School Year: **2026-27**

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
Howe Avenue Elementary School	34-67447-6034623	May 27, 2026	June 23, 2026

Purpose and Plan Summary

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

X Schoolwide Program

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

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

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards
Goal 2: Student Engagement and Course Access
Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

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Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

Input from Educational Partners

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

The development of the School Plan began in fall of the 2025-2026 school year. School Site Council, English Learner Advisory Committee, Site Leadership Team, and the staff as a whole evaluated the current SPSA to determine the effectiveness of actions and any additional needs. Overall, the groups noted the need for continued or increased support with improving attendance, providing academic intervention to students, academic support for newcomer students, increasing and continuing our efforts in supporting foundational skills in reading and math, increasing safety on campus, providing social emotional learning for all students, and community outreach and engagement.

School Site Council met five times during the 2025-2026 school year to work on the development of the School Plan. Site Council reviewed extensive site data, site budgets, and staff and family surveys. Site council expressed interest in; continued funding of academic and social emotional support in order to to provide instructional platforms to keep students engaged in classroom learning; continued funding of an intervention teacher to provide targeted small group instruction for students based on academic need; to provide outreach and support to families; and increased staff to provide behavioral support and supervision.

The English Learner Advisory Committee met four times during the 2025-2026 school year during the development of the School Plan. Data, budgets, and survey results were shared with ELAC members as well as the ideas and input of other decision-making groups on campus. ELAC members shared their agreement in a continued need for academic support for students, specifically

English Learners so that they have the appropriate resources and materials to meet reclassification goals. In general, ELAC members expressed their satisfaction with the services currently provided for English Learners, specifically BIA and ELD teacher support, and would like them to continue. ELAC members were also in agreement with Site Council regarding the need for an improvement of chronic absenteeism and school safety, specifically more outreach to families as well as increased supervision and behavioral support on campus.

The Site Leadership Team met every two weeks for the duration of the 2025-2026 school year during the development of the School Plan. SLT reviewed extensive school data, site budgets, survey results, and input from all educational partners groups. The team discussed the effectiveness of the current School Plan as well as additional resources needed in the future School Plan. Overwhelmingly, SLT was in alignment with educational partner groups, confirming the need for increased support with; resources to improve chronic absenteeism; resources and personnel to provide targeted academic support; personnel to provide increased behavioral and supervision on campus to increase safety; improvements to and support of existing social emotional support to increase student engagement; as well as resources to support family engagement opportunities to build a sense of home school connection and community. Additionally, SLT has identified a need to provide direct mental health counseling services to students.

Teachers and support staff participated in the development of the School Plan through surveys, whole staff discussions, and staff meetings. In January of 2026, SJTA members shared their priorities for funding in a survey and further redefined their priorities in March of 2026 through a more focused survey. These priorities were share with School Site Council and English Learner Advisory Committee and addressed in the development of this School Plan. The top priority of the staff was to provide funding for instructional aides to provide targeted small group instruction to students based on academic need. The second priority identified by the staff is to continue additional funding for the school counselor and social worker to provide social emotional support and resources to families to decrease our suspension rate. The third priority identified by staff was to provide opportunities for staff to be trained in professional learning that supports our academic needs in ELA, Math, and data collection. Also, there was a need to continue and/or increase supervision staff during unstructured times of the school day in order to increase safety. During conversations, teachers also identified a need to continue with after school tutoring, in order to provide individualized academic supports as well as foster a home school connection with families. It was also identified to have more supports for families in home language through the use of School Community Resource Assistants in Farsi/Dari and Spanish. Teachers also throughout the year have expressed an overwhelming need for appropriate materials and supplies to meet the differentiated needs of students as well maintain and fund educational applications in order to engage students. Lastly, staff have expressed a need to provide direct mental health services and academic support to students as well as effective SEL curriculum.

The School Plan draft was shared with Site Leadership Team, School Site Council, and English Learner Advisory Committee, and the staff as a whole. All educational partners were provided an opportunity for input.

