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
Gold River Discovery Center	34 67447 6111363	May 19, 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

The development of the School Plan began in the winter of the 2025–2026 school year. The SiteLeadership Team, School Site Council (SSC), school staff, and English Learner Advisory Committee (ELAC) reviewed the current SPSA to evaluate the effectiveness of previous actions. All groupsemphasized the need to accelerate learning, deepen social-emotional learning (SEL) support,increase student enrichment opportunities, and enhance family and community engagement.The whole staff analyzed assessment and school survey data, conducted a needs assessment, and reached consensus on the allocation of LCFF funds for the 2025–2026 school year. The School Site Council reviewed the data and findings, concurred with the needs assessment, and approved the LCFF plan. The plan was also shared and discussed with ELAC and the Site Leadership Team (SLT). These groups collaboratively identified and discussed targeted supports for all underrepresented students, with a specific focus on our English Learner (ELL) population.
Across all stakeholder groups, a recurring theme was the need to enhance instructional strategies and curriculum development to better engage all students—particularly those who are marginalized.The desire to strengthen academic rigor through differentiated instruction and inclusive, culturally responsive teaching practices was strongly supported. SSC meetings during the 2024–2025 school year focused on the analysis of site data, budget planning, and survey feedback. Stakeholders highlighted gaps in learning and stressed the importance of expanding efforts to close these gaps. Members expressed a continued commitment to SEL, as well as the need for professional development opportunities that support staff in delivering equitable instruction and

addressing learning loss. There was also discussion around incorporating anti-bias and social justice education into the curriculum to reflect and support the diverse needs of our students.

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**
African American	3.74%	2.81%	2.57%	27	20	18
Asian	6.93%	7.02%	6.71%	50	50	47
Filipino	0.83%	0.84%	0.71%	6	6	5
Hispanic/Latino	17.59%	18.96%	21.71%	127	135	152
Pacific Islander	0.69%	0.70%	0.29%	5	5	2
White	59.14%	58.15%	55.00%	427	414	385
Multiple/No Response	11.08%	11.52%	13.00%	80	82	91
			Total Enrollment	722	712	700

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	23-24	**24-25**	**25-26**
Transitional Kindergarten		46	48
Kindergarten	75		74
Grade 1	68		75
Grade 2	60		73
Grade3	79		67
Grade 4	78		61
Grade 5	64		83
Grade 6	69		91
Grade 7	91		63
Grade 8	90		65
Total Enrollment	722		700

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	74	54	48	9.6%	10.2%	6.9%
Fluent English Proficient (FEP)	75	79	82	10.3%	10.4%	11.7%
Reclassified Fluent English Proficient (RFEP)	18				21.18%	

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**
712	**31.2%**	**7.6%**	**0.0%**
Total Number of Students enrolled in Gold River Discovery Center.	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	54	7.6%
Foster Youth	0	0.0%
Homeless	4	0.6%
Socioeconomically Disadvantaged	222	31.2%
Students with Disabilities	111	15.6%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	20	2.8%
American Indian	0	0.0%
Asian	50	7%
Filipino	6	0.8%
Hispanic	135	19%
Two or More Races	82	11.5%
Pacific Islander	5	0.7%
White	414	58.1%

School and Student Performance Data

Overall Performance

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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 Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Yellow
Mathematics Yellow		
English Learner Progress Blue		

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	3	2	1	1

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	Orange	No Performance Color
5.9 points above standard	66.7 points below standard	Fewer than 11 students - No Data for Privacy
Maintained -1 points	Declined 27.1 points	4 Students
430 Students	67 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - No Data for Privacy	20.8 points below standard
	3 Students	Maintained 1.3 points
		168 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
35.6 points below standard	36.7 points below standard	0 Students
Maintained -2.8 points	Increased 12.4 points	
66 Students	13 Students	

Asian	Filipino	Hispanic
Green	No Performance Color	Yellow
31.4 points above standard	Fewer than 11 students - No Data for Privacy	9 points below standard
Declined 6.3 points	4 Students	Increased 8.8 points
30 Students		87 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Yellow
29.6 points above standard	Fewer than 11 students - No Data for Privacy	6.7 points above standard
Increased 16.1 points	2 Students	Declined 7.3 points
38 Students		256 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.

Compared to the overall “All Students” performance (Yellow, 5.9 points above standard), the student groups performing at the lowest levels are primarily the Orange groups, with English Learners showing the greatest area of concern.

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

Based on last year’s reflections and the dashboard results, several potential causes may have contributed to the performance outcomes for our lowest-performing student groups.

One major theme was the large number of “Neutral” responses on surveys. This may suggest that many students feel disconnected, unheard, or uncertain about their experiences at school. While students reported feeling physically safe, there appears to be a weaker sense of connection in areas related to caring relationships, motivation, and engagement.

Another contributing factor may be the need for stronger student voice and belonging opportunities. Discussions around celebrating diverse cultures, increasing student feedback surveys, student government, ambassadors, clubs, and tutoring all point to a recognition that students need more meaningful ways to connect to school and feel represented.

There was also concern about student relationships and emotional support systems. Questions about identifying the 28% connected to caring relationships and understanding how parents and staff view student relationships suggest that some students may not consistently experience strong adult connections on campus.

Motivation and academic engagement were additional concerns. Staff noted that some students were not motivated to complete schoolwork or homework, reinforcing the identified need for tutoring, intervention support, and more engaging extracurricular opportunities during and after school.

