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
Greer Elementary School	34-67447-6034599	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)

X Schoolwide Program

X Targeted Support and Improvement

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).

Greer Elementary met the criteria for TSI for the following indicators and/or student groups:
Student w/disabilities - ELA & Math

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

Involvement with developing the current School Plan began in the Fall. Site Leadership teams, School Site Council and our English Learner Advisory Committee evaluated the 2025-26 SPSA to determine if actions were effective. Each group noted the success of the actions that were put into place, as well as the struggles that our families still continued to have. SSC met 5 times during the 2025-26 school year. SSC was interested in creating ways to continue with the programs and practices that had been effective, while prioritizing student, family, and community engagement. SLT met 22 times and voiced concern about the challenges that teachers are facing in the classroom supporting students where they are academically while also meeting their social and emotional needs and addressing an increase in behavioral challenges as well. Staff and SLT also noted a positive increase in many data points and looked at what could be attributed to the success and what else needs to change to continue to trend the data up. SSC, SLT, and ELAC also noted the rapidly growing number of EL students and Greer's readiness to support the EL students while also providing support for all students, specifically our lowest performing student groups.
The ELAC met 4 times and examined data related to the progress of English learners and asked about what opportunities could be available for continuing with tutoring for our EL students, as well as technology supports and parent supports with language barriers.
Although the voice of each educational partner group sounded different, they each echoed the same thing: families and students want to feel connected, valued, and part of the community at Greer. Staff wants to feel valued as well with acknowledgment to the hardships of their work while also recognizing that students have different academic and social/emotional needs. All groups wanted to

make sure that the actions we are taking are addressing the whole child while also prioritizing the community that supports Greer and reconnecting all of our educational partners to each other.
Along with reviewing the SPSA including the elements included from the Equity Multiplier plan, there was heavy review of data including iReady, CAASPP, attendance, suspension, climate survey, and more.
Knowing that changes happen, all groups agreed to revisit and adjust the SPSA and connected budget as needed to support students and families in real time.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.14%	0.52%	0.26%	1	4	2
African American	26.69%	22.18%	19.18%	189	169	149
Asian	20.06%	23.36%	26.90%	142	178	209
Filipino	0.42%	0.52%	0.39%	3	4	3
Hispanic/Latino	25.71%	27.03%	25.48%	182	206	198
Pacific Islander	0.99%	0.66%	0.51%	7	5	4
White	17.23%	17.45%	18.53%	122	133	144
Multiple/No Response	8.76%	8.27%	8.75%	62	63	68
			Total Enrollment	708	762	777

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		22	23
Kindergarten	114		115
Grade 1	102		139
Grade 2	126		119
Grade3	118		132
Grade 4	115		119
Grade 5	115		130
Total Enrollment	708		777

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	214	299	350	30.8%	30.2%	45.0%
Fluent English Proficient (FEP)	51	55	35	7.9%	7.2%	4.5%
Reclassified Fluent English Proficient (RFEP)	18				5.68%	

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**
762	**82.3%**	**39.2%**	**0.4%**
Total Number of Students enrolled in Greer Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	299	39.2%
Foster Youth	3	0.4%
Homeless	53	7%
Socioeconomically Disadvantaged	627	82.3%
Students with Disabilities	85	11.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	169	22.2%
American Indian	4	0.5%
Asian	178	23.4%
Filipino	4	0.5%
Hispanic	206	27%
Two or More Races	63	8.3%
Pacific Islander	5	0.7%
White	133	17.5%

School and Student Performance Data

Overall Performance

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

Red Lowest Performance	Orange	Yellow	Green	Blue Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

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
5	1	0	0	0

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

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

All Students	English Learners	Long-Term English Learners
Red	Red	
92.3 points below standard	111.4 points below standard	
Declined 10.6 points	Declined 14 points	
302 Students	135 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	96.1 points below standard	95 points below standard
1 Student	Increased 27.8 points	Declined 8.8 points
	18 Students	269 Students

Students with Disabilities	African American	American Indian
No Performance Color	Red	No Performance Color
107.9 points below standard	104.7 points below standard	Fewer than 11 students - No Data for Privacy
Increased 25.7 points	Declined 12.1 points	1 Student
29 Students	73 Students	

Asian	Filipino	Hispanic
Orange	No Performance Color	Red
97.5 points below standard	Fewer than 11 students - No Data for Privacy	93.4 points below standard
Increased 11.9 points	2 Students	Declined 37.9 points
51 Students		90 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Red
52.8 points below standard	Fewer than 11 students - No Data for Privacy	89.4 points below standard
Increased 12.7 points	3 Students	Maintained -2.7 points
22 Students		60 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.

We see that several student groups are in the red this year, including the "All Students" group, scoring at 92.3 points below standard. Also in the red are our English Learners (111.4), SED (95), AA (104.7), HIS (93.4), and White (89.4). While the number of students in the following categories is not enough to have the progress data measured by color, it should also be noted that the follow students made increases in their scores, up anywhere from 11.9 points to 27.8 points.

