



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
James R. Cowan Fundamental Elementary School	34-67447-6034458	May 19, 2026	June 23, 2026

Purpose and Plan Summary

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

☐

Schoolwide Program

☒

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).

James R. Cowan Fundamental Elementary met the criteria for TSI for the following indicators and/or student groups: African American - Chronic Absenteeism and suspension

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

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

Goal 1: Student Achievement and Implementation of State Standards

Goal 2: Student Engagement and Course Access

Goal 3: School Conditions, Climate, and Family Engagement

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

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

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Comprehensive Needs Assessment Components

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

Data Analysis

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

Root Cause Analysis

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

Resource Inequities

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

Input from Educational Partners

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

During the 2025-26 school year: staff met monthly, English Language Advisory Committee met 4 times, and School Site Council met 5 times to review data, gather needs, revise the current SPSA and plan for the upcoming SPSA.

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	0.74%	0.74%	0.53%	3	3	2
African American	7.39%	6.40%	6.90%	30	26	26
Asian	7.14%	8.87%	7.43%	29	36	28
Filipino	0.74%	0.74%	1.06%	3	3	4
Hispanic/Latino	20.20%	22.41%	23.61%	82	91	89
Pacific Islander	1.23%	0.99%	0.80%	5	4	3
White	52.46%	49.01%	48.81%	213	199	184
Multiple/No Response	10.10%	10.84%	10.88%	41	44	41
Total Enrollment				406	406	377

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	24
Kindergarten	52		53
Grade 1	53		51
Grade 2	53		53
Grade3	52		53
Grade 4	58		55
Grade 5	82		56
Grade 6	33		32
Total Enrollment	406		377

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	47	60	45	10.9%	11.6%	11.9%
Fluent English Proficient (FEP)	41	29	32	11.6%	10.1%	8.5%
Reclassified Fluent English Proficient (RFEP)	7				9.46%	

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
406	48.3%	14.8%	0.2%
Total Number of Students enrolled in James R. Cowan Fundamental Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	60	14.8%
Foster Youth	1	0.2%
Homeless	14	3.4%
Socioeconomically Disadvantaged	196	48.3%
Students with Disabilities	41	10.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	26	6.4%
American Indian	3	0.7%
Asian	36	8.9%
Filipino	3	0.7%
Hispanic	91	22.4%
Two or More Races	44	10.8%
Pacific Islander	4	1%
White	199	49%

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.”



2025 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance English Language Arts

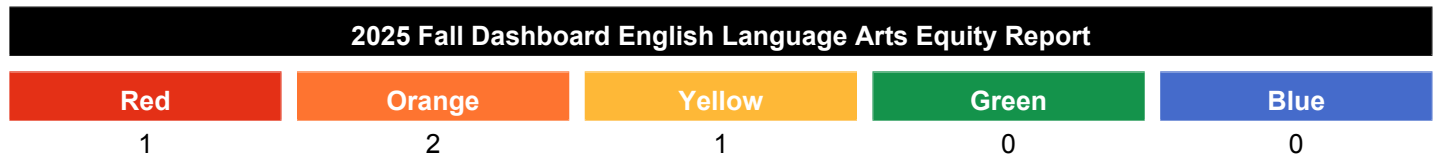
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This section provides number of student groups in each level.



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  Orange 12.8 points below standard Declined 12.9 points 197 Students	English Learners  Red 79.7 points below standard Declined 43 points 35 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Socioeconomically Disadvantaged  Orange 47.3 points below standard Declined 9.8 points 112 Students

Students with Disabilities  No Performance Color 39.1 points below standard Declined 6.4 points 22 Students	African American  No Performance Color 88.2 points below standard Declined 14.1 points 12 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color 67.1 points below standard Maintained 2.6 points 17 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Orange 18.1 points below standard Declined 23.2 points 45 Students
Two or More Races  No Performance Color 5.1 points below standard Declined 17.9 points 19 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Yellow 6.5 points above standard Declined 9.8 points 97 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 2024-25 California Dashboard data reveals significant performance gaps requiring immediate intervention. English Learners represent the most critical concern, demonstrating the lowest performance across multiple indicators with 79.7 points below standard in English Language Arts (declined 43.0 points) and 96.6 points below standard in Mathematics (declined 48.0 points), alongside elevated suspension rates of 8.8%. Additional high-need groups include Hispanic students and Socioeconomically Disadvantaged students, who are performing substantially below state averages in both ELA and Mathematics. Chronic absenteeism is particularly acute among Homeless students at 42.1%, more than double the overall rate of 16.4%, indicating significant barriers to engagement and attendance.

Potential causes:

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

The declining performance across key student groups stems from interconnected systemic, resource, and equity challenges. English Learners face compounded barriers including limited English proficiency, insufficient access to specialized EL instruction, and gaps between grade-level content demands and current language proficiency levels. Hispanic and Socioeconomically Disadvantaged students lack adequate access to tutoring, enrichment programs, and basic resources, while potential implicit bias in academic placements and discipline decisions further limits their opportunities. Chronic absenteeism, particularly among Homeless students (42.1%), reflects unmet basic needs including housing instability, food insecurity, transportation barriers, and insufficient wraparound services such as case management and counseling. Elevated suspension rates among African American and English Learner students suggest potential racial and cultural bias in discipline practices, coupled with limited access to trauma-informed, restorative justice approaches and behavioral intervention programs. Additionally, overall academic declines in ELA

and Mathematics may reflect unfinished learning from prior disruptions, insufficient diagnostic assessment to target interventions, and limited professional development on evidence-based instructional practices.

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

To improve outcomes for lowest performing student groups, the school must invest in a comprehensive, multi-tiered resource allocation strategy addressing academic, behavioral, and basic needs support. Critical personnel needs include English Language Development specialists and bilingual staff to provide targeted instruction for English Learners; counselors and social workers to address chronic absenteeism and trauma, particularly among Homeless students; and behavioral specialists trained in restorative justice and culturally responsive practices to reduce disproportionate discipline. Evidence-based programs must include intensive tutoring and summer learning initiatives, systematic intervention frameworks (RTI/MTSS), sheltered instruction aligned to grade-level standards, chronic absenteeism intervention systems, and mental health services. Wraparound services—including case management, food assistance, and housing support—are essential to remove barriers to attendance and learning. Instructional materials must include culturally sustaining, multilingual curriculum resources, diagnostic assessment tools, and adaptive technology to support differentiated learning. All staff require professional development in English language development, culturally responsive teaching, trauma-informed practices, and data-driven instruction to shift systemic practices. Finally, dedicated funding, improved data systems for progress monitoring, and strategic partnerships with community organizations and nonprofits will enable sustainable implementation and equitable access to resources for English Learners, Socioeconomically Disadvantaged students, Homeless youth, and students of color who have historically been underserved by traditional school systems.

