School Year: **2026-27**

Brewer Island Elementary School

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Brewer Island Elementary School	41690396112650	5/20/2026	6/25/26

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

Principal met with the stakeholders on the following dates for the planning process for the SPSA/Annual Review:

Staff Meeting Dates:
April 29, 2025
May 19, 2025

Instructional Leadership Team Dates:
May 29, 2029

Schoot Site Council:
April 30, 2025
May 28, 2025
June 11, 2025 (for signing)

Additional Surveys were created for all staff.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Brewer Island 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	0.28%	%	0.34%	1		1
African American	1.67%	1.31%	1.35%	6	4	4
Asian	48.89%	45.10%	43.10%	176	138	128
Filipino	5.00%	5.23%	6.06%	18	16	18
Hispanic/Latino	17.78%	20.26%	19.19%	64	62	57
Pacific Islander	0.83%	0.98%	1.01%	3	3	3
White	13.33%	13.40%	14.81%	48	41	44
Multiple/No Response	10.56%	11.76%	11.11%	38	36	33
			Total Enrollment	360	306	297

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten	20	20	20
Kindergarten	45	45	44
Grade 1	54	40	52
Grade 2	48	45	41
Grade3	70	44	44
Grade 4	47	59	37
Grade 5	76	51	59
Total Enrollment	360	304	297

Conclusions based on this data:

1. Enrollment has seen a slight decline over the years, which is similar to the districts overall declining numbers.
2. No observed challenges in enrollment numbers
3. We have a stable teaching staff and inclusive community culture.

School and Student Performance Data

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	77	59	52	20%	18%	17.5%
Fluent English Proficient (FEP)	115	93	89	35%	31.9%	30.0%
Reclassified Fluent English Proficient (RFEP)	65	58	57	18%	18%	18%

Conclusions based on this data:

1. The percentage of English Learners has seen only very small fluctuations, and remains stable.
2. The percentage of students remains stable
3. The percentage of students remains stable

School and Student Performance Data

Data Indicators and Targets

https://docs.google.com/spreadsheets/d/1bU3xGhU67lUZaYGurDYoAzqTEjH_6ZBvdtzxjs6xWJ8/edit?gid=890766619#gid=890766619

Data Statements: Strength

1.

Academic Achievement
Brewer Island continues to demonstrate strong performance in early literacy and math. PAF literacy data remained strong in grades K-2, with 1st grade increasing to 98% meeting or exceeding standards. District Math Benchmark data also remained strong schoolwide, particularly in grades 3-5, where students consistently performed above 85%.
Multilingual learners and Socio-Economically Disadvantaged students also demonstrated growth in literacy and math across several district assessments, reflecting the impact of intervention supports, multilingual strategies, and targeted instruction.
Wellness
Brewer Island continues to maintain very low suspension rates overall, reflecting the positive impact of PBIS, restorative practices, counseling supports, and schoolwide SEL systems. Suspension rates declined overall and several student groups returned to 0% suspension rates in 2025-26.
CA Healthy Kids Survey data also reflected positive trends in student connectedness and safety, particularly among 4th and 5th grade students. Students continue to benefit from strong community-building opportunities, student leadership programs, and all-school community meetings.
Equity
Brewer Island continues to prioritize equitable access to instruction, intervention, and student leadership opportunities. Several historically underserved student groups demonstrated growth in literacy and math, particularly in early literacy and district math benchmarks.
The school also continued to expand opportunities for student voice, family engagement, and culturally responsive practices through ELAC, SSC, PTA collaboration, cultural celebrations, and student leadership groups.

Data Statements: Challenges

2.

Academic Achievement
Literacy data for grades 3-5 showed declines in students meeting or exceeding standards on NWEA MAP Reading assessments. English Learners, Special Education students, and several student groups continue to perform below schoolwide averages in literacy achievement, indicating a continued need for targeted intervention and language development supports.
Math Benchmark data also reflected declines among several student groups and grade levels, including Kindergarten, 1st grade, English Learners, Hispanic/Latinx students, and Special Education students.
Wellness
Chronic absenteeism continues to remain above target levels for several student groups, particularly English Learners, Hispanic/Latino students, and Socio-Economically Disadvantaged students.
CA Healthy Kids Survey data also showed declines in some areas related to school connectedness, meaningful participation, and feeling safe at school, particularly among 3rd grade students. Increasing student voice, belonging, and engagement continues to be an area of focus.
Equity
Achievement gaps continue to persist across multiple student groups, particularly in literacy outcomes for English Learners, Special Education students, Hispanic/Latinx students, and Socio-Economically Disadvantaged students.
Chronic absenteeism also continues to disproportionately impact several historically underserved groups.
Student survey data indicates a continued need to strengthen systems that promote belonging, meaningful participation, and equitable access to support for all students.