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

While we continue to work on improving the data and students' outcomes, we are able to celebrate that there was improvement in ELA for several student groups last year, while also reflecting that as a whole, ELA data did go down. A very notable change for Greer over the last several years, but this year specifically, is the number of EL students we have. Last year, our EL students made up 30.2% of our student population, while this year it is up to 45%. This growth has put a lot of stress on the system as we work to make sure that our EL students, especially our Level 1s are getting language support, while also ensuring our other student groups are getting appropriate support as well. We continue to prioritize intervention, both pull out groups and in-class structures to support students. Differentiated instruction is vital when looking at students success and engagement. We need to address the needs of students on a smaller scale, building in appropriate scaffolds to address gaps in learning so that students can work towards meeting standards. This year we will be utilizing data cycles where our classroom teachers and intervention teachers are collaborating to have specific goals for students based on data to help move the needle in support of students. Prioritizing small group instruction (both in and out of the classroom), rigor in reading and writing, and data guided interventions will help all students make progress. This academic push along with built in time for social emotional and Tier 1 behavioral supports allows students to feel safe, seen, and ready to learn in the classroom.

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

We will be using Title 1 and other funding sources, including Equity Multiplier to add/maintain several positions, programs, and materials to specifically address the needs of our lowest performing students and overall ELA progress. We want a robust Intervention team that provides pull out and push in support to students, focusing on data cycles that have specific goals for identified students using a variety of data points. We are also increasing access to aging technology which enhances 21st century learning, digital editing and production of writing and presentations, and uses differentiated and engaging programs for small group and individual use. There will also be an increase in access to curriculum and programs, specifically for TK-2nd grade, like UFLI. We will also be implementing a model to better analyze data, using Data Days to let teachers and intervention staff meet to look at data, modify plans and groups, and make goals to address the gaps moving forward. We will continue to create literacy rich environments with texts that reflect the students of our school and are based on a variety of topics and are written in multiple levels and languages. We will use additional instructional assistants and SCIAs to help pull small groups, complete assessments, and provide positive attention and purposeful redirects to support the overall success of students and classrooms.

School and Student Performance Data

Academic Performance
Mathematics

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
4	1	1	0	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Red	Red	
96.4 points below standard	103.3 points below standard	
Declined 5.1 points	Declined 6.4 points	
324 Students	157 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	121.1 points below standard	99.3 points below standard
1 Student	Declined 3.1 points	Maintained -2.8 points
	18 Students	291 Students

Students with Disabilities	African American	American Indian
No Performance Color	Red	No Performance Color
130.4 points below standard	120.3 points below standard	Fewer than 11 students - No Data for Privacy
Increased 23 points	Maintained 2 points	1 Student
29 Students	73 Students	

Asian	Filipino	Hispanic
Red	No Performance Color	Orange
106.5 points below standard	Fewer than 11 students - No Data for Privacy	91.6 points below standard
Declined 11.7 points	2 Students	Declined 16.4 points
63 Students		92 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
73.8 points below standard	Fewer than 11 students - No Data for Privacy	76.3 points below standard
Declined 6.8 points	3 Students	Increased 8.3 points
22 Students		68 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.

The "All" student group has fallen to the red, declining 5.1 points. Also in the red are the English Learners (103.3 points below standard), SED (99.3), AA (120.3), and AS (106.5). There were two student groups who grew in math: SWD (increased 23 points although the student group is too small to receive a progress color) and White (8.3).

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

Overall, there is a shared understanding in the decline in math performance at Greer and in the district over the last 5+ years. Among the themes that were called out by educational partners, differentiated instruction, engagement (multiple modalities), small group offerings (during and after school), family understanding and support, and overall quality of curriculum and materials are the main concerns. It was also shared by all groups that both attendance and behavioral concerns exist and that addressing those can positively impact academic data, especially for our low performing student groups. We also noticed an overlap in data for some of our student groups who also have lower performance in chronic absenteeism and/or suspensions. Our goal is to also address these areas, and as a result, also increasing math data.

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

Because of the lowered performance in math this year, it was also identified as an area to address using Equity Multiplier funds. Many of our actions to address math performance will be through both Equity Multiplier and Title 1 funding. We will be adding technology to increase engagement and differentiation through carefully selected programs.

We will also continue our partnership with Mike Fitchett and Engage Mathematics to increase number sense and number fluency, adding 3rd, 4th, and 5th grade to this year's cohort while continuing our work with TK-2nd grade. We will continue to fund out robust intervention team, adding another member to allow support for more students through a push-in and pull-out model. We will be using support staff (instructional assistants, SCIA, counselors, etc) to support student learning. We will also be implementing a model to better analyze data, using Data Days to let teachers and intervention staff meet to look at data, modify plans and groups, and make goals to address the gaps moving forward. This will all be paired with the district's adoption of a new math curriculum that we hope will be more engaging and better support students in their learning and mathematical understanding.

School and Student Performance Data

Academic Performance
Science

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

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

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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	1	1	0	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	No Performance Color
39 science points	33.6 science points	0 Students
Increased 3 points	Increased 2.3 points	
111 Students	56 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	39 science points
1 Student	5 Students	Increased 3.9 points
		97 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	No Performance Color 35.7 science points Increased 2.6 points 19 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color 34.9 science points Increased 5.1 points 24 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 38 science points Declined 11.1 points 35 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 43.8 science points Increased 12.8 points 24 Students

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

We are happy to celebrate that none of our student groups performed in the red in Science. Our lowest performing student group was our English Learners at 33.6 science points. Because this test is only for 5th graders, many of the data areas don't have enough students to receive a progress monitoring color. Overall, we only had one student group decrease in performance, and that was our Hispanic students who declined 11.1 points.

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

As a school site, we have used funds to supplement the district adopted science curriculum (Twig), using Mystery Science, online programs, field trips, and more to increase science education and engagement for students TK-5.

