

School Year: 2025-2026

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	Local Board Approval Date
	School Site Council (SSC) Approval Date	

Christopher Elementary School 43696256048102 May 14, 2025 June 12, 2025

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 tailored to their needs. Our mission is to foster student identity, academic excellence, and leadership within a language-rich, inclusive classroom environment where every student feels welcomed and valued.

This plan serves as our roadmap for building and sustaining a strong and effective instructional core in every classroom. By working collaboratively with families and the community, we aim to ensure all students meet state standards in English Language Arts, Mathematics, Science, and Social Studies.

We commit to ongoing growth, effective teaching, strong instructional leadership, and meaningful relationships, while continually striving for excellence in all that we do.

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At Christopher School, we are committed to enhancing our teaching, leadership, and organizational practices to make a meaningful impact on our students' academic experiences. Guided by data from recent years, we have paused to reflect on the challenges facing our community and have set a clear goal for the 2025-2026 school year: to prioritize our students' socio-emotional well-being while addressing foundational learning gaps.

As we work to close the achievement gap and unlock each student's full potential, we recognize the importance of fostering self-confidence and socio-emotional strength, essential traits for high-level learning. This journey requires a strong partnership among educators, students, and families. We are committed to aligning our efforts, sharing effective strategies, and supporting each other in the pursuit of impactful teaching and learning.

Teachers at Christopher School will focus on creating vertical alignment in instructional practices across grade levels, using common assessments to identify specific student needs. This data-driven approach will guide our professional development and collaboration within our Professional Learning Communities (PLCs), ensuring consistent and meaningful support for our students.

We aim to develop strong academic habits and leadership skills that empower our students to thrive both inside and outside the classroom. By working closely with educational partners across the district, continuously analyzing student performance data, and making data-informed adjustments, we will ensure that we meet the diverse needs of our entire community.

Christopher School's Single Plan for Student Achievement (SPSA) goals are aligned with the district Local Control Accountability Plan (LCAP). Our current three-year LCAP plan identifies the following five key goals to drive these efforts and improve 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.

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

The SPSA is designed to ensure that clear goals and targeted strategies are in place to support the unique needs of specific student groups, including English Language Learners, Hispanic/Latino students, and those from socioeconomically disadvantaged backgrounds. This plan ensures that these students receive additional resources and tailored support, promoting their academic growth and overall success.

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 SPSA for the 2025-2026 school year included a comprehensive involvement process, engaging Christopher School's educational partners in meaningful collaboration. This process, which began in February, provided opportunities for stakeholders to offer valuable feedback on both the upcoming SPSA and the 2024-2025 plan review.

The input received during these sessions played a critical role in guiding the use of federal categorical funds, aligning them with the goals outlined in the SPSA and the Learning Continuity and Attendance Plan. By maintaining ongoing communication throughout the development process, we ensured that our plans reflect the needs and priorities of our entire school community.

During the 2024-2025 school year, we successfully engaged parents and families through in-person events on our campus, gathering valuable input on how to best support their children's success. Building on this momentum, we will continue to strengthen these connections in the 2025-2026 school year by:

-Classroom Involvement: Hosting classroom events, gallery walks, and informal gatherings to create more opportunities for open dialogue and collaboration.

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-Communication: Maintaining regular weekly announcements, updating our school website, and utilizing social media to keep families informed about upcoming events and important information.

-Celebrating Learning: Using these platforms to share the exciting learning experiences happening both inside and outside the classroom, building a sense of community and shared purpose.

By continuing to prioritize family engagement, we aim to create a supportive learning environment that benefits every student.

At Christopher School, we prioritize ongoing collaboration with our families and educational partners to ensure continuous improvement. Our Parent Lighthouse Group meets on the last Wednesday of every month, while the Parent Lighthouse Executive Team gathers on the first Wednesday of each month. Additionally, our English Learner Advisory Committee (ELAC) convenes once every other month, providing a dedicated space for our English learner families to share their perspectives.

During each of these meetings, we actively seek input from attendees on ways to enhance our school and its programs. This feedback is essential to shaping the Single Plan for Student Achievement (SPSA) and guiding our Annual Review and Update process.

