

School Plan for Student Achievement Template

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the [SPSA Template Instructions](#).

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Christopher Elementary School	43696256048102	5/19/2026	Pending Board Approval June 18, 2026

Plan Description

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

At Christopher School, we believe all students can achieve at high levels when instruction is intentionally designed to meet their academic, linguistic, and social-emotional needs. Our mission is to cultivate student identity, academic excellence, and leadership within a language-rich, inclusive learning environment where every student feels welcomed, valued, and supported.

This plan serves as our roadmap for building, strengthening, and sustaining an effective instructional core in every classroom. Through high-quality, standards-aligned instruction and the strategic use of data, we are committed to continuous improvement to ensure all students meet or exceed state standards in English Language Arts, Mathematics, Science, and Social Studies.

At Christopher School, we are dedicated to continuously strengthening our teaching, leadership, and organizational practices to positively impact students’ academic and social-emotional experiences. Guided by multiple years of student data, we have engaged in intentional reflection on both the strengths and areas of growth within our school community. As a result, we have identified a clear

priority for the 2026–2027 school year: centering student identity and voice by elevating multiple perspectives, while fostering social-emotional well-being and addressing foundational learning gaps to accelerate academic growth.

As we work to close achievement gaps and unlock each student’s full potential, we recognize that self-confidence, emotional regulation, and a strong sense of belonging are essential conditions for high-level learning. This work requires a shared commitment and strong partnership among educators, students, families, and the broader community. Together, we will align our efforts, share effective instructional practices, and support one another to ensure meaningful and equitable learning experiences for all students.

Teachers at Christopher School focus on strengthening vertical alignment across grade levels by implementing consistent, research-based instructional practices and utilizing common formative assessments to identify specific student needs. This data-driven approach will inform targeted professional development and guide collaboration within Professional Learning Communities (PLCs), which will serve as the primary structure to support and carry out this work—ensuring coherent instruction and timely, responsive support for students.

Our goal is to cultivate strong academic habits, leadership skills, and resilience so students are prepared to succeed both inside and outside the classroom. Through ongoing collaboration with district partners, continuous analysis of student performance data, and intentional data-informed adjustments, we will effectively respond to the diverse academic, linguistic, and social-emotional needs of our community.

Christopher School’s Single Plan for Student Achievement (SPSA) is aligned with the district’s Local Control Accountability Plan (LCAP), which outlines five priority goals that guide our work and support improved outcomes for all students:

Goal 1 - All students will be proficient in meeting and/or exceeding all Common Core State Standards and 21st century skills.

Goal 2 - We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

Goal 3 - We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

Goal 4 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

Goal 5 - School and classroom environments support learning, creativity, safety, and engagement.

The SPSA establishes clear goals and targeted strategies to address the unique academic, linguistic, and social-emotional needs of our student groups, including English Learners, Hispanic/Latino students, and students from socioeconomically disadvantaged backgrounds. Through intentional planning and strategic allocation of resources, we ensure students receive differentiated instruction, supplemental supports, and equitable access to high-quality learning opportunities. These actions are designed to accelerate academic growth, close achievement gaps, and promote success for every learner at Christopher School.

Educational Partner Involvement

How, when, and with whom did your 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

The development of the Single Plan for Student Achievement (SPSA) for the 2026–2027 school year included a comprehensive and collaborative process that actively engaged Christopher School's educational partners. Beginning in February, stakeholders were provided meaningful opportunities to review and offer feedback on both the upcoming SPSA and the 2025–2026 plan.

Input gathered during this process played a critical role in guiding the allocation of federal categorical funds and ensuring alignment with SPSA goals and the Local Control Accountability Plan (LCAP). Through consistent communication and multiple opportunities for engagement, we ensured that the plan reflects the needs, priorities, and perspectives of our entire school community.

During the 2025–2026 school year, we successfully strengthened family engagement through a variety of in-person events on campus. These opportunities allowed us to gather valuable input from parents and families on how to best support student success. Building on this momentum, we will continue to deepen family partnerships in the 2026–2027 school year through the following efforts:

Classroom Involvement: Hosting classroom events, gallery walks, classroom prep squads and informal gatherings to foster open dialogue and collaboration between families and staff.

Communication: Providing regular weekly announcements, maintaining an updated school website, and utilizing social media platforms to keep families informed of important updates and upcoming events.

Celebrating Learning: Sharing and highlighting student learning experiences both inside and outside the classroom to build a strong sense of community and shared purpose.

By continuing to prioritize meaningful family engagement, we aim to cultivate a supportive and inclusive learning environment that benefits every student.

At Christopher School, we also maintain ongoing collaboration with families and educational partners through structured leadership groups. The Parent Lighthouse Group meets on the last Wednesday of each month, while the Parent Lighthouse Executive Team meets on the first Thursday of each month. Additionally, the English Learner Advisory Committee (ELAC) convenes every other month, providing a dedicated space for English learner families to share input and perspectives.

During each of these meetings, we actively seek feedback on how to improve our programs and better serve our students. This input directly informs the development, implementation, and annual review of the SPSA.

To ensure a comprehensive and inclusive planning process, Christopher School engaged a broad range of stakeholders, including:

- Christopher School Site Council
- Christopher English Learner Advisory Council (ELAC) representatives
- Parent Leadership Team
- Staff members through dedicated meetings
- Lighthouse Leadership Team

These groups participated in presentations and discussions that included a review of student performance data, program updates, and collaborative planning efforts to strengthen instructional practices and overall school effectiveness.

The School Site Council and ELAC approved the SPSA on May 19, 2026.

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.

Improving ELA Performance for Targeted Student Groups

Recent data highlights that Hispanic students, English Learners (EL), and socioeconomically disadvantaged students each grew by one performance band from 2024 to 2025. The 2025 California School Dashboard reflects this positive trend, showing that these student groups collectively improved by one color level compared to their 2024 performance. In contrast, other student groups did not receive a performance color designation during this reporting period.

While this progress is encouraging, our commitment to continuous improvement remains strong. After thorough review and discussion with our School Site Council, English Learner Advisory Committee, and dedicated staff, we will continue to make strategic adjustments to ensure sustained growth and move toward positive outcomes for all student groups.

1. Targeted Interventions and Support

- Implementation of evidence-based instructional strategies, with strong Tier 1 instruction in the classroom.
- Targeted Tier 2 support through small group instruction both within and outside of the classroom.
- Expanded access to academic language development programs.
- Targeted intervention with the use of Learning A- Z.