Planning Statements

3.

Continue to working in alignment with the District's Strategic plan in year 5, including Academic Achievement, Equity and Wellness.

Academic Achievement
Brewer Island will continue aligning work to the District Strategic Plan with a focus on strengthening literacy instruction, improving outcomes in grades 3-5, and ensuring equitable access to high-quality instruction and intervention supports.
Staff will continue implementing multilingual strategies, DELD supports, RTI systems, and targeted interventions while using collaboration time and professional development to analyze data and strengthen instructional practices in literacy and math.
Wellness
Brewer Island will continue prioritizing student wellness through PBIS, restorative practices, Second Step curriculum, counseling supports, and all-school community-building activities.
The school will continue focusing on improving attendance, strengthening family partnerships, and expanding opportunities for student voice, leadership, and connectedness through student groups, assemblies, and community meetings.
Equity
Brewer Island will continue strengthening culturally responsive practices, multilingual learner supports, and equitable access to intervention, enrichment, and leadership opportunities for all students.
Family engagement efforts through ELAC, SSC, PTA, parent education nights, and cultural celebrations will continue to support strong partnerships and a welcoming school community for all families.

SPSA Goals and Strategies

Goal 1

Goal #	Description
GOAL 1	ACHIEVEMENT: Create learning opportunities for ALL Pre-K through 5th students, including our SDC students, resulting in closing the achievement gap and culminating in personal and academic success in high school and beyond.

Supporting Actions	Expenditure Description	Sources ● Object Code ● Source	Amount
STRATEGY: Language & Literacy			
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture,	District-provided curriculum.		
MTSS, Tier 1 & 2: Implement language & literacy data cycles through principal and site staff meetings that lead to instructional engagement strategies in classrooms.	No Cost	None Specified	
MTSS Tier 1 & 2. Support implementation of best practices, provide substitute teacher coverage for classroom teachers to: Observe peer instruction and evidence-based literacy practices, participate in structured classroom walkthroughs to identify effective, engage in collaborative planning sessions following observations to adapt successful strategies. Gather and reflect on assessment data.	Sub days	1000-1999: Certificated Personnel Salaries Site PTA	5000
MTSS, Tier 1 & 2: Foundational Literacy ToSA in grades K-3 to support in-class instruction and pull-out supports for foundational literacy (PAF).	District-provided 0.5 FTE ToSA	1000-1999: Certificated Personnel Salaries District Central funding	80,000
MTSS, Tier 1 & 2: Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students	District-provided resource.	District Central funding	
Book Break Virtual Author visits and writing lessons	Site Funds	5000-5999: Services And Other Operating Expenditures Site Supplemental	1176
MTSS, Tier 1: Implement literacy interim assessments: K-2 PAF	District-provided materials and resources	None Specified	

curriculum-based foundational literacy assessments and determined assessment for grades 3-5.		District Central funding	
STRATEGY: Mathematics			
MTSS, Tier 1:Implement Amplify Math curriculum, and provide professional develoopment to staff.	District-provided materials and resources	None Specified	
Support best practices in math by offering professional development during staff meeting and collaborative learning opportunities for staff.	District-provided materials and resources		
MTSS, Tier 1 & 2: Continue implementation of K-5 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement.	District-provided resource.		
MTSS, Tier 1 & 2: Implement math data meetings that lead to instructional engagement strategies in classrooms.	District-provided materials and resources		
STRATEGY: Science/STEM			
MTSS, Tier 1: Continue implementation of TWIG Science curriculum and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Continue implementation of LEGO Education modules	District-provided materials and resources		
MTSS, Tier 1: Site based STEM exploration	Makers Space materials	4000-4999: Books And Supplies Site Donations	1000
MTSS, Tier 1: Science by Scientists to enhance science instruction	Contract with Science by Scientist for Science support and programs	5800: Professional/Consulting Services And Operating Expenditures Site Lottery	3510
MTSS, Tier 1: Science by Scientists to enhance science instruction	Contract with Science by Scientist for Science support and programs	5800: Professional/Consulting Services And Operating Expenditures Site Supplemental	6800
MTSS, Tier 1: Science by Scientists to enhance science instruction	Contract with Science by Scientist for Science support and programs	5800: Professional/Consulting Services And Operating Expenditures Site PTA	5000
STRATEGY: Visual and Performing Arts Programming			
Implement Art in Action Art Program	License and materials	5000-5999: Services And Other Operating Expenditures	9069