Safety data also raised questions. Although overall safety scores were high, there was concern that 5% of students strongly disagreed that the school takes safety concerns seriously. This indicates that while most students feel safe, a smaller group may not feel fully supported or heard when concerns arise.

Finally, there was recognition that student needs vary significantly between grade spans. Staff discussed the importance of breaking out data between TK–5 and 6–8 because concerns around relevance, college and career readiness, and engagement may become more pronounced at the middle school level. There was also discussion about adjusting survey length and questions to better match developmental levels for students and adults.

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

To improve outcomes for our lowest performing student groups, GRDC will continue strengthening systems that support student connection, academic engagement, family involvement, and social-emotional wellness. Staff identified the need for additional personnel, programs, services, and opportunities that foster stronger relationships and student voice, particularly for our intermediate and middle school students who reported feeling less connected to school.

Current resources and programs that are positively impacting students include weekly newsletters, Talking Points communication, PTO activities, Friday Finale, Coffee Hour, Family Nights, Starstruck performances, Back-to-School events, parent volunteers, restorative intervention practices, SST meetings, parent-teacher conferences, Mrs. West’s SEL support, Big/Little Buddy programs, Character Trait assemblies, counseling support, and extracurricular opportunities. Staff also identified the importance of intervention teachers, and IA support service

Survey data indicates that parents and staff generally feel positive about school climate, relationships, communication, and academic progress. Parents expressed strong agreement that GRDC is welcoming and inclusive, with less than 2% of parent responses in the red across categories. Staff and parents believe the school works hard to cultivate trust, communication, and caring relationships through consistent outreach and involvement opportunities.

However, student survey responses indicate a need to strengthen students’ sense of connection, voice, and belonging. While 82% of students reported having a trusted student on campus, only 55% of students reported strong caring relationships with adults, and only 39% of students felt that someone regularly checks in on them. Students also expressed concerns regarding peer respect and feeling heard in school decision-making processes.

We will need to add additional activities to our buddy program that currently exits and addional opportunities for students to build relationships and conectiveness with their peers.

School and Student Performance Data

Academic Performance
Mathematics

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	3	0	1

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
Yellow 8.7 points below standard Maintained 2.8 points 434 Students	Orange 51.3 points below standard Declined 14.8 points 71 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Orange 31.9 points below standard Maintained 0.1 points 170 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
53.8 points below standard	46.5 points below standard	0 Students
Declined 4.7 points	Increased 31.6 points	
66 Students	13 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Yellow
35.2 points above standard	Fewer than 11 students - No Data for Privacy	35.2 points below standard
Increased 11.5 points	4 Students	Increased 3.7 points
30 Students		87 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Yellow
3.8 points below standard	Fewer than 11 students - No Data for Privacy	3.8 points below standard
Maintained -1.3 points	2 Students	Maintained 1.1 points
40 Students		258 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.

While the following groups are not in the "Orange" category, their data points highlight specific areas of concern when compared to the overall school average of 8.7 points below standard:
African American Students: Although this group has "No Performance Color" (likely due to the small sample size of 13 students), they score 46.5 points below standard. However, they showed significant progress with an increase of 31.6 points. Hispanic Students: This group has a "Yellow" indicator, matching the overall school status, but their score of 35.2 points below standard is considerably lower than the "All Students" average. On a positive note, they showed an increase of 3.7 points.
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Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

The Belonging Gap: We previously identified that student belonging is the primary gap in our school environment. We recognized that students who lack a strong sense of connection to the school community are less likely to be academically engaged. This reflection directly correlates with the results for our most vulnerable groups—English Learners, who saw a 14.8-point decline, and Students with Disabilities, who saw a 4.7-point decline. Need for Stronger Connections: We spoke extensively about the need to improve adult-student connections and peer respect. We thought that without these foundational social-emotional ties, students in high-need categories might not receive the personalized support necessary to meet rigorous ELA standards. Success in Outreach: Our focus on strong parent communication and family engagement programs likely contributed to the areas of growth and stability seen in the data. For example, the Hispanic student group showed an increase of 3.7 points, and the Asian group remains 35.2 points above standard with an 11.5-point increase. While we implemented broad leadership opportunities like Student

Government and Ambassadors, these general initiatives may not have been targeted enough to address the specific literacy and language needs of English Learners or the individualized instructional requirements of Students with Disabilities. Disconnection in Vulnerable Groups: The identified lack of adult connection likely led to a feeling of being "invisible" for students in the lowest-performing tiers. For Socioeconomically Disadvantaged students, who are 31.9 points below standard, this sense of disconnection may have contributed to their performance remaining stagnant (0.1 point maintenance) Impact of School Climate: We noted that a lack of peer respect can create an environment where students do not feel safe to take the academic risks necessary for growth. This feeling likely hit our English Learners the hardest, as evidenced by their significant performance drop.
In summary, while our actions in family engagement have maintained stability for the general population, the unaddressed belonging gap and lack of personal connection remain the most likely causes for the performance declines and stagnation in our most vulnerable student groups.

