School Year: **2026-27**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mariposa Avenue Elementary School	34-67447-6034714	May 11, 2026	June 23, 2026

Purpose and Plan Summary

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

X Schoolwide Program

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

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

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

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

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

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

Table of Contents

Comprehensive Needs Assessment Components

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

Data Analysis

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

Root Cause Analysis

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

Resource Inequities

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

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

As part of the SPSA Annual Review and Update process, the school engaged in a comprehensive consultation process with multiple stakeholder groups throughout the school year. Staff input was gathered during monthly staff meetings, Data Days, and ongoing professional conversations. During these meetings, staff reviewed and analyzed a variety of data sources, including i-Ready assessment data, California Dashboard indicators, CAASPP results, text level data, and other school-based assessment measures to identify strengths, areas for growth, and student needs.

In addition, the school held monthly School Site Council (SSC) meetings and English Learner Advisory Committee (ELAC) meetings, where student achievement data, school goals, and proposed actions were reviewed and discussed. Stakeholder feedback was also collected through presentations and discussions at these meetings.

The school further incorporated feedback from families and staff through the district Climate Survey. Input gathered from all stakeholder groups was used to inform the development, review, and revision of the SPSA to ensure that the plan reflects the needs and priorities of the school community.

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	1.29%	0.31%	0.30%	4	1	1
African American	7.07%	4.91%	4.73%	22	16	16
Asian	8.36%	10.12%	10.06%	26	33	34
Filipino	%	%	0.59%			2
Hispanic/Latino	32.48%	31.29%	35.21%	101	102	119
Pacific Islander	0.64%	1.23%	0.30%	2	4	1
White	43.09%	45.71%	41.42%	134	149	140
Multiple/No Response	7.07%	6.44%	7.40%	22	21	25
			Total Enrollment	311	326	338

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten			13
Kindergarten	41		37
Grade 1	53		52
Grade 2	52		50
Grade3	57		50
Grade 4	52		68
Grade 5	48		68
Total Enrollment	311		338

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	75	116	111	18.2%	24.1%	32.8%
Fluent English Proficient (FEP)	10	15	17	4.7%	3.2%	5.0%
Reclassified Fluent English Proficient (RFEP)	8				6.84%	

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**
326	**73.9%**	**35.6%**	**0.0%**
Total Number of Students enrolled in Mariposa Avenue Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	116	35.6%
Foster Youth	0	0.0%
Homeless	20	6.1%
Socioeconomically Disadvantaged	241	73.9%
Students with Disabilities	70	21.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	16	4.9%
American Indian	1	0.3%
Asian	33	10.1%
Filipino	0	0.0%
Hispanic	102	31.3%
Two or More Races	21	6.4%
Pacific Islander	4	1.2%
White	149	45.7%

School and Student Performance Data

Overall Performance

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
2	3	0	0	0

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

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

All Students	English Learners	Long-Term English Learners
Red	Red	
80.5 points below standard	120.7 points below standard	
Declined 9 points	Declined 8.2 points	
164 Students	65 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
0 Students	Fewer than 11 students - No Data for Privacy	89.9 points below standard
	10 Students	Declined 14.6 points
		135 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
109.5 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Increased 12.1 points	8 Students	
52 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
120.1 points below standard	0 Students	89.2 points below standard
Declined 24.4 points		Increased 8.5 points
17 Students		51 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
74.2 points below standard	Fewer than 11 students - No Data for Privacy	62.9 points below standard
Maintained -1.2 points	2 Students	Declined 15 points
13 Students		73 Students

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

Student Groups with Red Dashboard Indicators:

- English Learners – Red, 120.7 points below standard, Declined 8.2 points

-Socioeconomically Disadvantaged – Red, 89.9 points below standard, Declined 14.6 points
-All Students – Red, 80.5 points below standard, Declined 9 points

The lowest performing group overall is English Learners, with the only subgroup scoring lower than 120 points below standard and receiving a Red indicator. Other significantly low-performing groups include Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic students, and Asian students based on distance from standard and dashboard color.