School and Student Performance Data

Academic Performance Mathematics

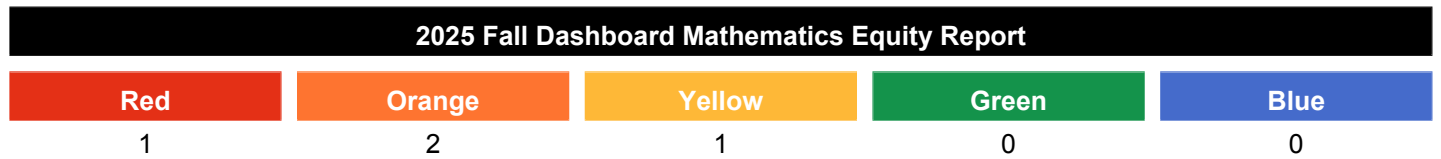
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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  Orange 41.5 points below standard Declined 24.2 points 203 Students	English Learners  Red 96.6 points below standard Declined 48 points 41 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Socioeconomically Disadvantaged  Orange 70.2 points below standard Declined 18.2 points 118 Students

Students with Disabilities  No Performance Color 90.5 points below standard Declined 41.8 points 22 Students	African American  No Performance Color 121.7 points below standard Declined 37 points 12 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color 86.7 points below standard Increased 5.3 points 19 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Orange 47.4 points below standard Declined 40.4 points 45 Students
Two or More Races  No Performance Color 81.1 points below standard Declined 63.4 points 19 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Yellow 11.2 points below standard Declined 9.5 points 101 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.

Mathematics performance data reveals severe disparities across student groups, with English Learners demonstrating the most critical need at 96.6 points below standard—a 55.1-point gap compared to the overall rate and representing a catastrophic 48-point decline from the prior year. Students with Disabilities (90.5 below standard), Asian students (86.7 below standard), and students identifying as Two or More Races (81.1 below standard with a 63.4-point decline) also require immediate intensive intervention. Socioeconomically Disadvantaged students and Hispanic students, both with Orange indicators, are performing 28.7 and 5.9 points below the overall rate respectively, indicating widespread achievement gaps tied to access and resource inequities. In contrast, White students (11.2 below standard with a Yellow indicator) are performing closest to proficiency standards, highlighting significant disparities in mathematical competency across demographic groups.

Potential causes:

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

The severe mathematics performance gaps, particularly the dramatic declines among English Learners (48-point drop) and Two or More Races students (63.4-point drop), likely stem from multiple interconnected factors including insufficient specialized mathematics instruction tailored to English learners' language proficiency levels, inadequate teacher expertise in differentiated instruction and scaffolding for diverse learners, and potential gaps in foundational skills from prior years that have compounded over time. Students with Disabilities may lack access to appropriate accommodations, assistive technology, or specialized math instruction aligned to their individualized education plans (IEPs), while Socioeconomically Disadvantaged students face barriers to accessing tutoring, supplemental resources, and high-quality instruction due to resource constraints. The sharp declines suggest possible instructional misalignment—such as curriculum pacing that outpaces student mastery, insufficient formative assessment to identify

and address misconceptions in real time, or limited use of concrete, visual, and manipulative-based approaches essential for conceptual understanding in mathematics. Additionally, unfinished learning from pandemic disruptions may disproportionately affect vulnerable populations who had less access to remote learning support or experienced greater learning loss. Limited professional development on evidence-based mathematics pedagogy and culturally responsive teaching; and possible reduced instructional time due to attendance issues or school disruptions may further contribute to declining outcomes.

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

To improve mathematics outcomes for lowest performing student groups, the school must strategically allocate resources across personnel, programs, and instructional materials. Critical personnel needs include mathematics specialists trained in English language development and sheltered instruction to support English Learners; special education teachers and instructional assistants equipped with knowledge of UDL and assistive technology for Students with Disabilities; and experienced mathematics coaches to provide ongoing professional development to all teachers on evidence-based practices such as concrete-representational-abstract (CRA) instruction, formative assessment, and culturally responsive pedagogy. Essential programs include intensive small-group and individual mathematics intervention aligned to diagnostic assessments identifying specific skill gaps; before/after-school and summer tutoring programs targeting foundational skills and unfinished learning; and structured intervention frameworks (RTI/MTSS) with progress monitoring systems to ensure timely support. Instructional materials must include manipulatives, visual aids, graphic organizers, multilingual mathematics resources, and adaptive technology platforms that provide differentiated practice and real-time feedback. Wraparound services—such as case management and basic needs support—are vital to address attendance barriers that prevent consistent participation in instruction. Professional development must focus on mathematics pedagogy for diverse learners, language-integrated instruction, trauma-informed practices, and data literacy to enable teachers to use assessment data to drive instruction. Finally, dedicated funding for additional staffing, tutoring programs, technology infrastructure, and partnerships with universities or math-focused nonprofits will ensure sustainable implementation of comprehensive, equitable mathematics support systems that address the profound achievement gaps and reverse the performance declines evident in current dashboard data.

School and Student Performance Data

Academic Performance Science

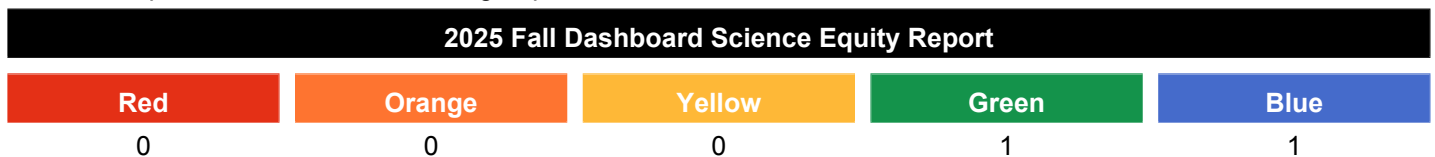
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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  Blue 63.1 science points Increased 5 points 56 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Green 54.8 science points Increased 4.6 points 30 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  No Performance Color 62.1 science points Increased 2.9 points 12 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue 66.1 science points Maintained 1.4 points 32 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 Science dashboard data reveals a markedly different performance profile compared to ELA and Mathematics, with the overall student group performing at a Green indicator level (63.1 points above standard, increased 5.0 points) and substantially outperforming the state average. However, significant disparities persist across student subgroups. Students with Disabilities represent the lowest performing group with an Orange indicator (38.3 points above standard at the state level), followed by Homeless students and African American students, both with Orange indicators (41.5 and 43.4 points above standard respectively). English Learners, American Indian students, and Pacific Islander students all show Yellow indicators (41.1, 46.4, and 46.7 points above standard respectively), indicating moderate performance gaps compared to the overall rate of 63.1 points above standard. While no groups display Red indicators in Science, the performance tiers reveal that English Learners, Students with Disabilities, Homeless youth, and students of color (African American, American Indian, and Pacific Islander) are underperforming by 15-25 points compared to the overall rate, suggesting that despite strong overall Science achievement, critical equity gaps remain.