To develop a comprehensive School Plan, 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

Presentations to these educational partners included a review of school performance, program updates, and opportunities for collaboration to strengthen our educational community.

The School Site Council and ELAC approved the SPSA on May 14, 2025

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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 are currently performing below their peers in English Language Arts (ELA). The 2024 California School Dashboard indicates a positive trend, with these groups collectively improving by one color level compared to their 2023 performance.

While the 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 take the following steps to further support these student groups and sustain their academic growth:

1.Targeted Interventions and Support

- Implementation of evidence-based instructional strategies
- Additional tutoring and small group instruction
- Expanded access to academic language development programs
- Targeted intervention with the use of i-ready

2. Professional Development for Educators

- Training on culturally responsive teaching
- Support for teachers in differentiating instruction to meet the diverse learning needs
- Professional development on Tier 2 and Tier 3 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.

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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 are now performing at a comparable rate to their peers in Mathematics. According to the 2024 California School Dashboard, these groups demonstrated significant progress, moving from two levels below to the yellow performance level, reflecting a two-level increase compared to 2024.

Like the ELA strategies, our growth is promising, our commitment to continuous improvement remains steadfast. After thorough data review and consultation with our School Site Council, English Learner Advisory Committee, and dedicated staff, the following strategic steps have been identified 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
- 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 i-ready

2. Professional Development for Educators

- Equip teachers with strategies for differentiated instruction and scaffolding.

- Offer training on culturally responsive teaching to better engage diverse learners.
- Offer training around Math Talks and writing in Math

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- Professional development focusing on Tier 2 and Tier 3 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.
- 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

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3. Strengthening PBIS and Leadership Programs:

- Regularly collect and review data from the School Culture and Climate Committee to refine PBIS and Leader in Me programs, 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: Offer training in Ethnic Studies to promote 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 2026 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 to leveraging i-Ready Language Arts, 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

To support our math instruction this year, we will prioritize professional development in the new math curriculum and the updated math framework. This will be delivered through monthly training sessions and collaborative PLC (Professional Learning Community) work, ensuring our teachers are well-equipped to implement these new resources effectively.

The new curriculum is designed with a strong emphasis on equitable access for English Learners (ELs), incorporating math language, visual supports, and structured math practices. These elements are critical in helping ELs build the language skills necessary to grasp complex math concepts and demonstrate meaningful growth.

Additionally, to reinforce foundational math skills, students will have access to i-Ready Math, Reflex Math, and Frax Math. These tools will provide targeted practice in math fluency, enabling students to solve and understand 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

2022- 2023 • ELA: 18% • Math: 17% 2023- 2024 • ELA: 17% • Math: 18% 2024 - 2025 • <i>Available is August 2025</i>
2022- 2023 • ELA : Very Low • Math: Low 2023- 2024 • ELA: Low • Math: Medium 2024- 2025 • <i>Available is November 2025</i>

SBAC ScoresAnnual Growth of 3% Overall CA Dashboard Academic IndicatorAnnual Growth of Dashboard indicator

2022-2023

- ELA: 22%
- Math 12%

Local Benchmark Assessments (i-Ready
Mid-Year)

2023-2024

- ELA: 19%
- Math: 12%

2024- 2025

- ELA: 23%
- 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	\$5000	LCFF
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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
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	\$40,514	Title 1
Reading A-Z	Computer based program used for guided and independent reading.	All Students	\$4401	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	\$3000	Title 1
Reflex Frax Math	Computer based program used for math to help close the gap in mathematics	All Students	\$4430	LCFF
Accelerated Reader	Computer based program to help students accountability and reading comprehension in their independent reading level	All Students Grades 3 and Up	\$4226	Title 1

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
EPIC	Computer based program used to support students build their independent reading level	All Students	\$0	N/A
Materials	Needed classroom instructional materials will be provided to help teachers support students to reach grade level standards	All Students	\$7,750 \$5,873	LCFF Title 1
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	\$7922 \$1165	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	\$1750	LCFF
Primary Teacher Assessment Day	Time for primary teachers to assess students to get accurate baseline data so they can be monitored throughout the year	Kindergarten and 1st grade Students	\$3978	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	\$5,622	Title 1

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Field Trip Opportunities	Bringing standards to life - opportunities for students to travel to places where they will have hands-on learning and real life experiences as described in their grade level standards	All Students	\$4000	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	\$150,000	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
Print Shop	Needed instructional materials to be mass printed for school use	All Students	\$500	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	\$2597	Title 1

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Visual Performing Arts	Theater Arts Program for students to work and enhance their oral language	All Students	\$2000	Prop 28

Annual Review

SPSA Year Reviewed: 2023-2024

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.