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

Resources needed to improve outcomes for our lowest performing student groups, specifically Students with Disabilities and English Learners, include additional personnel, intervention programs, instructional materials, and targeted supports. Staff feedback highlighted the importance of having a full-time intervention teacher in place at the start of the school year to provide timely academic intervention and support. Additional intervention support staff, instructional aides for small group instruction, and expanded leveled groupings in both ELA and math were also identified as needed supports. Programs and instructional strategies that staff identified as effective and worth expanding include UFLI phonics, Lexia, Walk to Read, Read Intervention, and small group instruction with IA support. Staff also expressed a need for additional math manipulatives, common assessments to monitor student progress, and a new math adoption to strengthen standards-based instruction. Professional development focused on supporting student subgroups, including English Learners and Students with Disabilities, was also identified as an area of need. Staff noted the importance of continuing collaboration around curriculum pacing, instructional practices, and grading communication with students and families.To further support homeless students and improve attendance, staff suggested implementing an attendance incentive program. Additional student support opportunities, such as a FLEX or student help period during the school day, were also recommended to increase student comfort in asking questions and seeking academic assistance.Overall, staff feedback indicates that strong instructional practices and positive school-family relationships are in place, while additional intervention staffing, targeted supports, instructional resources, and structured student support systems would help improve outcomes for our lowest performing student groups.

School and Student Performance Data

Academic Performance
Science

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	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	No Performance Color	No Performance Color
62.4 science points	44.3 science points	Fewer than 11 students - No Data for Privacy
Maintained -0.6 points	Declined 7.6 points	3 Students
169 Students	28 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	Fewer than 11 students - No Data for Privacy	53.7 science points
	1 Student	Declined 4.3 points
		70 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
51.3 science points	Fewer than 11 students - No Data for Privacy	0 Students
Declined 7.5 points	3 Students	
20 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
69.1 science points	0 Students	58.2 science points
11 Students		Increased 2.4 points
		24 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
62.8 science points	0 Students	63.1 science points
Declined 10.1 points		Maintained -0.7 points
13 Students		118 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.

While not the lowest in terms of total points, the "Two or More Races" group experienced the most significant performance drop, with a decline of 10.1 points, bringing their total to 62.8 points. In contrast, the Hispanic student group was the only one to show an increase, rising by 2.4 points to a total of 58.2

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

While the school's overall science performance is currently rated as "Green" with 62.4 points, several student groups are performing at significantly lower levels, specifically English Learners (44.3 points), Students with Disabilities (51.3 points), and Socioeconomically Disadvantaged students (53.7 points) These groups score well below the overall rate and have experienced notable performance declines, with English Learners and Students with Disabilities dropping by 7.6 and 7.5 points respectively.The Socioeconomically Disadvantaged group is particularly distinguished by its "Yellow" dashboard indicator, which contrasts with the overall "Green" status of the school. As discussed in our reflections on the past year, these results likely correlate with identified gaps in student belonging, adult connections, and peer respect, indicating that while our family engagement efforts have been strong, more targeted support is needed to address the specific instructional and social-emotional needs of these vulnerable populations.

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

To improve outcomes for our lowest performing student groups, including Students with Disabilities and English Learners, additional personnel, intervention programs, instructional materials, and targeted supports are needed. A full-time intervention teacher, instructional aides to support small group instruction, and expanded intervention opportunities in both ELA and math were identified as important resources. Staff also noted the need for professional development focused on supporting student subgroups and implementing effective instructional strategies. Programs and supports such as UFLI phonics, Lexia, Walk to Read, Read Intervention, leveled groupings, and common assessments should continue to be strengthened and expanded. Additional math manipulatives, updated curriculum resources, and a new math adoption were also identified as needed materials and supplies to support student learning. To support student engagement and attendance, particularly for homeless students, staff suggested implementing attendance incentive programs and creating additional opportunities for students to seek academic help during the school day, such as a FLEX or intervention period. Continued communication with families, progress monitoring, and collaboration among staff were also identified as essential components in improving student outcomes.

School and Student Performance Data

Academic Performance
English Learner Progress

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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
Blue	No Performance Color
62.5 making progress.	making progress.
Number Students: 48 Students	Number Students: 4 Students

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
10.4%	27.1%	0%	62.5%

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

The greatest growth within the English Learner Progress groups is seen in the 62.5% of current EL students who progressed at least one ELPI level. his strong performance has earned the school a "Blue" dashboard indicator for overall English Learner progress.While these growth metrics are overall positive, the 10.4% decline and the lack of students maintaining the highest proficiency level represent specific targets for instructional adjustment.

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

Reflecting on the past year, the "Blue" dashboard status and the 62.5% growth rate for English Learners suggest that our strong focus on family engagement and parent education programs successfully fostered a supportive foundation for many students. However, the data also reveals that 10.4% of students decreased at least one ELPI level and 27.1% remained static in lower proficiency tiers. These results likely correlate with the internal gaps we previously identified: What we thought and said: We recognized that student belonging was our primary gap and that adult-student connections needed significant improvement. We specifically noted that these "belonging gaps" were likely felt most acutely by our most vulnerable groups, including English Learners.What we did: While we implemented broad leadership programs and maintained strong parent communication, the 0% maintenance of Level 4 proficiency suggests that our instructional actions may not have been targeted enough to push students into the highest levels of English mastery or prevent backsliding. What was felt: The identified lack of peer respect and adult connection likely contributed to the nearly 28% of students who did not see growth, indicating that social-emotional disconnection can serve as a barrier to moving out of lower performance tiers