Potential causes:

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

The performance disparities in Science across English Learners, Students with Disabilities, Homeless youth, and students of color stem from interconnected barriers including inadequate language scaffolding and sheltered science instruction for English Learners, insufficient accommodations and assistive technology for Students with Disabilities, and chronic absenteeism and basic needs insecurity affecting Homeless students' consistent participation and cognitive capacity for learning. Curricular and representation gaps—such as science materials that do not reflect diverse cultures' contributions to science, limited representation of scientists of color, and possible implicit bias in teacher expectations—may reduce sense of belonging and engagement for African American, American Indian, and

Pacific Islander students. Additionally, unequal access to hands-on experiences, and STEM enrichment programs; and limited integration of ELD with science instruction create systemic inequities that disproportionately affect vulnerable populations. Prior unfinished learning from pandemic disruptions, gaps in foundational math and reading skills, and science instruction focused on memorization rather than inquiry-based conceptual understanding further compound disparities. While Science overall demonstrates stronger performance than ELA and Mathematics—likely due to the hands-on, visual nature of instruction that can transcend language and learning barriers—targeted interventions are essential to close remaining equity gaps.

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

To improve Science outcomes for lowest performing student groups, the school must invest in specialized teacher science training in English language development and sheltered instruction for English Learners, special education teachers and paraprofessionals with expertise in universal design for learning (UDL) and assistive technology for Students with Disabilities, and science coaches to support all teachers in inquiry-based, culturally responsive instruction. Essential programs include structured science intervention aligned to diagnostic assessments identifying specific conceptual gaps, before/after-school and summer science enrichment programs, hands-on experiences and field trips ensuring equitable access to inquiry-based learning, mentorship and role model programs connecting students to scientists of color, and integrated ELD-science instruction embedding language development within science content. Instructional materials must include multilingual science resources, visual aids, manipulatives, adaptive laboratory equipment, assistive technology platforms, and culturally sustaining curriculum reflecting diverse scientists and scientific contributions. Wraparound services addressing basic needs—such as case management for Homeless students and transportation support for field trips—are critical to remove barriers to participation. Professional development must focus on science-specific language scaffolding, UDL design principles, culturally responsive pedagogy, inquiry-based instruction, and implicit bias awareness to shift teacher practice. Finally, dedicated funding for additional staffing, science equipment and supplies, technology infrastructure, field trip programs, partnerships with universities and STEM organizations, and data systems for progress monitoring will enable sustainable implementation of comprehensive, equitable science support ensuring English Learners, Students with Disabilities, Homeless youth, and students of color develop conceptual understanding, scientific thinking, and a sense of belonging in science.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 No Performance Color
70.7 making progress.	making progress.
Number Students: 41 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
4.9%	24.4%	0%	70.7%

Lowest Performing Group:

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

The English Learner Progress data from the 2024-25 CA Dashboard reveals strong overall performance with the school's English Learner population achieving a Blue indicator (70.7% making progress toward English language proficiency, increased 15.9%) compared to the state's Yellow indicator (46.4% making progress, maintained 0.7%), demonstrating that this school's EL students are progressing at an accelerated rate above state averages. However, disaggregated data on specific EL subgroups shows important distinctions: Current English Learners demonstrate moderate progress at 84.6% improved (compared to the overall EL rate of 70.7%), while Recently Reclassified English Learners and English Only students show lower improvement rates, suggesting that newly reclassified students may need continued support to maintain academic gains post-reclassification. The Summative ELPAC data indicates positive trends with 70.7% of ELs progressing at least one ELPI level (increased from 54.8% in 2024), while only 4.9% decreased at least one level (down from 9.7%), and 24.4% maintained lower ELPI levels (1, 2L, 2H, 3L, 3H), revealing that the majority of EL students are advancing in English proficiency. While the school demonstrates notable strength in English Learner progress overall—exceeding state performance—the data suggests that targeted support is needed for Recently Reclassified English Learners to ensure they sustain academic momentum post-redesignation, and for students maintaining lower proficiency levels to accelerate their path toward full English proficiency and grade-level academic achievement.

Potential causes:

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

The school's strong English Learner progress performance (70.7% making progress, exceeding state averages) likely reflects effective implementation of evidence-based ELD instruction (EL Achieve), a qualified EL teacher trained in language development, structured sheltered instruction aligned to grade-level content, and possibly strong family engagement and community partnerships supporting language development at home and school. The high percentage of ELs progressing at least one ELPI level (70.7%) and low percentage declining (4.9%) suggests consistent, intentional language scaffolding, regular formative assessment of language proficiency, and responsive instruction adjusting to student needs. However, the data indicating that 24.4% of ELs maintained lower ELPI levels (1, 2L, 2H, 3L, 3H) and the relatively lower improvement rate for Recently Reclassified English Learners suggest potential gaps in intensive support for long-term English learners who may require more specialized intervention, and possible insufficient transition support or continued language development services for students who have been reclassified—indicating they may be exited from ELD services too quickly or without adequate scaffolding to maintain academic success in mainstream classrooms. The strong overall progress may mask disparities in subgroup outcomes, with some students advancing rapidly while others plateau at intermediate proficiency levels, potentially due to varying teachers, inconsistent implementation of ELD strategies across classrooms, limited access to advanced ELD supports for students with interrupted formal education, or insufficient coordination between ELD and content-area instruction.