2. Professional Development for Educators

- Training on culturally responsive teaching practices that center student identity and elevate multiple perspectives.
- Support for teachers in differentiating instruction to meet the diverse learning needs of all students through targeted strategies and supports.
- Professional development on Tier 1 and Tier 2 interventions to better support their students within the classroom setting.

3. Family and Community Engagement

- Increase communication with families to build strong home-school connections.

- Resources and workshops to empower families in supporting student learning.

4. Ongoing Data Monitoring and Analysis

- Regular assessment of student progress to refine interventions.
- Use of data to inform instructional planning and resource allocation.

5. Focused Student Support

- Use of a Multi-Tiered System of Support (MTSS) Coach, English Learner Teacher Partner (ELTP), and ELD Instructional Assistant to support teachers and students.
- prioritization of Long Term English Learners (LTELs) to support their progress through the ELPAC state assessment levels.
- Daily instruction, including Guided Reading or structured phonics lessons to meet individual data-driven needs.

Improving Math Performance for Targeted Student Groups

Data indicates that Hispanic students, English Learners (ELs), and socioeconomically disadvantaged students have maintained the same performance band in Mathematics from 2024 to 2025. This reflects a two-level improvement from their 2023 performance. Maintaining this performance band (color level) indicates sustained progress and stability in achievement.

Similar to our progress in ELA, our growth in Mathematics is promising; however, our commitment to continuous improvement remains steadfast. Following a thorough review of data and consultation with our School Site Council, English Learner Advisory Committee, and dedicated staff, we have identified the following strategic actions to further support these student groups and ensure all students reach grade-level proficiency

1. Targeted Interventions and Support

- Implementation of evidence-based instructional strategies, with strong Tier 1 instruction in the classroom
- Expanded access to academic language around Math vocabulary.
- Provide data-driven, small-group instruction to address individual learning needs.
- Use of diagnostic assessments to identify and close specific math skill gaps
- Targeted intervention with the use of Math Shelf and Reflex/Refrax.

2. Professional Development for Educators

- Training on culturally responsive teaching practices that center student identity and elevate multiple perspectives.

- Support for teachers in differentiating instruction to meet the diverse learning needs of all students through targeted strategies and supports.
- Professional development on Tier 1 and Tier 2 interventions to better support their students within the classroom setting..

3. Family and Community Engagement

- Increase communication with families to build strong home-school connections.
- Provide resources and workshops to empower families in supporting student learning around Math power standards
- Foster a supportive learning environment that extends beyond the classroom

4. Ongoing Data Monitoring and Analysis

- Assess student progress to refine interventions.
- Use of data to inform instructional planning and resource allocation.

Behavior Support and Suspension Reduction Plan

Recent behavioral data indicate measurable improvements in suspension rates and overall student behavior across all student groups, suggesting that current support systems and interventions are having a positive effect. Notably, key indicators such as office discipline referrals and repeat suspensions have declined compared to the previous year.

However, while this progress is encouraging, the data also reveal that some disparities persist, and further work is needed to ensure consistent outcomes across all demographics. Specific areas for improvement include increasing access to Tier 2 and Tier 3 behavioral interventions, strengthening Positive Behavioral Interventions and Supports (PBIS) implementation, and ensuring staff have continued access to culturally responsive behavior management training.

1. Building a Sense of Belonging and Language Development

- Ongoing professional learning focused on fostering a sense of belonging by elevating and honoring multiple perspectives.
- Data-driven discussions about English Learners' oral and written language development across all academic areas.
- Progress measured through student engagement and academic growth

2. Focus on Student Engagement in Core Academic Programs

- Strategies that deepen student understanding, improve retention, and enhance overall learning outcomes.
- Interactive and supportive learning environments to boost student motivation and academic success

3. Strengthening PBIS and Leadership Programs:

- Regularly collect and review data from the School Culture and Climate Committee to refine PBIS, ensuring consistent, schoolwide support for positive behavior and leadership skills.

4. Enhancing School Wide PBIS Implementation

- Data-Driven Behavior Support: Leverage behavior correction data, analyzed by the School Climate and Culture Team, to identify students in need of targeted support and pinpoint specific areas for intervention
- Small Group and One-on-One Support: Utilization of the school social worker to provide personalized support for students identified through PBIS data, including one-on-one and small group sessions focused on social-emotional growth.

5. Staff Training and Professional Development

- Restorative Practice Training: Equip staff to better support students in building positive relationships and resolving conflicts within the classroom
- Culturally responsive teaching through training that promotes multiple perspectives across all academic content areas, creating a more inclusive and culturally aware learning environment.

Goals, Strategies/Activities, and Expenditures

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

Goal # 1

Goal #	Description
1	By July 2027 ELA and Math proficiency will increase for all students by 3% on SBAC

Identified Need

A description of 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.

SBAC Results Overview

Our recent SBAC results indicate a slight increase in math scores, accompanied by a modest decline in ELA performance. Notably, academic gaps in Writing and Research within ELA and Concepts and Procedures in Math remain significant barriers to substantial student growth and closing the overall achievement gap.

ELA Focus for the Upcoming Year

To address this, we plan to concentrate our coaching and support efforts on Tier 1 students, particularly in writing. Our goal is to enhance students' ability to clearly express their thoughts and opinions, ensuring they can effectively communicate their ideas across various contexts.

As we place a greater emphasis on critical writing, we will continue to strengthen our students' literacy foundations through intentional, direct instruction. This approach will support their reading growth while enhancing their ability to articulate complex ideas. Additionally, we will have an MTSS coach who will provide targeted support, ensuring our interventions are responsive to student needs and aligned with our academic goals.

Supporting Student Growth in Literacy

To accelerate student growth and close learning gaps, we will add instructional tutors to pull additional small groups beyond those already led by classroom teachers. This targeted support aims to enhance individualized learning opportunities and maximize academic gains.

In addition we will expand our toolkit with RAZ Kids to strengthen English literacy instruction and for our dual language classrooms, we will add RAZ Kids Español.

To further promote independent reading, we will continue to use Accelerated Reader, a program designed to support and monitor students' progress in building reading stamina and comprehension.

Focused Support for English Learners (ELs)

Recognizing the specific needs of our English Learners (ELs), particularly Long-Term English Learners (LTELs), we will offer targeted reading and writing support to boost their English Language Proficiency Assessments for California (ELPAC) levels. This focused intervention aims to improve both ELPAC outcomes and SBAC scores, ensuring a more comprehensive approach to closing academic gaps.

