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 |
|---|---|---|---|
| Harry Dewey Fundamental Elementary School | 34-67447-6034516 | May 13, 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)

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).

# Table of Contents

# 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

Through out the course of the school year, the SPSA is reviewed, analyzed and refined as needed by the the Dewey Staff, Leadership Team, School Site Council (SSD) and English Language Advisory Committee (ELAC), students and families. Monthly meetings from January through April 2026 the SSC met to review progress on goals analyze site and state assessment data, budget and provide input to the comprehensive needs assessment for the 2026-27 school year. Meetings in March and April were spent extensively analyzing site data, generating questions and input for staff. In addition to academics, the SSC spoke extensively about the need for connection amongst the entire school community and it's impact on all goal areas. Dewey's ELAC met seven times during the course of the school year, with needs for our Language Learners being addressed at every meeting. Dewey's ELD teacher regularly provided input from ELAC to the SSC. Specific input for the needs assessment portion was conducted by the ELAC at the April meeting. Dewey staff (certificated and classified) provided input at monthly staff meetings and through our Site Leadership Team which met on a biweekly schedule. Families were also asked to provide input through our annual school experience survey, monthly Parent- Faculty Organization (PFO) meetings. Student input was collected through the annual school experience survey, participation in the Social, Academic, and Emotional Behavior Risk Screener, which was administered in the spring of 2026.

# 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** | 0.26% | 0.25% | 0.72% | 1 | 1 | 3 |
| **African American** | 1.03% | 1.72% | 2.16% | 4 | 7 | 9 |
| **Asian** | 2.58% | 2.70% | 3.12% | 10 | 11 | 13 |
| **Filipino** | 0.52% | 0.74% | 0.72% | 2 | 3 | 3 |
| **Hispanic/Latino** | 21.39% | 21.81% | 24.22% | 83 | 89 | 101 |
| **Pacific Islander** | 1.29% | 1.47% | 0.96% | 5 | 6 | 4 |
| **White** | 64.69% | 63.97% | 58.99% | 251 | 261 | 246 |
| **Multiple/No Response** | 8.25% | 7.35% | 9.11% | 32 | 30 | 38 |
| | | | **Total Enrollment** | 388 | 408 | 417 |

## Student Enrollment
## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 23-24 | 24-25 | 25-26 |
| **Transitional Kindergarten** | | 14 | 24 |
| **Kindergarten** | 57 | | 42 |
| **Grade 1** | 58 | | 47 |
| **Grade 2** | 58 | | 60 |
| **Grade3** | 56 | | 62 |
| **Grade 4** | 58 | | 65 |
| **Grade 5** | 57 | | 60 |
| **Grade 6** | 44 | | 57 |
| **Total Enrollment** | 388 | | 417 |

# 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** | 34 | 38 | 39 | 6.6% | 8.8% | 9.4% |
| **Fluent English Proficient (FEP)** | 9 | 10 | 7 | 2.4% | 2.3% | 1.7% |
| **Reclassified Fluent English Proficient (RFEP)** | 1 | | | | 2.04% | |

# 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** |
| **408** | **45.1%** | **9.3%** | **0.0%** |
| Total Number of Students enrolled in Harry Dewey Fundamental 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** | 38 | 9.3% |
| **Foster Youth** | 0 | 0.0% |
| **Homeless** | 13 | 3.2% |
| **Socioeconomically Disadvantaged** | 184 | 45.1% |
| **Students with Disabilities** | 105 | 25.7% |

**Enrollment by Race/Ethnicity**

| Student Group | Total | Percentage |
|---|---|---|
| **African American** | 7 | 1.7% |
| **American Indian** | 1 | 0.2% |
| **Asian** | 11 | 2.7% |
| **Filipino** | 3 | 0.7% |
| **Hispanic** | 89 | 21.8% |
| **Two or More Races** | 30 | 7.4% |
| **Pacific Islander** | 6 | 1.5% |
| **White** | 261 | 64% |

# School and Student Performance Data

## Overall Performance

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 |

| 2025 Fall Dashboard Overall Performance for All Students | | |
|---|---|---|
| **Academic Performance** | **Academic Engagement** | **Conditions & Climate** |
| **English Language Arts**<br>Yellow | **Chronic Absenteeism**<br>Orange | **Suspension Rate**<br>Green |
| **Mathematics**<br>Orange | | |
| **English Learner Progress**<br>No Performance Color | | |

# School and Student Performance Data

## Academic Performance
## English Language Arts

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 English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 0 | 3 | 1 | 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 |
|---|---|---|
| Yellow | No Performance Color | No Performance Color |
| 12.6 points below standard | 69.7 points below standard | Fewer than 11 students - No Data for Privacy |
| Increased 14 points | Increased 37 points | 1 Student |
| 222 Students | 20 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
| No Performance Color | No Performance Color | Yellow |
| 0 Students | Fewer than 11 students - No Data for Privacy | 19.9 points below standard |
| | 8 Students | Increased 22.5 points |
| | | 115 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
| Yellow<br>64.3 points below standard<br>Increased 31.9 points<br>51 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |
| **Asian** | **Filipino** | **Hispanic** |
| No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students | No Performance Color<br>0 Students | Yellow<br>34 points below standard<br>Increased 13 points<br>46 Students |
| **Two or More Races** | **Pacific Islander** | **White** |
| No Performance Color<br>20.7 points below standard<br>Declined 19.1 points<br>18 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students | Green<br>1.7 points below standard<br>Increased 15.6 points<br>148 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.

Analysis of the 2025 California Dashboard English Language Arts indicator identified English Learners, Students with Disabilities, Hispanic students, and Socioeconomically Disadvantaged students as the lowest performing student groups relative to the overall school performance level.

While Harry Dewey Elementary demonstrated overall growth in ELA performance, increasing 14 points and performing at 12.6 points below standard, achievement gaps remain for several student groups. English Learners demonstrated the greatest performance gap at 69.7 points below standard, followed by Students with Disabilities at 64.3 points below standard, Hispanic students at 34 points below standard, and Socioeconomically Disadvantaged students at 19.9 points below standard. Despite these gaps, all identified groups demonstrated improvement from the prior year, indicating that existing instructional supports and interventions are positively impacting student outcomes but require continued refinement and alignment to accelerate growth.

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

Reflection with staff, SSC, and ELAC identified several factors that contributed both to areas of growth and continued performance gaps in English Language Arts.

Contributing to overall growth, staff began the early stages of strengthening instructional alignment across classrooms and grade levels through increased collaboration and shared discussions around instructional expectations and student learning. Teachers also demonstrated a stronger commitment to consistent use of district instructional resources, including implementation of the district-adopted ELA curriculum and more regular use of i-Ready as a tool to monitor progress and inform instruction.

Additionally, primary grade classrooms increased attention to foundational literacy practices, including explicit phonics instruction and early literacy development. These efforts, along with more systematic ELD supports, likely contributed to the overall increase in ELA performance and positive growth trends across student groups.

At the same time, staff identified continued areas for improvement. Variability remains in implementation of instructional routines, literacy practices, intervention structures, and assessment systems across classrooms and grade levels. Although initial work began to strengthen coherence, instructional alignment between Tier 1 instruction, intervention services, ELD supports, and special education programming remains an area of growth.

Staff also reflected that shifts in instructional focus throughout the year reduced sustained implementation of literacy initiatives, particularly related to vocabulary development, oral language, and comprehension strategies. Collaboration systems did not consistently provide protected opportunities for teams to analyze data, monitor implementation, and engage in continuous improvement cycles.