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

To sustain and enhance English Learner progress outcomes while supporting students maintaining lower proficiency levels and Recently Reclassified English Learners, the school must allocate resources strategically across personnel, programs, and instructional support. Critical personnel needs include training teachers in advanced language development strategies, sheltered instruction, and culturally responsive pedagogy; EL coordinators to monitor student progress and ensure consistent implementation of ELD across all classrooms; a transition team specifically supporting Recently Reclassified English Learners during their exit from formal ELD services; and bilingual paraprofessionals providing primary language support and family engagement. Essential programs include intensive intervention for long-term English learners maintaining lower ELPI levels, structured transition programs with continued language development services for reclassified students, professional development for all teachers on integrated ELD-content instruction and language scaffolding, and family literacy and engagement programs supporting language development at home in both English and students' primary languages. Instructional materials must include multilingual, culturally sustaining curriculum resources; visual aids and graphic organizers; digital language learning platforms with adaptive features; and assessment tools for ongoing ELPI progress monitoring. Services should encompass regular progress monitoring systems with data dashboards enabling teachers to track individual student growth, coordination between ELD and content-area teachers to ensure language development is embedded across subjects, and partnerships with families and community organizations supporting bilingual development. Professional development must focus on advanced ELD instructional strategies, reclassification criteria and post-reclassification support, and data-driven decision-making to identify and intensify support for students not progressing at expected rates. Finally, dedicated funding for instructional materials, technology platforms, professional development, and family engagement initiatives will ensure sustainable implementation of comprehensive, equitable language development services maintaining the school's strong EL progress trajectory while closing gaps for vulnerable subgroups.

School and Student Performance Data

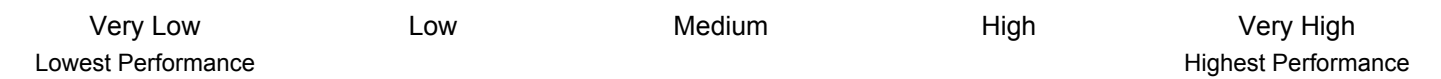
Academic Performance College/Career Report

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

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

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

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



This section provides number of student groups in each level.



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.

N/A

Potential causes:

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

N/A

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

N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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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

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



Orange

16.4% Chronically Absent

Increased 2

440 Students

English Learners



Orange

18.2% Chronically Absent

Increased 1.3

88 Students

Long-Term English Learners

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Homeless



No Performance Color

42.1% Chronically Absent

Increased 18.3

19 Students

Socioeconomically Disadvantaged



Orange

19.8% Chronically Absent

Increased 1.7

242 Students

Students with Disabilities  Red 24.5% Chronically Absent Increased 4.5 49 Students	African American  Red 30% Chronically Absent Increased 2.7 30 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Yellow 12% Chronically Absent Declined 0.5 50 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Red 23.7% Chronically Absent Increased 6.8 93 Students
Two or More Races  Yellow 13% Chronically Absent Declined 3.2 46 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	White  Yellow 10.6% Chronically Absent Declined 0.7 208 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 Chronic Absenteeism data reveals that while the overall student population shows a 16.4% chronic absenteeism rate (increased 2.0 points), significant disparities exist across student subgroups that demand urgent intervention. Homeless students represent the most critically affected group with a 42.1% chronic absenteeism rate (increased 18.3 points)—more than 2.5 times the overall rate—indicating severe barriers to consistent school attendance. Foster Youth, Pacific Islander, and American Indian students also demonstrate elevated rates at approximately 30% or higher. African American students show 30.0% chronic absenteeism (increased 2.7 points), Students with Disabilities 24.5% (increased 4.5 points), Hispanic students 23.7% (increased 6.8 points), and Socioeconomically Disadvantaged students 19.8% (increased 1.7 points)—all substantially exceeding the overall rate and indicating pervasive attendance challenges among vulnerable populations. English Learners at 18.2% chronically absent (increased 1.3 points) are marginally above the overall rate, while Asian students (12.0%) and White students (10.6%) show the lowest absenteeism rates, highlighting stark equity gaps. The alarming 18.3-point increase for Homeless students and increases across multiple subgroups suggest deteriorating attendance conditions requiring immediate action.

Potential causes:

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

The severe chronic absenteeism disparities, particularly the alarming 42.1% rate among Homeless students (up 18.3 points) and elevated rates across students of color and disadvantaged populations, stem from interconnected systemic, socioeconomic, and institutional barriers. Homeless students face fundamental barriers including housing instability, lack of safe transportation, food insecurity, and the daily survival challenges of homelessness that make consistent school attendance challenging; the dramatic 18.3-point increase suggests worsening housing crises in the community or insufficient support services. Similarly, Socioeconomically Disadvantaged, Hispanic, and African American students

may experience transportation barriers, need to work to support families, childcare responsibilities, food insecurity affecting cognitive function, and unmet basic needs competing with school attendance. Foster Youth may lack stable placements, experience trauma and instability, or have insufficient advocacy ensuring educational continuity across placements. Students with Disabilities may face inadequate accommodations, transportation challenges, health-related absences, or lack of specialized support services making school inaccessible. The lower absenteeism rates among Asian and White students suggest these groups have greater access to resources, stable housing and transportation, to prioritize attendance—highlighting how structural inequities create vastly different attendance conditions. Additionally, inadequate early warning systems, insufficient school-based interventions when absences begin, limited counselor and social worker availability to address root causes, insufficient communication with families in their primary languages, and possible school climate or safety concerns may fail to prevent or reverse attendance decline. The increases across multiple groups suggest system-wide deterioration possibly linked to post-pandemic recovery challenges, reduced wraparound services, staffing shortages in counseling and case management, or worsening community conditions affecting vulnerable populations disproportionately.

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

To address the severe chronic absenteeism disparities affecting Homeless students (42.1%), Foster Youth, students of color, and Socioeconomically Disadvantaged populations, the school must invest in comprehensive, multi-tiered resources addressing both attendance barriers and underlying causes. Critical personnel needs include dedicated attendance counselors and staff with specialized training in trauma-informed practices and housing/poverty advocacy; school social workers to coordinate wraparound services and community partnerships; partnership with family engagement specialists fluent in students' primary languages; coordination with district transportation services; and mental health counselors addressing trauma and underlying conditions preventing attendance. Essential programs include early warning identification systems with flagging for students at risk, intensive case management and intervention protocols, attendance incentive and recognition programs, home visit and family outreach initiatives, transportation assistance programs (bus passes, van services), and coordinated wraparound services addressing basic needs. Services must encompass partnerships with homeless service providers, food banks, housing assistance organizations, and community health agencies; school-based clinics or telehealth services reducing health-related absences, and childcare support for families. Instructional materials and supplies include communication materials in multiple languages, attendance tracking technology and data systems, incentive items for attendance recognition, and resources for flexible scheduling or alternative learning options for students facing barriers. Professional development must focus on trauma-informed practices, implicit bias, poverty awareness, and data-driven attendance interventions. Finally, dedicated funding for additional counseling and case management staff, transportation services, basic needs support programs, technology infrastructure, community partnerships, and family engagement initiatives—with targeted allocation toward Homeless students and other highest-need populations—will enable sustainable implementation of comprehensive, equity-centered chronic absenteeism reduction systems reversing the significant attendance declines and ensuring all students have consistent access to educational opportunities.

