100% of grade levels used professional learning days to better coordinate their instructional practices as well as to create curriculum maps for their instruction aligned to the district curriculum maps. 84.6% of teachers reported that they dedicate time in their weekly PLC meetings to analyze student data and plan out instruction that aligns to their identified student needs. Teachers were offered training in Write From the Beginning & Beyond to align writing across the grade levels in the genre of Narrative Writing and Response to Text. 46.2% teachers attended Guided Reading Training to increase the effectiveness of small group instruction. 26.9% teachers attended Thinking Maps training to increase organizational skills of students leading to increased academic achievement across the subject areas. Next year, we will continue WFTBB and offer PD for Informative, Expository, and	1100-01: Certificated Teachers - Subs Title I, Part A 7500	

	Argumentative Writing. Staff has requested PD on our new Math Curriculum, as well as Amplify and Impact.		
Provide opportunities through consultants and conferences for training to implement the most effective curriculum and instructional models to increase student achievement. Additionally, offer professional development to improve instructional expertise in using appropriate technology platforms to support individualized learning both at school and at home. These platforms include, but are not limited to: Benchmark Advance, Lexia Core 5/PowerUp, Renaissance Place, New Math platform, Amplify, Impact, Illuminate, IXL, WFTBB, Learning A-Z, Handwriting Without Tears, Starfall, Character Strong, Mathematical Discourse, new adopted math curriculum, and NextGen	A variety of PD opportunities were offered and attended by the Panama staff. Teachers attended trainings on implementing Goal Setting, Writing Strategies using the WFTBB, Thinking Maps, Guided Reading, Mathematical Discourse, using the ELPAC Interims, and TK district monthly trainings. Teachers are using Thinking Maps and WFTBB as a tool for writing. Next Year, teachers will receive Amplify, and our new adopted Math Curriculum training as well as PD on vertical alignment and mathematical discourse. We will offer trainings on weekday nights, as well as Saturdays to accommodate more staff members and increase the number of participants.	1100-02: Certificated Teachers - Extra Duty Title I, Part A 0000	
Instructional Intervention aides will receive monthly training focused on the skills they teach within the intervention program, with an emphasis on addressing the specific needs of English Learners (ELs), Hispanic students, and Students With Disabilities (SWD).	Instructional Intervention aides received training on a monthly basis on skills that they are teaching with their students. Aides are learning 95% skills and how to implement these in small group intervention.		
Total Amounts:			

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

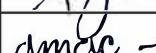
Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

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:

- | | | | |
|---|------------------------------------|---------|--------------------------------|
| X | English Learner Advisory Committee | Date(s) | 10-13-2025, 12-15-25, 2-17-26, |
| X | Title I Review Committee | Date(s) | 2-23-26 |
| Other committees established by the school or district
(list): <i>Committee/Group Name & Date(s)</i> | | | |

- Attested by the following SSC members present:**

	Member Name	Term		Role	Signature
		Begin	End		
1.	Brian Malavar	N/A	N/A	Principal	
2.	Brenda Lopez	Fall 2024	Fall 2026	Classroom Teacher	
3.	Kacee Johnson	Fall 2025	Fall 2027	Classroom Teacher	
4.	Al Servin	Fall 2024	Fall 2026	Classroom Teacher	
5.	Dawna Macgillivray	Fall 2025	Fall 2027	Other Staff	
6.	Halston Brasier	Fall 2025	Fall 2027	Parent	
7.	Jasmine Jones	Fall 2024	Fall 2026	Parent	
8.	Veronica Tapia Vargas	Fall 2025	Fall 2027	Parent	
9.	Jasmine Padilla	Fall 2024	Fall 2026	Parent	
10.	Melody Recio	Fall 2024	Fall 2026	Parent	

School Plan for Student Achievement (SPSA)

Panama-Buena Vista Union School District Preliminary Title 1 Budget 2026-27

School: Panama

Site Council Review Date:

May 6, 2026

Principal's Signature



Date

5-6-26

Number of Eligible Students:	569
Title 1 Allocation per Student	347.54
2026-27 Basic Allocation	197,750.03
2025-26 Carryover	-
Parent Involvement	2,594.00
Preliminary 2026-27 Allocation	200,344.03

Staffing Salary & Benefit Costs		2025-26 YTD as of 12/31/25	25-26 Budget	Preliminary 26-27 Budget
1100-00	Certificated Teachers - Salaries	65,224.00	65,224.00	63,670.00
1100-01	Certificated Teachers - Substitutes	5,220.00	14,059.00	
1100-02	Certificated Teachers - Extra Duty	5,005.96	17,809.00	
2495-1100-02	Parent Engagement-Certificated Teachers - Extra Duty		1,150.00	1,150.00
1200-01	Certificated Support - Substitutes			
1200-02	Certificated Support - Extra Duty/Overtime			
1900-01	Other Certificated Staff - Substitutes			
1900-02	Other Certificated Staff - Extra Duty/Overtime			
2100-00	Instructional Aides - Salaries	115,318.00	115,318.00	69,963.00
2100-01	Instructional Aides - Substitutes	424.56	2,000.00	
2100-02	Instructional Aides - Extra Duty/Overtime	942.12	1,500.00	100.00
2200-00	Classified Support Staff - Salaries			
2200-01	Classified Support Staff - Substitutes			
2200-02	Classified Support Staff - Extra Duty/Overtime		100.00	
2900-00	Other Classified Staff - Salaries			
2900-01	Other Classified Staff - Substitutes			
2900-02	Other Classified Staff - Extra Duty/Overtime	41.75	200.00	200.00
3000-00	Employee Benefits (Contracted)	37,924.00	37,924.00	33,356.52
	Employee Benefits (22.3% of CE, 36.4% of CL)	2,069.21	8,744.51	365.29

Other Operational Costs		2025-26 YTD as of 12/31/25	25-26 Budget	Preliminary 26-27 Budget
2424-4200	Library - Books	-	22,502.80	
4200-00	Books Other Than Textbooks		7,050.00	
4300-00	Materials & Supplies < \$1500	29,028.21	41,305.34	10,498.17
2495-4300	Parent Engagement-Materials & Supplies <		2,800.00	2,800.05
4300-74	Title 1 Technology < \$1500			
4400-00	Materials & Supplies > \$1500			
4400-74	Title 1 Technology > \$1500			
5200-00	Travel & Conference			
5600-29	Repairs			
5710-00	Printing	19,691.98	18,800.00	17,841.00
2495-5710	Parent Engagement-Printing & District Bus		400.00	400
5800-00	Consultants & Professional Services			
5800-89	Publications & Software Licenses	32,990.00	39,567.23	
Total		313,879.79	396,453.88	200,344.03

Budget balance remaining to be allocated 0.00

Salaries & Benefits should be limited to 80% of the overall net allocation, which is: \$ 160,275

The current budgeted Salaries & Benefits are a total of: 166,989.52

Which represents an allocation of: 83.35%

MAY 21 '26 RCVD