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

Increase GLAD training for interested teachers to improve vocabulary instruction, specifically for science. Use small group instruction in the classroom to enhance engagement and differentiation, using reteaching and previewing to help students grasp difficult concepts. Continue funding alternate programs and field trips to expand science learning.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Orange	No Performance Color
39.7 making progress.	making progress.
Number Students: 194 Students	Number Students: 0 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
13.9%	46.4%	0%	39.7%

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

We had almost 40% of students progress at least one level which is great. We would like to see more students move out of the decreased one level (13.9%) into the maintained or progressed. There are no students with tracked data listed as an LTEL which means that we are able to reclassify students before reaching that point. We also have noticed that a majority of the students coming in are Level 1, meaning they have some time and a lot of educational minutes needed to make significant growth.

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

Over the course of each year, we are seeing a steady increase in the number of EL students enrolling at Greer. This has created additional stress on the system, trying to keep up in supporting the new and continuing students both through Designated and Integrated ELD. Within the increase in EL students, we have seen the largest growth in our Level 1 ELs, meaning there is even more language support required throughout the day. We have continued to use site funds as well as centrally funded positions to maintain and increase staffing to support EL students. We also partnered with the district to do EL Achieve training so that students in ELD receive better instruction. We will also be using Data Days to provide staff structured work time to look at data and make informed decisions in creating small group instruction, reteaching material, and using review and preview in support of EL progress.

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

Along with centrally funded ELD teachers and BIAs, we are funding an additional Russian BIA, continuing our work with EL Achieve, and bringing in subs to host Data Days to analyze data and improve instruction and intentional grouping to support EL progress.

School and Student Performance Data

Academic Performance
College/Career Report

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

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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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

All Students	English Learners	Long-Term English Learners
Orange	Red	
41.9% Chronically Absent	30% Chronically Absent	
Declined 1.9	Increased 1.5	
857 Students	387 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Red	Yellow
Fewer than 11 students - No Data for Privacy	57.1% Chronically Absent	42.1% Chronically Absent
	Increased 3	Declined 4.1
3 Students	70 Students	784 Students

Students with Disabilities	African American	American Indian
Red	Red	No Performance Color
53.8% Chronically Absent	59.6% Chronically Absent	Fewer than 11 students - No Data for Privacy
Maintained 0	Increased 0.6	5 Students
106 Students	178 Students	

Asian	Filipino	Hispanic
Red	No Performance Color	Orange
30% Chronically Absent	Fewer than 11 students - No Data for Privacy	43.3% Chronically Absent
Increased 1.1	4 Students	Declined 1.7
233 Students		217 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Red
53% Chronically Absent	Fewer than 11 students - No Data for Privacy	32.9% Chronically Absent
Declined 2.9	5 Students	Increased 1.2
66 Students		149 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.

The "All" student group is at 41.9%, which declined1.9 points and in the orange indicator group. The following groups are in the red: EL (30%), HM (57.1%), SWD (53.8%), AA (59.6%), AS (30%), and W (32.9%).

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

There is a notable frustration around chronic absenteeism and the shared responsibility to "move the needle." Without providing door-to-door transportation, hitting the mark to make attendance gains is a bit more ambiguous. Staff highlighted the need for accountability, both affirming and corrective, with students and families. They want more home visits, higher levels of follow up, and personalized outreach for students/families that are struggling. They also want increased programs around attendance growth and success including whole school visuals and celebrations that include students in families in setting goals and meeting them. Most families and students expressed that while they understand the importance of good attendance, there are other barriers and factors that create obstacles in achieving good attendance. Families and students echoed staff comment around differentiated programs and supports. Goal setting, progress monitoring, and celebrations for progress not perfection are highly desired. Students also voiced the desire for continued prioritization of welcoming classrooms that prioritize engaging academics and a safe environment. Connection to staff, students, and the classroom motivate students to prioritize healthy habits around attendance when feasible.

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

Looking at efforts, successes, and struggles from the previous years, we continue to emphasize goal-oriented and personalized programs to decrease chronic absenteeism and improve overall attendance. Utilizing additional staff through both Title 1 and Equity Multiplier funding, we will increase attendance programs and recognition, while also working with students and families to try and address other issues that are impacting attendance. Increasing site-based counseling services from 1.6-2.0 will help increase connection with students and families, allowing for personalized attendance and academic support. We will also utilize Equity Multiplier funds to increase our current attendance clerk's day while also adding another clerk to support in daily attendance efforts. Maintaining engaging programs and a welcoming school environment through Superior Sports and behavioral supports through Behavioral Support Assistants and PBIS will create an overall school where students want to be.

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	5	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	Yellow	
1.7% suspended at least one day	1% suspended at least one day	
Maintained -0.1%	Increased 0.4%	
887 Students	398 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	Blue	Green
Fewer than 11 students - No Data for Privacy	0% suspended at least one day	1.6% suspended at least one day
	Declined 2.9%	Declined 0.3%
3 Students	72 Students	811 Students

Students with Disabilities	African American	American Indian
Yellow	Yellow	No Performance Color
2.7% suspended at least one day	3.2% suspended at least one day	Fewer than 11 students - No Data for Privacy
Maintained 0.2%	Declined 0.3%	5 Students
111 Students	186 Students	

Asian	Filipino	Hispanic
Yellow	No Performance Color	Green
0.8% suspended at least one day	Fewer than 11 students - No Data for Privacy	1.3% suspended at least one day
Increased 0.3%	4 Students	Declined 0.9%
239 Students		223 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Orange
1.5% suspended at least one day	Fewer than 11 students - No Data for Privacy	1.9% suspended at least one day
Maintained 0.1%	5 Students	Increased 1.2%
67 Students		158 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.