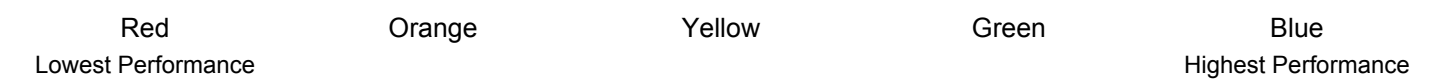
School and Student Performance Data

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.”



This section provides number of student groups in each level.



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.

N/A

Potential causes:

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

N/A

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

N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

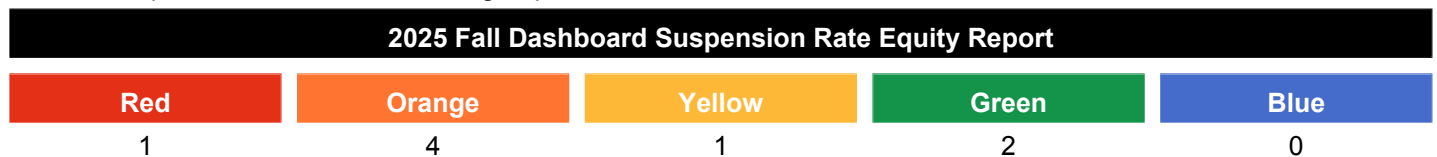
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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."



This section provides number of student groups in each level.



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 Orange 4.3% suspended at least one day Maintained 0.2% 447 Students	English Learners Orange 8.8% suspended at least one day Declined 3.5% 91 Students	Long-Term English Learners
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color 10.5% suspended at least one day Increased 1.8% 19 Students	Socioeconomically Disadvantaged Yellow 5.2% suspended at least one day Declined 1% 248 Students

Students with Disabilities  Green 2% suspended at least one day Declined 4% 51 Students	African American  Red 6.5% suspended at least one day Increased 0.4% 31 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Orange 11.3% suspended at least one day Declined 3.3% 53 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Orange 2.1% suspended at least one day Increased 1% 94 Students
Two or More Races  Green 2.1% suspended at least one day Declined 2.5% 47 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	White  Orange 3.3% suspended at least one day Increased 0.3% 209 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 Suspension Rate data reveals significant disparities in disciplinary outcomes across student groups, with the overall student suspension rate at 4.3% (maintained 0.2%), but critical inequities evident in subgroup rates. African American students represent the most severely affected group with a Red indicator showing 6.5% suspended (increased 0.4%)—exceeding the overall rate by 2.2 percentage points and demonstrating disproportionate discipline. Asian students show an Orange indicator at 11.3% suspended (declined 3.3%), representing the highest raw suspension rate despite the decline; English Learners at 8.8% suspended (Orange indicator, declined 3.5%); White students at 3.3% suspended (Orange indicator, increased 0.3%); and Hispanic students at 2.1% suspended (Orange indicator, increased 1.0%) also exceed the overall rate. Students with Disabilities show a Green indicator at 2.0% suspended (declined 4.0%), and Two or More Races at 2.1% suspended (Green indicator, declined 2.5%), indicating relatively lower suspension rates. Homeless students show 10.5% suspended (Gray indicator, increased 1.8%), and Foster Youth at the state level show a Red indicator at 13.0% suspended. The data reveals stark disparities: African American students, English Learners, and Asian students face significantly elevated suspension risk compared to White and Hispanic peers, indicating systemic racial and ethnic bias in discipline practices. The concerning increases for African American students, White students, and Homeless youth suggest worsening discipline trends requiring urgent intervention.

Potential causes:

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

The disproportionate suspension rates among African American students (6.5%, Red indicator), English Learners (8.8%), Asian students (11.3%), and Homeless youth (10.5%) stem from systemic inequities rooted in implicit bias, cultural misunderstandings, and inadequate support systems. African American students' elevated suspension rate

reflects well-documented patterns of racial bias in school discipline, where subjective infractions are enforced more strictly and punitively for Black students compared to White peers engaging in similar behavior; the Red indicator and increase suggest entrenched biased discipline practices. English Learners may be suspended at higher rates due to language barriers preventing them from understanding behavioral expectations, difficulty communicating their perspective or advocating for themselves, teacher misinterpretation of cultural communication styles as disrespectful, and insufficient bilingual support or translation services during discipline conferences. The high Asian student suspension rate (11.3%) may reflect model minority stereotypes masking actual discipline disparities, stereotype threat, or specific cultural factors affecting particular Asian subgroups not visible in aggregate data. Homeless students' elevated suspension rate (10.5%) reflects the intersection of trauma, unmet basic needs, behavioral health challenges, and possible over-policing or intolerance of behaviors stemming from housing instability and survival stress. Systemic contributing factors include insufficient professional development on implicit bias and culturally responsive discipline; limited access to mental health services, counselors, or social workers addressing root causes of misbehavior; overreliance on exclusionary discipline (suspension) rather than restorative practices; inadequate trauma-informed training for staff; possible school safety or zero-tolerance policies applied inequitably; and insufficient family engagement or communication in primary languages during discipline processes. Additionally, students of color and marginalized populations may experience school environments with lower belonging, less positive teacher-student relationships, and fewer positive behavioral supports compared to advantaged peers, increasing likelihood of conflict and discipline. The increases among African American and White students suggest discipline practices may be intensifying rather than improving.

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

To address the disproportionate suspension rates affecting African American students (6.5%, Red indicator), English Learners (8.8%), Asian students (11.3%), and Homeless youth (10.5%), the school must invest in comprehensive, equity-centered discipline reform resources. Critical personnel needs include restorative justice coordinators trained in conflict resolution and community-building; school counselors and social workers with expertise in trauma-informed practices and mental health support; bilingual family liaisons facilitating communication and engagement during discipline processes; culturally responsive classroom management; and discipline review committees with representation from diverse staff, students, families, and community members to audit discipline data and identify bias patterns. Essential programs include school-wide restorative justice implementation with peer mediation, community circles, and repairing harm approaches; alternative-to-suspension programs such as restorative conferences, behavioral contracts, and skill-building workshops; trauma-informed discipline protocols; implicit bias and cultural competency professional development for all staff; positive behavioral interventions and supports (PBIS) with culturally responsive classroom expectations; and mental health and counseling services addressing root causes of misbehavior. Services must encompass family engagement and communication in multiple languages, partnership with community organizations serving Homeless youth and students of color, and coordination with district discipline review and equity oversight. Instructional materials include restorative justice curricula, implicit bias training modules, culturally sustaining classroom management resources, and discipline data dashboards disaggregated by race/ethnicity enabling accountability and monitoring. Professional development must prioritize implicit bias awareness, cultural competency, trauma-informed practices, restorative justice facilitation, and equitable discipline policy implementation. Finally, dedicated funding for restorative justice coordinators, expanded counseling and social work staff, professional development, alternative programs, family engagement initiatives, and discipline data systems with equity oversight will enable sustainable implementation of transformative discipline practices eliminating racial and ethnic disparities, reducing suspensions across all groups, and creating inclusive, supportive school environments where all students, particularly African American students, English Learners, and Homeless youth, experience belonging and equitable treatment.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