While intervention efforts demonstrated growth through targeted learning cycles, reflection indicated a need to strengthen alignment between Tier 1 and Tier 2 supports to increase overall impact and improve outcomes for English Learners, Students with Disabilities, Hispanic students, and Socioeconomically Disadvantaged students.

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

To improve outcomes for identified student groups, Dewey Elementary identified the need for:

* Supplemental literacy resources including decodable texts, intervention materials, bilingual texts, and inclusive instructional resources to increase access for diverse learners.
* Professional development focused on Science of Reading practices, and integrated ELD.
* Structured collaboration time to support PLC cycles, data analysis, cross-grade articulation, and alignment between Tier 1, Tier 2, ELD, and special education programs.
* Expanded intervention opportunities including before/after school academic supports for reading, ELD, and targeted literacy intervention.
* Increased collaboration and planning opportunities between classroom teachers, intervention staff, ELD teachers, and special education teams to strengthen instructional coherence and equitable access.

# 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.

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 Mathematics Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 1 | 2 | 1 | 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 |
|---|---|---|
| Orange | No Performance Color | No Performance Color |
| 31 points below standard | 66.2 points below standard | Fewer than 11 students - No Data for Privacy |
| Maintained 0.8 points | Increased 51.8 points | 1 Student |
| 223 Students | 21 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
| No Performance Color | No Performance Color | Yellow |
| 0 Students | Fewer than 11 students - No Data for Privacy | 37.5 points below standard |
| | 8 Students | Increased 7.6 points |
| | | 116 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
| Yellow<br>83.4 points below standard<br>Increased 11.5 points<br>52 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |

| Asian | Filipino | Hispanic |
|---|---|---|
| No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>6 Students | No Performance Color<br>0 Students | Orange<br>60 points below standard<br>Maintained -0.7 points<br>46 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
| No Performance Color<br>38.4 points below standard<br>Declined 43.4 points<br>18 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students | Green<br>15.5 points below standard<br>Increased 4.1 points<br>148 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.

Analysis of the 2025 California Dashboard Mathematics indicator identified Students with Disabilities, English Learners, Hispanic students, and Socioeconomically Disadvantaged students as the lowest performing student groups relative to overall school performance.

Harry Dewey Elementary maintained overall mathematics performance at 31 points below standard, indicating stability in achievement despite shifts in instructional priorities and implementation efforts. Performance gaps remain among student groups, with Students with Disabilities demonstrating the greatest area of need at 83.4 points below standard, followed by English Learners at 66.2 points below standard, Hispanic students at 60 points below standard, and Socioeconomically Disadvantaged students at 37.5 points below standard. While overall school performance remained stable, several student groups demonstrated growth, including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students, indicating progress in targeted supports and instructional efforts.

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

Reflection with staff, SSC, and ELAC identified several factors that contributed to both areas of growth and continued performance gaps in mathematics.

Contributing to student growth, staff maintained a schoolwide focus on Number Sense, resulting in positive outcomes on local assessment measures and improved student performance trends. Staff engaged in collaborative discussions around mathematics instruction, conceptual understanding, and mathematical thinking, increasing attention to instructional practices aligned with the California Mathematics Framework.

Teachers also increased implementation of i-Ready mathematics resources and local diagnostic data to monitor student progress and guide instructional decisions. Targeted Tier 2 intervention cycles provided additional support for students requiring intervention and demonstrated positive growth trends for participating students.

At the same time, staff reflected that implementation of mathematics initiatives varied across classrooms and grade levels. Initial professional learning related to vocabulary development, mathematical discourse, oral language, and conceptual understanding began; however, implementation was inconsistent and difficult to sustain as instructional priorities shifted during the year.

Staff identified continued opportunities to strengthen alignment between Tier 1 core instruction, intervention supports, special education services, and ELD programming to ensure students experience consistent instructional approaches and access across settings. Although intervention cycles demonstrated growth, stronger alignment between Tier 1 and Tier 2 mathematics practices remains an area for improvement to increase impact for English Learners, Students with Disabilities, Hispanic students, and Socioeconomically Disadvantaged students.

Reflection also highlighted a need to strengthen implementation of the California Mathematics Framework, including increased emphasis on conceptual understanding, mathematical discourse, culturally responsive instruction, and opportunities for student reasoning and problem-solving.

Staff also identified current instructional materials as an area for growth and emphasized the need for stronger alignment of mathematics resources and instructional tools. The district adoption of a new mathematics curriculum for the 2026–27 school year presents an opportunity to strengthen coherence across classrooms and grade levels while increasing alignment to the California Mathematics Framework. Successful implementation will require dedicated time for professional learning, collaboration, planning, and calibration to ensure consistent instructional practices and equitable access for all students.

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

To improve mathematics outcomes for identified student groups, Dewey Elementary identified the need for:

Professional development focused on implementation of the California Mathematics Framework, mathematical discourse, conceptual mathematics instruction, culturally responsive practices, and intervention alignment.
Dedicated collaboration, planning, and professional learning time to support implementation of the newly adopted district mathematics curriculum, including calibration of instructional routines, assessment practices, pacing, and alignment across grade levels.
Protected collaboration time for PLC cycles, cross-grade articulation, data analysis, and alignment of Tier 1, Tier 2, ELD, and special education supports.
Continued implementation and refinement of intervention cycles with stronger connections between classroom instruction and intervention services.
Instructional resources and scaffolds to increase access and participation for English Learners, Students with Disabilities, and students requiring intervention support.

# 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.

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 Science Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 0 | 0 | 1 | 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 |
|---|---|---|
| Green<br>55.7 science points<br>Increased 4.4 points<br>56 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>8 Students | No Performance Color<br>0 Students |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
| No Performance Color<br>0 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | No Performance Color<br>51.8 science points<br>Increased 11.3 points<br>30 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
| No Performance Color<br>42.5 science points<br>11 Students | No Performance Color<br>0 Students | No Performance Color<br>0 Students |

| Asian | Filipino | Hispanic |
|---|---|---|
| No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>0 Students | No Performance Color<br>0 Students | No Performance Color<br>50.9 science points<br>Increased 3.9 points<br>16 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
| No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>5 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | Green<br>57.1 science points<br>Increased 4 points<br>35 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.

Analysis of the 2025 California Dashboard Science indicator identified Students with Disabilities as the student group performing furthest below the overall school performance level. While Students with Disabilities scored 42.5 points above standard, performance remained below the overall school average of 55.7 points above standard.

Overall, Harry Dewey Elementary demonstrated strong science performance with an overall Green indicator and continued growth, increasing 4.4 points from the prior year. Hispanic students and Socioeconomically Disadvantaged students also demonstrated positive outcomes and growth while remaining above standard.

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

Reflection with staff identified several factors that may have contributed to positive science outcomes.

Science instruction at Dewey has increasingly emphasized hands-on learning experiences, student engagement, and opportunities for inquiry-based learning. Staff identified schoolwide enrichment opportunities, Maker Lab experiences, project-based learning opportunities, and cross-curricular connections as contributing factors that supported student engagement and application of science concepts.

Staff also reflected that science instruction naturally provided opportunities for collaboration, problem-solving, and experiential learning, supporting access for a broad range of learners.

At the same time, staff identified opportunities to strengthen consistency and coherence in science instruction across grade levels. While science experiences occur throughout classrooms, implementation varies by grade level, instructional resources, and available instructional time.