School and Student Performance Data

Student Enrollment
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	0.14%	0.27%	0.25%	1	2	2
African American	11.97%	9.18%	7.60%	85	68	61
Asian	37.32%	39.14%	43.71%	265	290	351
Filipino	0.14%	0.54%	0.50%	1	4	4
Hispanic/Latino	22.82%	23.08%	21.17%	162	171	170
Pacific Islander	0.85%	0.67%	1.25%	6	5	10
White	23.94%	22.54%	21.05%	170	167	169
Multiple/No Response	2.82%	4.59%	4.48%	20	34	36
			Total Enrollment	710	741	803

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	23-24	**24-25**	**25-26**
Transitional Kindergarten		23	23
Kindergarten	106		106
Grade 1	126		110
Grade 2	120		161
Grade3	107		135
Grade 4	113		133
Grade 5	117		135
Total Enrollment	710		803

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

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	414	430	515	55.6%	58.2%	64.1%
Fluent English Proficient (FEP)	56	76	79	10.4%	7.9%	9.8%
Reclassified Fluent English Proficient (RFEP)	41				7.85%	

School and Student Performance Data

Student Population

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
741	**85%**	**58%**	**0.1%**
Total Number of Students enrolled in Howe Avenue Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	430	58%
Foster Youth	1	0.1%
Homeless	57	7.7%
Socioeconomically Disadvantaged	630	85%
Students with Disabilities	65	8.8%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	68	9.2%
American Indian	2	0.3%
Asian	290	39.1%
Filipino	4	0.5%
Hispanic	171	23.1%
Two or More Races	34	4.6%
Pacific Islander	5	0.7%
White	167	22.5%

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
2	4	0	0	0

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	No Performance Color
102.2 points below standard	102.6 points below standard	Fewer than 11 students - No Data for Privacy
Increased 3.8 points	Increased 4.6 points	1 Student
308 Students	213 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	146.4 points below standard	106 points below standard
2 Students	Declined 7 points	Maintained 1.1 points
	28 Students	277 Students

Students with Disabilities

Orange

169.3 points below standard

Increased 20.4 points

34 Students

African American

No Performance Color

134.6 points below standard

Maintained -1.5 points

25 Students

American Indian

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Asian

Orange

97 points below standard

Increased 8.8 points

122 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Hispanic

Red

105.9 points below standard

Declined 14.2 points

75 Students

Two or More Races

No Performance Color

143.1 points below standard

Declined 73.6 points

15 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

White

Orange

96.6 points below standard

Increased 15.9 points

67 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Our lowest performing student groups were Socioeconomically Disadvantaged and Hispanic students.
English learners scored 102.6 points below standard, which was an increase of 4.6 points from the previous school year.
Students with Disabilities 169.3 points below standard, which was an increase of 20.4 points from the previous school year.
Socioeconomically Disadvantaged students 106 points below standard, which was maintained 1.1 points from the previous school year.
Hispanic students scored 105.9 points below standard, which was a decrease of 14.2 points from the previous school year.
In comparison, students increased in performance bands, leaving only two subgroups who are performing 15.2 points below the previous school year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Families and staff recognize curriculum or instruction gaps—possibly not aligned to standards or lacking rigor/support, Support systems may be inadequate, such as tutoring, scaffolds for diverse learners, or targeted interventions, lack of effective English language development (ELD) programming or progress monitoring, Possibly a disconnect between instructional practices and language acquisition goals.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Intervention Teacher, Targeted Tutoring, Instructional Assistants, Professional development and training in Tier 1 instruction and differientiated instruction in the classroom, CFU and Data Analysis to guide instruction, Curriculum to support State Standards & Tier 1 instruction. We will use literacy coach and MCLASS as a schoolwide assessment to progress monitor along with iReady ELA.

School and Student Performance Data

Academic Performance
Mathematics

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
4	2	0	0	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Red	Red	No Performance Color
119.1 points below standard	116.7 points below standard	Fewer than 11 students - No Data for Privacy
Maintained 2.5 points	Maintained 1.4 points	1 Student
330 Students	236 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	157.7 points below standard	120.9 points below standard
2 Students	Declined 20.2 points	Maintained 1.5 points
	33 Students	299 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
190.4 points below standard	152.7 points below standard	Fewer than 11 students - No Data for Privacy
Increased 3 points	Maintained 1.5 points	1 Student
34 Students	25 Students	

Asian	Filipino	Hispanic
Orange	No Performance Color	Red
110.9 points below standard	Fewer than 11 students - No Data for Privacy	121 points below standard
Increased 6.7 points	3 Students	Maintained -2.9 points
133 Students		80 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Red
150.1 points below standard	Fewer than 11 students - No Data for Privacy	123.1 points below standard
Declined 59.6 points	2 Students	Maintained -1.3 points
14 Students		73 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Our lowest performing student groups were English learners, Socioeconomically Disadvantaged, and Hispanic.
English learners scored 116.7 points below standard which maintained 1.4 points from the previous school year.
Students with Disabilities 190.4 points below standard which was an increase of 3 points from the previous school year.
Socioeconomically Disadvantaged students 120.9 points below standard which maintined 1.5 points from the previous school year.
White students scored 121 points below standard which maintained -1.3 points from the previous school year.
In comparison, students increased in performance bands, leaving only two subgroups who are performing 4.8 points below the previous school year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Families and staff recognize curriculum or instruction gaps—possibly not aligned to standards or lacking rigor/support, Support systems may be inadequate, such as tutoring, scaffolds for diverse learners, or targeted interventions, possibly a disconnect between instructional practices and language acquisition goals.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Intervention Teacher, Targeted Tutoring, instructional aides, Professional development and training in Tier 1 instruction and differientiated instruction in the classroom, CFU and Data Analysis to guide instruction, Curriculum to support State