The "All" student group scored in the yellow, with 1.7% of students suspended at least one day, a maintained score from last year. There is one student group who scored in the orange: White (1.9%, up 1.9% from last year). Of the 8 remaining student groups, 5 of them were in the yellow and 2 in the green and 1 in the blue.

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

With 4 student groups decreasing in suspension rate, that can be attributed to the efforts of the staff to implement PBIS site wide, and the efforts of our main support team using preventative strategies and alternative measures when dealing with behavior. Push-in supports from campus monitors, admin, and behavioral support assistants, counseling services to work with students 1:1, in small groups, and do whole class lessons are just some of the ways we have worked to mitigate behaviors and suspensions. While we have seen improvement for many of our students, we want to minimize time out of school, behavioral disruptions, and an overall disconnect for all of our student groups, specifically those with less growth or seeing a higher suspension percentage.

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

We are adding and maintaining several positions, programs, and resources through Title 1, LCFF, and Equity Multiplier funding. We are increasing our counselor role from 1.6 to 2.0, maintaining our behavioral support assistant staff at 3, and maintaining many positions and programs like Superior Sports, Sami's Circuit, campus monitor positions, and additional rec aide allocation. We want to continue to prioritize a proactive plan rather than a reactive response. Strong

Tier 1 systems with well maintained Tier 2 and 3 systems will produce better results for our students as a whole. We want students and families to feel connected to our school, safe on our campus, and engaged in learning.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

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

SPSA/Goal 1

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

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

Data used to monitor progress:

- CA Dashboard indicators
- Unified Insights dashboard
- iReady
- Curriculum based assessments - Benchmark, Savaas/Envision math, Twig, etc.
- BPST and text level assessment

-mClass

- classroom observational data
- ELPAC

Frequency:

- Progress monitoring throughout the year, mainly at Trimester marks
- Data shared with staff throughout the year in staff meetings, Thursday collaborations, grade level meetings, leadership meetings, ELAC, and SSC
- 6-8 week data cycles to create and change intervention groups based on specific data and standards
- Data days - reoccurring pull out time for staff to look at data and set goals (3 times per year)

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

Successful practices:

- Intervention: small group instruction, beginning to specialize intervention teachers and changing intervention strategies
- Designated and integrated ELD
- Building libraries and text selection in classrooms
- Academic programs and materials
- Instructional assistants to support with small groups and assessments

Areas of growth to increase successful outcomes:

- Increase amount of small group instruction in intervention and within the classrooms to improve academic outcomes for students, specifically our low performing student groups
- Provide materials to improve differentiated learning in classrooms for ELA, Math, and ELD
- After school tutoring opportunities
- Intentional professional development and training for all staff
- Instructional assistants, intervention teachers, SCIA, etc to support small group instruction and student engagement

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

We will continue to provide support for best practices both in and out of the classroom through differentiated instruction, targeted intervention, ELD supports, manipulatives and materials to meet the needs of all learners, and frequent evaluation of data for continuous improvement.

2025-26

Identified Need

- Continued intervention utilizing multiple interventions and expanding intervention program with additional staff (intervention teachers, IAs, SCIA, etc) and materials
- Intensive math training cohort with classroom release time and supporting materials
- Engaging and differentiated programs for students in print and online

- Increased text in classrooms and at home through classroom book sets, individual student books, and printing materials for take home texts and leveled readers (agreements, toner, paper, etc.)
- Expand EL supports by adding BIA (Russian), use of EL Achieve, and partnership with district's ELD team for staff PD
- Additional technology to increase engagement and better utilize programs and structures that increase rigor and differentiation

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	92.3 points below standard	+3 scale score points
	English Learners	111.4 points below standard	
	Foster Youth		
	Homeless	96.1 points below standard	
	Socioeconomically Disadvantaged	95 points below standard	
	Students with Disabilities	107.9 points below standard	
	African American	104.7 points below standard	
	American Indian		
	Asian	97.5 points below standard	
	Filipino		
	Hispanic	93.4 points below standard	
	Two or More Races	52.8 points below standard	
	Pacific Islander		
	White	89.4 points below standard	
Math State Assessment: Change in scale score	All Students	96.4 points below standard	+3 scale score points
	English Learners	103.3 points below standard	

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	Foster Youth		
	Homeless	121.1 points below standard	
	Socioeconomically Disadvantaged	99.3 points below standard	
	Students with Disabilities	130.4 points below standard	
	African American	120.3 points below standard	
	American Indian		
	Asian	106.5 points below standard	
	Filipino		
	Hispanic	91.6 points below standard	
	Two or More Races	73.8 points below standard	
	Pacific Islander		
	White	76.3 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	39.7		+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	5.68%		+1%