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

Possible contributing factors from last year that may have led to these results include:
-Instruction may not have been consistently aligned to grade-level English Language Arts standards, especially for struggling student groups.
-English Learners and Students with Disabilities may not have received enough targeted intervention, language support, or differentiated instruction.
-High absenteeism, mobility, or housing instability may have impacted learning for Socioeconomically Disadvantaged and Homeless students.
-There may have been inconsistent use of assessment data to monitor progress and adjust instruction quickly.

-Students performing below standard may not have had enough opportunities for small-group instruction, intervention time, or tutoring support.
-Staff may have felt overwhelmed by learning gaps and focused more on remediation than rigorous grade-level instruction.
-Expectations for some student groups may have unintentionally been lowered because of prior achievement levels or behavioral/attendance challenges.
-Family engagement and communication may not have been strong enough to support reading and literacy development at home.
-Declines in performance could also reflect gaps in foundational reading, vocabulary, comprehension, and writing skills that were not addressed early enough.
-Limited collaboration across grade levels or departments may have reduced consistency in literacy strategies and support systems.
-Students may have experienced reduced motivation, confidence, or engagement in reading and writing tasks, especially after repeated academic struggles.

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

Fund:
-Two IA positions
-EL/Writing/data/Collaboration Days
-Release time for General Education and General Education Teachers
-Tutoring- Provide extra hours for teachers and IA's for intervention support. Before and After School tutoring.
-Purchase and Maintain classroom supplies, materials, and resources for intervention.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
4	1	0	0	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Red 96.2 points below standard Declined 15.8 points 165 Students	Red 123.8 points below standard Declined 22.7 points 66 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Red 101.2 points below standard Declined 16.9 points 136 Students

Students with Disabilities

Red

133.4 points below standard

Declined 13.7 points

52 Students

African American

No Performance Color

Fewer than 11 students - No Data for Privacy

8 Students

American Indian

No Performance Color

0 Students

Asian

No Performance Color

122.7 points below standard

Declined 56.2 points

17 Students

Filipino

No Performance Color

0 Students

Hispanic

Red

115.1 points below standard

Declined 13.1 points

51 Students

Two or More Races

No Performance Color

99.8 points below standard

Declined 3.3 points

13 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

White

Orange

74.3 points below standard

Declined 3.9 points

74 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.

Groups with a Red Dashboard Indicator:

- All Students- Red, 80.5 points below standard, Declined 9 points
- English Learners- Red, 120.7 points below standard, Declined 8.2 points
- Socioeconomically Disadvantaged Students- Red, 89.9 points below standard, Declined 14.6 points

The most critical student groups identified by the dashboard are: English Learners, Socioeconomically Disadvantaged Students and All Students.
These groups received Red indicators, showing the lowest overall performance levels. Additional concern groups include Students with Disabilities, Hispanic students, and Asian students, who are performing far below standard despite different indicator colors.

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

Reflecting on last year’s mathematics data, several factors may have contributed to these results. In some cases, we may not have consistently provided rigorous grade-level instruction and targeted interventions aligned to student needs. There may have been gaps in differentiation and scaffolding for English Learners, Students with Disabilities, and other student groups who require additional academic support. We also recognized that attendance challenges, inconsistent student engagement, and unfinished learning from prior years impacted students’ ability to master key standards.

As a staff, we may have relied too heavily on intervention programs without ensuring strong Tier 1 instruction in every classroom. At times, collaboration around data and instructional strategies may not have been frequent or focused enough to respond quickly to student needs. We also acknowledge that some students may not have felt confident or motivated in mathematics, which can impact perseverance and achievement.

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

Moving forward, we are committed to strengthening high-quality first instruction, increasing opportunities for academic discourse and problem-solving, using data more intentionally, and ensuring all students receive the support and encouragement needed to succeed in mathematics.

Fund:
-Two IA positions
-EL/Writing/data/Collaboration Days
-Release time for General Education and General Education Teachers
-Tutoring- Provide extra hours for teachers and IA's for intervention support. Before and After School tutoring.
-Purchase and Maintain classroom supplies, materials, and resources for intervention.