Standards & Tier 1 instruction. We will use iReady Math to aide in progress monitoring and to help further guide instruction.

School and Student Performance Data

Academic Performance
Science

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
2	1	0	0	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Red	Red	No Performance Color
33 science points	32.9 science points	Fewer than 11 students - No Data for Privacy
Maintained -0.5 points	Maintained 0.7 points	1 Student
114 Students	86 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
0 Students	26.9 science points	32.2 science points
	14 Students	Maintained -0.8 points
		104 Students

Students with Disabilities	African American	American Indian
No Performance Color 22.1 science points Declined 2.6 points 12 Students	No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
Orange 33.9 science points Increased 2.4 points 47 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 30.4 science points Declined 5.3 points 27 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	No Performance Color 0 Students	No Performance Color 35.8 science points Maintained 1.1 points 24 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Our lowest performing student groups were English learners and Socioeconomically Disadvantaged students.
English leaners scored 32.9 science points which was maintained 0.7 points from the previous school year.
Socioeconomically Disadvantaged students 32.2 science points which maintained -0.8 points from the previous school year.
In comparison, All students scored 33 science points below standard which maintained of -0.5 points from the previous school year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Intervention Teacher, Targeted Tutoring, instructional aides, Professional development and training in Tier 1 instruction and differentiated instruction in the classroom, Data Analysis to guide instruction, Curriculum to support State Standards & Tier 1 instruction

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Intervention Teacher, Targeted Tutoring, instructional aides, Professional development and training in Tier 1 instruction and differentiated instruction in the classroom, Data Analysis to guide instruction, Curriculum to support State Standards & Tier 1 instruction.

School and Student Performance Data

Academic Performance
English Learner Progress

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Yellow	No Performance Color
51.2 making progress.	making progress.
Number Students: 299 Students	Number Students: 1 Student

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9.7%	39.1%	0%	51.2%

Lowest Performing Group:
Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

Our greatest growth 51% of students progressed at least one ELPI level and 40% maintained their ELPI level. Our area for improvement is our decreased ELPI level students

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Inadequate progress monitoring or ELD strategies, gaps in curriculum alignment, rigor, and intervention programs

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Intervention Teacher, Targeted Tutoring, instructional aides, Professional development and training in Tier 1 instruction and differientiated instruction in the classroom, Data Analysis to guide instruction, Curriculum to support State Standards & Tier 1 instruction

School and Student Performance Data

Academic Performance
College/Career Report

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

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

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

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

All Students	English Learners	Long-Term English Learners
Yellow	Orange	No Performance Color
33.3% Chronically Absent	26.7% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 5.3	Declined 2.4	1 Student
807 Students	498 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Orange	Yellow
Fewer than 11 students - No Data for Privacy	48.6% Chronically Absent	33.6% Chronically Absent
3 Students	Declined 18.7	Declined 4.4
	72 Students	733 Students

Students with Disabilities	African American	American Indian
Orange 39.5% Chronically Absent Declined 13.8 81 Students	Orange 50.7% Chronically Absent Declined 7.7 69 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Asian	Filipino	Hispanic
Red 20.3% Chronically Absent Maintained 0.1 325 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Yellow 50.8% Chronically Absent Declined 7.9 183 Students

Two or More Races	Pacific Islander	White
Red 42.9% Chronically Absent Increased 8.5 35 Students	No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Yellow 30.4% Chronically Absent Declined 6.9 184 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Our lowest performing student groups were Asian students and Two or More Races.
26.7% English leaners were chronically absent which declined 2.4 from the previous school year.
42.9% of students with two or more races were chronically absent which was an increase of 8.5 points from the previous school year.
In comparison, 33.3% of All students were chronically absent which was a decrease of 5.3 points from the previous school year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Lacking targeted academic and social emotional support, limited involvement or resources for families to support learning at home