		District Central funding	
Implement Art in Action Art Program	Employment agreement for prep person	None Specified District Central funding	8,500
Implement Art in Action Art Program	Art materials	4000-4999: Books And Supplies District Central funding	778
Music for Minors performing arts program for all classrooms	Consultant contract	5800: Professional/Consulting Services And Operating Expenditures Other	43,593
Music for Minors performing arts program for all classrooms	Consultant contract	5800: Professional/Consulting Services And Operating Expenditures District Central funding	4182
STRATEGY: Implement Academic RTI Support			
Para Support for RTI Interventions and STEM activities 6.5 hours		2000-2999: Classified Personnel Salaries Site Supplemental	34,693
Para Support for RTI Interventions and STEM activities 6.5 hours		2000-2999: Classified Personnel Salaries Site PTA	35,000

SPSA Goals and Strategies

Goal 2

Goal #	Description
GOAL 2	EQUITY: Reduce inequitable outcomes for all students and staff by prioritizing equity, access, & inclusion.

Supporting Actions	Expenditure Description	Sources ● Object Code ● Source	Amount
STRATEGY: Family Engagement			
Implement school site family engagements and education for families of English Learner students, supported by academic information (e.g., the EL Snapshot) and other academic/wellness resources.	District-provided resources		
Improve school-home communications; to engage families in culturally responsive ways that align school and family support for student academic and social emotional growth; and to expand school and community-based resources available to families.	No cost; phone calls, email, newsletters, volunteering opportunities; support as needed, Hold "coffee chats" with principal and parents	4000-4999: Books And Supplies Site Supplemental	155
Necessity Scholarships for Coloma Outdoor Education	scholarships for families in need	5000-5999: Services And Other Operating Expenditures Site Supplemental	500
Coordinate efforts with PTA to increase family engagement at school	No cost		
Cultural Celebration	Supplies	4000-4999: Books And Supplies Site Supplemental	100
STRATEGY: Responsive" Curriculum & Practices			
Build an inclusive classroom culture	District and Site provided resources		
Implement school curriculum, practices, and actions, supported by staff professional development, that build classroom and school-wide culture that is supportive of LGTBQ+ students and families.	District-provided resources		
Bring student voice to campus through leadership opportunities in Green Team, Student Council, Safety Patrol and other campus organizations.			

Teacher Assistance / Assessments / Observations	PTA donation for teachers to assess students and observe each other	None Specified Site Donations	5000
STRATEGY: Provide Enrichment and Cultural Experiences			
School wide Assemblies / community meetings	Cultural Assemblies	4000-4999: Books And Supplies Site Supplemental	800
STRATEGY: Provide Opportunities for Student Voice			
Student Organizations	Supplies for Student Organizations	4000-4999: Books And Supplies Other	100

SPSA Goals and Strategies

Goal 3

Goal #	Description
GOAL 3	WELLNESS: Provide a safe, caring, nurturing, and culturally responsive environment for ALL students to meet the needs of the whole child.

Supporting Actions	Expenditure Description	Sources ● Object Code ● Source	Amount
STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness			
MTSS, Tier 1 & 2: Assign a counselor to provide individual and group wellness support.	District-provided 1.0 FTE for Counselors	1000-1999: Certificated Personnel Salaries District Central funding	110,857
MTSS, Tier 1 & 2: Use Student Study Team (SST) and 504 structures and tools.	District-provided materials and resources		
MTSS, Tier 1 & 2: Utilize CARE teams to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional supports as well as case management and guidance for students in the SST process.	District-provided materials and resources		
MTSS, Tier 1 & 2: Use MultiTiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework.	Site identified materials and resources		
Use site-based strategies for health and safety through “supported play” so that students experience safe play and build physical, mental and social/emotional health.	Site-identifed materials and resources		
STRATEGY: Reducing Chronic Absenteeism			
MTSS Tier 1, 2, 3 All Students: Care Team members will implement District Attendance Protocols for Chronic Absences & Unexcused Absences (Truancy/SART-SARB).			
MTSS Tier 2 All Students: Designated Care Team members will make positive calls home and conduct outreach to families of students who are chronically absent.	No cost		