Based on the implementation of targeted literacy strategies—including the use of EPIC, RAZ Kids, and Accelerated Reader—the school is making measurable gains in reading achievement. These programs have supported differentiated instruction, increased student engagement, and improved access to leveled texts in both English and Spanish. Recent assessment data and program usage reports indicate positive trends in reading fluency, comprehension, and student motivation. Continued focus on these tools, along with small-group interventions and progress monitoring, is contributing to narrowing the achievement gap for these student groups.

One of the key drivers behind our literacy gains has been the support and oversight provided by the MTSS Coach, who plays a critical role in coordinating all Tier 2 and Tier 3 interventions. Over the past year, 8 to 10 targeted student groups received focused instruction

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in phonics, reading comprehension, writing, and oral language development, facilitated by either a Reading Interventionist or an Instructional Coach.

These small-group interventions were carefully tailored, data-driven, and responsive to the evolving needs of each student. As a result, at least 15% of students receiving targeted support met or exceeded their goals and were successfully exited from intervention based on substantial progress from their baseline assessments.

Additionally, students receiving this support demonstrated significant gains in both i-Ready usage and reading scores, reflecting not just increased engagement but also meaningful academic growth. This multi-tiered system of support continues to be a foundational strategy for closing achievement gaps, particularly for Hispanic/Latino students and English Language Learners.

To enhance student literacy and foster a love for reading, the school will continue using digital platforms such as EPIC, RAZ Kids, and Accelerated Reader. These tools provide differentiated, leveled reading materials and support independent practice both in school and at home. EPIC offers a wide variety of engaging texts for self-selected reading, RAZ Kids supports leveled reading practice with built-in assessments, and Accelerated Reader helps track comprehension through quizzes and reading logs. Together, these programs support students in building fluency, comprehension, and overall reading achievement.

This year, we supplemented our Core Knowledge Language Arts (CKLA) Phonics curriculum with UFLI for the primary grades and SIPPS for the upper grades. These additional programs significantly reinforced students' foundational literacy skills, enhancing both their phonics proficiency and reading confidence. This targeted support proved highly effective, contributing to noticeable gains in overall literacy outcomes

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
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Goal # 2	By July 2026 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%.
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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 Dashboard, there continues to be a need to accelerate the achievement of our Hispanic, Socio-economically Disadvantaged students and English Language Learners. When looking at our ELPAC scores we see that in the 23-24 school year only 30% of the students tested grew 1 or more levels which in turn is affecting our SBAC scores.

Targeted ELA Support for High-Need Student Groups

According to the California Dashboard, English Language Learners (ELs), Hispanic, and Socio-Economically Disadvantaged (SED) students are currently identified as Orange in English Language Arts (ELA) , showing 1 color level growth for targeted support.

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, EPIC, and i-Ready to enhance academic achievement and provide personalized learning opportunities for our diverse student population.

Targeted Math Support for High-Need Student Groups

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According to the California Dashboard, Hispanic and Socio-Economically Disadvantaged (SED) students are currently identified as Yellow in Math, highlighting that the work that we have been doing is making progress.

Because of the progress we have made, we will continue to utilize Reflex, Frax, and i-Ready 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

Our Chronic Absenteeism rate remains in the Yellow tier overall, with no student groups in the Red or Orange tiers, reflecting stable performance compared to last year.

To maintain this momentum and further reduce absenteeism, 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.

Suspension Rate and Student Support

According to the California Dashboard, our Students with Disabilities are in the Yellow tier for suspension rates, while our English Language Learners (ELs), Hispanic, and Socio-Economically Disadvantaged (SED) students are in the Green tier, reflecting stronger outcomes in these groups.