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

To improve outcomes for the lowest-performing student groups, such as English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students, a multifaceted approach to resource allocation is required. Targeted personnel are needed, including specialized instructional staff for English Language Development to support the 10.4% of English Learners who decreased an ELPI level and the 27.1% who remained static, as well as mentors to facilitate the advisory check-ins and leadership circles necessary to bridge the previously identified "belonging gap" Programs and services should focus on reversing science performance declines through specific academic interventions and expanding current parent education efforts to include workshops tailored for the families of English Learners, particularly to address the 0% maintenance rate of high-level proficiency. Furthermore, providing materials and supplies that include advanced ELD instructional resources and inclusive, culturally representative curricula will be vital for sustaining the "upward migration" of students and ensuring they move beyond lower proficiency tiers. These combined resources will help address both the academic stagnation and the social-emotional disconnection that currently hinder these vulnerable populations
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School and Student Performance Data

Academic Performance
College/Career Report

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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 Lowest Performance	Low	Medium	High	Very High 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
Yellow	Orange	No Performance Color
14.5% Chronically Absent	20.3% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 2	Declined 4.1	4 Students
738 Students	69 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - No Data for Privacy	19.6% Chronically Absent
	4 Students	Increased 0.5
		280 Students

Students with Disabilities

Green

6.8% Chronically Absent

Declined 7

148 Students

African American

No Performance Color

19% Chronically Absent

Declined 1.6

21 Students

American Indian

No Performance Color

0 Students

Asian

Orange

9.6% Chronically Absent

Increased 0.7

52 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

6 Students

Hispanic

Yellow

19% Chronically Absent

Declined 3.1

147 Students

Two or More Races

Orange

13.8% Chronically Absent

Increased 1.3

87 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

5 Students

White

Yellow

13.3% Chronically Absent

Declined 2.9

420 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.

Based on the provided dashboard indicators for chronic absenteeism, there are no student groups currently identified with a "Red" indicator. However, compared to the "Yellow" indicator for the overall student population, several groups are at the lowest performing level with an "Orange" indicator. The English Learners and Socioeconomically Disadvantaged groups show the highest percentages of chronic absenteeism, while the Socioeconomically Disadvantaged, Two or More Races, and Asian groups are of particular concern because their absenteeism rates increased compared to the previous year.
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Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on the past year’s chronic absenteeism data, which shows an overall "Yellow" indicator at 14.5% with groups like English Learners (20.3%), Socioeconomically Disadvantaged students (19.6%), Two or More Races (13.8%), and Asian students (9.6%) categorized as "Orange," it is clear that identified gaps in student belonging and personal connection continue to impact attendance. While strong parent outreach and communication successfully led to significant improvements for some groups—most notably a 7-point decline for Students with Disabilities and a 4.1-point drop for English Learners—these general efforts did not prevent absenteeism from rising in other areas, such as the 1.3 increase for students of Two or More Races and the 0.5 increase for the Socioeconomically Disadvantaged group. These results suggest that while family engagement is a strength, a lack of adult-student connections and peer respect likely contributed to a sense of disconnection for many students, making the "belonging gap" a primary driver for those groups still struggling with high or increasing absenteeism rates.

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

To improve outcomes for the lowest-performing student groups regarding chronic absenteeism—specifically the English Learners, Socioeconomically Disadvantaged, Asian, and Two or More Races groups currently identified with "Orange" indicators—a strategic investment in targeted personnel and programs is essential. Given that the Socioeconomically Disadvantaged (+0.5), Asian (+0.7), and Two or More Races (+1.3) groups all saw increases in absenteeism, there is a clear need for personnel such as attendance outreach coordinators and mentors who can facilitate the adult-student connections and advisory check-ins identified in our reflections as a primary gap. Programs should focus on enhancing student belonging and peer respect through social-emotional learning initiatives and cultural awareness assemblies to address the disconnection felt by these vulnerable populations.Furthermore, while general parent communication has been a strength, expanding services to include highly localized family engagement workshops for the specific communities seeing attendance declines can help replicate the success seen in the English Learner group, which experienced a 4.1-point decline. Finally, providing materials and supplies that support attendance incentives and inclusive, culturally representative school activities will be vital for transforming the school climate into one where every student feels a strong, daily motivation to attend. Reguler attendence assemblies will be helpful for next school year.

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
0	1	3	2	1

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Green	No Performance Color
3.9% suspended at least one day	1.4% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 3.7%	Declined 2.2%	4 Students
753 Students	73 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	Fewer than 11 students - No Data for Privacy	4.5% suspended at least one day
	5 Students	Declined 7.4%
		290 Students

Students with Disabilities	African American	American Indian
Yellow 3.3% suspended at least one day Declined 1% 151 Students	No Performance Color 8.3% suspended at least one day Declined 8.3% 24 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
Blue 0% suspended at least one day Declined 3.6% 58 Students	No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Orange 8.7% suspended at least one day Declined 4.2% 149 Students

Two or More Races	Pacific Islander	White
Green 1.1% suspended at least one day Declined 2.6% 87 Students	No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Yellow 3.1% suspended at least one day Declined 3.7% 424 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.