School and Student Performance Data

Academic Performance
Science

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	0	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	No Performance Color	No Performance Color
38.8 science points	32 science points	0 Students
Declined 3.1 points	Declined 2.7 points	
54 Students	22 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - No Data for Privacy	37.3 science points
	3 Students	Declined 3.9 points
		44 Students

Students with Disabilities	African American	American Indian
No Performance Color 31.3 science points Increased 6.9 points 15 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	No Performance Color 0 Students	No Performance Color 37.7 science points Declined 2.9 points 16 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color 38.1 science points Declined 5.9 points 23 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 lowest performing student groups in science include English Learners, Students with Disabilities, Hispanic students, and Socioeconomically Disadvantaged students. These groups showed lower performance levels compared to the overall student group and experienced declines in performance. White students also showed a decline in science points compared to the previous year. Several student groups did not receive a performance color due to small student population sizes.

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

Reflecting on last year’s science data, several factors may have contributed to these results. While some student groups demonstrated growth, overall performance declined slightly, indicating a need for more consistent and rigorous science instruction across classrooms. We may not have provided enough opportunities for hands-on, inquiry-based learning and academic discourse that help students deeply engage with science concepts and vocabulary.

For English Learners and Socioeconomically Disadvantaged students, additional language supports and scaffolds may not have been consistently embedded into daily instruction. We also recognized that limited instructional time for science, competing academic priorities, and gaps in prior knowledge may have impacted student achievement and confidence in the subject area.

As a staff, we may not have consistently used formative assessment data to adjust instruction or identify misconceptions early. Collaboration around science standards, instructional strategies, and vertical alignment may also have needed greater focus. Attendance challenges and inconsistent student engagement likely contributed to lower achievement for some student groups as well.

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

Moving forward, we are committed to strengthening Tier 1 science instruction, increasing hands-on learning opportunities, integrating academic language supports, and using student data more intentionally to ensure all students have access to meaningful and engaging science learning experiences.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Blue	No Performance Color
60.5 making progress.	making progress.
Number Students: 86 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
4.7%	34.9%	0%	60.5%

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

The greatest area of growth was the percentage of English Learners who progressed at least one ELPI level, with 60.5% of students making progress, resulting in a Blue performance level. This demonstrates strong growth in English language acquisition for many students. An area for improvement is the 34.9% of students who maintained lower ELPI levels (Levels 1, 2L, 2H, 3L, or 3H) without progressing, as well as the 4.7% of students who decreased one ELPI level. Increasing support for these students will be important to ensure continued language growth for all English Learners.

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

Reflecting on last year, we believe several factors contributed to these results. Strong implementation of designated and integrated ELD instruction, increased opportunities for academic language development, and targeted support for English Learners helped many students make progress. At the same time, some students may not have received consistent interventions or sufficient opportunities to practice academic speaking, reading, and writing skills across content areas. Attendance challenges, unfinished learning, and varying levels of language proficiency may also have impacted student growth. Additionally, some students may have needed more individualized support and scaffolds to accelerate language acquisition.

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

To improve outcomes, additional resources and supports are needed to strengthen English language development instruction and intervention. These include professional development focused on effective ELD strategies, academic language development, and scaffolding for multilingual learners. Additional intervention support personnel, instructional materials aligned to students' language proficiency levels, and collaboration time for teachers to analyze EL data and plan targeted instruction would also support improved outcomes. Increased opportunities for structured student discourse, small-group instruction, and family engagement around language development would further help students continue progressing toward English proficiency.

Fund/Purchase:
-Purchase of Pocket translators
-Continue after-school tutoring or enrichment activities.
-Purchase of Bilingual and multicultural books.
-Purchase of materials for GLAD units.
-Continue separate intervention block from ELD and RSP block.
-iPads for using google translate.
-Mystery Writing subscription for EL
-Additional time during conference week when you need a translator.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

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

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance

This section provides number of student groups in each level.