Staff also recognized a need to strengthen supports and scaffolds to improve access for Students with Disabilities and ensure all learners fully participate in hands-on and inquiry-based learning opportunities.

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

To maintain positive science outcomes and improve access for all students, Dewey Elementary identified the need for:

Supplemental science materials and hands-on instructional resources to support inquiry, engineering design, and project-based learning experiences.
Materials and supplies to support Maker Lab experiences and integration of science concepts across content areas.
Professional learning and collaboration time to strengthen implementation of NGSS-aligned instruction and increase coherence across grade levels.
Instructional supports and scaffolds to increase access and participation for Students with Disabilities and other diverse learners.
Continued opportunities for enrichment, hands-on learning, and cross-curricular experiences that integrate science with literacy, engineering, and the arts.

# 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.

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

**2025 Fall Dashboard English Learner Progress Indicator**

| English Learner Progress | Long-Term English Learner Progress |
|---|---|
| No Performance Color | No Performance Color |
| 50 making progress. | making progress. |
| Number Students: 32 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 |
|---|---|---|---|
| 12.5% | 37.5% | 0% | 50% |

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

Analysis of the English Learner Progress Indicator (ELPI) showed that 37.5% of English Learners maintained lower proficiency levels (ELPI Levels 1, 2L, 2H, 3L, or 3H), indicating this group as the greatest area of need. While 50% of English Learners progressed at least one ELPI level, a smaller percentage (12.5%) decreased one ELPI level.

Although the Dashboard did not assign a performance color due to the size of the EL population, results indicate positive growth trends while highlighting the need to accelerate language acquisition and strengthen movement toward English proficiency.

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

Reflection with staff, SSC, and ELAC identified several factors contributing to both growth and continued areas of need.

Contributing to positive outcomes, Dewey significantly strengthened its English Language Development program during the 2025–26 school year through implementation of a core ELD program and expansion of ELD staffing from 0.5 FTE to 1.0 FTE. The increase in staffing expanded instructional services and support for English Learners while increasing opportunities for collaboration, progress monitoring, and targeted language instruction.

Staff also increased attention to both designated and integrated ELD practices and began collaborative conversations around language development, vocabulary instruction, oral language supports, and instructional alignment. These efforts contributed to the development of a more systematic ELD program and likely supported student growth, with 50% of English Learners progressing at least one ELPI level.

The expanded ELD program also strengthened family engagement and partnership opportunities. Staff observed a significant increase in family participation and engagement in ELAC meetings, creating greater opportunities for family voice, collaboration, and shared decision-making regarding supports for English Learners.

At the same time, staff identified continued opportunities to strengthen coherence between ELD instruction and core classroom instruction. The site identified a need for stronger alignment between designated ELD, integrated ELD, intervention services, and classroom instruction to ensure language supports transfer consistently across settings and content areas.

Additional areas of growth include strengthening cross-grade collaboration, monitoring progress toward reclassification, and increasing opportunities for coordinated planning between classroom teachers, ELD staff, intervention personnel, and special education teams.

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

To improve English Learner outcomes, Dewey Elementary identified the need for:

Continued support for expanded ELD staffing and implementation of the core ELD program to maintain and strengthen services for English Learners.
Dedicated collaboration time between classroom teachers, ELD staff, intervention teachers, and special education staff to strengthen alignment of designated and integrated ELD practices.
Professional development focused on integrated ELD, oral language development, vocabulary instruction, and academic discourse strategies.
Cross-grade collaboration and monitoring systems to increase EL reclassification rates and track student progress toward English proficiency.
Expanded intervention opportunities and supports to accelerate language development and increase access to grade-level content.
Structures and collaboration time to leverage the increased ELD staffing for integrated planning, progress monitoring, and reclassification efforts.
Continued opportunities for family engagement and partnership through ELAC and family learning opportunities to support English Learner achievement.

# 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<br>Lowest Performance | Low | Medium | High | Very High<br>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.

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 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 |
|---|---|---|
| Orange | Red | No Performance Color |
| 14.5% Chronically Absent | 21.6% Chronically Absent | Fewer than 11 students - No Data for Privacy |
| Increased 1 | Increased 1.6 | 1 Student |
| 427 Students | 51 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
| No Performance Color | No Performance Color | Red |
| 0 Students | 41.2% Chronically Absent | 20.5% Chronically Absent |
| | 0 | Increased 3.1 |
| | 17 Students | 215 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
| Red | No Performance Color | No Performance Color |
| 21.1% Chronically Absent | Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy |
| Maintained 0.2 | | |
| 123 Students | 8 Students | 1 Student |

| Asian | Filipino | Hispanic |
|---|---|---|
| No Performance Color | No Performance Color | Orange |
| 30.8% Chronically Absent | Fewer than 11 students - No Data for Privacy | 19.8% Chronically Absent |
| Maintained 0 | | Increased 3.9 |
| 13 Students | 3 Students | 96 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
| Yellow | No Performance Color | Green |
| 12.9% Chronically Absent | Fewer than 11 students - No Data for Privacy | 8.9% Chronically Absent |
| Declined 5.8 | | Declined 0.9 |
| 31 Students | 6 Students | 269 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.

Analysis of chronic absenteeism data from the California Dashboard and first semester attendance reports identified Homeless students, English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students as the student groups demonstrating the greatest attendance needs.

Dashboard results identified English Learners (21.6%), Socioeconomically Disadvantaged students (20.5%), and Students with Disabilities (21.1%) as Red performance groups, while Hispanic students demonstrated an Orange performance level (19.8% chronically absent) .

Semester 1 attendance data reinforced these trends and identified additional concern regarding Homeless students, with 44.4% chronically absent and an additional 44.4% at risk of chronic absenteeism .

Additionally, schoolwide attendance data showed 21.3% of students were at risk of chronic absenteeism, indicating a need for earlier intervention and prevention systems

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

Reflection with staff, SSC, and ELAC identified several factors contributing to both attendance improvements and continued areas of need.

Contributing to positive outcomes, Dewey strengthened attendance supports through increased use of Independent Study contracts, chronic illness forms, daily outreach to families, attendance awareness efforts, trimester recognition programs, and expanded family communication through newsletters and Talking Points.

The school also expanded student engagement opportunities through clubs, Maker Lab experiences, enrichment activities, and student programs designed to increase connection and belonging. Staff identified these opportunities as positive contributors to student engagement and attendance.

At the same time, staff reflected that attendance systems remained largely reactive rather than preventative. Although students demonstrating chronic absenteeism received support, fewer systems existed to identify and intervene early with students approaching chronic absenteeism thresholds.

Semester data also highlighted the large number of students identified as “at risk” for chronic absenteeism, reinforcing the need for earlier intervention structures and stronger coordination of supports.

Additional areas identified for growth included consistent collaboration among attendance personnel and support teams, increased use of HTC/SARB processes, stronger monitoring of early dismissals, proactive family outreach, and coordinated supports for students experiencing barriers related to health, disability, housing instability, and access.