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	Intervention teachers - 3.0 Provide targeted academic intervention that builds scaffolds for students to provide them tools to utilize in the classroom in order to better access grade level curriculum. Specializing intervention instruction in math, ELA, and early phonics, reading support based on data cycles with groups created collaboratively PC#s - 37633, 39404, 40071	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing AA, HIS, SED, WH (ELA) AA, AS, SED (Math)	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits Equity Multiplier	132789 52147 283,959	School Year 2026-2027
1.2	Math Training - Mike Fitchett On-site training for staff around mathematics to increase number sense, academic vocabulary, and student thinking	All Students English Learners Low-Income Students Foster Youth X Lowest Performing AA, AS, SED (Math)	Equity Multiplier 5800: Professional/ Consulting Services And Operating Expenditures Equity Multiplier	7000 7000	School Year 2026-2027

	and discussion around math. Contract and substitutes for teacher release time.		1000-1999: Certificated Personnel Salaries		
1.3	Technology Increase technology used by staff and students during whole group, small group, and independent instructional times to support engaging and differentiated instruction while preparing students in 21st century learning for life after school	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 4000-4999: Books And Supplies	6000	School Year 2026-2027
1.4	2 .75 FTE Instructional Assistants to provide additional 1:1 and small group to students needing remediation and re-teaching and redirection. Additional instructional support staff	All Students English Learners Low-Income Students Foster Youth X Lowest Performing	Equity Multiplier 2000-2999: Classified Personnel Salaries	119,070	School Year 2026-2027

	including more IAs, a SCIA, etc. may be added as funds allow.				
1.5	Books Supplemental books for classrooms to increase whole class sets for novel studies and project based learning, and expand libraries making them more culturally diverse and relevant Paper Paper to print in class and at home materials for student including small texts, materials in home languages, and differentiated scaffolds. Materials Materials for classrooms and small groups to enhance engagement and differentiation	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Equity Multiplier 4000-4999: Books And Supplies	4690 5000 12786	School Year 2026-2027

1.6		Licenses and Programs Online programs for differentiated learning and engaging independent practice at school and at home (BrainPop, Lexia, MobyMax, Pixton, etc.) Supplemental programs like Phonics for Reading, Learning without Tears, and more to use during small group and whole class instruction.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing AA, HIS, SED, WH (ELA) AA, AS, SED (Math)		Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures Equity Multiplier 5000-5999: Services And Other Operating Expenditures		27970 14,000	School Year 2026-2027
1.7		Data Days In partnership with the Intervention team, grade levels will have release time to look at student data to work on grouping, differentiated instruction, and progress monitoring to better address the	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing		Equity Multiplier 1000-1999: Certificated Personnel Salaries		4000	School Year 2026-2027

	learning needs of students.				
1.8	Rentals, Leases, & Repairs Supporting equipment (copiers, printers, etc) to provide instructional materials for classroom and home use Programs to differentiate instruction and engage all learners	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	14,608	School Year 2026-2027
1.9	English Learner Support Add another BIA (Russian) to meet the needs of our changing population, provide in-class support for EL students during integrated ELD and other instructional times, support testing efforts, and increase ELPI and reclassification rates	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 2000-2999: Classified Personnel Salaries	43,483	School Year 2026-2027

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

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

SPSA/Goal 2

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

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

Data used to monitor progress:

- CA Dashboard indicators
- Unified Insights dashboard
- Weekly/Monthly/Trimester District and Site Attendance Data

Frequency:

- Progress monitoring throughout the year, checking weekly/monthly/trimester/year-to-year
- Data shared with staff, students, and families throughout the year as needed

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

Successful practices:

- Monthly attendance awards: Recognize perfect attendance at monthly assemblies
- Special attendance days: Do spirit day and special award to boost attendance on days following breaks or 3-day weekends
- Attendance Blitz: Presentations to each class explaining how to reach attendance goals and have tiered system for recognition
- Goal oriented prizes: Presenting attendance goals and creating rewards and programs for meeting the goals

Areas of growth to increase success outcomes:

- Increase targeted outreach to students with poor attendance/unimproved attendance
- Using Unified Insights to provide early intervention to low performing student group (two or more races)
- Parent and student involvement in attendance monitoring
- Goal setting and progress monitoring to engage students and families individually while recognizing growth and effort
- Home visits and personalized outreach

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

We will continue to provide support and recognition for students and families around attendance and improvement through planned communications, programs, and targeted outreach to remove barriers and celebrate success.

2025-26

Identified Need

- Additional time for attendance clerk (currently 5 hours a day) to facilitate attendance communication, run reports, coordinate recognition programs, and conduct home visits as needed
- Increase attendance clerk staffing by adding additional clerk to increase capacity for student and family attendance and school support (use other support staff like SCIA and campus monitor to support with tardies, home visits, partnerships, etc)
- Utilizing counselor to target needs of students and families identified as chronically absent to connect them with resources and partner with the school to make improvements
- Increase counseling staff to expand ability to work with classes, students, and families using all 3 tiers of support
- Increase programs, supports, and recognition around attendance and practice goal setting to motivate and engage students and families

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
Chronic Absenteeism:	All Students	41.9% Chronically Absent	-0.5%

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	English Learners	30% Chronically Absent	
	Foster Youth		
	Homeless	57.1% Chronically Absent	
	Socioeconomically Disadvantaged	42.1% Chronically Absent	
	Students with Disabilities	53.8% Chronically Absent	
	African American	59.6% Chronically Absent	
	American Indian		
	Asian	30% Chronically Absent	
	Filipino		
	Hispanic	43.3% Chronically Absent	
	Two or More Races	53% Chronically Absent	
	Pacific Islander		
	White	32.9% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	89.0%		+1%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A		N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A		N/A
Graduation Rate:	All Students		N/A