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

SPSA/Goal 1

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

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

ELA: CAASPP - annually, I-Ready three times per year, Text Levels (K-2), Oral fluency passages, mCLASS Assessment (K-2) beginning of the year, Benchmark Assessments - monthly/weekly
Writing: monitored student progress towards "One Thing" (grade level standard) three times per year
Math: CAASPP - annually, I-Ready three times per year, Facts Tests, Topic Tests, 1 on 1 assessment (ESGI - TK) - monthly/weekly
ELD: ELPAC - annually

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

ELA: Students performed better on ELA assessments than on Math. Our students have strong foundational skills across all grade levels. Vocabulary and Comprehension are weaker areas of ELA. Students were more consistent in meeting the required minutes for I-Ready lessons.

Writing: Students were engaged in writing lessons and writing showed growth with "One Thing" (grade level standard).

Math: Students did not perform as well on Math assessments as ELA. Students improved/made gains in Number Sense and Geometry. Students were more consistent in meeting the required minutes for I-Ready lessons. Teachers reported that using alternate assessments and completing math test corrections with parent support were successful.

ELD: Students utilized EL Achieve curriculum and teacher-made materials for designated ELD instruction. Students made gains in English Language skills.

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

Teachers committed to providing a scheduled time for students to complete I-Ready lessons in Reading and Math. We hosted a Family Math Night in conjunction with a book swap. Teachers participated in Writing Calibration release days and professional development. During the release day and professional development, teachers co-graded student writing samples, recorded student writing data, monitored student/class progress towards the "One Thing" (grade level standard). Teachers examined data from each i-Ready diagnostic test and identified a group(s) just below grade level standard in ELA (1-2) and Math (3-6) to target instruction. Groups changed with each diagnostic. Kindergarten students took the Spring I-Ready diagnostic tests. Students utilized EL Achieve curriculum for designated ELD instruction.

2025-26

Identified Need

English Language Arts (ELA)

Groups needing additional support: English Learners, African American, Students with Disabilities, and Hispanic students

Student Supports: Targeted small-group instruction tailored to individual learning needs. Access to culturally responsive texts that reflect students' backgrounds to boost engagement and identity affirmation.

Teacher Supports: Continued professional development with research-based instructional practices to deepen data-driven instruction and regular cycles of inquiry to refine teaching practices collaboratively.

Family Supports: Provide families with concrete, practical activities and ideas to support literacy development at home, enhancing school-to-home connections.

Mathematics

Groups needing additional support: English Learners, African American, Students with Disabilities, and Hispanic students.

Student Supports: Targeted whole-group and small-group instruction focused on skill gaps and conceptual understanding.

Teacher Supports: Ongoing Math curriculum adoption training (Innovamat TK-5) and Amplify (6) complemented by dedicated time to learn and implement the newly adopted California Math Framework. Collaborative examination and agreement on math assessment tools are needed to ensure consistency and alignment.

Family Supports: Equip families with clear, actionable strategies and resources to support math learning at home.

English Language Development (ELD)
 Focus: Provide intensified support for English Learners to promote adequate progress in English proficiency and academic achievement. This includes differentiated instruction, language scaffolding, and integration of language goals across content areas. Provide systematic phonics instruction for Newcomer students regardless of grade level.

Cross-Cutting Recommendations
 Maintain and strengthen culturally responsive teaching practices across all subjects to address achievement gaps and support student identity and engagement.
 Leverage data systems and cycles of inquiry to monitor progress, adjust interventions, and promote continuous improvement.
 Deepen family engagement efforts with culturally relevant communication and accessible resources to empower families as active partners in student learning.

By aligning targeted small-group instruction, culturally relevant materials, focused professional development, and family engagement strategies, the school can better support its lowest-performing student groups and close achievement gaps highlighted in the 2024-25 Dashboard data.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	12.8 points below standard	+3 scale score points
	English Learners	79.7 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	47.3 points below standard	
	Students with Disabilities	39.1 points below standard	
	African American	88.2 points below standard	
	American Indian		
	Asian	67.1 points below standard	
	Filipino		

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	Hispanic	18.1 points below standard	
	Two or More Races	5.1 points below standard	
	Pacific Islander		
	White	6.5 points above standard	
Math State Assessment: Change in scale score	All Students	41.5 points below standard	+3 scale score points
	English Learners	96.6 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	70.2 points below standard	
	Students with Disabilities	90.5 points below standard	
	African American	121.7 points below standard	
	American Indian		
	Asian	86.7 points below standard	
	Filipino		
	Hispanic	47.4 points below standard	
	Two or More Races	81.1 points below standard	
	Pacific Islander		
	White	11.2 points below standard	
English Language Learner State Assessment:	70.7		+2%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
Change in percentage of English language learners making progress on ELPAC		
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	9.46%	+2%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Focus on implementation of mathematics curriculum and checks for understanding- utilizing common curriculum. Staff will meet bi-monthly to aligning instructional practices and review student data.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing African American, Students with Disabilities, Asian	LCFF Supplemental Site Allocation	0	School Year 2026-2027
1.2	Attend Mathematics Publisher Training before school begins and 3 Professional Development	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	0	School Year 2026-2027

	sessions - 1 per trimester. Staff will review student data, identify student progress and set specific goals for teaching and learning.				
1.3	Online digital curriculum subscriptions to enhance core curriculum.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	4000.00	School Year 2026-2027
1.4	Provide high interest culturally responsive books and materials.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing African American and Students with Disabilities	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000.00	School Year 2026-2027
1.5		All Students English Learners Low-Income Students Foster Youth			

		Lowest Performing			
1.6	Collaboration between Site Leadership Team and PLI for support of site PD and Mathematics Curriculum implementation.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	0	School Year 2026-2027
1.7	Increase EL reclassification with cross-grade level weekly collaboration and learning with the ELD Teacher. ELD teacher will share monthly teaching tips and strategies for use in general education classroom. Students needing reading and/or math support will participate in 6-8 week intervention cycles.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	0	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?

Daily, weekly, and monthly attendance reports.