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

To improve attendance outcomes, Dewey Elementary identified the need for:
Dedicated collaboration time for attendance teams including administration, office staff, social worker, and district supports to monitor attendance trends and coordinate interventions.
Early warning systems and data review processes to identify students at risk of chronic absenteeism before reaching chronic levels.
Expanded family outreach efforts including home-school communication, mentoring, attendance conferences, and family supports.
Continued use of attendance incentives and student engagement opportunities including Maker Lab, clubs, enrichment activities, and student leadership opportunities.
Increased support for vulnerable populations including English Learners, Students with Disabilities, Homeless students, and Socioeconomically Disadvantaged students.
Continued family education regarding attendance expectations, chronic illness procedures, Independent Study options, and available school 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 | 2 | 1 | 1 | 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 |
|---|---|---|
| Green | Orange | No Performance Color |
| 1.8% suspended at least one day | 3.8% suspended at least one day | Fewer than 11 students - No Data for Privacy |
| Declined 0.3% | Increased 3.8% | 1 Student |
| 433 Students | 52 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
| No Performance Color | No Performance Color | Red |
| 0 Students | 0% suspended at least one day | 3.2% suspended at least one day |
| | 17 Students | Increased 2.2% |
| | | 220 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
| Orange<br>3.2% suspended at least one day<br>Maintained 0%<br>124 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>8 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |

| Asian | Filipino | Hispanic |
|---|---|---|
| No Performance Color<br>0% suspended at least one day<br>Maintained 0%<br>13 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students | Yellow<br>2% suspended at least one day<br>Maintained -0.2%<br>98 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
| Blue<br>0% suspended at least one day<br>Declined 3.1%<br>33 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>6 Students | Green<br>1.8% suspended at least one day<br>Declined 0.4%<br>271 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.

Analysis of suspension and climate data identified Socioeconomically Disadvantaged students, English Learners, and Students with Disabilities as student groups demonstrating the greatest need relative to schoolwide performance.

Dashboard results identified Socioeconomically Disadvantaged students as a Red performance group, while English Learners and Students with Disabilities demonstrated Orange performance levels .

While overall suspension outcomes remained relatively low and current year semester data indicate stable suspension rates, staff reflection identified increased complexity and intensity of student behavioral needs as an area impacting school climate and staff capacity.

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

Reflection with staff, SSC, and ELAC identified both strengths and continued areas for growth related to school climate, student behavior supports, and systems of care.

Dewey continued implementation of schoolwide expectations, recognition systems, SEL supports, and collaborative behavior systems designed to promote positive student behavior and school connectedness. Despite staff perception of increased behavioral challenges, suspension rates remained relatively low and current year data indicate stable suspension outcomes.

At the same time, staff reflected that the 2025–26 school year presented increased behavioral complexity and support needs. Staff reported increased student dysregulation, greater need for adult support and intervention, and increased demands on staff capacity. While overall suspension outcomes remained stable, the impact on instructional time, staff support needs, and coordination of services was significant.

To respond to these needs, staff engaged in approximately 12 hours of professional learning focused on The Regulated Classroom and Bottom-Up trauma-informed practices to strengthen understanding of regulation, student needs, and classroom supports.

Staff also reflected that implementation of these practices varied across classrooms and settings. Similar to other schoolwide initiatives, inconsistent implementation and lack of aligned systems limited overall impact and highlighted the need for stronger coherence, commitment, and shared practices across the site.

Additional challenges included delayed implementation of Behavior and SEL team work due to staffing constraints, limiting opportunities to strengthen systems, review data, and coordinate supports.

As a result, the site identified a need to strengthen coordination of supports through development of a Coordination of Services Team (COST) to improve alignment of interventions, communication systems, and collaborative problem solving for students requiring Tier 2 and Tier 3 support.

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

To improve school climate and strengthen systems of support, Dewey Elementary identified the need for:

Development and implementation of a Coordination of Services Team (COST) to align academic, behavioral, attendance, social-emotional, and family supports.
Protected collaboration time for Behavior, SEL, COST, administration, counseling, and support teams to coordinate interventions and monitor student progress.
Continued implementation and refinement of schoolwide behavior systems and consistent classroom practices.
Ongoing professional learning and collaborative calibration related to regulation, trauma-informed practices, de-escalation, and student support systems.
Refinement of Tier 2 and Tier 3 intervention systems including progress monitoring and coordinated service delivery.
Continued implementation of SEL instruction and student connection opportunities to strengthen belonging and school engagement.
Time and structures to support recommitment and implementation of Behavior and SEL team work during the 2026–27 school year.

# 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?

ELA - CAASPP  - annually; IReady Diagnostic - 3X per year:  Guided Reading Level - 3X per year  for K-2; Basic Phonics Skills Test (BPST) 3X per year (K-2)
Math:  CAASPP - annually; IReady Diagnositc - 3X per year, Topic Tests ongoing
ELD - ELPAC - annually

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

Several systems-level improvements supported progress during the 2025–26 school year.

Implementation of the schoolwide Universal Access (UA) structure provided a strong foundation for intervention and targeted support. The UA time created increased opportunities for differentiated instruction, intervention, English Language Development services, and student support across grade levels. Staff also began important work related to instructional alignment by reviewing and refining ELA assessments and grading practices. Through this process, teams revisited grade-level standards to ensure assessments more accurately reflected the rigor and intent of the standards and improved consistency across classrooms.

Another area of growth was expansion of English Language Development services. The increase in ELD staffing from 0.5 FTE to 1.0 FTE, along with implementation of a core ELD program, increased access to services for English Learners and strengthened the site's overall ELD system.

While these efforts established important structures, implementation challenges limited overall impact.

Although Universal Access provided dedicated intervention time, there was not yet a common instructional focus, aligned assessments, or consistent intervention expectations across grade levels. Staff also identified variability in implementation of instructional routines and intervention practices.

In addition, limited time and structures for collaborative data analysis reduced opportunities for teams to monitor student progress, analyze intervention effectiveness, align supports, and engage in continuous improvement cycles. Staff identified a need to strengthen collaborative systems and protected time for data conversations to improve coherence across Tier 1, Tier 2, ELD, and intervention supports.

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

Based on student performance data and staff reflection, Dewey Elementary made several instructional and systems adjustments during the 2025–26 school year to strengthen literacy instruction, intervention systems, and progress monitoring.

The site refined implementation of Universal Access (UA) by adjusting instructional groups based on i-Ready diagnostic results to ensure intervention and support remained responsive to current student needs. Staff also began implementing fluency passages in upper grades to strengthen reading fluency and support overall literacy development.

In the primary grades, teams began early work to increase alignment of phonics instruction across classrooms to improve consistency of foundational literacy practices. The site also adopted the mCLASS Dyslexia Screener as an additional data point to strengthen early identification of student needs. Although initial implementation was met with some hesitation, staff increasingly embraced the tool over the course of the year and expanded its use as part of literacy data review and instructional planning.

To improve instructional alignment, teams reviewed ELA assessments and removed assessment practices that were not closely aligned to grade-level standards. This work allowed staff to revisit standards, refine assessment practices, and strengthen alignment between instruction, assessment, and grading.

The leadership team also participated in year-long professional learning based on MTSS for Reading Improvement, deepening understanding of systems-level literacy improvement and multi-tiered supports. In addition, the site collaborated with district personnel to refine and improve data collection systems and platforms to support progress monitoring, analysis, and instructional decision-making.

These modifications established important foundational systems and highlighted next steps related to instructional coherence, collaborative data cycles, and alignment across Tier 1, intervention, ELD, and support programs.

**2025-26**

## Identified Need

Through analysis of CA Dashboard results, i-Ready diagnostics, ELPAC, local assessments, and collaborative discussions with staff, SSC, and ELAC, Dewey Elementary identified a continued need to strengthen coherence and consistency across instructional systems in English Language Arts and Mathematics.

Over the past year, staff reflected on instructional implementation and recognized variability in instructional routines, foundational literacy practices, mathematics instruction, intervention structures, assessment practices, and instructional expectations across classrooms and grade levels. While targeted efforts demonstrated positive outcomes—particularly during sustained work around Number Sense and focused ELD supports—progress was difficult to maintain when instructional priorities shifted. This highlighted the need for greater instructional alignment, protected systems, and sustained implementation across all grade levels.