While the overall suspension rate for the school is currently "Yellow" at 3.9%, the Hispanic student group represents the lowest performing level with an "Orange" indicator and a suspension rate of 8.7%. Although this rate has seen a significant 4.2% decline, it remains more than double the school-wide averags. Similarly, African American students have a high suspension rate of 8.3%, and Socioeconomically Disadvantaged students score at 4.5%, both of which are higher than the overall average for all students. These results align with the previously identified gaps in student belonging, adult-student connections, and peer respect, which our reflections suggest are primary drivers for disengagement in these specific populations. While the broad implementation of leadership programs and strong parent outreach have successfully driven substantial decreases in suspensions—most notably the 8.3% drop for African American students and the 7.4% decline for Socioeconomically Disadvantaged students—the remaining disparities indicate that more targeted interventions are needed to bridge the "belonging gap" for these vulnerable groups

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

Reflecting on last year, staff, students, and families identified several practices that contributed positively to our results. Strong communication and relationship-building were recurring themes across all stakeholder groups. Systems such as weekly newsletters, Talking Points communication, parent-teacher conferences, Coffee Hour, Friday Finale, PTO activities, Family Nights, Back to School Picnic, StarStruck, field trips, and parent volunteers helped strengthen family involvement and school connectedness. Staff also noted that providing opportunities for collaboration, restorative practices, character trait assemblies, SEL lessons with Mrs. West, and buddy programs contributed to a caring and inclusive school culture.Survey data reflected positive perceptions from staff and parents regarding relationships, communication, academic progress, and school climate. Families reported feeling welcomed and supported, with less than 2% of parents reporting concerns in most categories. Staff and parents largely agreed that students are provided opportunities to succeed academically and socially, and that communication regarding school programs and expectations is clear and consistent. Students also reported strengths in trust and belonging, with 82% indicating there is a student at school they trust. Academically, staff identified several successful instructional practices including UFLI phonics, small group instruction, leveled groupings, intervention support, common assessments, grade-level collaboration, and clear standards-based curriculum. Staff also noted growth among student subgroups, including Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students on iReady ELA measures. At the same time, reflection data highlighted areas for growth. Students reported lower levels of connection and belonging compared to staff and parents, particularly in feeling respected by peers, feeling heard in school decision-making, and feeling that adults regularly check in on them. Middle school students, in particular, expressed a need for stronger connections to school. Stakeholders suggested increasing opportunities for student voice, leadership, student government, clubs, intramurals, community circles, mentoring opportunities, and structured check-ins with trusted adults. Additional recommendations included expanding cultural awareness activities, parent education nights, college and career readiness opportunities, restorative intervention practices, SEL supports, and systems for students to comfortably seek academic help. Staff also expressed the need for continued intervention support, professional development for supporting subgroups, consistent communication around grading and assignments, expanded math supports, and additional electives and enrichment opportunities for middle school 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 our lowest performing student groups, including Students with Disabilities and English Learners, additional personnel, programs, services, and instructional resources are needed. Staff identified the need for a full-time intervention teacher, additional instructional aide support for small group instruction, and expanded intervention opportunities in both ELA and math. Continued access to psychologists, counselors, social workers, and restorative intervention supports were also identified as important services to address students' academic, social, and emotional needs. Programs and instructional supports such as UFLI phonics, Lexia, AVID, common assessments, and targeted reading intervention should continue to be expanded and strengthened. Staff also noted the need for additional math manipulatives, updated instructional materials, and a new math adoption to better support standards-based instruction and student engagement.To improve student connectedness and engagement, stakeholders suggested implementing student support structures such as FLEX/help periods, community circles, lunch clubs, intramural activities, student leadership opportunities, and check-in/check-out systems for at-risk students. Additional parent education nights, college and career readiness activities, and increased opportunities for family involvement were also recommended to strengthen school-home partnerships and student success. Professional development focused on supporting English Learners, Students with Disabilities, restorative practices, SEL strategies, and culturally responsive instruction was also identified as a valuable resource to improve outcomes for targeted student groups.

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?

iReady - each trimester, ELPAC scores - once a year and CAASPP - once a year

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

The targeted support provided by our intervention teachers has proven highly effective in boosting student performance, particularly in areas where students previously struggled. The personalized attention and use of tailored instructional strategies have allowed students to make meaningful progress, especially when interventions are timely and data-driven.Additionally, LETRS training has significantly enhanced teachers' understanding of effective literacy instruction, resulting in improved reading and writing outcomes across grade levels. Teachers now feel more confident and better equipped to meet students' diverse literacy needs. The implementation of Building Thinking Classrooms has also been a success; it has created a more engaging and interactive learning environment where students are eager to participate in problem-solving and critical thinking tasks. This has led to increased enthusiasm and deeper learning. While these strategies have been effective, consistent progress monitoring and continued professional development are key to ensuring that interventions remain responsive and impactful. One challenge has been ensuring sufficient time and staffing to reach all students needing support, highlighting a need to continue refining schedules and resource allocation for maximum effectiveness.

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

Based on our state assessment data, we identified significant achievement gaps, particularly among English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and African American students. In response, we implemented targeted modifications to address these disparities. We initiated grade-level data conversations focused on math (SPSA 1.1) to analyze student performance and adjust instruction accordingly, especially since all students scored 11.5 points below standard in math. To further support math achievement and increase student engagement, we invested in professional learning around Building Thinking Classrooms (SPSA 1.2), a strategy that has already shown success in promoting critical thinking and participation. Recognizing the need for stronger academic language, especially for English Learners—who remain 39.6 points below standard in ELA—we launched efforts to develop cross-curricular academic vocabulary (SPSA 1.3). Additionally, to improve English proficiency and raise the reclassification rate (currently at 21.18%), we enhanced ELD collaboration between ELD and middle school content teachers (SPSA 1.4). These actions aim to provide more equitable access to rigorous instruction and close achievement gaps, with funding strategically allocated through LCFF Supplemental Site Allocations.