MTSS Tier 1 All Students: Expansion of activities that promote an engaging school climate and positive relationships between staff and students/families, in an effort to reduce chronic absenteeism, for example, weekly school community building meetings for students, staff and parents.	No cost		
MTSS Tier 1, 2, and 3: Counselor will support via 1:1 and group support to students to reduce their chronic absenteeism, prioritizing students from the specific groups of SED and Latinx to reduce their chronic absenteeism.	No cost		
MTSS Tier1 & 2: Parent engagement meetings, principal chats, absenteeism meetings.	No cost		
STRATEGY: Supporting Students with Compromised Housing/Foster Youth			
MTSS Tier 2: Care Team members will review the chronic absenteeism of these specific student groups and identify/monitor the actions taken to reduce their chronic absenteeism.			
MTSS Tier 2: Principal and counselor will hold absenteeism conferences with families who are chronically late and / or absent.			
MTSS Tier 3: Counselor will prioritize 1:1 and group support to students from these specific groups to to reduce their chronic absenteeism.			
STRATEGY: Promote a sense of community and belonging for students			
MTSS Tier 1: Variety Show	props, costumes, etc.	4000-4999: Books And Supplies Site Supplemental	100
MTSS Tier 1: Running Club TK -5	medals, banquet and equipment	4000-4999: Books And Supplies Site Supplemental	100
MTSS Tier 1: Supplement District SEL program (Second Step) with weekly life skill lessons, and community building activities.	no cost		
SEL celebrations and school wide literature	books for classroom libraries	4000-4999: Books And Supplies Site Supplemental	450

Annual Review

SPSA Year Reviewed: 2025-26

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 deleted.

GOAL 1 ANALYSIS

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

Students demonstrated strong performance in foundational literacy, particularly in grades K-2, as measured by PAF assessments. Reading achievement in grades 3-5 remains an area of focus based on NWEA MAP Reading data.
Data review occurred regularly following benchmark assessment windows through grade level meetings, and staff collaboration to inform instruction and intervention.
Teachers provided targeted small-group instruction based on assessment data and identified student needs in literacy and mathematics.
Literacy ToSA and paraeducator support provided effective Tier 1 and Tier 2 interventions through push-in support, small-group instruction, and progress monitoring.
Math ToSA support provided PD for teachers during staff meetings and modeling of math lessons.
Professional development focused on literacy, multilingual learner supports, and implementation of the new mathematics framework, strengthening instructional practices school wide.
District math benchmark data demonstrated continued strong achievement across grade levels, particularly in grades 3-5. Student growth was also evidenced through classroom assessments and student work.
RtI support in reading and mathematics was provided based on benchmark data, SST recommendations, and student need, with targeted interventions for English Learners, students with disabilities, and students performing below grade level.

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

Funds were used as intended.

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.

We will maintain the same stragegies. Lexia will be replaced with Summit K12 to support English Language instruction.

GOAL 2 ANALYSIS

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

English Learners, Socio-Economically Disadvantaged students, Hispanic/Latinx students, and students receiving Special Education services received targeted academic, behavioral, and social-emotional supports through MTSS, intervention services, and classroom differentiation.
Student group data was reviewed regularly through grade level meetings, CARE team meetings, and SST processes to monitor progress and inform supports.
Staff continued implementing culturally responsive practices, multilingual strategies, and inclusive instructional supports to improve access and engagement for all students.

All school community meetings were implemented on a weekly basis.
Family engagement was strengthened through collaboration with PTA, SSC, and ELAC, multilingual communication, parent education opportunities, and cultural celebration events. Continued work with parent engagement is needed.
Student leadership opportunities, including Student Council, Safety Patrol, and community meetings, increased opportunities for student voice and participation.
Attendance supports, counseling services, and family outreach were utilized to address barriers to attendance, although chronic absenteeism remains an area of focus for several student groups.
Outdoor Education, enrichment programs, arts programming, and cultural events provided equitable access to meaningful learning experiences for all students.
Ongoing review of academic, attendance, behavior, and climate data continues to guide efforts to improve outcomes and reduce opportunity gaps for all student groups.

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

We used the funds in the goal area as intended. Green Team and Safety Patrol did not have sufficient student interest to be ongoing.

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.