To continue this positive trend, we will maintain our current efforts, while actively exploring alternative methods to suspension. This approach will focus on early intervention, identifying potential triggers or antecedents, and implementing proactive support strategies to

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prevent behavioral escalations. Our goal is to ensure all students have the opportunity to thrive in a positive and supportive learning 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

2022-2023 • 4% 2023-2024 • 2% 2024-2025 • 2%	2022-2023 • 31% 2023-2024 • 26% 2024- 2025 • 8%	15%-20% of English Language Learners Reclassified Annually
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Long Term English Learner Rate (LTELs)20% or less of English Language Learners Identified as LTEL

2022-2023

- 17% of Latino students scored at or above grade level
- 0% of Black students scored at or above grade level
- 6% of English learners scored at or above grade level

2023-2024

- 16% of Latino student 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 student 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

for Student Groups (i-Ready Mid-Year)Annual Growth of 5% for Listed Student Groups

Local Math Benchmark Assessments
for Student Groups (i-Ready Mid-
Year)

2022-2023
● 9% of Latino students scored at or above grade level ● 0% of Black students scored at or above grade level ● 6% of English learners scored at or above grade level
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 student 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

Annual Growth of 5% for Listed Student Groups

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- Hispanic/Latino students scored at or above grade level in the low
- Black students had no performance color
- English Learners scored very low
- Foster Youth no performance color
- Socioeconomically Disadvantaged scored low
- Math
 - Hispanic/Latino students scored at or above grade level in the very low
 - Black students had no performance color
 - English Learners scored very low
 - Foster Youth no performance

color

- Socioeconomically Disadvantaged scored low

2023- 2024

- ELA
 - Hispanic/Latino scored in the Yellow
 - Black no performance color
 - English Language Learners scored in the Orange

CA Dashboard Academic Indicator
2022-2023

- ELA

Blue, Green, or Increased of One Performance Level for listed student group

- Foster Youth no performance color
 - 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
 - Data Available in November 2025

- Math
 - Data Available in November 2025

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)
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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
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
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
Computer Based Program used for Guided and Independent Reading.	All Students	\$0

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
Professional Development Training will be offered on Reading A- Z to help ensure teachers are utilizing the programs in the most resourceful way to support student learning.	All Students	\$0

ELTP District Funded

Instructional Assistant
District Funded

ELD

MTSS Coach Monies in Goal 1

Reading A-Z Monies in Goal 1

Reading A-Z
Espanol

Professional
Development

Monies in Goal 1

Reflex Frax Math

Accelerated Reader

Math	Computer Based Program to see how students learn Spanish Literacy		Students days of release time to reflect around the Language Problem strengthen the Tier 1 Instruction. Release meetings as well as for Rounds.
Reader	Computer Based Program used for Math to help close the gap in Mathematics	All Students Computer Based Program used to support students build their Independent Reading Level Monies in Goal 1	\$0
	Computer Based Program to help students accountability and reading comprehension in their Independent Reading Level	All Students Needed classroom materials to be provided to help teachers support students to reach grade level standards	\$0

Istation District Provided EPIC N/A

Materials Monies in Goal 1

Teacher
Release Days

Professional Development Training

NewsELA Fieldtrip

Provide Professional Development Training around writing standards and Tiered Systems of Support so that staff understand the various tiers that are within a school system that will support all students	Providing standards to places where they will have hands on learning and real life experiences as described in their grade level standards	All Students	Monies in Goal 1 \$0	All Students
Program to give access to Expository Text at their reading level and in their interest specifically in the areas of Science and Social Studies Annual Review Monies in Goal 1		All Students	\$0	

SPSA Year Reviewed: 2023-2024

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 3 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.

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To support this effort, we implemented targeted intervention groups that focused 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, Dual Language Teachers participated in two in-person training sessions focused on vertical alignment, specifically in the area of writing.

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, 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. However, it has become clear that more dedicated time is needed to gather deeper evidence and insights into their ongoing academic 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.

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
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Goal #3 Through an inclusive learning environment, by July of 2026 the number of SDC students and the number of RSP students that are mainstreamed in the General Education setting will increase by 5% per subgroup.