2025-26

Identified Need

There is a significant and persistent achievement gap between student subgroups—particularly English Learners, African American students, Socioeconomically Disadvantaged students, and Students with Disabilities—when compared to their peers. State assessment data shows that these groups are performing well below standard in both English Language Arts and Math. Specifically, African American students are 49.1 points below standard in ELA and 78.2 points below in Math, while English Learners are 39.6 points below in ELA and 36.5 points below in Math. Additionally, only 51.1% of English Learners are making progress on the ELPAC, and the reclassification rate is just 21.18%. These outcomes demonstrate a need for increased access to targeted academic support, high-quality intervention, focused professional development, and stronger alignment in instructional strategies—particularly in foundational literacy, academic language development, and math reasoning.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	5.9 points above standard	+3 scale score points
	English Learners	66.7 points below standard	

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	20.8 points below standard	
	Students with Disabilities	35.6 points below standard	
	African American	36.7 points below standard	
	American Indian		
	Asian	31.4 points above standard	
	Filipino		
	Hispanic	9 points below standard	
	Two or More Races	29.6 points above standard	
	Pacific Islander		
	White	6.7 points above standard	
Math State Assessment: Change in scale score	All Students	8.7 points below standard	+3 scale score points
	English Learners	51.3 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	31.9 points below standard	
	Students with Disabilities	53.8 points below standard	
	African American	46.5 points below standard	
	American Indian		
	Asian	35.2 points above standard	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Filipino Hispanic 35.2 points below standard Two or More Races 3.8 points below standard Pacific Islander White 3.8 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	62.5	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	21.18%	+3 scale score points

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	Substitute pay to support data conversations with grade level teams.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	6,000	School Year 2026-2027

1.2	Professional learning for effective implementation of common assessments.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	4,000	School Year 2026-2027
1.3	Math adoption support materials/Tutoring.	X All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,000	School Year 2026-2027
1.4	ELD collaboration with middle school content teachers.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing			School Year 2026-2027
1.5	Release days for observation and collaboration among teachers.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And	6,000	School Year 2026-2027

			Other Operating Expenditures		

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?

I-ready, student office referrals, suspensions, counseling referrals, empathy gathering, parent, student, staff survey, and SAEBERS each trimester.

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

To address chronic absenteeism and promote stronger school engagement, several strategies were implemented with varying levels of success. The monthly Attendance Academy proved effective, offering public recognition and incentives that were well-received by both students and staff. This initiative contributed to a 2% overall increase in attendance and a 0.5% reduction in chronic absenteeism. Students appreciated the positive reinforcement, and families reported a clearer understanding of attendance expectations. Efforts to maintain a welcoming school environment through assemblies and field trips also had a positive impact, with students expressing a stronger sense of connection and engagement, which supports long-term attendance.Targeted outreach to

English Learner families, particularly through personalized phone calls, helped build relationships and raise awareness about attendance concerns. While some families responded positively, participation in our monthly attendance academy workshops was inconsistent, and language barriers limited overall effectiveness. Moreover, many families continued to face persistent challenges such as work conflicts, lack of transportation, and health issues—factors that were not fully addressed through the current strategies.These results suggest that while schoolwide efforts like positive reinforcement, recognition, and community-building initiatives can improve overall climate and awareness, they must be paired with more intensive, individualized interventions to create meaningful change. Addressing the root causes of chronic absenteeism—especially among English Learners (24.4%), Socioeconomically Disadvantaged students (19.1%), and African American students (20.7%)—will require deeper collaboration with families, wraparound supports, and systems that remove barriers to consistent attendance

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

To address chronic absenteeism and promote stronger school engagement, we implemented several strategies including monthly Attendance Academy , targeted phone calls to families of English Learners, and monthly parent workshops focused on the importance of regular attendance. These were supported by our continued efforts to create a welcoming school environment through assemblies and field trips.The monthly Attendance Academy were well-received by students and staff, providing public recognition and incentives for improved attendance. We have seen a small improvement in attendance overall, as seen in the +2% increase in attendance rate and a 0.5% decrease in chronic absenteeism. Students appreciated the positive reinforcement, and families reported a better understanding of attendance expectations.The targeted outreach to English Learner families was partially effective. Personalized phone calls helped build stronger relationships and increased awareness of attendance concerns, but language barriers and inconsistent participation in workshops limited the overall impact. While some families were responsive and appreciated the communication, others faced deeper challenges such as work schedules, transportation, and health issues that continued to impact attendance.The emphasis on maintaining a welcoming and inclusive environment, including access to enriching experiences like field trips, was a strong contributor to overall school climate. Students reported feeling more connected and engaged, which supports long-term attendance and academic motivation. However, these efforts alone were not enough to significantly shift chronic absenteeism among our highest-need subgroups—particularly English Learners (24.4%), Socioeconomically Disadvantaged students (19.1%), and African American students (20.7%).These results suggest that while positive reinforcement and community-building strategies are valuable, they must be paired with more intensive, individualized supports and collaboration to address the root causes of chronic absenteeism in vulnerable populations.