Math Instruction Focus

We will continue to support and strengthen math instruction this year by prioritizing professional development focused on our curriculum and the updated Math Framework. We will intentionally incorporate math talks, visual supports, and explicit math language and vocabulary instruction to support all learners in developing deeper mathematical understanding, communication skills, and problem-solving abilities.

The current curriculum is designed with a strong emphasis on equitable access for English Learners (ELs), incorporating math language, visual supports, and structured mathematical practices. These elements are critical in helping ELs build the academic language skills necessary to understand complex math concepts and demonstrate meaningful growth. In addition to our core math curriculum, we will provide supplemental support and targeted interventions to further strengthen students' mathematical understanding and support all learners in accessing grade-level content successfully.

Additionally, to reinforce foundational math skills, students will have access to Math Shelf, Reflex Math, and Frax Math. These programs provide targeted practice in math fluency and conceptual understanding, helping students strengthen number sense, build automaticity with foundational skills, and solve multi-step math problems more effectively.

Integrating Creativity Across Disciplines

Through a comprehensive visual arts program, students will have the opportunity to engage in creative expression while reinforcing their understanding of the California Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). This interdisciplinary approach will foster critical thinking, innovation, and creativity, supporting student growth across multiple subject areas.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Scores	2023- 2024 • ELA: 17% • Math: 18% 2024 - 2025 • ELA: 26.75% • Math : 23.36% 2025- 2026 • <i>Data Available August 2026</i>	Annual Growth of 3% Overall
CA Dashboard Academic Indicator	2023- 2024 • ELA: Orange • Math: Yellow 2024- 2025 • ELA: Yellow • Math: Orange 2025- 2026 • <i>Available is November 2026</i>	Annual Growth of Dashboard indicator
Local Benchmark Assessments (i-Ready Mid-Year)	2023-2024 • ELA: 19% • Math: 12% 2024- 2025 • ELA: 23% • Math: 17% 2025 - 2026 • ELA 26% • Math 17%	Annual Growth of 3% Overall

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Instructional Tutor	Reading support to pull extra guided reading groups for Tier 2 Intervention with students	Any student who is 2 or more grade levels behind in their Independent Reading	\$8495 \$15,000	LCFF Title 1
ELTP	English Language Teacher Partner (ELTP) to support and ensure English Language Learner (ELs) students' needs are being met and are accurately identified as needing support by teachers and instructional tutors	All ELs	\$0	District Funded
ELD Instructional Assistant	An Instructional Assistant to help support English Language learners and newcomers in reading and writing.	Newcomers and LTELS	\$0	District Funded
MTSS Coach	A Coach to help multi-tiered systems of support (MTSS) Tier 1 and Tier 2 teaching in the classroom. Also supports the Response to Intervention (RTI) process so that students who are in need receive intentional interventions by the classroom teacher.	All Students	\$45,000	Title 1

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Reading A-Z	Computer based program used for guided and independent reading.	All Students	\$3626	Title 1
Professional Development	Professional development training for teachers and staff to further their knowledge around programs to better support students in Tier 2 and Tier 3 Interventions	All Students	\$0	Title 1
Reflex Frax Math	Computer based program used for math to help close the gap in mathematics	All Students	\$4795	LCFF
Math Shelf	Computer based program used for Kindergartners in Math to help strengthen their Math foundation	All Students	\$1120	LCFF
Accelerated Reader	Computer based program to help students accountability and reading comprehension in their independent reading level	All Students Grades 3 and Up	\$4795	Title 1
Materials	Needed classroom instructional materials will be provided to help teachers support students to reach grade level standards	All Students	\$5,880 \$4,601	LCFF Title 1

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Teacher Release Days	A set number of release time so that teachers can plan, prepare and reflect around the school's problem of practice to help strengthen the Tier 1 Instruction. Release days will be used for grade level meetings as well as for in-school instructional rounds.	All Students	\$7488 (General ED) \$1404 (SPED)	LCFF LCFF
Roving Sub	Use of a roving sub to release teachers to review MTSS interventions used in the previous years, as well as goals to help move students academic levels	All Students	\$1638	LCFF
Sub	Use of a sub to support combo class teachers to help ensure instruction is continuing when teacher is working out of the classroom	All Students	\$1638	LCFF
NewsELA	Program to give access to expository text at their reading level and in their interest specifically in the areas of science and social studies.	All Students	\$2,848	Title 1
Associate of Social Work (ASW) Social Worker	To support students socio-emotionally by helping create classrooms as conducive places to learn, bridging in an SEL component, supporting attendance and providing counseling to students whose SEL is affecting their academics	All Students	\$145,660	Title 1
Better Getting Stronger - Program	Providing students with weekly PE classes and games daily through a PE program to help boost students' physical activity, which in turn boosts student's cognitive ability.	All Students	\$16,905 \$16,905	Title 1 Parent Group

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Visual Performing Arts	Increase student academic achievement by providing equitable access to high-quality Visual and Performing Arts opportunities that support creativity, critical thinking, communication, and student engagement across all content areas.	All Students	11,909	Prop 28
Visual Performing Arts Instructor	Provide access to diverse Visual and Performing Arts experiences through specialized arts instruction that promotes creativity, collaboration, communication, and deeper engagement in learning across the curriculum	All Students	\$67,485	Prop 28
Print Shop	Needed instructional materials to be mass printed for school use	All Students	\$300	LCFF
Technology	Provide time for the Tech Mentor to help staff and students have their technology ready for the academic curriculum	All Students	\$1000	LCFF
Parent Engagement	Provide support and family opportunities to engage them in students learning	All Students	\$2649	Title 1

Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The school strengthened its literacy achievement through the implementation of targeted literacy strategies and evidence-based intervention systems designed to meet the diverse needs of all learners. Digital literacy platforms such as EPIC, RAZ Kids, and Accelerated Reader played a key role in supporting differentiated instruction, increasing student engagement, and expanding access to leveled texts in both English and Spanish. These programs supported reading fluency, comprehension, vocabulary development, and independent reading habits through interactive and high-interest reading experiences. Recent assessment data and program usage reports indicate positive trends in student reading achievement, fluency, comprehension, and overall reading motivation. Continued use of these tools, combined with targeted small-group instruction, intervention support, and ongoing progress monitoring, is helping accelerate literacy growth and narrow achievement gaps for identified student groups.