Identified Need

Fostering a Welcoming and Affirming School Environment where all students feel safe, valued, and connected remains a top priority. The transition back from distance learning has been challenging for many students, particularly for those with disabilities, who have faced significant academic and emotional impacts, as reflected in recent data.

To address this, we recognize the importance of Social-Emotional Learning (SEL) across the three tiers of support, ensuring all students have the resources needed to successfully navigate the school year. Small group instruction, peer support, and targeted interventions will continue to play a critical role in meeting the diverse needs of our students.

While our Students with Disabilities have begun to show progress in ELA and Math, they remain in the Red tier on the California Dashboard for academic performance. In Chronic Absenteeism and Suspension, this group currently falls in the Orange tier, indicating that additional, targeted support is necessary to drive meaningful improvement.

Moving forward, we will focus on comprehensive, data-driven interventions to ensure these students receive the academic and emotional support needed for long-term success.

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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)

Local Math Benchmark Assessments for

2022-2023 ● 22% of Students with Disabilities Performed at or above grade 2023-2024 ● 8% of Students with Disabilities Performed at or above grade 2024-2025 ● 24% of Students with Disabilities Performed at or above grade	2022-2023 ● 11% of Students with Disabilities at or above grade level 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	Annual Growth of 5% for Special Education Student Group
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Special Education (i-Ready Mid-Year)11% of Students with Disabilities at or above grade level

CA Dashboard Academic Indicator

2022-2023

- ELA
 - No Performance Color
- Math
 - No Performance Color

Blue, Green or Increase of One Performance Level for Special Education Student Group

2023-2024

- ELA
 - No Performance Color
- Math
 - No Performance Color

2024 - 2025

- ELA
 - Data Available November 2025
- Math
 - Data Available November 2025

- RSP - 37.88% of students in Gen Ed at least 80% of their day
-

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

Inclusion Data of Students with Disabilities
2021-2022

- 75%

2022-2023

- SDC - 54.55% of students in Gen Ed at least 40% of their day

2024 - 2025

- SDC - Data Available in June 2025
- RSP - 100% of students in Gen Ed at least 80% of their day

Strategies/Activities

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

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)
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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
Community Liaison will meet and work with families in need to provide resources and/or support.	All Students	\$0
Provide resources and support for families and students specifically in the area of Socio-Emotional needs.	All Students	\$0

Support teachers and students in Tier 1 services in academic, behavior and socio-emotional	All Students	\$0
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
Provide socio-emotional support to students and families who are in need.	All Students	\$0

Support Staff Meetings N/A Community Liaison District Funded

Community Linked
Solutions

District Funded

MTSS Coach Monies in Goal 1 ASW Social Worker Monies in Goal 1

Care Solace- District
Website for Mental Health
for families

Professional Development

Provide Professional Development Training around student needs and how to support in the classroom.	All Students	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.	\$0	All
Monthly PLC Meetings to discuss the academic movement of	All Students	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.	\$0	SDC
Leader in Me Program to help support students in their SEL and leadership abilities	All Students	Professional Development Training in Curriculum that centers around Culturally Responsive Teaching that will help engage all students in their learning	\$5000	All

TrainingN/A PLC Meetings District Funded

Leader in Me Title 1

Teacher Release DaysMonies in Goal 1

Teacher Release Days

SDCMonies in Goal 1

Professional Development
Culturally Responsive
Teaching

Materials

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.	Training at all MTSS and Tier 1, Tier 2 and Tier 3 academic setting
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Calm Down Corner

Support the ongoing maintenance of technology so that students have access to 21st century skills needed for a modern workforce	All Students	Goal 1 District Provided
Needed classroom materials will be provided to help teachers support students to reach grade level standards, specifically focusing on Diversity, Equity, Inclusion and Belonging		

Technology Monies in Goal 1 Professional Development Monies in Goal 1

Annual Review

SPSA Year Reviewed: 2023- 2024

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.

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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 support necessary for academic and social-emotional success.

However, recent Tiered Fidelity Inventory data indicates that approximately 70% of our efforts are concentrated around PBIS (Positive Behavioral Interventions and Supports) in Tier 1, highlighting a need for even more focused support for students with disabilities. Moving forward, we will work to strengthen our Tier 2 and Tier 3 interventions to address this critical gap and better serve our most vulnerable learners.