Staff also identified a need to strengthen Tier 1 instruction through greater coherence between classroom instruction, intervention services, ELD supports, and special education services. Although Tier 2 interventions demonstrated growth through targeted learning cycles, reflection revealed inconsistent alignment between Tier 1 and Tier 2 practices, limiting the overall impact of interventions and supports. The Leadership Team, COST, SSC, and grade-level teams will review interim benchmark data each trimester to monitor progress toward SPSA goals and adjust supports as needed.

In addition, staff recognized the need for stronger systems of collaborative inquiry and continuous improvement. Current structures provide limited opportunities for teams to consistently analyze student data, monitor implementation, collaborate across programs, and adjust instruction through systematic improvement cycles. Dashboard and local assessment data further indicate continued achievement gaps among Students with Disabilities, English Learners, Hispanic students, and Socioeconomically Disadvantaged students, reinforcing the need to strengthen equitable access, instructional supports, and responsive practices for diverse learners.

To improve outcomes for all students, Dewey Elementary will focus on the following areas:

1: Strengthen Tier 1 Instructional Alignment Across Grade Levels
Develop aligned instructional routines, assessment practices, intervention structures, and instructional expectations to ensure students experience consistent, high-quality Tier 1 instruction schoolwide.

instructional coherence, foundational literacy consistency, intervention alignment, protected intervention/UA structures, aligned instructional routines, common assessment practices.

2. Implement PLC and Continuous Improvement Systems
Establish collaborative systems that support data analysis, instructional response, progress monitoring, and continuous improvement cycles to strengthen instructional decision-making and student outcomes.
Collaboration structures, monthly data cycles, protected collaboration time, instructional response processes, SPED/ELD/intervention collaboration.

3. Deepen Mathematics Instruction and Implementation of the CA Math Framework
Provide sustained professional learning and collaborative planning focused on conceptual understanding, number sense, mathematical discourse, and implementation of the CA Math Framework.
Number sense, math discourse, culturally responsive math instruction, conceptual understanding, intervention alignment.

4. Expand Access to Instructional Supports and Materials for Diverse Learners
Provide instructional resources, intervention materials, and collaborative planning opportunities to increase access and support for English Learners, Students with Disabilities, and students requiring intervention.
Intervention resources, decodable texts, inclusive instructional supports, scaffolds, SPED/ELD collaboration.

Implementation of SPSA actions will be monitored through ongoing review by the Leadership Team, administration, grade-level teams, COST, Behavior/SEL teams, SSC, and ELAC. Monitoring will include review of student outcome data, implementation evidence, intervention systems, and collaboration structures.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline 2025-26 | | Expected Outcome 2026-27 |
|---|---|---|---|
| ELA State Assessment:<br>Change in scale score | All Students | 12.6 points below standard | +3 scale score points |
| | English Learners | 69.7 points below standard | |
| | Foster Youth | | |
| | Homeless | | |
| | Socioeconomically Disadvantaged | 19.9 points below standard | |
| | Students with Disabilities | 64.3 points below standard | |

| Metric/Indicator | Baseline 2025-26 | | Expected Outcome 2026-27 |
| --- | --- | --- | --- |
| | African American | | |
| | American Indian | | |
| | Asian | | |
| | Filipino | | |
| | Hispanic | 34 points below standard | |
| | Two or More Races | 20.7 points below standard | |
| | Pacific Islander | | |
| | White | 1.7 points below standard | |
| Math State Assessment: Change in scale score | All Students | 31 points below standard | +3 scale score points |
| | English Learners | 66.2 points below standard | |
| | Foster Youth | | |
| | Homeless | | |
| | Socioeconomically Disadvantaged | 37.5 points below standard | |
| | Students with Disabilities | 83.4 points below standard | |
| | African American | | |
| | American Indian | | |
| | Asian | | |
| | Filipino | | |
| | Hispanic | 60 points below standard | |
| | Two or More Races | 38.4 points below standard | |
| | Pacific Islander | | |
| | White | 15.5 points below standard | |

| Metric/Indicator | Baseline 2025-26 | Expected Outcome 2026-27 |
|---|---|---|
| English Language Learner State Assessment:<br>Change in percentage of English language learners making progress on ELPAC | 50 | +2% |
| English Learner Reclassification:<br>Percentage of English language learners who are reclassified to Fluent English Proficient | 2.04% | +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 | Purchase supplemental instructional materials and books to support core math/ELA curriculum, and vocabulary development. | All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>X Lowest Performing SWD | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 6000 | School Year 2026-2027 |
| 1.2 | Online digital curriculum subscriptions to enhance core curriculum. | All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>X Lowest Performing SWD | LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures | 7000 | School Year 2026-2027 |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| 1.3 | Professional development/collaboration time to: work on continuous improvement cycles of learning (data analysis, planning), cross grade level collaboration to support EL reclassification, alignment of Tier 1 -2-3 instruction and assessments. | All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>X Lowest Performing SWD | LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries | 6000 | School Year 2026-2027 |
| 1.4 | Before/After school intervention for reading, math, and ELD. | All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>X Lowest Performing SWD | LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries<br>LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries | | School Year 2026-2027 |

| | | | | | |
|---|---|---|---|---|---|
| 1.5 | Materials and supplies to support implementation of early literacy instruction. | All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>X Lowest Performing SWD | LCFF Supplemental Site Allocation<br>4000-4999: Books And Supplies | 1000 | School Year 2026-2027 |
| 1.6 | Increase EL reclassification with cross-grade level collaboration and learning with ELD teacher with a focus on integrated ELD. | All Students<br>X English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | | | School Year 2026-2027 |
| 1.7 | Purchase decodable books to support early literacy. | All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>X Lowest Performing SWD | LCFF Supplemental Site Allocation | | School Year 2026-2027 |
| 1.8 | Increase the number of multilingual books. | All Students<br>X English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | | | School Year 2026-2027 |

| | | | | | |
|---|---|---|---|---|---|
| 1.9 | Purchase books to support equity and inclusion. | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | | | School Year 2026-2027 |
| 1.10 | Professional development related to Science of Reading and Universal Design for Learning | All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>X Lowest Performing SWD | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | | School Year 2026-2027 |
| 1.11 | Purchase books to support students with learning disabilities such as dyslexia or reading difficulties | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>X Lowest Performing | | | |
| 1.12 | Purchase technology to support access to curriculum (such as IPads. Tools to work with smart TVs, etc) | All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>Lowest Performing | LCFF Supplemental Site Allocation None Specified | 1750 | |

# 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?

Daily, weekly and monthly attendance reports, participation in before/after school enrichment programs, student surveys

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

Several strategies contributed to increased awareness and support of student attendance and engagement during the 2025–26 school year.

The site expanded communication efforts through consistent use of Talking Points, attendance messaging in newsletters, daily outreach to families, and increased communication regarding attendance expectations and supports. Staff also increased use of Independent Study contracts and chronic illness forms to reduce barriers to attendance and provide flexibility for students with ongoing needs.

The school expanded opportunities for student engagement and connection through Maker Lab experiences, clubs, enrichment opportunities, field trips, and student activities. Staff identified these opportunities as positive contributors to student belonging and engagement.

Attendance awareness also increased through recognition programs and monitoring efforts, including early dismissal tracking and targeted outreach to families.