A significant factor contributing to the school's literacy gains has been the leadership and coordination provided through the Multi-Tiered System of Supports (MTSS) process. The MTSS Coach has played a critical role in identifying student needs, coordinating Tier 2 and Tier 3 interventions, monitoring progress, and ensuring students receive timely and targeted academic support. Throughout the year, approximately four to five targeted intervention groups received focused instruction in foundational phonics skills, reading comprehension, writing development, and oral language acquisition. These interventions were facilitated collaboratively by the Reading Interventionist and Instructional Coach, allowing students to receive differentiated, data-driven instruction tailored to their individual academic needs.

These small-group interventions were carefully designed to remain flexible, responsive, and aligned to ongoing student performance data. Instructional groups were adjusted regularly based on assessment results, classroom performance, and continuous progress monitoring to ensure students received support targeted to their specific areas of need. As a result of these focused interventions, at least 10% of students receiving targeted support met or exceeded their intervention goals and demonstrated sufficient growth to be

successfully exited from intervention services based on substantial progress from their baseline assessment data. These outcomes reflect the effectiveness of the school's tiered intervention system and its commitment to accelerating student achievement through timely, targeted support.

This multi-tiered system of support continues to serve as a foundational strategy for addressing learning gaps and accelerating achievement, particularly for Hispanic/Latino students and English Language Learners, by ensuring students receive differentiated, data-driven support aligned to their individual needs.

The school also strengthened its foundational literacy instruction by supplementing the Core Knowledge Foundation: Core Knowledge Language Arts (CKLA) Phonics curriculum with the University of Florida Literacy Institute (UFLI) program in the primary grades and the Collaborative Classroom program in the upper grades. These evidence-based supplemental programs provided targeted, systematic instruction in foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and word recognition. The integration of these supports reinforced core classroom instruction and allowed teachers to better address individual student learning needs through differentiated and structured literacy practices. Additionally, Systematic Instruction in Phonics, Phonemic Awareness, and Sight Words (SIPPS) was utilized as a Tier 2 intervention to support students requiring additional foundational reading support through explicit and systematic instruction designed to strengthen literacy skills and improve overall reading achievement.

To continue building student literacy and fostering a love for reading, the school will maintain the use of digital literacy platforms such as EPIC, RAZ Kids, and Accelerated Reader. These programs will continue to provide differentiated and leveled reading materials that support independent reading practice both at school and at home while promoting student engagement, accountability, comprehension, fluency, and long-term literacy growth.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes are being made to this goal or the associated strategies for achieving it. These approaches are expected to directly impact our i-Ready scores, where we anticipate a significant increase in projected proficiency as a result of these sustained efforts.

Goal # 2

Goal	Description
Goal # 2	By July 2027 we will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL by 3%.

Identified Need

A description of 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.

According to the California Department of Education, the school's English Language Learners, Hispanic/Latino students, and socioeconomically disadvantaged students are making steady progress in English Language Arts achievement. While growth trends indicate that current instructional supports and intervention systems are positively impacting student outcomes, continued work is needed to accelerate achievement and move these student groups toward the Blue and Green performance levels on the California Dashboard. .

Targeted ELA Support for High-Need Student Groups

According to the California Department of Education, current English Language Learners (ELs) demonstrated positive academic growth in English Language Arts (ELA), reflecting the impact of targeted instructional support. In addition, Hispanic/Latino students and Socio-Economically Disadvantaged (SED) students also showed growth in ELA, contributing to an overall increase in academic performance on the California Dashboard.

To continue to gain academic growth for the targeted groups, we will continue to utilize an Instructional Tutor and a MTSS Coach to provide guided reading and phonics support, helping students reach their independent reading levels more quickly. This targeted approach aims to close the achievement gap by building foundational literacy skills.

Additionally, we will leverage digital learning tools like RAZ Kids, RAZ Español and EPIC to enhance academic achievement and provide personalized learning opportunities for our diverse student population.

Targeted Math Support for High-Need Student Groups

According to the California Department of Education, Hispanic/Latino students and Socio-Economically Disadvantaged (SED) students are currently identified in the Yellow performance level in Mathematics, indicating that the instructional supports and interventions currently in place are contributing to steady progress and growth. However, English Language Learners (ELs) continue to perform in the Orange performance band, highlighting the continued need for intensified intervention support, targeted math instruction, language development integration, and differentiated strategies to accelerate achievement.

Because of the progress we have made, we will continue to utilize Reflex, Fran and Math Shelf to strengthen our foundational math skills, ensuring that all students gain the fluency needed for more complex problem-solving.

Additionally, we will continue to strengthen our instructional practices through Professional Development (PD) centered on Math Talks and mathematical writing. These strategies will help students articulate their mathematical thinking more effectively, fostering deeper understanding and supporting long-term academic growth.

Chronic Absenteeism Support

From 2024–2025, our Chronic Absenteeism rate moved from the Yellow tier to the Orange tier. Although there was a decrease in the percentage of chronic absenteeism, the improvement rate for our Hispanic, Low SES, and Special Education student groups was less than 5%, resulting in the tier change from Yellow to Orange.

We will continue to support students through regular wellness checks conducted by our dedicated Social Workers and Community Liaison. This approach ensures early intervention and personalized support, promoting consistent school attendance and overall student well-being. We will also continue educating families on the importance of attendance and provide ongoing attendance data to help families monitor and support improved student attendance.

Suspension Rate and Student Support

According to the California Dashboard, all student groups are performing in the Blue level for suspension rates, with an overall decline of 2% in suspensions. This reflects the positive impact of the supports and interventions currently in place across our school comm

To continue this positive trend, we will maintain our current efforts while actively exploring alternatives to suspension. Our approach will focus on early intervention, identifying behavioral triggers and antecedents, and implementing proactive support strategies to prevent behavioral escalations. In addition, we will continue providing professional development focused on student behavior and Tier 1 supports so that all staff members gain additional tools and strategies to support students effectively within the classroom environment.