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Full Time Social Worker, Full time Campus Rep, Field Trips, Family Engagement Opportunities. We will provide positive incentives and home visits along with attendance academy to promote attendance needs and supports.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	3	2	2	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Green	No Performance Color
3.4% suspended at least one day	2.3% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 0.8%	Declined 0.6%	1 Student
857 Students	527 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Red	Yellow
Fewer than 11 students - No Data for Privacy	7.9% suspended at least one day	3.5% suspended at least one day
3 Students	Increased 6.1%	Declined 1.1%
	76 Students	777 Students

Students with Disabilities	African American	American Indian
Orange	Orange	No Performance Color
5.9% suspended at least one day	10.8% suspended at least one day	Fewer than 11 students - No Data for Privacy
Maintained -0.2%	Declined 1.3%	2 Students
85 Students	74 Students	

Asian	Filipino	Hispanic
Green	No Performance Color	Orange
2.9% suspended at least one day	Fewer than 11 students - No Data for Privacy	2.6% suspended at least one day
Declined 0.3%	4 Students	Increased 0.5%
348 Students		193 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Yellow
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	3.1% suspended at least one day
Maintained 0%	6 Students	Declined 1.3%
37 Students		193 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Our lowest performing student groups were Homeless students.
10.8 % of African American students were suspended at least one day which was an increase of 6.5% from the previous school year.
2.9% of Asian students were suspended at least one day which was a increase of 2.3% from the previous school year.
In comparison, 3.4 % of All students were suspended at least one day which was a decrease of 0.8 % from the previous school year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Lacking targeted academic and social emotional support, limited involvement or resources for families to support learning at home

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Full Time Social Worker, Full time Campus Rep, Field Trips, Family Engagement Opportunities

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

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.

ANALYSIS

What data did you use to monitor progress and how often?

Data used to monitor progress:
-CA Dashboard Indicators
-Unified Insight Dashboard
-iReady
-Benchmark
-95%/MCLASS
-Thinking Math!
-classroom data
-common assessments

-ongoing text level assessments

Frequency:
-Progress monitoring throughout the year
-Data shared ongoing throughout year such as at weekly grade level meetings, bi-weekly leadership meetings, monthly staff meetings, ELAC, and site council meetings.

What worked and didn't work? Why? (monitoring)

Successful Practices:

- Small group intervention instruction
- Designated/Integrated ELD
- Provide push-in and pull-out student support
- Provide technology and academic software
- Provide monthly academic recognition of student growth

Area of Growth for Future Success:
-Provide appropriate materials to support differentiated instruction in ELA, Math, and ELD
-Provide targeted small group support and intervention
-Provide a structured and rigorous after-school tutoring program
-Provide rigorous professional development/training to staff

What modification(s) did you make based on the data? (evaluation)

We will continue to implement small group Intervention Instruction and provide targeted ELD instruction, through the use of GLAD, 95% and Supplemental Math supports and developing more Tier 1 supports schoolwide

2025-26

Identified Need

-Increased Academic Growth
-Increase MLL Supports and learning
-Provide Tier 1 support for all students
-Provide Tier 2/3 instruction for students in need

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	102.2 points below standard	+3 scale score points
	English Learners	102.6 points below standard	
	Foster Youth		
	Homeless	146.4 points below standard	
	Socioeconomically Disadvantaged	106 points below standard	
	Students with Disabilities	169.3 points below standard	
	African American	134.6 points below standard	
	American Indian		
	Asian	97 points below standard	
	Filipino		
	Hispanic	105.9 points below standard	
	Two or More Races	143.1 points below standard	
	Pacific Islander		
	White	96.6 points below standard	
Math State Assessment: Change in scale score	All Students	119.1 points below standard	+3 scale score points
	English Learners	116.7 points below standard	
	Foster Youth		
	Homeless	157.7 points below standard	
	Socioeconomically Disadvantaged	120.9 points below standard	
	Students with Disabilities	190.4 points below standard	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	African American: 152.7 points below standard American Indian Asian: 110.9 points below standard Filipino Hispanic: 121 points below standard Two or More Races: 150.1 points below standard Pacific Islander White: 123.1 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	51.2	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	7.85%	+2%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Hire & fund 1.0 FTE Literacy Coach to support Improved Instructional Practices and to	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing SED, Hispanic	Other 1000-1999: Certificated Personnel Salaries	155,171	School Year 2026-2027