At the same time, attendance systems remained largely reactive. Data identified a large number of students approaching chronic absenteeism, highlighting the need for earlier intervention and prevention systems.

Staff also identified limited structures for coordinated attendance review and intervention. Inconsistent attendance team meetings, limited use of HTC and SARB processes, inconsistent monitoring systems, and lack of regular collaborative review reduced the site's ability to provide coordinated supports.

Input from families also identified a need to strengthen home-school communication and community connection. Families expressed a desire for more consistent communication from both classroom teachers and the school office and indicated that inconsistent communication contributed to a reduced sense of community and connection with the school.

As a result, the site identified a need to strengthen communication systems, improve consistency of family outreach, and increase opportunities for connection and partnership between school and home.

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

Based on attendance data, family input, and staff reflection, Dewey Elementary implemented several modifications during the 2025–26 school year to strengthen communication, student engagement, family access, and intervention systems.

The site increased efforts to improve home-school communication through more consistent implementation of grade-level newsletters and schoolwide communication tools. This work was in response to family feedback identifying a need for stronger communication and increased connection between school and home.

The school social worker implemented a family referral system allowing families to directly access support services and connect with the social worker without needing to go through classroom staff. This increased accessibility to resources and strengthened family support systems.

The social worker also implemented an Attendance Academy designed to provide outreach and support to students identified as at risk of chronic absenteeism. While implementation was not consistent throughout the year, staff identified the model as a promising support structure for increasing student connection and attendance intervention efforts.

The site also collaborated with district personnel to explore improvements to attendance systems, data collection processes, and progress monitoring structures to strengthen intervention systems and improve identification of student needs.

In an effort to increase student engagement and access to enrichment opportunities, Dewey partnered with the Parent Faculty Organization (PFO) to expand student learning experiences and activities. Collaboration efforts supported enrichment opportunities, school events, and experiences designed to strengthen student connection and engagement.

Additional modifications included expanded use of attendance supports such as Independent Study and chronic illness forms, increased family outreach efforts, and refinement of attendance awareness practices.

These modifications strengthened communication, family access to support systems, and student engagement opportunities while highlighting continued needs related to coordinated attendance systems, consistent implementation structures, and proactive intervention processes.

**2025-26**

## Identified Need

Over the past year, Dewey Elementary implemented strategies to improve attendance through increased family communication, attendance awareness efforts, monitoring of attendance trends, and expanded enrichment opportunities including Maker Lab, clubs, and student activities. These efforts contributed to improvements in chronic absenteeism rates.

At the same time, staff reflection identified attendance outreach and intervention systems as an area for continued growth. The site recognized a need for:

1.Stronger coordination of supports
2. More proactive family outreach
3. Earlier intervention systems
4. Increased opportunities to strengthen student connection and engagement

During the 2026–27 school year, the site will strengthen tiered attendance intervention systems through COST and attendance review structures. Students identified as “at risk” of chronic absenteeism will be monitored regularly using attendance thresholds and early warning indicators. Interventions may include family outreach, Attendance Academy participation, attendance conferences, chronic illness supports, mentoring, and referral to additional services as needed.  Attendance data will be reviewed monthly to identify trends and intervene prior to students reaching chronic absenteeism levels.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline 2025-26 | Expected Outcome 2026-27 |
|---|---|---|

| Metric/Indicator | Baseline 2025-26 | Expected Outcome 2026-27 |
| --- | --- | --- |
| Chronic Absenteeism:<br>Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8 | All Students: 14.5% Chronically Absent<br>English Learners: 21.6% Chronically Absent<br>Foster Youth:<br>Homeless: 41.2% Chronically Absent<br>Socioeconomically Disadvantaged: 20.5% Chronically Absent<br>Students with Disabilities: 21.1% Chronically Absent<br>African American:<br>American Indian:<br>Asian: 30.8% Chronically Absent<br>Filipino:<br>Hispanic: 19.8% Chronically Absent<br>Two or More Races: 12.9% Chronically Absent<br>Pacific Islander:<br>White: 8.9% Chronically Absent | -0.5% |
| Attendance:<br>Percentage of the school year attended for students in TK-12 | 94.6% | Increase by 2% |
| High School Dropout Rate:<br>Percentage of high school students who dropout (based on the 4-year cohort outcomes) | N/A | NA |
| Middle School Dropout Rate:<br>Number of middle school students (grades 6-8) who dropout of school. | N/A | NA |

| Metric/Indicator | Baseline 2025-26 | Expected Outcome 2026-27 |
| --- | --- | --- |
| Graduation Rate:<br>Percentage of students who graduate high school within 4 or 5 years. | All Students<br>English Learners<br>Foster Youth<br>Homeless<br>Socioeconomically Disadvantaged<br>Students with Disabilities<br>African American<br>American Indian<br>Asian<br>Filipino<br>Hispanic<br>Two or More Races<br>Pacific Islander | NA |

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 | Materials and supplies to support attendance improvement. | All Students<br>English Learners<br>X Low-Income Students<br>Foster Youth<br>X Lowest Performing Hispanic, SWD | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 250 | School Year 2026-2027 |

| | | | | | |
|---|---|---|---|---|---|
| 2.2 | Extra assignment pay for outreach to combat chronic absenteeism, or mentor students. | All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth<br>X Lowest Performing Hispanic, SWD | LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries<br>LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries | 500 | School Year 2026-2027 |
| 2.3 | Materials and supplies to support Maker's lab and onsite clubs. | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 1000 | School Year 2026-2027 |
| 2.4 | Communication tools to enhance two -way communication between school and home to combat chronic absenteeism and | X All Students<br>X English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 1500 | School Year 2026-2027 |

| | | | | | |
|---|---|---|---|---|---|
| | improve home school communication. | | | | |
| 2.5 | Field trips both on and off campus to provide hands on learning for students | X All Students<br>English Learners<br>X Low-Income Students<br>Foster Youth<br>Lowest Performing | LCFF Supplemental Site Allocation<br>5000-5999: Services And Other Operating Expenditures | 3000 | School Year 2026-2027 |
| 2.6 | Assemblies related to core content areas and/or SEL instruction. | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | LCFF Supplemental Site Allocation<br>5000-5999: Services And Other Operating Expenditures | | School Year 2026-2027 |
| 2.7 | Extra Assignment Pay to support onsite clubs and maintain maker's lab (certificated and classified) | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>X Lowest Performing | LCFF Supplemental Site Allocation<br>1000-1999: Certificated Personnel Salaries | 2000 | School Year 2026-27 |

| | | | | | |
|---|---|---|---|---|---|
| | | | LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries | | |
| 2.8 | Extra assignment pay to provide administrative support for scheduling field trips, extra curricular activities, clubs, etc | X All Students<br>English Learners<br>X Low-Income Students<br>Foster Youth<br>Lowest Performing | LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries<br>LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries | | School Year 2026-27 |
| 2.9 | Materials/supplies to support PBL and Arts Integrated learning. | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>X Lowest Performing | | | School Year 2026-27 |

# 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?

CA School Dashboard - annually, Q Behavior reports, SJUSD annual School Culture/Climate Survey, The Social, Academic, and Emotional Behavior Risk Screener (SAEBRS), school behavior referrals

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

Several efforts positively contributed to school climate, student engagement, and sense of belonging during the 2025–26 school year.

The site strengthened implementation of schoolwide expectations through intentional teaching, reteaching, and reinforcement of behavioral expectations throughout the year. Staff continued to promote a positive school climate through schoolwide systems and increased opportunities to recognize student success.