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

Communication to clear absences improved with the use of TalkingPoints (texting app). Students with Chronic Absences continued to struggle with attendance. Classes were recognized for the least number of absences monthly with a CAM award. Students who participated in Attendance Academy decreased their absences.

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

Families of chronically absent students during the 24-25 school year were contacted before school to welcome and confirm start date, teacher, and beginning of the year events. Students were rewarded with incentives for improved attendance weekly during

announcements and at monthly assemblies. We implemented attendance contracts to improve attendance for Chronically absent students. Cycles of Attendance Academy were held every 6-8 weeks.

2025-26
Identified Need

Our goal is to significantly reduce chronic absenteeism rates—especially among African American, English Learners, Homeless, and Students with Disabilities groups, who exhibit the highest rates of chronic absence. Despite prior efforts such as attendance incentives and communication improvements, these groups continue to face persistent barriers rooted in transportation challenges, health issues, and family stressors.

It will be key to identify at-risk students early. This includes creating focused attendance intervention groups with personalized outreach and support, strengthening partnerships with families through culturally relevant communication, and collaborating with community agencies to address root causes. Training staff to build strong relationships with students will also support improved attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	16.4% Chronically Absent	-0.5%
	English Learners	18.2% Chronically Absent	
	Foster Youth		
	Homeless	42.1% Chronically Absent	
	Socioeconomically Disadvantaged	19.8% Chronically Absent	
	Students with Disabilities	24.5% Chronically Absent	
	African American	30% Chronically Absent	
	American Indian		
	Asian	12% Chronically Absent	
	Filipino		
	Hispanic	23.7% Chronically Absent	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Two or More Races 13% Chronically Absent Pacific Islander White 10.6% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	94.9%	+0.5%
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: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	N/A

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	Provide attendance support to chronically absent students utilizing coordinated care services, attendance contracts, incentives, and awards.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American, Students with Disabilities, and Homeless	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	200.00	School Year 2026-2027
2.2	Hire Superior Sports to support student with problem solving, sportsmanship, and team work one day per week.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing African American, Asian	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	12,960.00	School Year 2026-2027
2.3	Field Trip Support - reduce the cost of field trips and transportation in order to provide a wider range of	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other	9000.00	School Year 2026-2027

	learning experiences.		Operating Expenditures		
2.4	Encourage consistent attendance for all students with attendance challenges, awards, and recognition weekly and monthly.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing		0	School Year 2026-2027
2.5	Provide after school activities, classes, and/or clubs in high interest areas: STEM, Robotics, Art, or Music	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing African American, Students with Disabilities, and Homeless	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	2840.00	School Year 2026-2027
2.6	Utilize the Equity Team to guide staff learning around culturally responsive and trauma informed classroom practices.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American, Students with Disabilities, and Homeless			School Year 2026-2027

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

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

SPSA/Goal 3

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

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

CA School Dashboard - annually, Q and SWIS data - monthly., District Climate Survey annually

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

Our behavior referral system and request for assistance (RFA) helped us identify students who needed Tier 2 supports. PBIS lessons helped students with consistent behavioral expectations in all areas of campus. PAWS tickets, PAWS ticket drawings, and PAWS Perks events rewarded positive student behavior. Monthly Bobcat Pride Assemblies taught school-wide expectations and recognized students meeting expectations. Staff participated in Transformative Behavior Strategies Professional Development and learned de-escalation strategies.

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

We implemented Check in/Check out (CICO) for students who needed Tier 2 supports. Our school counselor taught SEL lessons to individuals and small groups. Staff implemented morning meetings, mindfulness activities, and calming corners to help students regulate their emotions. Staff started utilizing restorative practices after behavioral incidents to repair relationships. We created an alternate recess for students who needed a different setting at recess. Each teacher completed relationship mapping to identify students they needed to connect with.

2025-26

Identified Need

Reduce suspensions for Students with Disabilities, English Learners, and Asian students. Provide social emotional support and materials to students to promote emotional regulation. Create opportunities for belonging to students with lunch bunch, identity groups, and clubs. Increase site safety with PBIS, restorative practices, class meetings, additional supervision staff, and school-wide incentives. There is a clear need to develop and teach replacement behaviors for students who are struggling with school wide expectations and positive peer interactions.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	4.3% suspended at least one day	-0.3%
	English Learners	8.8% suspended at least one day	
	Foster Youth		
	Homeless	10.5% suspended at least one day	
	Socioeconomically Disadvantaged	5.2% suspended at least one day	
	Students with Disabilities	2% suspended at least one day	
	African American	6.5% suspended at least one day	
	American Indian		
	Asian	11.3% suspended at least one day	
	Filipino		
	Hispanic	2.1% suspended at least one day	

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	Two or More Races	2.1% suspended at least one day	
	Pacific Islander		
	White	3.3% 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	69.4%		+2.0%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	76.5%		+2.0%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	4%		+1.25%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Increase safety and support by refining the school-wide PBIS Program.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1500.00	School Year 2026-2027

3.2	Utilize PBIS Rewards for Students in Grades 4-6.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,100.00	School Year 2026-2027
3.3	Utilize Behavior/SEL/PBI S Tier 2 Teams to provide supports and reduce suspensions with mentor teachers and 6-8 week cycles of Check in Check out intervention. Students set daily goals and mark progress towards those goals.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing African American, Asian, Homeless			School Year 2026-2027
3.4	School-wide monthly Buddy Program to promote and strengthen cross-grade level connections.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing		0	School Year 2026-2027
3.5	Improve student connectedness and provide	All Students X English Learners Low-Income Students	LCFF Supplemental	200.00	School Year 2026-2027

	opportunities for belonging and interest with lunch bunch, identity groups, and clubs.	Foster Youth X Lowest Performing African American, Asian, Homeless	Site Allocation 4000-4999: Books And Supplies		
3.6	Host a Math Family Night to support student and families with information about what to focus on and practice at home.	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing African American, Asian, Homeless	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	200.00	School Year 2026-2027
3.7	Utilize re-teaching of behavioral expectations and replacement behaviors, PBIS rewards, restorative conversations to reduce suspensions and support improved behavior.	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing African American, Asian, Homeless		0	School Year 2026-2027
3.8	Actively recruit diverse parent participation in school leadership roles to ensure	All Students X English Learners X Low-Income Students Foster Youth		0	School Year 2026-2027

	that all family voices are included in site decision-making.	X Lowest Performing African American, Asian, Homeless			
3.9	Collaborate with the Equity Department to shift from punitive discipline to an inclusive behavior system. Develop common agreements for Restorative Practices and teaching replacement behaviors to target students struggling with behavior.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing African American, Asian, Homeless		0	School Year 2026-2027
3.10	Utilize a Site Equity Team to create monthly school-wide themes and activities of belonging.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing African American, Asian, Homeless		0	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
Site Intervention Teacher - Teach 6-8 week Reading and Math Intervention groups, track data, collaborate with classroom teachers, and participate in professional learning	August 2026-June 2027				
ELD Teacher - Teach leveled ELD groups, track student progress, collaborate with classroom teachers, and participate in professional learning	August 2026-June 2027				