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
English Learner Reclassification Rate	2023-2024 2% 2024-2025 2% 2025-2026 11%	15%-20% of English Language Learners Reclassified Annually
Long Term English Learner Rate (LTELs)	2023-2024 26% 2024- 2025 8% 2025-2026 6%	20% or less of English Language Learners Identified as LTEL

Local ELA Benchmark Assessments for Student Groups (i-Ready Mid-Year)	2023-2024 • 16% of Latino students scored at or above grade level • 0% of Black students scored at or above grade level • 19% of English Language Learners scored at or above grade level 2024- 2025 • 17.89% of Latino students scored at or above grade level • 1% of Black students scored at or above grade level • 10.7% of English Language Learners scored at or above grade level 2025-2026 • 25.6% of Latino students scored at or above grade level • 0% of Black students scored at or above grade level • 13.4% of English Language Learners scored at or above grade level	Annual Growth of 5% for Listed Student Groups
--	--	--

Local Math Benchmark Assessments for Student Groups (i-Ready Mid-Year)	2023-2024 • 11% of Latino Students scored at or above grade level • 0% of Black students scored at or above grade level • 7% of English Learners scored at or above grade level. 2024- 2025 • 15.56% of Latino students scored at or above grade level • 1% of Black students scored at or above grade level • 11.11% of English Language Learners scored at or above grade level 2025- 2026 • 15.22% of Latino students scored at or above grade level • 0% of Black students scored at or above grade level • 9.8%of English Language Learners scored at or above grade level	Annual Growth of 5% for Listed Student Groups
---	--	--

CA Dashboard Academic Indicator	2022-2023 • ELA ○ Hispanic/Latino students scored in the red performance band ○ Black students had no performance color ○ English Learners scored red ○ Foster Youth no performance color ○ Socioeconomically Disadvantaged scored red • Math ○ Hispanic/Latino students scored at or above grade level in the red ○ Black students had no performance color ○ English Learners scored red ○ Foster Youth no performance color ○ Socioeconomically Disadvantaged scored red 2023- 2024 • ELA ○ Hispanic/Latino scored in the Yellow ○ Black no performance color ○ English Language Learners scored in the Orange ○ Foster Youth no performance color	Blue, Green, or Increased of One Performance Level for listed student group
---------------------------------	--	---

	○ Socioeconomically Disadvantaged scored in the Orange	
	● Math ○ Hispanic/Latino scored in the Yellow ○ Black no performance color ○ English Language Learner scored in the Yellow ○ Foster Youth no performance color ○ Socioeconomically Disadvantaged scored in the Yellow	
	2024-2025	
	● ELA ○ Hispanic/Latino students scored in the Yellow ○ Black students had no performance color ○ English Learners scored in the Yellow ○ Foster Youth no performance color ○ Socioeconomically Disadvantaged scored in the Yellow	
	● Math ○ Hispanic/Latino students scored in the Yellow ○ Black students had no performance color ○ English Learners scored in the Orange ○ Foster Youth no performance color	

- Socioeconomically Disadvantaged scored in the Yellow

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
ELTP	English Language Teacher Partner to support and ensure EL students needs are being met and are accurately identified as those needing support by teachers and Instructional Tutors	All ELs	\$0	District Funded
ELD Instructional Assistant	An Instructional Assistant to help support English Language Learners and newcomers in reading and writing to see how to combine the data to report on the CDE form	Newcomers and LTELS	\$0	District Funded
MTSS Coach	A Coach to help Tier 1 and Tier 2 Teaching in the classroom. Also supports the RTI process so that students who are in need are getting intentional interventions by the classroom teacher.	All students	\$0	Monies in Goal 1
Reading A-Z	Computer Based Program used for Guided and Independent Reading.	All Students	\$0	Monies in Goal 1

Reading A-Z Espanol	Computer Based Program used to support students in Dual Language Program Increase their Proficiency in Spanish so that students have a higher success rate to transfer those skills into English	All Dual Language Students	\$0	Monies in Goal 1
Reflex Frax Math	Computer Based Program used for Math to help close the gap in Mathematics	All Students	\$0	Monies in Goal 1
Accelerated Reader	Computer Based Program to help students accountability and reading comprehension in their Independent Reading Level	All Students Grades 3 and Up	\$0	Monies in Goal 1
Istation	Computer Based Program to see how students Spanish Literacy	K-6 Dual Language Students	\$0	District Provided
EPIC	Computer Based Program used to support students build their Independent Reading Level	All Students	\$0	N/A
Materials	Needed classroom materials will be provided to help teachers support students to reach grade level standards	All Students	\$0	Monies in Goal 1

Teacher Release Days	A set days of release time so that teachers can plan, prepare and reflect around the School's Problem of Practice to help strengthen the Tier 1 Instruction. Release Days will be used for grade level meetings as well as for In School Instructional Rounds.	All Students	\$0 \$0	Monies in Goal 1
Professional Development Training	Provide Professional Development Training around Multi Tiered Systems of Support so that staff understands the various tiers that are within a school system that will support all students	All Students	\$0	Monies in Goal 1
NewsELA	Program to give access to Expository Text at their reading level and in their interest specifically in the areas of Science and Social Studies.	All Students	\$0	Monies in Goal 1

Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

While we successfully reclassified 21 students this year and currently have 9% of our students classified as Long-Term English Learners (LTELs), our goal is to continue increasing this reclassification rate.

To support this effort, we continue to implement targeted intervention groups that focus on writing, an area identified as a key growth opportunity based on assessment data. Moving forward, we will continue to prioritize writing support, ensuring our LTELs gain the skills necessary to progress toward full reclassification.

This past year, all teachers participated in Professional Learning Community (PLC) groups that focused specifically on strengthening writing instruction. Through collaboration, data analysis, and the sharing of instructional strategies, teachers worked together to improve student writing outcomes across grade levels. PLC teams examined student writing samples, identified areas of need, and implemented targeted instructional practices to support the development of writing skills, academic language, organization, and written expression. This collaborative approach helped create greater consistency in writing instruction and supported ongoing professional growth among staff.

To further support literacy in both English and Spanish, we will continue investing in digital learning tools, including RAZ Kids, RAZ Kids Español, and Istation and Newsela, ensuring students have access to high-quality, bilingual literacy support.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We believe that teachers learn best from one another. Although our initial plan included Professional Development (PD) to further teacher knowledge on RAZ Kids, the scheduled release day was instead used to deepen understanding of writing standards and strengthen vertical alignment across grade levels. This shift allowed teachers to collaborate more effectively on core instructional priorities.

In PLC (Professional Learning Community) groups, teachers remain focused on supporting English Language Learners (ELLs), consistently tracking their progress on key academic goals.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Investments in these targeted strategies have proven effective, and we remain committed to supporting English Learners (ELs) as a critical priority. Moving forward, we will continue to focus on implementing targeted strategies that address the unique needs of this important student group, ensuring meaningful academic growth and long-term success.