This year, we maximized the use of on-site counseling and support from Alum Rock Counseling Center to reach as many students as possible. By strengthening our Tier 1 supports, including the addition of Calm Down Corners in classrooms and the availability of a full-time Social Worker, we were able to proactively address student needs.

Another key strategy for supporting Tier 1 students has been the implementation of the Leader in Me program. This effort has been further reinforced through the dedicated work of our Culture and Climate Committee, which has helped embed the program's principles into our school culture, promoting student leadership, responsibility, and personal growth.

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 the adjustment in Professional Development (PD) around RAZ Kids. Instead of formal training, PD time was primarily used for teachers to share best practices and collaborate on how to effectively utilize this program, creating a peer-supported 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.

To better allocate resources and support student well-being, the following changes will be made

1) Social Worker Support - We will reduce the number of LCSW (Licensed Clinical Social Workers), shifting more of the support load to ASW (Associate Social Workers) and outside counseling services. This adjustment aims to maintain high-quality support while optimizing available resources. In addition, the social worker will help create an inclusive environment for all students, so that students with disabilities will feel comfortable and have a strong sense of belonging when they are in the general education classroom.

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2) Leader in Me Professional Development - Professional Development (PD) for Leader in Me will be led by the Culture and Climate Committee, ensuring the training is aligned with our broader school culture goals.

The strategies to achieve this goal can be found in the Strategies/Activities Table, while the additional measurement data for Leader in Me will be included in the Metrics Table.

Goal # 4

Goal	Description
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Goal #4 By June 2026 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.

2022- 2023	● 100% DELAC
2023- 2024	● 80%
2024 - 2025	● Average of 5 parents per meeting

Attendance at School Parent MeetingsIncrease average number of parents attending at school parent meetings

	2022- 2023	
	● 5 Gallery Walks and 4 Parent Family Engagement Events	
	2023 - 2024	
	● 4 Parent Family Engagement Events ○ Multicultural ○ Hispanic Heritage ○ Awards Ceremony ○ Fun Run ○ Harvest Festival ○ Holidays Around the World	○ Movie Night ○ Author Event
Parent Engagement Events/Community Events		Will have at least 4 Parent Engagement Events/Community Events
2024-2025		
● 9 Parent Family Engagement Events ○ BMX		

Parent Square Delivery and Post Data
2022- 2023
● 100%

2023-2024
● 99.8%
2024 - 2025
● 99.3%

Strategies/Activities

99% delivery rate

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

Events to bring the family together to help build a welcoming and affirming environment	All Students		Workshops to support Parents on the learning and curriculum in the classroom being taught	
Weekly Parent Newsletter through Parent Square that shares upcoming events as well as what has happened	All Students		Opportunity for family members to come see the end of a unit to see student's academic work	
Monthly Meetings with Parent Group on upcoming events, school concerns, school needs Parent Group Supported	All Students		\$0	

Free Resource

Parent Lighthouse Meetings School Funded Parent WorkshopsSchool Leadership

Gallery WalksSchool Funded

Annual Review

SPSA Year Reviewed: 2023-2024

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 had a few parent engagement activities for the school year and found that we had more involvement when they were fun and not connected to training like Holidays around the world fair, Movie night and Fun Run. When we offered Parent Workshops around Welcoming and Affirming Books and Social Media it was less attended.

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 the amount of parent engagement and attendance at parent meetings, we will increase the amount of Public Relations communication and pass out flyers for needed meetings. Also, classrooms will increase the amount of family events, such as gallery walks to have families feel they are connected to the classroom.

Goal # 5

Goal	Description
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Goal # 5 By May 2026 we will increase the percentage of students who feel safe and connected at school by 1%, as measured by the Student Connectedness and Belonging Survey.

Identified Need

At Christopher School, we believe that fostering a strong sense of identity, belonging, and leadership is essential for student success. To support this, our staff, students, parents, and administration are committed to creating a positive and inclusive school climate that encourages academic growth and personal development.