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

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
Half-Time MTSS School Social Worker - Teach SEL Lessons, run 6-8 week student groups, counsel individual students, provide community resources to families, collaborate with classroom teachers, and participate in professional development	August 2026-June 2027				
2.5 School Playground Recreational Aide - Supervise students in the cafeteria and on the playground, support PBIS expectations, conduct restorative conversations, and document behavioral incidents.	August 2026-June 2027				
3.5 School Playground Recreational Aide - Supervise students in the cafeteria and on the playground, support PBIS expectations, conduct restorative conversations, provide push-in behavioral support and document behavioral incidents.	August 2026-June 2027				

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	35,000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Supplemental Site Allocation	35,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	0.00
4000-4999: Books And Supplies	6,200.00
5000-5999: Services And Other Operating Expenditures	28,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	LCFF Supplemental Site Allocation	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	0.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	6,200.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	28,800.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,000.00
Goal 2	25,000.00
Goal 3	3,000.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Stacey Leidahl	Classroom Teacher
Susan Reardon-Hart	Classroom Teacher
Starlight Murray	Other School Staff
Sarah Casagrande	Classroom Teacher
Erica Smith	Parent or Community Member
Bree Montague	Parent or Community Member
Mandy Sims	Parent or Community Member
Nicole Mendonca	Parent or Community Member
Wendy Benson	Principal

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Cowan Fundamental School's Parent Teacher Club (PTC)

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

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

This SPSA was adopted by the SSC at a public meeting on 5/19/26.

Attested:

	Principal, Wendy Benson on May 19, 2025
	SSC Chairperson, Mandy Sims on May 19, 2025

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

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

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-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/guidanceusesinvestment.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/guidanceusesinvestment.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

James Cowan Fundamental Elementary School

Funding Source:

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Encourage consistent attendance for all students with attendance challenges, awards, and recognition weekly and monthly.		\$0.00	Healthy Environments for Social-Emotional Growth	
Utilize re-teaching of behavioral expectations and replacement behaviors, PBIS rewards, restorative conversations to reduce suspensions and support improved behavior.		\$0.00	Engaging Academic Programs	
Actively recruit diverse parent participation in school leadership roles to ensure that all family voices are included in site decision-making.		\$0.00	Engaging Academic Programs	
Collaborate with the Equity Department to shift from punitive discipline to an inclusive behavior system. Develop common agreements for Restorative Practices and teaching replacement behaviors to target students struggling with behavior.		\$0.00	Engaging Academic Programs	
Utilize a Site Equity Team to create monthly school-wide themes and activities of belonging.		\$0.00	Engaging Academic Programs	
School-wide monthly Buddy Program to promote and strengthen cross-grade level connections.		\$0.00	Engaging Academic Programs	
Promote leadership opportunities for students by partnering with Carmichael Kiwanis Club	None Specified	\$0.00	Clear Pathways to Bright Futures	
Total Expenditures:		\$0.00		
Allocation Balance:		\$0.00		

James Cowan Fundamental Elementary School

Funding Source: LCFF Supplemental Site Allocation

\$35,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Naviance Strength Finder and Arcade Counselor collaboration - 6th	None Specified	\$0.00	Clear Pathways to Bright Futures	
Improve student connectedness and provide opportunities for belonging and interest with lunch bunch, identity groups, and clubs.	4000-4999: Books And Supplies	\$200.00	Engaging Academic Programs	
Host a Math Family Night to support student and families with information about what to focus on and practice at home.	4000-4999: Books And Supplies	\$200.00	Engaging Academic Programs	
Increase parent and student awareness of graduation requirements with College Pathways & College Week	None Specified	\$0.00	Clear Pathways to Bright Futures	
Provide after school activities, classes, and/or clubs in high interest areas: STEM, Robotics, Art, or Music	5000-5999: Services And Other Operating Expenditures	\$2,840.00	Healthy Environments for Social-Emotional Growth	
Increase safety and support by refining the school-wide PBIS Program.	4000-4999: Books And Supplies	\$1,500.00	Engaging Academic Programs	
Utilize PBIS Rewards for Students in Grades 4-6.	4000-4999: Books And Supplies	\$1,100.00	Engaging Academic Programs	
Focus on implementation of mathematics curriculum and checks for understanding- utilizing common curriculum. Staff will meet bi-monthly to aligning instructional practices and review student data.		\$0.00	Connected School Communities	
Attend Mathematics Publisher Training before school begins and 3 Professional Development sessions - 1 per trimester. Staff will review student data, identify student progress and set specific goals for teaching and learning.		\$0.00	Connected School Communities	
Online digital curriculum subscriptions to enhance core curriculum.	5000-5999: Services And Other Operating Expenditures	\$4,000.00	Connected School Communities	

James Cowan Fundamental Elementary School

Provide high interest culturally responsive books and materials.	4000-4999: Books And Supplies	\$3,000.00	Connected School Communities
Collaboration between Site Leadership Team and PLI for support of site PD and Mathematics Curriculum implementation.		\$0.00	Connected School Communities
Increase EL reclassification with cross-grade level weekly collaboration and learning with the ELD Teacher. ELD teacher will share monthly teaching tips and strategies for use in general education classroom. Students needing reading and/or math support will participate in 6-8 week intervention cycles.	1000-1999: Certificated Personnel Salaries	\$0.00	Connected School Communities
Provide attendance support to chronically absent students utilizing coordinated care services, attendance contracts, incentives, and awards.	4000-4999: Books And Supplies	\$200.00	Healthy Environments for Social-Emotional Growth
Hire Superior Sports to support student with problem solving, sportsmanship, and team work one day per week.	5000-5999: Services And Other Operating Expenditures	\$12,960.00	Healthy Environments for Social-Emotional Growth
Field Trip Support - reduce the cost of field trips and transportation in order to provide a wider range of learning experiences.	5000-5999: Services And Other Operating Expenditures	\$9,000.00	Healthy Environments for Social-Emotional Growth

LCFF Supplemental Site Allocation Total Expenditures: \$35,000.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

James Cowan Fundamental Elementary School Total Expenditures: \$35,000.00