	increase student achievement in all academic areas (LCRSET Grant)				
1.2	Fund 0.75 Instructional Aides to support improved instructional practices to improve student achievement in all academic areas X6 PC #TBD PC #TBD PC #TBD PC #TBD PC #TBD PC #TBD	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing SED, Hispanic	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	154740 178998	School Year 2026-2027
1.3	Provide professional learning opportunities for staff to aid in support of academic development in all core subjects- fund as needed.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing SED, Hispanic	Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures Other	25000	School Year 2026-2027
1.4	Provide supplemental materials and	X All Students X English Learners X Low-Income Students	Title I Part A Site Allocation	57,000	School Year 2026-2027

	supplies needed to support literacy and math concepts in all grades ensuring students have access to the instructional environment including but not limited to technology and application software-fund as needed.	Foster Youth Lowest Performing	4000-4999: Books And Supplies Equity Multiplier		
1.5	Provide materials and supplies for GLAD/EL strategies to support EL proficiency in all grades ensuring students have access to the instructional environment including, but not limited to chart paper, markers, printers, and ink --fund as needed.	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	10000	School Year 2026-2027
1.6	Provide professional learning with substitute services for teachers to	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing SED, Hispanic	Equity Multiplier 5800: Professional/ Consulting Services And		School Year 2026-2027

	engage in peer observation, professional development to analyze student assessment data and plan aligned instruction in core subjects.		Operating Expenditures		
1.7	Provide academic field trips and transportation for each grade level team to attend and build academic language, vocabulary, and real world experiences.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 5000-5999: Services And Other Operating Expenditures		School Year 2026-2027
1.8	Provide site based tutoring after-school for struggling students--fund as needed.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing SED, Hispanic	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	15917	School Year 2026-2027

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

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.

ANALYSIS

What data did you use to monitor progress and how often?

Data used to monitor progress:
-CA Dashboard Indicators
-Unified Insight Dashboard
-Attendance Data
-Staff and Family Surveys
-SAEBRS and MySAEBRS data
-Listening Session/Empathy Gathering data

Frequency:

Progress Monitoring throughout the year. Data shared during monthly attendance meeting and case by case as seen appropriate. Ongoing weekly grade level meetings, bi-weekly leadership meetings, monthly staff meetings, ELAC, and site council meetings

What worked and didn't work? Why? (monitoring)

Successful Practices:
-Attendance Plan (Annual)
-Attendance Awards for on-track Attendance
-Positive Attendance incentives
-Positive Office Referrals
-Continuous teacher communication
-Monthly site attendance meetings to review data
-Family attendance intervention meetings & home visits

Areas of Growth for Future Success:
-Hire and continue to fund School Community Specialist to motivate and engage students and provide home visits for support
-Increase home school connection opportunities to encourage school attendance
-Provide more opportunities to analyze data more frequently

What modification(s) did you make based on the data? (evaluation).

We will continue to provide home visits and increased attendance outreach and support that will foster the home school connection and increase student engagement. The addition of a school social worker will provide students with both mental health and academic support. We will continue to incentivize attendance and show recognition through assemblies and morning announcements.

2025-26

Identified Need

-Provide real world experiences to engage/connect with curriculum
-Fund Social Worker to provide academic and mental health support
-Implement a proactive system of attendance outreach and support for families (Home Visits)
-Continue with PBIS Tier 1 incentives for positive school attendance

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	33.3% Chronically Absent	-0.5%
	English Learners	26.7% Chronically Absent	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Foster Youth Homeless 48.6% Chronically Absent Socioeconomically Disadvantaged 33.6% Chronically Absent Students with Disabilities 39.5% Chronically Absent African American 50.7% Chronically Absent American Indian Asian 20.3% Chronically Absent Filipino Hispanic 50.8% Chronically Absent Two or More Races 42.9% Chronically Absent Pacific Islander White 30.4% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	89.9%	90.9%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	NA
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	NA
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth	NA

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Hire and fund 1.0 Social Worker to provide student support for social emotional skills and academic support. PC #40050	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing SED, Hispanic, Homeless, Asian, Two or More Races	Equity Multiplier 1000-1999: Certificated Personnel Salaries		School Year 2026-2027
2.2	Fund 1.0 School Counselor to support academic needs and the	All Students X English Learners X Low-Income Students Foster Youth	Title I Part A Site Allocation	107000 54215	School Year 2026-2027

	importance of regular school attendance. PC #31420	X Lowest Performing SED, Hispanic, Homeless, Asian, Two or More Races	1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		
2.3	Provide family engagement opportunities to increase the home school connection.	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 4000-4999: Books And Supplies	7266	School Year 2026-2027
2.4	Fund 0.625 School Community Resource Assistant to support and aid families in home language support with resources that support home school connection x2 (Farsi/Dari 5 hours & Spanish 5 hours) PC # 37756	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 2000-2999: Classified Personnel Salaries Equity Multiplier 3000-3999: Employee Benefits	56854 61430	School Year 2026-2027

	PC# 40098				
2.5	Provide positive behavior support and engagement recognition programs to increase absenteeism and increase school-wide motivation that contains but limited to supplies, books, resources, and professional development.	X All Students English Learners Low-Income Students Foster Youth X Lowest Performing SED, Hispanic, Homeless, Asian, Two or More Races	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	250	School Year 2026-2027

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

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.