One notable area of growth was improvement of student recognition assemblies, creating more opportunities to celebrate student achievement, effort, growth, and positive behavior. Staff identified these celebrations as important contributors to school connectedness and student motivation.

Classrooms also expanded opportunities for project-based learning, hands-on experiences, performances, and student engagement activities, including musicals, Maker Lab experiences, and other experiential learning opportunities. Staff reflected that these experiences increased student engagement, creativity, participation, and opportunities for authentic learning.

An additional strength was the continued partnership with Dewey's Parent Faculty Organization (PFO). The PFO collaborated closely with staff to extend learning opportunities, support student activities and events, and enhance the overall student experience. Staff identified this partnership as an important asset contributing to school culture and community.

At the same time, staff identified continued areas for growth related to consistency and implementation of systems. Although schoolwide expectations and supports were in place, implementation varied across classrooms and settings. Staff also identified a need to strengthen alignment of behavior supports, intervention systems, and communication structures to improve consistency and coherence across the school.

In addition, increased behavioral complexity and student support needs created strain on existing systems and staff capacity. Delayed implementation of Behavior and SEL team work due to staffing constraints reduced opportunities for coordinated planning, monitoring, and refinement of supports.

As a result, staff identified a need to strengthen coordinated systems of support, increase consistency of implementation, and continue building structures that support student belonging, engagement, and positive school climate.

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

Based on student, family, and staff input, Dewey Elementary implemented several modifications during the 2025–26 school year to strengthen family engagement, inclusion, student support systems, and school climate.

In response to identified family needs, the school established a school food locker, an initiative developed in partnership with families to increase access to resources and support students and families experiencing need.

The site also increased outreach efforts to English Learner families, resulting in increased participation and engagement in ELAC and creating greater opportunities for family voice, collaboration, and shared decision-making related to supports for English Learners.

To strengthen inclusive practices and increase support for diverse learners, Dewey established a Deaf and Hard of Hearing (DHH) Work Group, initiated and supported by families. The work group focused on increasing awareness, collaboration, and inclusive practices to better support students and families within the DHH program.

The site also increased visual supports and environmental supports to promote safety, independence, and access for students in the Autism program and other students requiring additional supports.

Additional modifications included expansion of student engagement opportunities through project-based learning, hands-on experiences, performances, and enrichment activities to strengthen student connection and belonging.

These modifications strengthened family partnerships, expanded inclusive practices, and increased student supports while reinforcing the importance of family voice in school improvement efforts.

**2025-26**

## Identified Need

Climate survey results and stakeholder feedback indicate a need to strengthen consistency in schoolwide behavior systems, inclusive practices, social-emotional supports, and communication structures to ensure all students and families feel safe, connected, supported, and valued within the school community.

Over the past year, Dewey focused on strengthening Tiered Systems of Support (MTSS) for attendance, behavior, and engagement through the development of schoolwide behavior expectations, social-emotional supports, family engagement opportunities, and staff professional learning related to behavior and de-escalation strategies. Staff also expanded opportunities for student leadership, voice, and enrichment while continuing efforts to strengthen communication systems and family partnership.

Reflection and stakeholder feedback identified progress in establishing common systems; however, staff recognized a continued need for greater consistency in implementation across classrooms and settings. Staff emphasized the importance of predictable schoolwide expectations, stronger communication systems, increased inclusive practices for diverse learners, and structures that strengthen collaboration and connection among staff, students, and families.
Staff also identified a need to strengthen systems that promote belonging and equitable access for all students, particularly Students with Disabilities, through improved communication, increased inclusion in school experiences, and more intentional supports to ensure equitable participation.

To strengthen school climate, belonging, and family engagement, Dewey Elementary will focus on the following areas:

1: Strengthen Consistency in Schoolwide Behavior and Social-Emotional Systems
Focus areas:  implement consistent behavior expectations, social-emotional learning practices, and student support systems to create predictable, safe, and supportive learning environments across all classrooms and settings.

2: Strengthen Inclusive Practices and Access for Diverse Learners
Increase inclusive opportunities, communication systems, and equitable access to school experiences for Students with Disabilities and diverse learners.
Focus Areas: inclusion in school activities, communication systems, equitable access to experiences and celebrations, shared systems and supports, participation opportunities.

3: Strengthen Schoolwide Communication and Family Partnerships
Develop consistent systems of communication and family outreach to improve partnership, engagement, and access to school information and supports.
Focus Areas: weekly communication systems, Talking Points, home visits and outreach, family partnership, shared communication structures.

4: Build Staff Collaboration and Collective Efficacy
Create opportunities for staff collaboration, shared learning, and collective problem-solving to strengthen school culture and support continuous improvement.
Focus Areas: teacher expertise sharing, collaborative learning structures, adult connection, shared leadership opportunities.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline 2025-26 | | Expected Outcome 2026-27 |
|---|---|---|---|
| Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12. | All Students | 1.8% suspended at least one day | -0.3% |
| | English Learners | 3.8% suspended at least one day | |
| | Foster Youth | | |
| | Homeless | 0% suspended at least one day | |
| | Socioeconomically Disadvantaged | 3.2% suspended at least one day | |
| | Students with Disabilities | 3.2% suspended at least one day | |
| | African American | | |
| | American Indian | | |

| Metric/Indicator | Baseline 2025-26 | Expected Outcome 2026-27 |
|---|---|---|
| | Asian: 0% suspended at least one day<br>Filipino<br>Hispanic: 2% suspended at least one day<br>Two or More Races: 0% suspended at least one day<br>Pacific Islander<br>White: 1.8% 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 | 62.8% | Increase by 5% |
| Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey. | 64.7% | Increase by 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). | 3% | Increase by 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 |
|---|---|---|---|---|---|
| 3.1 | Extra assignment pay for Behavior, SEL and Tier 2 Teams to promote positive | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>X Lowest Performing | LCFF Supplemental Site Allocation | 1500 | School Year 2026-2027 |

| | | | | | |
|---|---|---|---|---|---|
| | behavior and supports and reduce suspensions, as funding allows. | | 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries | | |
| 3.2 | Materials/Supplies to support ongoing implementation of school wide positive behavior systems /SEL instruction/Equity and Inclusion. | All Students<br>English Learners<br>X Low-Income Students<br>Foster Youth<br>X Lowest Performing | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 2000 | School Year 2026-2027 |
| 3.3 | Improve student connectedness and provide opportunities for belonging and interest with lunch bunch, identify groups and clubs. | All Students<br>X English Learners<br>Low-Income Students<br>Foster Youth<br>X Lowest Performing | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | | School Year 2026-2027 |

| | | | | | |
|---|---|---|---|---|---|
| 3.4 | Implementation of parent workshops and events to increase school and academic connectedness. | All Students<br>X English Learners<br>Low-Income Students<br>Foster Youth<br>X Lowest Performing | LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries | 500 | School Year 2026-2027 |
| 3.5 | SEL curriculum to promote school connectedness and reduce suspensions. | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies<br>LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures | | School Year 2026-2027 |
| 3.6 | Materials and supplies to improve physical safety and supervision. | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>X Lowest Performing | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 1000 | School Year 2026-2027 |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| 3.7 | Actively recruit diverse parent participation in school leadership roles. | X All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>Lowest Performing | | | School Year 2026-2027 |
| 3.8 | Utilize positive behavior expectations, social emotional support strategies and partnerships with caregivers to prevent student expulsion. | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>X Lowest Performing | | | School Year 2026-2027 |