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
Percentage of students who graduate high school within 4 or 5 years.	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	Counselors - 2.0 Site-based counselors to provide one-on-one, small group, and whole class interventions and academic support, behavioral interventions to keep student in	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing AA, AS, EL, HM, SWD, WH (attendance), WH (suspension)	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation	269560 105294	School Year 2026-2027

	the classroom to access grade level academic content. PC 38852		3000-3999: Employee Benefits		
2.2	Attendance and Behavior Improvement Materials, awards, incentives, etc. to recognize students and classes monthly and per trimester for attendance achievement and improvement and behavioral improvement through PBIS.	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing AA, AS, EL, HM, SWD, WH (attendance), WH (suspension)	Equity Multiplier 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	10000 10000	School Year 2026-2027
2.3	Attendance Clerk Increasing capacity of attendance team to plan and implement programs to support attendance growth. Use school wide programs that include goal setting, visuals, progress monitoring, and	All Students X English Learners Low-Income Students Foster Youth Lowest Performing AA, AS, EL, HM, SWD, WH (attendance)	Equity Multiplier 2000-2999: Classified Personnel Salaries	35,243	School Year 2026-2027

	incentives to increase overall attendance and decrease chronic absenteeism. Allow for additional time for differentiated plans and responses to students and families, including home visits and resource alignment. PC 39332 - additional 2 hours Additional PC coming for 3 hour position					

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

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

SPSA/Goal 3

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

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

Data used to monitor progress:

- CA Dashboard Indicators
- Unified Insights dashboard
- Check-in/check-out progress monitoring
- Data tracking with counselor and social workers for one-on-one and small groups sessions

Frequency:

- Progress monitoring throughout the year, normally in 6 week cycles, but also monthly and at each trimester
- Data shared with staff throughout the year in staff meetings, Thursday collaborations, grade level meetings, leadership meetings, etc.

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

Successful practices:

- Strong, site-wide implementation of PBIS
- Restorative practices
- Alternative consequences: recess choices, restorative time on-site vs home suspension, etc.
- Push-in supports to prevent student time out of class
- Check in, Check out system with various staff on campus

Areas of growth to increase successful outcomes:

- Increase tier 2 and 3 behavioral supports earlier to minimize disruption to learning, suspension, etc.
- Additional parent contact/involvement to improve home to school connection
- Differentiated opportunities for behavioral recognition
- Continued focus on restorative practices after behavioral incidents

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

We will continue to provide preventative and responsive support to the varied behavioral needs as observed and vocalized by staff, students, and parents while monitoring data to provide appropriate, immediate, and differentiated supports for a safe and welcoming campus.

2025-26

Identified Need

- Structured supports during recess and lunch to avoid negative social interactions and support positive growth and student play.
- Additional campus safety monitors to respond to student and classroom needs, provide push-in support, and build relationships with students and families to minimize negative interactions with school.
- PBIS materials to continue improving Tier 1 program to support positive student behavior and mitigate unwanted behaviors, especially in large common areas.
- Minimize suspensions and removal from class by adding behavior support assistants to implement behavior intervention plans, support students in class, and help teachers struggling with response to student behavior.
- Prioritize family engagement opportunities through family events, activities, and utilizing a family liaison.
- Engaging programs and field trips to increase sense of belonging and connectedness.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	1.7% suspended at least one day	-0.3%
	English Learners	1% suspended at least one day	
	Foster Youth		
	Homeless	0% suspended at least one day	
	Socioeconomically Disadvantaged	1.6% suspended at least one day	
	Students with Disabilities	2.7% suspended at least one day	
	African American	3.2% suspended at least one day	
	American Indian		
	Asian	0.8% suspended at least one day	
	Filipino		
	Hispanic	1.3% suspended at least one day	
	Two or More Races	1.5% suspended at least one day	
	Pacific Islander		
	White	1.9% 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	66.4%		+3%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	67.6%		+3.5%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles	5%		10%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
(e.g. School Site Council, ELAC, and PTO).		

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
3.4	Campus Safety Monitor - 2.0 (1 x 1.0 and 2 x 0.5) Additional staff to support student and family relationships, behavior prevention and intervention, and improve overall safety and connectedness on campus. Support attendance intervention through family relationship building and home visit support PC 37349	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing AA, AS, EL, HM, SWD, WH (attendance), WH (suspension)	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits Equity Multiplier	26895 30804 88279	School Year 2026-2027
3.5	School Playground Recreational Aides	All Students English Learners Low-Income Students Foster Youth	LCFF Rec Aide Allocation	4130 17034	School Year 2026-2027

	4 SPRAs on staggered schedules to support student behavior, specifically during unstructured times like breakfast, recess, and lunch. Support PBIS system by distributing PAW tickets, doing lunch ticket drawings, and managing PAWSitive referral prize cart Additional timecard allocation for extra staffing needs PC 34910 PC 38914	X Lowest Performing WH (suspension)	2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	2459	
3.6	Partnerships for family engagement and student connectedness Partner with organizations within the community to support family	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	10,000	School Year 2026-2027

	engagement opportunities and student connectedness on campus (i.e. Sami's Circuit, etc).				
3.7	Academic enrichment through off site experiences directly aligned with grade level content and standards. Student enrichment to promote real world learning, curiosity and build community.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing AA, AS, EL, HM, SWD, WH (attendance), WH (suspension)	Equity Multiplier 5000-5999: Services And Other Operating Expenditures	60000	School Year 2026-2027
3.8	Parent Liaison Parent/community member to connect with families, gather feedback, share information, and serve as a connection between school and home for families Support attendance clerk with family connections for	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	7046	School Year 2026-2027

	chronically absent students				
3.9	Behavioral Support Assistants (3.0) to implement BIPs, support behavior in the classroom, and help students who struggle with transition both in and out of the classroom	All Students English Learners Low-Income Students Foster Youth X Lowest Performing AA, TOM (suspension)	Equity Multiplier 2000-2999: Classified Personnel Salaries Equity Multiplier 3000-3999: Employee Benefits	291,693	School Year 2026-2027
3.10	Superior Sports Programming Utilize partnership to provide structured activities during recess to minimize physical altercations and negative interactions between students that results in time out of class or suspension.	X All Students English Learners Low-Income Students Foster Youth X Lowest Performing AA, TOM (suspension)	Equity Multiplier 5000-5999: Services And Other Operating Expenditures	73600	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**
ELD teachers - PC 39333, 32295, 33420	2026-2027	Provide language support and development for emerging bilinguals based on demonstrated need on site assessments and standardized testing.	1000-1999: Certificated Personnel Salaries		
Provide primary language support to our emerging bilingual students outside of ELD time.	2026-2027	BIAs	2000-2999: Classified Personnel Salaries		