ANALYSIS

What data did you use to monitor progress and how often?

Data Used to monitor progress:
-Ca Dashbaord Indicators
-Unified Insights
-Listening/Empathy Gathering Sessions
-SAEBRS & MySAEBRS data
-Care Solace Referrals
-Tier 2 PBIS Meetings
-District Climate Surveys

Frequency:

Progress Monitoring throughout the year. Data shared during monthly attendance meeting and case by case as seen appropriate. Ongoing weekly grade level meetings, bi-weekly leadership meetings, monthly staff meetings, ELAC, and site council meetings

What worked and didn't work? Why? (monitoring)

Successes:
-Retaining and hiring staff to monitor student safety on campus
-Funding Community Partners to facilitate recreational activities during recess (Superior Sports)
-Project Optimism community partner
-Social Skills groups/Lunch Bunch (Counselor & Social Worker)

Areas of Future Growth:
-SEL curriculum not meeting the needs of students
-Provide full time Social Worker
-Provide Family events

What modification(s) did you make based on the data? (evaluation)

Due to increase in the need for safety we funded a School Community Specialist, additional recreation aides. We will continue to provide home visits and increased attendance outreach and support that will foster the home school connection and increase student engagement.

2025-26

Identified Need

-Provide opportunities for family engagement events
-Provide continued supervision staff to provide a safe campus and recreational activities
-Project Optimism to provide academic mentoring and support
-SEL curriculum that meets the needs of students
-Provide materials and supplies to support PBIS systems
-Purchase or Supply SEL Curriculum

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
Suspension Rate: Percentage of students who were suspended for an aggregate	All Students	3.4% suspended at least one day	-0.3%

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
total of one full day or more anytime during the school year in TK-12.	English Learners	2.3% suspended at least one day	
	Foster Youth		
	Homeless	7.9% suspended at least one day	
	Socioeconomically Disadvantaged	3.5% suspended at least one day	
	Students with Disabilities	5.9% suspended at least one day	
	African American	10.8% suspended at least one day	
	American Indian		
	Asian	2.9% suspended at least one day	
	Filipino		
	Hispanic	2.6% suspended at least one day	
	Two or More Races	0% suspended at least one day	
	Pacific Islander		
	White	3.1% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	70.2%		+2%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	69.3%		+0.5%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	90%		+0.5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Fund 1.0 Campus Monitor to support intervention of behavior and social emotional support for all students including engagement of school activities. PC #35284	X All Students English Learners Low-Income Students Foster Youth X Lowest Performing SED, Hispanic, Homeless, Asian, Two or More Races	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits Equity Multiplier 2000-2999: Classified Personnel Salaries	31377 31937	School Year 2026-2027
3.2	Fund and provide School Playground Recreational Aide to increase structured play and reduce incidents of negative behavior	X All Students English Learners Low-Income Students Foster Youth X Lowest Performing SED, Hispanic, Homeless, Asian, Two or More Races	LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries	4,130	School Year 2026-2027

	on the playground. PC #TBD				
3.3	Fund and provide Superior Sports to coach and mentor students during structured recess program in athletic games used to engage and motivate students.	X All Students English Learners Low-Income Students Foster Youth X Lowest Performing SED, Hispanic, Homeless, Asian, Two or More Races	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	58320	School Year 2026-2027
3.4	Fund and provide community partners with academic success coaching with students and small group mentor program to build confidence and academic structure with 4th & 5th grade students with Project Optimism as well as provide opportunities for recess coaching and SEL.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing SED, Hispanic, Homeless, Asian, Two or More Races	Other		School Year 2026-2027
3.5	Provide opportunities to	X All Students X English Learners	LCFF Supplemental	250	School Year 2026-2027

	increase parent voice and education through monthly meetings (Mugs and Muffins), education nights, and family engagement events on campus to strengthen the home school connection-fund as needed.	X Low-Income Students Foster Youth Lowest Performing	Site Allocation 4000-4999: Books And Supplies		
3.6	Continue to provide leadership roles for families such as ELAC, SSC, and PTA/PTO.	X All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Other		School Year 2026-2027
3.7	Provide and fund materials and supplies to support social emotional curriculum and needs as well as positive behavior incentives -fund as needed.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	266	School Year 2026-2027
3.8		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Centralized Services