# 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**<br><br>**Completion Date** | **Proposed Expenditure(s)** | | | |
|---|---|---|---|---|---|
| | | **Description** | **Type** | **Funding Source** (itemize for each source) | **Estimated Cost** |
| Site Intervention Teacher:<br>Teach six-eight week reading and math intervention groups, track student data, collaborate with classroom teachers, and participate and lead professional learning. | August 2025-June 2026 | | | | |
| Part Time MTSS Academic Intervention Specialist: Teach six-eight week reading and/or math intervention groups, track student data, collaborate with with classroom teachers and site intervention and ELD teachers and participate professional learning. | August 2025-June 2026 | | | | |
| ELD Teacher (1FTE): Teach leveled ELD groups, track student progress, coordinate ELPAC and ELAC, collaborate with classroom and intervention teachers and participate in professional learning. | August 2025 - June 2026 | | | | |

| **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<br><br>Completion Date | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|
| | | Description | Type | Funding Source (itemize for each source) | Estimated Cost |

| 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<br><br>Completion Date | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|
| | | Description | Type | Funding Source (itemize for each source) | Estimated Cost |
| Half time MTSS Social Worker: Coordinate SAEBRS data collection and analysis, teach social groups, provide 1:1 support to students, coordinate check in/check out for tier 2 students, provide community resources to families, member of site attendance team, collaborate with staff members and participate in site professional learning. | August 2025-June 2026 | | | | |
| 2.5 hour School Playground Recreation Aide- Supervise students in the cafeteria and on the playground, support and enforce behavioral expectations, conduct restorative conversations, document behavioral incidents. | August 2025 - June 2026 | | | | |
| 3.5 hour School Playground Recreation Aide- Supervise students in the cafeteria and on the playground, support and enforce behavioral expectations, provide push in behavioral support, conduct restorative conversations, document behavioral incidents. | August 2025-June 2026 | | | | |

# 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 | 35,000 | 0.00 |

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| LCFF Supplemental Site Allocation | 35,000.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| 1000-1999: Certificated Personnel Salaries | 10,000.00 |
| 2000-2999: Classified Personnel Salaries | 500.00 |
| 4000-4999: Books And Supplies | 12,750.00 |
| 5000-5999: Services And Other Operating Expenditures | 10,000.00 |
| None Specified | 1,750.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental Site Allocation | 10,000.00 |
| 2000-2999: Classified Personnel Salaries | LCFF Supplemental Site Allocation | 500.00 |
| 4000-4999: Books And Supplies | LCFF Supplemental Site Allocation | 12,750.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF Supplemental Site Allocation | 10,000.00 |
| None Specified | LCFF Supplemental Site Allocation | 1,750.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 21,750.00 |
| Goal 2 | 8,250.00 |
| Goal 3 | 5,000.00 |

# 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

4 Parent or Community Members

| Name of Members | Role |
|---|---|
| Shane Molaison | Classroom Teacher |
| Kyli Gallington | Parent or Community Member |
| Sarah Sault | Parent or Community Member |
| Holly Holmgren | Classroom Teacher |
| Sofia Goldsby | Parent or Community Member |
| Abbey Jaculina | Classroom Teacher |
| Ali Houting | Parent or Community Member |
| Rose Melavic | Other School Staff |
| Sabrina Parsley | Principal |

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 |
| --- | --- |
| Lydia Smith | 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 5/13/26.

Attested:

| | |
| --- | --- |
| [illegible] | Principal, Sabrina Parsley on 5/13/26 |
| [illegible] | SSC Chairperson, Shane Molasion on 5/13/26 |

# 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.**



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

## Harry Dewey Fundamental Elementary School

**Funding Source: LCFF Supplemental Site Allocation** **$35,000.00 Allocated**

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|---|---|---|---|
| Purchase supplemental instructional materials and books to support core math/ELA curriculum, and vocabulary development. | 4000-4999: Books And Supplies | $6,000.00 | Connected School Communities | |
| Online digital curriculum subscriptions to enhance core curriculum. | 5000-5999: Services And Other Operating Expenditures | $7,000.00 | Connected School Communities | |
| Professional development/collaboration time to: work on continuous improvement cycles of learning (data analysis, planning), cross grade level collaboration to support EL reclassification, alignment of Tier 1 -2-3 instruction and assessments. | 1000-1999: Certificated Personnel Salaries | $6,000.00 | Connected School Communities | |
| Materials and supplies to support implementation of early literacy instruction. | 4000-4999: Books And Supplies | $1,000.00 | Connected School Communities | |
| Materials and supplies to support attendance improvement. | 4000-4999: Books And Supplies | $250.00 | Healthy Environments for Social-Emotional Growth | |
| Extra assignment pay for outreach to combat chronic absenteeism, or mentor students. | 2000-2999: Classified Personnel Salaries | $500.00 | Healthy Environments for Social-Emotional Growth | |
| Materials and supplies to support Maker's lab and onsite clubs. | 4000-4999: Books And Supplies | $1,000.00 | Healthy Environments for Social-Emotional Growth | |
| Communication tools to enhance two -way communication between school and home to combat chronic absenteeism and improve home school communication. | 4000-4999: Books And Supplies | $1,500.00 | Healthy Environments for Social-Emotional Growth | |

## Harry Dewey Fundamental Elementary School

| | | | |
|---|---|---|---|
| Field trips both on and off campus to provide hands on learning for students | 5000-5999: Services And Other Operating Expenditures | $3,000.00 | Healthy Environments for Social-Emotional Growth |
| Extra Assignment Pay to support onsite clubs and maintain maker's lab (certificated and classified) | 1000-1999: Certificated Personnel Salaries | $2,000.00 | Healthy Environments for Social-Emotional Growth |
| Extra assignment pay for Behavior, SEL and Tier 2 Teams to promote positive behavior and supports and reduce suspensions, as funding allows. | 1000-1999: Certificated Personnel Salaries | $1,500.00 | Engaging Academic Programs |
| Materials/Supplies to support ongoing implementation of school wide positive behavior systems /SEL instruction/Equity and Inclusion. | 4000-4999: Books And Supplies | $2,000.00 | Engaging Academic Programs |
| Implementation of parent workshops and events to increase school and academic connectedness. | 1000-1999: Certificated Personnel Salaries | $500.00 | Engaging Academic Programs |
| Materials and supplies to improve physical safety and supervision. | 4000-4999: Books And Supplies | $1,000.00 | Engaging Academic Programs |
| Purchase supplies and materials to develop and enhance STEAM and Maker learning opportunities. | 4000-4999: Books And Supplies | $1,000.00 | Clear Pathways to Bright Futures |
| Provide students with opportunities for stewardship, community service and leadership opportunities | 1000-1999: Certificated Personnel Salaries | $500.00 | Clear Pathways to Bright Futures |
| Provide opportunities for supplemental learning opportunities to enhance and extend curriculum. | 5800: Professional/Consulting Services And Operating Expenditures | $2,000.00 | Clear Pathways to Bright Futures |
| Purchase technology to support access to curriculum (such as IPads. Tools to work with smart TVs, etc) | None Specified | $1,750.00 | Connected School Communities |
| | LCFF Supplemental Site Allocation Total Expenditures: | $38,500.00 | |
| | LCFF Supplemental Site Allocation Allocation Balance: | $0.00 | |

## Harry Dewey Fundamental Elementary School

| | |
|---|---|
| Harry Dewey Fundamental Elementary School Total Expenditures: | $38,500.00 |