2025-26

Identified Need

To support increased student engagement and reduce chronic absenteeism, we must first identify and address barriers that may be preventing certain student groups from participating in extracurricular activities. These barriers include financial constraints, lack of transportation, and scheduling conflicts. In response, we aim to expand the variety of extracurricular and enrichment opportunities offered—such as programs in the arts, sports, STEM, leadership, and community service—to appeal to a broad range of student interests and talents. Ensuring equitable access to these activities is essential. We will work to remove participation barriers by offering financial assistance or scholarships, providing transportation options, and implementing more flexible scheduling. To further promote engagement, we will increase targeted outreach to underrepresented student groups, introduce peer mentoring programs, and offer incentives for consistent participation.We will also continue to utilize our student store as a motivational tool to encourage school attendance. Despite a 2% increase in attendance and a slight decrease in chronic absenteeism (-0.5%), the data shows that key student populations—specifically English Learners (24.4% chronically absent), Socioeconomically Disadvantaged students (19.1%), and African American students (20.7%)—remain disproportionately impacted. These numbers highlight the urgent need for more focused interventions, increased family involvement, and culturally responsive strategies that address the underlying causes of absenteeism and support student connection to school.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	14.5% Chronically Absent	-0.5%
	English Learners	20.3% Chronically Absent	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	19.6% Chronically Absent	
	Students with Disabilities	6.8% Chronically Absent	
	African American	19% Chronically Absent	
	American Indian		
	Asian	9.6% Chronically Absent	
	Filipino		
	Hispanic	19% Chronically Absent	
	Two or More Races	13.8% Chronically Absent	
	Pacific Islander		
	White	13.3% Chronically Absent	
Attendance:	94.2%		+2%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
Percentage of the school year attended for students in TK-12		
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	NA
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	0%
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	.

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline

2.1	Monthly attendance/character award assemblies.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,000	School Year 2026-2027
2.2	Monthly workshop night for all families, including English learners, with the focus on connectivity to school, evidenced by improved attendance.	X All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	2,000	School Year 2026-2027
2.3	Support a welcoming, connected school environment including but not limited to assemblies and/or field trips.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	2,000	School Year 2026-2027

2.4	Student Store materials to promote student engagement and success.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,000	School Year 2026-2027
2.5	Attendance prizes for monthly drawing.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,720	School Year 2026-2027

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

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

SPSA/Goal 3

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

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Monthly SPAC (Student Principal Advisory Committee), School wide climate survey, Leadership meetings and attendance

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

We implemented regular communication through Blackboard messaging and distributed a weekly family newsletter to keep families informed about upcoming events and important updates. After-school clubs were made available to all students, with priority enrollment given to those with low attendance to encourage greater school connection. Additionally, we introduced monthly assemblies that recognize students for positive character traits, academic achievement, and consistent attendance.

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

At the beginning of the school year, staff revisited and reinforced our rules and behavior expectations to set a positive tone for the year. This message was consistently shared with students, staff, and community members, and all were encouraged to actively contribute to fostering a positive school climate. Based on feedback and engagement data, we implemented several modifications to further strengthen school-community relationships.
We increased community engagement through a variety of PTO-sponsored events, such as Family Fun Night, Trunk or Treat, and a community-focused Open House—shifting the focus from isolated classroom events to whole-community experiences. Additionally, we introduced new initiatives to keep families and the broader community informed and involved, including the weekly Friday Finale Smores newsletter, monthly coffee hours, a welcome-back community picnic, and field day. Daily updates were also shared through Miner's Media on YouTube, providing a consistent stream of communication and connection. These activities were designed to enhance community involvement and promote a positive, inclusive school culture.

2025-26

Identified Need

Based on the data, several critical needs have been identified to improve student outcomes and foster a more positive, inclusive school climate:

Reduction in Suspension Rates:
Although the overall suspension rate decreased slightly (-0.3%), certain student groups—particularly Socioeconomically Disadvantaged (11.9%), African American (16.7%), and Hispanic students (12.9%)—continue to experience disproportionately high suspension rates. This highlights the need for targeted behavior supports and the implementation of restorative practices to reduce the overuse of exclusionary discipline and address the underlying causes of behavior, especially among vulnerable groups.

Increase in Sense of Belonging and Safety:
Despite small gains in Sense of Belonging (+2%) and Safety (+2%) according to the district climate survey, these areas remain a priority for growth. A schoolwide focus on building stronger, trusting relationships and fostering a culture where all students feel welcomed, valued, and safe is essential—particularly for student groups historically reporting lower levels of connection and safety.

Improved Parent and Family Engagement:
Engagement of families in leadership roles (e.g., School Site Council, ELAC, PTO) remains an area of need, especially among English Learners, Low-Income families, Foster Youth, and Students with Disabilities. Strengthening parent voice in decision-making will deepen the partnership between school and community and support a more inclusive, equitable approach to school improvement.

Targeted Social-Emotional and Behavioral Supports:
Additional supports are needed for students experiencing social-emotional and behavioral challenges, especially those from marginalized groups such as Foster Youth and Socioeconomically Disadvantaged students. Expanding the use of counseling services and programs such as Second Step and Character Traits will provide critical support in these areas.

Enhanced Campus Safety:

While recreation aides have been utilized to improve supervision and safety, further efforts are necessary to ensure that all students feel secure on campus. This may include additional staff training, increased supervision, and the implementation of targeted safety programs.