Goal # 3

Goal	Description
Goal #3	Through an inclusive learning environment, by July of 2027 the number of SDC students and the number of RSP students that are mainstreamed in the General Education setting will increase by 5% per student group.

Identified Need

Creating a welcoming and affirming school environment where all students feel safe, valued, and connected continues to be a top priority. Transitioning back from distance learning has been challenging for many students over the past few years, particularly Students with Disabilities, who have experienced significant academic and social-emotional impacts, as reflected in recent data.

To address these needs, the school recognizes the importance of Social-Emotional Learning (SEL) across all three tiers of support to ensure students have the resources necessary to successfully navigate the school year. Small-group instruction, peer support opportunities, restorative practices, and targeted interventions will continue to play a critical role in meeting the diverse academic, behavioral, and emotional needs of students.

Students with Disabilities have demonstrated significant progress in both English Language Arts and Mathematics; however, they currently do not have a color band identified on the California Dashboard for academic performance. In Chronic Absenteeism and Suspension, this student group continues to perform in the Orange tier, indicating that additional targeted support and intervention remain necessary to improve student outcomes.

Moving forward, the school will continue to focus on comprehensive, data-driven interventions to ensure Students with Disabilities receive the academic, behavioral, and social-emotional support needed for long-term success. Through ongoing collaboration among staff, families, and support teams, the school remains committed to creating inclusive learning environments that promote student achievement, engagement, and well-being.

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
Local ELA Benchmark Assessments for Special Education (i-Ready Mid-Year)	2023-2024 8% of Students with Disabilities Performed at or above grade 2024-2025 24% of Students with Disabilities Performed at or above grade 2025-2026 25.11% of Students with Disabilities Performed at or above grade	Annual Growth of 5% for Special Education Student Group

Local Math Benchmark Assessments for Special Education (i-Ready Mid-Year)	2023- 2024 • 15% of Students with Disabilities at or above grade level 2024 - 2025 • 21.3% of Students with Disabilities Performed at or above grade 2025- 2026 • 21% of Students with Disabilities Performed at or above grade	11% of Students with Disabilities at or above grade level
CA Dashboard Academic Indicator	2023-2024 • ELA ○ No Performance Color • Math ○ No Performance Color 2025-2026 • ELA ○ No Performance Color • Math ○ No Performance Color 2025 - 2026 • ELA ○ Data Available November 2026 • Math ○ Data Available November 2026	Blue, Green or Increase of One Performance Level for Special Education Student Group

Inclusion Data of Students with Disabilities	2023-2024 • SDC - 54.55% of students in Gen Ed at least 40% of their day • RSP - 100% of students in Gen Ed at least 80% of their day 2024 - 2025 • SDC - 50 % of students in Gen Ed at least 40% of their day • RSP - 100% of students in Gen Ed at least 80% of their day 2025- 2026 • SDC - Data Available in June 2026 • RSP - 100% of students in Gen Ed at least 80% of their day	Students with Disabilities in General Education Settings for at least 80% of their day Students with Disabilities in Special Day Classes in General Education Settings for at least 40% of their day
--	---	--

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Support Staff Meetings	The administrator, counselor, Community Liaison, and coach will meet biweekly to discuss students who are in need of Tier 2 and/or Tier 3 interventions to help support their needs	All Students	\$0	N/A

Community Liaison	Community Liaison will meet and work with families in need to provide resources and/or support.	All Students	\$0	District Funded
Community Linked Solutions	Provide resources and support for families and students specifically in the area of Socio-Emotional needs.	All Students	\$0	District Funded
MTSS Coach	Support teachers and students in Tier 1 services in academic, behavior and socio-emotional	All Students	\$0	Monies in Goal 1
ASW Social Worker	Provide behavioral, socio-emotional and attendance support for students who are struggling. Will provide Tier 1 support to all teachers in the classroom around socio-emotional support in daily morning meetings and help support Tier 2 and 3 students	All Students	\$0	Monies in Goal 1
Professional Development Training	Provide Professional Development Training around student needs and how to support in the classroom.	All Students	\$0	N/A
PLC Meetings	Monthly PLC Meetings to discuss the academic movement of	All Students	\$0	District Funded

Teacher Release Days	A set days of release time so that teachers can plan, prepare and reflect around the School's Problem of Practice to help strengthen the Tier 1 Instruction. Release Days will be used for grade level meetings as well as for In School Instructional Rounds.	All Students	\$0	Monies in Goal 1
Teacher Release Days SDC	Teacher Release day so teachers are able to align themselves on the needs of the students in their class as well as use of the IEPs to guide their teaching for the school year.	SDC Students	\$0	Monies in Goal 1
Professional Development Culturally Responsive Teaching	Professional Development Training in Curriculum that centers around Culturally Responsive Teaching that will help engage all students in their learning	All Students	\$0	N/A
Materials	Needed classroom materials will be provided to help teachers support students to reach grade level standards, specifically focusing on Diversity, Equity, Inclusion and Belonging	All Students	\$0	Monies in Goal 1
Calm Down Corner	Supplies provided to each classroom to have a calm down corner to support students when they need a place when they are feeling overwhelmed and are feeling they need a break.	All Students	\$0	District Provided
Technology	Support the ongoing maintenance of technology so that students have access to 21st century skills needed for academics	All Students	\$0	Monies in Goal 1

Professional Development	Training around MTSS and how to strengthen our Tier 1, Tier 2 and Tier 3 supports in the academic setting	All Students	\$0	Monies in Goal 1
--------------------------	---	--------------	-----	------------------

Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We have established a strong Tier 2 and Tier 3 support system to identify and provide targeted interventions for students in need. These systems are designed to ensure that all students receive the academic, behavioral, and social-emotional support necessary for success.

This year, the school maximized the use of on-site counseling services and support from the Alum Rock Counseling Center to expand access to mental health and counseling support for as many students as possible. In addition, the school strengthened Tier 1 support through the implementation of Calm Down Corners in classrooms and the support of a full-time Social Worker, allowing staff to proactively address student needs and support emotional regulation, self-management, and positive student behaviors. Moving forward, the school will continue strengthening its multi-tiered support system through dedicated professional development and training opportunities focused on enhancing teacher knowledge, tools, and strategies related to Tier 1 and Tier 2 interventions. These efforts will support staff in implementing proactive classroom practices, targeted interventions, and social-emotional supports that promote positive student outcomes and create supportive learning environments for all students.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal

The only significant difference between the intended implementation and the actual budgeted expenditures for this goal was an adjustment to the Professional Development (PD) provided around RAZ Kids. One formal training was conducted, while the remaining two training sessions were embedded into our monthly professional development meetings.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

To better allocate resources and support student well-being, the following changes will be made: Professional Development (PD) trainings will focus on targeted student supports, with an emphasis on creating inclusive learning environments and implementing effective strategies to ensure success for all students, especially students with disabilities.