Our goal is to reduce the number of office referrals by at least 10% by promoting a supportive and inclusive environment where every student feels valued and empowered. This approach will focus on building morale, emphasizing school pride, and involving the entire school community in creating a culture of excellence.

By providing students with opportunities to excel in both academic and non-academic areas, we aim to positively impact their behavior, academic achievement, and overall sense of belonging.

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.

2022- 2023 ● 90.19% 2023-2024 ● 92.84% 2024 - 2025 ● <i>Data available in June 2025</i>
2022- 2023 ● 29% 2023- 2024 ● 21.74% 2024- 2025 ● <i>Data available in June 2025</i>
2022- 2023 ● 3% 2023- 2024 ● 1.76% 2024- 2025 ● 0%
2022- 2023 ● 0% 2023-2024 ● 0% 2024 - 2025 ● 0%

Attendance Annual Average_{98%}

Chronic AbsenteeismThe Chronic Absenteeism rate will be reduced to 15%.

Suspension Rate_{1%} Expulsion Rate_{0%}

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2023-2024

- 86% feel safe and 69% feel connected

2024- 2025

- 88% feel safe and 76% feel connected

85% feel safe at school 70% feel connected

Student Connectedness and Belonging

•

2022- 2023

- 81.05 % feel safe at school 66.13% feel connected

Strategies/Activities

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

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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
Staff will have access to the Leader in Me resources to gain tools to support students in the tools to see themselves as a leader	All Students	\$0
Training and Release Days on high engagement strategies for Multilingual learners so they have equitable access into the academic curriculum	All Students	\$0

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
Needed Classroom Materials will be provided to help teacher provide the needed materials students need to reach grade level standards	All Students	\$0
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

Monies in Goal 4

MTSS Coach Monies in Goal 1

Leader in Me applications and tools

SEAL District Funded

Teacher Release Day Monies in Goal 1 Materials Monies in Goal 1

Visual Performing Arts 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.			Needed materials	All Students
Better Getting Stronger - Program	Visual Arts Program	All Students	\$0		
		District Funded Monies in Goal 1			

Printshop Monies in Goal 1

Annual Review

SPSA Year Reviewed: 2024-2025

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.

While we have seen overall improvement in students feeling **safe** and **connected** to school, we recognize the importance of continually refining our strategies to sustain this progress.

School Plan for Student Achievement | Page 46 of 6
Overall we have seen a growth in our Student Connectedness and Belonging Survey results as well as have a decrease in 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.

Although teachers had release days, the focus was on academics and support for English Language Learners. There needs to be specific training on specific teaching strategies that focus on student engagement as well as having some tool for measurement for student engagement.

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
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Total Funds Provided to the School Through the ConApp	\$ 242,138
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Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 277, 633
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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 \$242,138

Subtotal of additional federal funds included for this school: \$ [Enter federal funds subtotal here] 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 \$33,495 PROP 28 \$2000

Subtotal of state or local funds included for this school: \$ 35,495

Total of federal, state, and/or local funds for this school: \$ 242,138

Christopher Elementary School
School Site Agenda
May 14, 2025
5:30 p.m. Conference Room

- I. Objective of Meeting
- II. SPSA 2025 - 2026
- III. Voting of SPSA
- IV. Next Steps
- V. Closing

Resources:

- [SPSA Document](#)
- [SPSA Slide Show](#)

Meeting Notes:

- Meeting starts at 5:00 p.m.
- 5:00 Introductions
- 5:05 Change in Budget
 - Loss of \$181,000
- Question on any way to make it up
 - Discussed CCEIS was a 1 year where Christopher School benefited
 - Discussion of 1 year grant but the amazing results of last years test has helped Christopher grow and no longer in need of the money (County decision)
- 5:11 Discussion on what services we are letting go and how it is going to be made up
- 5:20
 - Who is the Instructional Tutor going to serve?
 - Explanation of our EIPAC 3s and LTELs
- 5:24 - Is there Title 3 money
 - Discussion of District money and unsure of and how much we will have
- 5:26 - Discussion of parent group supporting BGS and the school will purchase the following programs: Reflex/Refrax, Reading A-Z, AR and NewsELA.
- 5:35 - Voting of the SPSA
- Agreed
- 5:42- Closing of the Meeting