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide explicit language development for English learners based on language proficiency level.	8/2025-06/2026	ELD Teachers	1000-1999: Certificated Personnel Salaries	Title I Part A Centralized Services (District Only)	
Provide primary language support in core content classes other than ELD	8/2025-06/2026	BIA - 6 FTE	2000-2999: Classified Personnel Salaries	Other	
Provide Intervention instruction by 1.0 FTE (HPHP)	8/2025-06/2026	Intervention Teacher	1000-1999: Certificated Personnel Salaries	Other	

SCHOOL GOAL #2:
Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide multi-tiered support for student engagement by 0.5 Counselor	8/2025-06/2026	MTSS Counselor	1000-1999: Certificated Personnel Salaries	Other	

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide multi-tiered support for student engagement by 0.5 Social Worker	8/2025-06/2026	MTSS Social Worker	1000-1999: Certificated Personnel Salaries	Other	

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide student/family engagement opportunities through home visits, student/family education nights, small group lessons by 1.0 FTE SCS	8/2025-06/2026	School Community Specialist	2000-2999: Classified Personnel Salaries	Other	
Provide safety by additional School Playground Recreational Aides 0.38 FTE X 3	8/2025-06/2026	School Playground Recreational Aide	2000-2999: Classified Personnel Salaries	Other	

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
LCFF Supplemental Site Allocation	122,400	0.00
LCFF Rec Aide Allocation	4,130	0.00
Title I Part A Site Allocation	602,870	0.00
Title I Part A Parent Involvement	7,266	0.00

Expenditures by Funding Source

Funding Source	Amount
Equity Multiplier	118,284.00
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	122,400.00
Other	155,171.00
Title I Part A Parent Involvement	7,266.00
Title I Part A Site Allocation	602,870.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	432,828.00
2000-2999: Classified Personnel Salaries	92,361.00
3000-3999: Employee Benefits	326,580.00
4000-4999: Books And Supplies	75,032.00
5000-5999: Services And Other Operating Expenditures	58,320.00
5800: Professional/Consulting Services And Operating Expenditures	25,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Equity Multiplier	56,854.00
3000-3999: Employee Benefits	Equity Multiplier	61,430.00

2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	4,130.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	31,377.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	31,937.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	766.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	58,320.00
1000-1999: Certificated Personnel Salaries	Other	155,171.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	7,266.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	277,657.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	233,213.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	67,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	25,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	596,826.00
Goal 2	287,015.00
Goal 3	126,280.00

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

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Christina Allison	Principal
Lindsey Jones	Classroom Teacher
Morgan Novick	Classroom Teacher
Carrie Behnke	Classroom Teacher
Cassandra Robles	Other School Staff
Rizzi Ann Vargas	Parent or Community Member
Kristin Martin	Parent or Community Member
Hannah Chessire	Parent or Community Member
Tawhida Azizi	Parent or Community Member
Zekrullah Ibrahimi	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
ON FILE	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 5/27/26.

Attested:

	Principal, Christina Allison on 5/27/26
	SSC Chairperson, Rizzi Ann Vargas on 5/27/26

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.]

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
    1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
        a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
        b. use methods and instructional strategies that:
            i. strengthen the academic program in the school,
            ii. increase the amount and quality of learning time, and
            iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
        c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
            i. strategies to improve students' skills outside the academic subject areas;
            ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
            iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
            iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
            v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Howe Avenue Elementary School

Funding Source: Equity Multiplier **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Fund 0.625 School Community Resource Assistant to support and aid families in home language support with resources that support home school connection x2 (Farsi/Dari 5 hours & Spanish 5 hours) PC # 37756 PC# 40098	2000-2999: Classified Personnel Salaries	$56,854.00	Healthy Environments for Social-Emotional Growth	
	3000-3999: Employee Benefits	$61,430.00	Healthy Environments for Social-Emotional Growth	
	Equity Multiplier Total Expenditures:	$118,284.00		
	Equity Multiplier Allocation Balance:	$0.00		

Funding Source: LCFF Rec Aide Allocation **$4,130.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Fund and provide School Playground Recreational Aide to increase structured play and reduce incidents of negative behavior on the playground. PC #TBD	2000-2999: Classified Personnel Salaries	$4,130.00	Engaging Academic Programs	
	LCFF Rec Aide Allocation Total Expenditures:	$4,130.00		
	LCFF Rec Aide Allocation Allocation Balance:	$0.00		