Goal # 4

Goal	Description
Goal #4	By June 2027 there will be 75% Parent Attendance of targeted parent group in identified parent engagement activities

Identified Need

Christopher School will solicit parent engagement through our Parent Lighthouse Team, having monthly Conversations with the Principal meetings, having active ELAC Parent meetings, providing student presentation opportunities for parents to see their children learning and by providing more inclusive school wide activities. We want parents to feel safe and welcomed on campus, in classrooms, at events, and field trips. In addition, we will provide parent classes in topics they feel they best would support them.

To help make sure that families of the targeted student groups get more support and are engaged in community events that can in turn support their child academically, efforts to ensure that they are part of community events will be a focus with our school culture and climate team.

Christopher School will continue to work on connecting all stakeholders through in person or virtual formats depending on what mandated protocols are put in place.

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
Attendance at School Parent Meetings	2023- 2024 80% 2024 - 2025 - Average of 5 parents per meeting 2025- 2025 - Average of 7 parents per meeting per month	Increase average number of parents attending at school parent meetings
Parent Square Delivery and Post Data	2022- 2023 100% 2023-2024 99.8% 2024 - 2025 99.5%	99% delivery rate

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Engagement Events/Community Events	2023 - 2024 4 Parent Family Engagement Events 2024-2025 9 Parent Family Engagement Events - BMX - Multicultural - Hispanic Heritage - Awards Ceremony - Fun Run - Harvest Festival - Holidays Around the World - Movie Night - Author Event 2025- 2026 - Parent Family Engagement Events - Multicultural Celebration - Hispanic Heritage - Fun Run - Harvest Festival - Bike Rodeo - Alum Rick Informational Events	Will have at least 4 Parent Engagement Events/Community Events

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
PEI Family Engagement classes	Parent Engagement Classes through Alum Rock to help support families in helping their children.	All Students	\$0	District Funded
Parent Engagement Materials	Materials to support family classes that can be used to support students' academic, behavioral and socio-emotional needs.	All Students	\$0	Monies in Goal 1
Family/Community Events	Events to bring the family together to help build a welcoming and affirming environment	All Students	\$0	Parent Group Supported
Weekly Parent Newsletter	Weekly Parent Newsletter through Parent Square that shares upcoming events as well as what has happened	All Students	\$0	Free Resource
Parent Lighthouse Meetings	Monthly Meetings with Parent Group on upcoming events, school concerns, school needs	All Students	\$0	School Funded

Parent Workshops	Workshop to support Parents on the learning and curriculum in the classroom being taught	All Students	\$0	School Leadership
Gallery Walks	Opportunity for family members to come see the end of a unit to see student's academic work	All Students	\$0	School Funded

Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We hosted several Parent and Family Engagement events that brought many families to our school community, including the Bike Rodeo, Fun Run, Harvest Festival, and Multicultural Celebration. In addition to these community-building events, we offered several parent workshops designed to strengthen learning and support skills for families at home. Workshop topics focused on creating structures and routines at home, as well as identifying outside supports for students on the autism spectrum. In addition, PIQUE facilitated a six-week course aimed at helping families support their child's educational journey and better understand the school system so they can more effectively advocate for and assist their children.

Based on the data collected it is hard to determine the effectiveness of the strategies towards targeted student groups.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There was no major difference between the intended implementation and/or the budgeted expenditures to implement strategies/activities to meet articulated goals.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For this goal we made a few changes to the original goal. To help ensure we are reaching the parents of the targeted student groups and their families, we will select a specific group of parents whose students are in the three subgroups that we are not meeting and work on creating relationships and finishing opportunities to help ensure this specific group of families are engaged in school and community events.

In order to increase parent engagement and attendance at parent meetings, we will expand our public relations and communication efforts by increasing outreach and distributing flyers for important meetings and events. In addition, we will utilize our Community Liaison and Social Worker to identify and connect with targeted families on a monthly basis to determine if additional support or resources are needed.

Goal # 5

Goal	Description
Goal # 5	By May 2027 we will increase the percentage of students who feel safe and connected at school from Fall to Spring by 2%, as measured by the Student Connectedness and Belonging Survey.

Identified Need

At Christopher School, we believe in creating an environment where all students feel seen, heard, valued, and included. We believe that fostering a strong sense of identity, belonging, and leadership is essential to student success. To support this vision, our staff, students, families, and administration are committed to creating a positive and inclusive school climate that promotes both academic growth and personal development.

Our goal is to reduce office referrals by at least 10% by cultivating a supportive environment where every student feels connected, empowered, and respected. This effort will focus on building school morale, strengthening school pride, and engaging the entire school community in fostering a culture of excellence and inclusivity.

By providing students with opportunities to succeed in both academic and non-academic settings, we aim to positively impact student behavior, increase academic achievement, and strengthen each student's overall sense of belonging and connection to school.

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
Attendance Annual Average	2022- 2023 90.19% 2023-2024 92.84% 2024 - 2025 93.97%	95%
Chronic Absenteeism	2023- 2024 24.3% 2024- 2025 22.7% 2025- 2026 <i>Data available in June 2026</i>	The Chronic Absenteeism rate will be reduced to 18%.
Suspension Rate	2023- 2024 1.76% 2024- 2025 0% 2025-2026 .44%	1%
Expulsion Rate	2023-2024 0% 2024 - 2025 0% 2025-2026 0%	0%
Student Connectedness and Belonging	2023-2024 86% feel safe and 69% feel connected 2024- 2025 88% feel safe and 76% feel connected 2025- 2026 93% feel safe and 82% feel connected	90% feel safe at school 80% feel connected

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Culture and Climate Team	A team that will focus on PBIS, Leader and Me as well as the resources for social skills and the data that comes with it to help determine needs and supports.	All Students	\$0	District Funded
ASW Social Worker	To support students socio-emotionally by helping classrooms to be a conducive place to learn, and by bridging in SEL component, supporting attendance and provide counseling to students whose SEL is affecting their academics	All Students	\$0	Monies in Goal 1
MTSS Coach	A Coach to help Tier 1 and Tier 2 Teaching in the classroom. Also supports the RTI process so that students who are in need are getting intentional interventions by the classroom teacher.	All Students	\$0	Monies in Goal 1
SEAL	Training and Release Days on high engagement strategies for Multilingual learners so they have equitable access into the academic curriculum	All Students	\$0	District Funded