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
Support Center Staff - School Social Worker	2026-2027	Working whole class, small group, and 1:1 to support students' social skills, social emotional learning, and connectedness to school and peers.	1000-1999: Certificated Personnel Salaries		

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

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	116,800	0.00
LCFF Rec Aide Allocation	4,130	0.00
Equity Multiplier	886,113	-170,000.00
Title I Part A Site Allocation	592,450	0.00
Title I Part A Parent Involvement	7,046	0.00

Expenditures by Funding Source

Funding Source	Amount
Equity Multiplier	1,056,113.00
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	116,800.00
Title I Part A Parent Involvement	7,046.00
Title I Part A Site Allocation	592,450.00

Expenditures by Budget Reference

Budget Reference	Amount
	386,846.00
1000-1999: Certificated Personnel Salaries	413,349.00
2000-2999: Classified Personnel Salaries	544,594.00
3000-3999: Employee Benefits	190,704.00
4000-4999: Books And Supplies	48,476.00
5000-5999: Services And Other Operating Expenditures	175,570.00
5800: Professional/Consulting Services And Operating Expenditures	17,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Equity Multiplier	372,238.00

1000-1999: Certificated Personnel Salaries	Equity Multiplier	11,000.00
2000-2999: Classified Personnel Salaries	Equity Multiplier	489,489.00
4000-4999: Books And Supplies	Equity Multiplier	28,786.00
5000-5999: Services And Other Operating Expenditures	Equity Multiplier	147,600.00
5800: Professional/Consulting Services And Operating Expenditures	Equity Multiplier	7,000.00
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	4,130.00
	LCFF Supplemental Site Allocation	14,608.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	43,929.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	33,263.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	10,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	7,046.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	402,349.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	157,441.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	4,690.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	27,970.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	734,502.00
Goal 2	430,097.00
Goal 3	611,940.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Melissa Schupp	Principal
Megan Brady	Classroom Teacher
Mariah Palomo	Classroom Teacher
John Walberg	Classroom Teacher
Erica Greene	Other School Staff
Sierra Palacios	Parent or Community Member
Alia Mason	Parent or Community Member
Alexandria Vaughan	Parent or Community Member
Bryan Perry	Parent or Community Member
Alexis Echevarria	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

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

Attested:

	Principal, Melissa Schupp on May 19, 2026
	SSC Chairperson, Megan Brady on May 19, 2026

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

Greer Elementary School

Funding Source: Equity Multiplier **$886,113.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Math Training - Mike Fitchett On-site training for staff around mathematics to increase number sense, academic vocabulary, and student thinking and discussion around math. Contract and substitutes for teacher release time.	5800: Professional/Consulting Services And Operating Expenditures	$7,000.00	Connected School Communities	
Technology Increase technology used by staff and students during whole group, small group, and independent instructional times to support engaging and differentiated instruction while preparing students in 21st century learning for life after school	4000-4999: Books And Supplies	$6,000.00	Connected School Communities	
2 .75 FTE Instructional Assistants to provide additional 1:1 and small group to students needing remediation and re-teaching and redirection. Additional instructional support staff including more IAs, a SCIA, etc. may be added as funds allow.	2000-2999: Classified Personnel Salaries	$119,070.00	Connected School Communities	
Data Days In partnership with the Intervention team, grade levels will have release time to look at student data to work on grouping, differentiated instruction, and progress monitoring to better address the learning needs of students.	1000-1999: Certificated Personnel Salaries	$4,000.00	Connected School Communities	
English Learner Support Add another BIA (Russian) to meet the needs of our changing population, provide in-class support for EL students during integrated ELD and other instructional times, support testing efforts, and increase ELPI and reclassification rates	2000-2999: Classified Personnel Salaries	$43,483.00	Connected School Communities	

	5000-5999: Services And Other Operating Expenditures	$14,000.00	Connected School Communities
		$283,959.00	Connected School Communities
	4000-4999: Books And Supplies	$12,786.00	Connected School Communities
	1000-1999: Certificated Personnel Salaries	$7,000.00	Connected School Communities
Attendance and Behavior Improvement Materials, awards, incentives, etc. to recognize students and classes monthly and per trimester for attendance achievement and improvement and behavioral improvement through PBIS.	4000-4999: Books And Supplies	$10,000.00	Healthy Environments for Social-Emotional Growth
Attendance Clerk Increasing capacity of attendance team to plan and implement programs to support attendance growth. Use school wide programs that include goal setting, visuals, progress monitoring, and incentives to increase overall attendance and decrease chronic absenteeism. Allow for additional time for differentiated plans and responses to students and families, including home visits and resource alignment. PC 39332 - additional 2 hours Additional PC coming for 3 hour position	2000-2999: Classified Personnel Salaries	$35,243.00	Healthy Environments for Social-Emotional Growth
Academic enrichment through off site experiences directly aligned with grade level content and standards. Student enrichment to promote real world learning, curiosity and build community.	5000-5999: Services And Other Operating Expenditures	$60,000.00	Engaging Academic Programs
		$88,279.00	Engaging Academic Programs