We will maintain the same strategies and will add parent "coffee chat" meetings to increase parent engagement in an effort to meet parents where they are. We will utilize our Japanese speaking Art Coordinator to engage with families to increase volunteers.

GOAL 3 ANALYSIS

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

Teachers engage students in morning meetings, utilizing community building games and engaging students in problem solving/conflict management discussions; beginning to learn about restorative practices.
Second Step SEL curriculum was implemented at each grade level
PD around trauma informed practices, responsive classrooms, and equity-based focus areas occurred throughout the year.
Student council provided an opportunity for student voice for school improvements, activities, and SEL. Students presented at our all school community meeting regarding making healthy choices ast school.
Restorative practice used as approach to discipline
Social skills groups were utilized for identified students in small groups by the counselor "lunch bunch"
Counselor- small group and individual support, check-ins/outs
Use of CARE Team and SST process to support student needs and determine support and interventions
weekly community meetings implemented
School climate, attendance, behavior, and CHKS data were reviewed to inform supports and interventions.
Student leadership opportunities, including Student Council, Green Team, Safety Patrol, Running Club, and community meetings, promoted student voice and connectedness.
Counseling services, family outreach, and attendance supports were provided to address social-emotional, behavioral, and attendance concerns.

PBIS systems and restorative practices contributed to low suspension rates and positive student behavior.
School wide activities, cultural celebrations, assemblies, and enrichment opportunities supported student belonging and engagement.
Ongoing staff discussions and professional development continues to guide efforts to improve student connectedness, safety, attendance, and overall well-being.

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

Funds were used as described.

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.

Efforts centered around increasing school community and increasing student voice. Will continue these efforts, but also focus on increasing parent engagement.

GOAL 4 ANALYSIS

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 the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

GOAL 5 ANALYSIS

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 the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$45000
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$356,463.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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 ($)
District Central funding	$213,386.00
Other	$43,693.00
Site Donations	$6,000.00
Site Lottery	$3,510.00
Site PTA	$45,000.00
Site Supplemental	$44,874.00

Subtotal of state or local funds included for this school: $356,463.00

Total of federal, state, and/or local funds for this school: $356,463.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Central funding	213,386.00
Other	43,693.00
Site Donations	6,000.00
Site Lottery	3,510.00
Site PTA	45,000.00
Site Supplemental	44,874.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	195,857.00
2000-2999: Classified Personnel Salaries	69,693.00
4000-4999: Books And Supplies	3,583.00
5000-5999: Services And Other Operating Expenditures	10,745.00
5800: Professional/Consulting Services And Operating Expenditures	63,085.00
None Specified	13,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Central funding	190,857.00
4000-4999: Books And Supplies	District Central funding	778.00

5000-5999: Services And Other Operating Expenditures	District Central funding	9,069.00
5800: Professional/Consulting Services And Operating Expenditures	District Central funding	4,182.00
None Specified	District Central funding	8,500.00
4000-4999: Books And Supplies	Other	100.00
5800: Professional/Consulting Services And Operating Expenditures	Other	43,593.00
4000-4999: Books And Supplies	Site Donations	1,000.00
None Specified	Site Donations	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Site Lottery	3,510.00
1000-1999: Certificated Personnel Salaries	Site PTA	5,000.00
2000-2999: Classified Personnel Salaries	Site PTA	35,000.00
5800: Professional/Consulting Services And Operating Expenditures	Site PTA	5,000.00
2000-2999: Classified Personnel Salaries	Site Supplemental	34,693.00
4000-4999: Books And Supplies	Site Supplemental	1,705.00
5000-5999: Services And Other Operating Expenditures	Site Supplemental	1,676.00
5800: Professional/Consulting Services And Operating Expenditures	Site Supplemental	6,800.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	238,301.00
Goal 2	6,655.00
Goal 3	111,507.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

2 Classroom Teachers

0 Other School Staff

3 Parent or Community Members

Name of Members	Role
Julie MacArthur	Principal
Julie Chamberlain	Classroom Teacher
Alen Martin	Parent or Community Member
Cynthia Aarons	Classroom Teacher
Antonia Fanaguriakis	Parent or Community Member
Pooja Jumani	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on 6/8/26.

Attested:

	Principal, Julie MacArthur on 6/8/26
	SSC Chairperson, Antonia Fanagouriakis on 6/8/26

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 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.]

/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/guidanceuseseinvestment.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/guidanceuseseinvestment.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/

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