Howe Avenue Elementary School

Funding Source: LCFF Supplemental Site Allocation **$122,400.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Fund and provide Superior Sports to coach and mentor students during structured recess program in athletic games used to engage and motivate students.	5000-5999: Services And Other Operating Expenditures	$58,320.00	Engaging Academic Programs	
Provide opportunities to increase parent voice and education through monthly meetings (Mugs and Muffins), education nights, and family engagement events on campus to strengthen the home school connection-fund as needed.	4000-4999: Books And Supplies	$250.00	Engaging Academic Programs	
Provide and fund materials and supplies to support social emotional curriculum and needs as well as positive behavior incentives -fund as needed.	4000-4999: Books And Supplies	$266.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	$31,937.00	Engaging Academic Programs	
Fund 1.0 Campus Monitor to support intervention of behavior and social emotional support for all students including engagement of school activities. PC #35284	2000-2999: Classified Personnel Salaries	$31,377.00	Engaging Academic Programs	
Provide positive behavior support and engagement recognition programs to increase absenteeism and increase school-wide motivation that contains but limited to supplies, books, resources, and professional development.	4000-4999: Books And Supplies	$250.00	Healthy Environments for Social-Emotional Growth	

LCFF Supplemental Site Allocation Total Expenditures:	$122,400.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00

Howe Avenue Elementary School

Funding Source: Other **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
After school music, drama and sports enrichment	1000-1999: Certificated Personnel Salaries	$45,000.00	Clear Pathways to Bright Futures	
Partner with Project Optimism to provide students of color with academic and social emotional supports to pursue college and career opportunities	5800: Professional/Consulting Services And Operating Expenditures	$7,500.00	Clear Pathways to Bright Futures	
	1000-1999: Certificated Personnel Salaries	$2,500.00	Clear Pathways to Bright Futures	
Hire & fund 1.0 FTE Literacy Coach to support Improved Instructional Practices and to increase student achievement in all academic areas (LCRSET Grant)	1000-1999: Certificated Personnel Salaries	$155,171.00	Connected School Communities	
	Other Total Expenditures:	$210,171.00		
	Other Allocation Balance:	$0.00		

Funding Source: Title I Part A Parent Involvement **$7,266.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide family engagement opportunities to increase the home school connection.	4000-4999: Books And Supplies	$7,266.00	Healthy Environments for Social-Emotional Growth	
	Title I Part A Parent Involvement Total Expenditures:	$7,266.00		
	Title I Part A Parent Involvement Allocation Balance:	$0.00		

Howe Avenue Elementary School

Funding Source: Title I Part A Site Allocation **$602,870.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	3000-3999: Employee Benefits	$54,215.00	Healthy Environments for Social-Emotional Growth	
Fund 0.75 Instructional Aides to support improved instructional practices to improve student achievement in all academic areas X6 PC #TBD PC #TBD PC #TBD PC #TBD PC #TBD PC #TBD	1000-1999: Certificated Personnel Salaries	$154,740.00	Connected School Communities	
Provide professional learning opportunities for staff to aid in support of academic development in all core subjects-fund as needed.	5800: Professional/Consulting Services And Operating Expenditures	$25,000.00	Connected School Communities	
Provide supplemental materials and supplies needed to support literacy and math concepts in all grades ensuring students have access to the instructional environment including but not limited to technology and application software-fund as needed.	4000-4999: Books And Supplies	$57,000.00	Connected School Communities	
Provide materials and supplies for GLAD/EL strategies to support EL proficiency in all grades ensuring students have access to the instructional environment including, but not limited to chart paper, markers, printers, and ink --fund as needed.	4000-4999: Books And Supplies	$10,000.00	Connected School Communities	
Provide site based tutoring after-school for struggling students--fund as needed.	1000-1999: Certificated Personnel Salaries	$15,917.00	Connected School Communities	
	3000-3999: Employee Benefits	$178,998.00	Connected School Communities	

Howe Avenue Elementary School

Fund 1.0 School Counselor to support academic needs and the importance of regular school attendance. PC #31420	1000-1999: Certificated Personnel Salaries	$107,000.00	Healthy Environments for Social-Emotional Growth

Title I Part A Site Allocation Total Expenditures:	$602,870.00
Title I Part A Site Allocation Allocation Balance:	$0.00
Howe Avenue Elementary School Total Expenditures:	$1,065,121.00