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Behavioral Support Assistants (3.0) to implement BIPs, support behavior in the classroom, and help students who struggle with transition both in and out of the classroom	2000-2999: Classified Personnel Salaries	$291,693.00	Engaging Academic Programs	
Superior Sports Programming Utilize partnership to provide structured activities during recess to minimize physical altercations and negative interactions between students that results in time out of class or suspension.	5000-5999: Services And Other Operating Expenditures	$73,600.00	Engaging Academic Programs	

Equity Multiplier Total Expenditures: $1,056,113.00

Equity Multiplier Allocation Balance: ($170,000.00)

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

Proposed Expenditure	Object Code	Amount	Goal	Action
School Playground Recreational Aides 4 SPRAs on staggered schedules to support student behavior, specifically during unstructured times like breakfast, recess, and lunch. Support PBIS system by distributing PAW tickets, doing lunch ticket drawings, and managing PAWSitive referral prize cart Additional timecard allocation for extra staffing needs PC 34910 PC 38914	2000-2999: Classified Personnel Salaries	$4,130.00	Engaging Academic Programs	

LCFF Rec Aide Allocation Total Expenditures: $4,130.00

LCFF Rec Aide Allocation Allocation Balance: $0.00

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Funding Source: LCFF Supplemental Site Allocation **$116,800.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Partnerships for family engagement and student connectedness Partner with organizations within the community to support family engagement opportunities and student connectedness on campus (i.e. Sami's Circuit, etc).	5800: Professional/Consulting Services And Operating Expenditures	$10,000.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	$10,000.00	Healthy Environments for Social-Emotional Growth	
Campus Safety Monitor - 2.0 (1 x 1.0 and 2 x 0.5) Additional staff to support student and family relationships, behavior prevention and intervention, and improve overall safety and connectedness on campus. Support attendance intervention through family relationship building and home visit support PC 37349	2000-2999: Classified Personnel Salaries	$26,895.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	$30,804.00	Engaging Academic Programs	
	2000-2999: Classified Personnel Salaries	$17,034.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	$2,459.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	$5,000.00	Connected School Communities	
Rentals, Leases, & Repairs Supporting equipment (copiers, printers, etc) to provide instructional materials for classroom and home use Programs to differentiate instruction and engage all learners		$14,608.00	Connected School Communities	

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LCFF Supplemental Site Allocation Total Expenditures:	$116,800.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00

Funding Source: Title I Part A Parent Involvement **$7,046.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent Liaison Parent/community member to connect with families, gather feedback, share information, and serve as a connection between school and home for families Support attendance clerk with family connections for chronically absent students	2000-2999: Classified Personnel Salaries	$7,046.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures:	$7,046.00
Title I Part A Parent Involvement Allocation Balance:	$0.00

Funding Source: Title I Part A Site Allocation **$592,450.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Book of the month program awarded during month character assemblies focused on character traits and qualities that highlight students' perseverance, innovative thinking, and goal setting.	4000-4999: Books And Supplies	$9,000.00	Clear Pathways to Bright Futures	
Partnership with community organizations to focus on culturally relevant text, critical literacy and writing through poetry, public speaking, and creative writing. Supporting students in becoming leaders by recognizing own potential and learning leadership qualities through academic and SEL mentorship. SAYS and POMS	5000-5999: Services And Other Operating Expenditures	$10,000.00	Clear Pathways to Bright Futures	

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Intervention teachers - 3.0 Provide targeted academic intervention that builds scaffolds for students to provide them tools to utilize in the classroom in order to better access grade level curriculum. Specializing intervention instruction in math, ELA, and early phonics, reading support based on data cycles with groups created collaboratively PC#s - 37633, 39404, 40071	1000-1999: Certificated Personnel Salaries	$132,789.00	Connected School Communities
	3000-3999: Employee Benefits	$52,147.00	Connected School Communities
Books Supplemental books for classrooms to increase whole class sets for novel studies and project based learning, and expand libraries making them more culturally diverse and relevant Paper Paper to print in class and at home materials for student including small texts, materials in home languages, and differentiated scaffolds. Materials Materials for classrooms and small groups to enhance engagement and differentiation	4000-4999: Books And Supplies	$4,690.00	Connected School Communities
Licenses and Programs Online programs for differentiated learning and engaging independent practice at school and at home (BrainPop, Lexia, MobyMax, Pixton, etc.) Supplemental programs like Phonics for Reading, Learning without Tears, and more to use during small group and whole class instruction.	5000-5999: Services And Other Operating Expenditures	$27,970.00	Connected School Communities
	3000-3999: Employee Benefits	$105,294.00	Healthy Environments for Social-Emotional Growth

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Counselors - 2.0 Site-based counselors to provide one-on-one, small group, and whole class interventions and academic support, behavioral interventions to keep student in the classroom to access grade level academic content. PC 38852	1000-1999: Certificated Personnel Salaries	$269,560.00	Healthy Environments for Social-Emotional Growth

Title I Part A Site Allocation Total Expenditures:	$611,450.00
Title I Part A Site Allocation Allocation Balance:	$0.00
Greer Elementary School Total Expenditures:	$1,795,539.00