Teacher Release Day	A Release Day for Teachers to perform Instructional Rounds Walkthrough to support high leverage teaching strategies as well as opportunity to further develop	All Students	\$0	Monies in Goal 1
Materials	Needed Classroom Materials will be provided to help teacher provide the needed materials students need to reach grade level standards	All Students	\$0	Monies in Goal 1
ELTP	English Language Teacher to support and ensure MLL students needs are being met and are accurately identified as those needing support by teachers and Instructional Tutors	All ELs	\$0	District Funded
Visual Performing Arts Program	Visual Arts Program	All Students	\$0	District Funded
Better Getting Stronger - Program	Providing students with weekly PE classes and games daily through a PE program to help boost students physical activity which in turn boost student's cognitive ability.	All Students	\$0	Monies in Goal 1
After School Sports Program	Provide students with structured opportunities to build confidence, practice positive social skills, and develop self-discipline in a supportive environment	All Students	\$6000	Title 1

Printshop	Needed materials to be mass printed for school use	All Students	\$0	Monies in Goal 1
-----------	--	--------------	-----	------------------

Annual Review

SPSA Year Reviewed: 2025-2025

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall, we have seen growth in our Student Connectedness and Belonging Survey results, along with a decrease in chronic absenteeism.

To continue strengthening this progress and increase our overall growth, we will add another layer of support by ensuring that students see themselves reflected in their classrooms, particularly within the curriculum. By incorporating a lens that values and explores multiple perspectives, we aim to create a stronger and more inclusive learning environment. This approach will help deepen students' sense of connection and belonging, which we anticipate will further improve connectedness survey results and continue to decrease chronic absenteeism

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

On teacher release days, the primary focus was on academics and supports for English Language Learners. Moving forward, an additional layer of professional learning is needed to help teachers delve deeper into the curriculum through multiple lenses so that all students can see themselves represented. In addition, teachers will need tools and strategies to help gauge student engagement and monitor whether students are feeling more connected and included in the learning environment.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No specific changes will be made to this goal at this time, as we have seen **positive growth** toward achieving it. We will continue to monitor progress and reinforce successful strategies to sustain this momentum.

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the ConApp	\$ 247,084
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 360,236

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title 1	\$247,084

Subtotal of additional federal funds included for this school: \$0

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$33,758
PROP 28	\$79,394

Subtotal of state or local funds included for this school: \$ 113,152

Total of federal, state, and/or local funds for this school: \$ 247,084

Christopher Elementary School
School Site Agenda
May 19, 2026
2:40 p.m. Conference Room

- I. Objective of Meeting
- II. SPSA 2026 - 2027
- III. Voting of SPSA
- IV. Next Steps
- V. Closing

Resources

[SPSA Document](#)

[SPSA Slide Show](#)

Christopher Elementary School
School Site Agenda
May 19, 2026
2:40 p.m. Conference Room

- I. Objective of Meeting
- II. SPSA 2026 - 2027
- III. Voting of SPSA
- IV. Next Steps
- V. Closing

Resources

[SPSA Document](#)

[SPSA Slide Show](#)

- Meeting started at 2:40 p.m.
- All members introduced themselves
- Review of what SPSA is and the goals connected to it
- Explain the budget cut and the effects of it
- Go over Goal 1 and the strategies to put in place to support it
 - Discuss the cut in Leader in Me
 - Question about the tutor and how groups are chosen
 - Discussion around MTSS coach
 - Talked about cut in supply budget
 - Discuss the cut in tutor hours if needed
 - No more questions about Goal 1
- Go Over Goal 2
 - Discuss connection to goal 1
 - Talk about cut in care solace
 - Talked about community liaison
 - No more questions about goal 2
- Go over goal 3
 - Discussion about Professional Development and what that would look like

- No more questions about goal 3
- Go over goal 4
 - Talked about the family classes offered through Alum Rock
 - Discussed PIQUE
 - Parent Group
 - No more questions
- Go Over goal 5
 - Discussion that social worker and the benefits
 - Talk about Alum Rock and what they need and how it is changing
 - No more questions
- Team agrees on the SPSA

Meeting Adjourned at 3:20 p.m.

SPSA
~ School Site
ELAC
Attendees.

Name

Approved

Mandy Fine

X

Denise Valdez

X

Karen James

X

Michelle

X

SPSA

26-27

All students will be proficient in meeting and/or exceeding all Common Core State Standards

- Instructional Tutor
- ELTP
- ELTP Instructional Assistant
- MTSS Coach
- Guided Reading Support
- Reading A-Z
- Professional Development Trainings
- Reflex/Frax Math
- Math Shelf
- Accelerated Reader
- EPIC
- Reading A-Z Espanol
- Materials
- Teacher Release Days

- Technology
- NewsEla
- NewsEla - Writing
- Social Worker
- BGS- PE Program
- Sub

We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

- Instructional Tutor
- ELTP
- ELTP Instructional Assistant
- MTSS Coach
- Classroom Support
- Guided Reading
- Reading A- Z
- Istation
- Professional Development Trainings
- EPIC
- Reading A-Z Espanol
- Materials
- Teacher Release Days
- Technology
- NewsEla
- Social Worker
- BGS- PE Program
- Sub

We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

- Support Staff Meetings
 - Community Liaison
 - Community Linked Solutions
 - MTSS Coach
 - Counseling Services
 - ASW Social Worker
 - Professional Development Trainings
 - PLC

We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

- Support Staff Meetings
 - Community Liaison
 - Community Linked Solutions
 - MTSS Coach
 - Counseling Services
 - ASW Social Worker
 - Care Solace
 - Professional Development Trainings
 - PLC
- Teacher Release Days
- Professional Development Ethnic Studies
- Calm Down Corner

We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

- PEI Engagement Classes
- Parent Engagement Materials
- Family Community Events
- Weekly Parent Newsletter
- Parent Lighthouse Meetings
- Parent Workshops
- Gallery Walks

School and classroom environments support learning, creativity, safety, and engagement.

- Culture and Climate Team
- ASW Social Worker
- Social Worker Intern
- Counseling Interns
- Alum Rock Counseling
- MTSS Coach
- Teacher Release Days
- VPA
- BGS