Implementation of Schoolwide Restorative Practices Training:
To support all of these areas, it is essential to implement schoolwide professional development in restorative practices for all staff. Restorative practices will help create a school culture grounded in respect, trust, and accountability by focusing on building relationships, repairing harm, and fostering inclusive dialogue. This approach not only reduces suspensions but also strengthens student-staff connections, improves classroom climates, and enhances students' sense of belonging—key drivers in improving both behavior and attendance outcomes.

By addressing these identified needs through intentional, data-driven actions and equipping staff with restorative tools, the school can create a more equitable, supportive, and engaging learning environment for all students.

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	3.9% suspended at least one day	-0.3%
	English Learners	1.4% suspended at least one day	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	4.5% suspended at least one day	
	Students with Disabilities	3.3% suspended at least one day	
	African American	8.3% suspended at least one day	
	American Indian		
	Asian	0% suspended at least one day	
	Filipino		
	Hispanic	8.7% suspended at least one day	
	Two or More Races	1.1% suspended at least one day	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Pacific Islander White 3.1% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	56.4%	+2%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	58.6%	+2%
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).	10.2%	+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	SMORE newsletter sent every Friday celebrating successes on campus.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			School Year 2026-2027
3.2	Family Engagement and student celebrations/success and incentives.	X All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	1,000	School Year 2026-2027

			4000-4999: Books And Supplies		
3.3	Increase safety on campus through the use of rec aides.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			School Year 2026-2027
3.4	Provide targeted student support through the use of counselor services.	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing			School Year 2026-2027
3.5	Character traits assemblies to promote student engagement and connectedness.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures		School Year 2026-2027
3.6	SEL materials, curriculum, awards and prizes.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	4,000	School Year 2026-2027

			4000-4999: Books And Supplies		
3.7	Additional classroom supplies that will support our marginalized students.	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3,000	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 Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Providing explicit ELD	August 2024 - June 2025	Designated ELD teacher	1000-1999: Certificated Personnel Salaries	Other	

SCHOOL GOAL #2:
Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
2- part time counselors and a part time social worker	August 2024 - June 2025	Full time counselor	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	

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

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide additional safety on campus during recess and lunch time	August 2024 - June 2025	Rec aides	2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	
Provide targeted support for students identified within a referral process.	August 2024 - June 2025	Counselor	1000-1999: Certificated Personnel Salaries	Other	

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	42,720	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	42,720.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	6,000.00
2000-2999: Classified Personnel Salaries	2,000.00
4000-4999: Books And Supplies	22,720.00
5000-5999: Services And Other Operating Expenditures	12,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	6,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	2,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	22,720.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	12,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	21,000.00
Goal 2	13,720.00
Goal 3	8,000.00

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

6 Parent or Community Members

Name of Members	Role
Julie Child	Other School Staff
Cassandra Trevino	Classroom Teacher
	Parent or Community Member
Lauren Neff	Parent or Community Member
Michelle Lavery	Classroom Teacher
Megan Minnema	Parent or Community Member
Kim Zeltvay	Principal
Rick Hendrix	Classroom Teacher
	Parent or Community Member
Hallie Ochoa	Parent or Community Member
	Parent or Community Member

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

Recommendations and Assurances

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

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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

Signature	Committee or Advisory Group Name
ON FILE	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

	Principal, Kim Zeltvay on
ON FILE	SSC Chairperson, Rick Hendrix on

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

Gold River Discovery Center

Funding Source: LCFF Supplemental Site Allocation **$42,720.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Substitute pay to support data conversations with grade level teams.	1000-1999: Certificated Personnel Salaries	$6,000.00	Connected School Communities	
Professional learning for effective implementation of common assessments.	5000-5999: Services And Other Operating Expenditures	$4,000.00	Connected School Communities	
Math adoption support materials/Tutoring.	4000-4999: Books And Supplies	$5,000.00	Connected School Communities	
Release days for observation and collaboration among teachers.	5000-5999: Services And Other Operating Expenditures	$6,000.00	Connected School Communities	
Monthly attendance/character award assemblies.	4000-4999: Books And Supplies	$2,000.00	Healthy Environments for Social-Emotional Growth	
Monthly workshop night for all families, including English learners, with the focus on connectivity to school, evidenced by improved attendance.	2000-2999: Classified Personnel Salaries	$2,000.00	Healthy Environments for Social-Emotional Growth	
Support a welcoming, connected school environment including but not limited to assemblies and/or field trips.	5000-5999: Services And Other Operating Expenditures	$2,000.00	Healthy Environments for Social-Emotional Growth	
Student Store materials to promote student engagement and success.	4000-4999: Books And Supplies	$5,000.00	Healthy Environments for Social-Emotional Growth	
Attendance prizes for monthly drawing.	4000-4999: Books And Supplies	$2,720.00	Healthy Environments for Social-Emotional Growth	
Family Engagement and student celebrations/success and incentives.	4000-4999: Books And Supplies	$1,000.00	Engaging Academic Programs	

Gold River Discovery Center

SEL materials, curriculum, awards and prizes.	4000-4999: Books And Supplies	$4,000.00	Engaging Academic Programs
Additional classroom supplies that will support our marginalized students.	4000-4999: Books And Supplies	$3,000.00	Engaging Academic Programs
Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .2 FTE Counselor Central,		$0.00	Clear Pathways to Bright Futures

LCFF Supplemental Site Allocation Total Expenditures:	$42,720.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00
Gold River Discovery Center Total Expenditures:	$42,720.00