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

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

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

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

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

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

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

All Students	English Learners	Long-Term English Learners
Red 29.8% Chronically Absent Maintained 0.3 352 Students	Red 24.6% Chronically Absent Increased 4.4 134 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 40% Chronically Absent Declined 7.6 25 Students	Orange 28.5% Chronically Absent Declined 0.8 291 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
32.6% Chronically Absent	18.8% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 5.3	Declined 20.4	1 Student
89 Students	16 Students	

Asian	Filipino	Hispanic
Orange	No Performance Color	Red
11.1% Chronically Absent	0 Students	31.5% Chronically Absent
Increased 5.1		Increased 3.2
36 Students		111 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
31.8% Chronically Absent	Fewer than 11 students - No Data for Privacy	33.3% Chronically Absent
Increased 6.8	4 Students	Declined 0.6
22 Students		162 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 lowest performing student groups in chronic absenteeism include Hispanic students, Students with Disabilities, English Learners, and All Students, all of which received a Red performance level. Hispanic students had a chronic absenteeism rate of 31.5%, while Students with Disabilities had the highest rate at 32.6%. White students and Socioeconomically Disadvantaged students also demonstrated high absenteeism rates and received an Orange performance level. Several student groups showed increased absenteeism compared to the previous year, indicating a continued need for targeted attendance supports and interventions.

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

Reflecting on last year, several factors may have contributed to these attendance trends. Students and families may have experienced challenges related to illness, transportation, housing instability, family responsibilities, or inconsistent routines. Some students may not have felt fully connected or engaged in school, which may have impacted motivation to attend regularly. We also recognize that attendance interventions and communication systems may not have consistently identified concerns early enough to provide timely support. For English Learners, Students with Disabilities, and Hispanic students, additional barriers such as access to services, academic struggles, and communication challenges with families may have also impacted attendance.

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

To improve outcomes, additional resources are needed to strengthen attendance systems, student engagement, and family support. These include increased counseling and mental health services, attendance intervention personnel, mentoring programs, and stronger family outreach supports, including translation and communication services for multilingual families. Partnerships with community agencies to support transportation, housing, and basic family needs would also help address barriers to attendance. In addition, ongoing monitoring of attendance data, targeted interventions for at-risk students, and school wide incentives and relationship-building opportunities will help improve student connectedness and attendance outcomes.

Fund/Purchase:

- Family/Student attendance incentives
- Personnel to support our students and families: School Community Specialist, additional hours for our Attendance Clerk to a 6 hour position.
- Materials and supplies for our Community Resource Room.
- Welcoming Kits to increase student and family connectedness and belonging on campus.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

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

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

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

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
2	3	1	0	0

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Red 6.5% suspended at least one day Increased 2.3% 369 Students	Orange 4.3% suspended at least one day Increased 2.6% 138 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 15.4% suspended at least one day Increased 5.9% 26 Students	Red 7.5% suspended at least one day Increased 2.8% 306 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
3.3% suspended at least one day	11.1% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 1.1%	Increased 2.4%	2 Students
91 Students	18 Students	

Asian	Filipino	Hispanic
Orange	No Performance Color	Yellow
2.6% suspended at least one day	0 Students	2.6% suspended at least one day
Increased 2.6%		Maintained -0.1%
38 Students		115 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Red
12% suspended at least one day	Fewer than 11 students - No Data for Privacy	9% suspended at least one day
Increased 8.4%	4 Students	Increased 3.2%
25 Students		167 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.

Using both suspension rate reports, the lowest performing student groups include All Students, Socioeconomically Disadvantaged students, White students, and students identified as Two or More Races. All Students and Socioeconomically Disadvantaged students received a Red performance level, with suspension rates of 6.5% and 7.5% respectively. White students also received a Red performance level with a suspension rate of 9%, while students identified as Two or More Races had the highest reported suspension rate at 12% and showed a significant increase from the previous year. English Learners, Students with Disabilities, and Asian students also demonstrated increased suspension rates and received Orange performance levels. These trends indicate a continued need for proactive behavioral supports and interventions across multiple student groups.

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

Reflecting on last year, several factors may have contributed to the increase in suspension rates. Some students struggled with self-regulation, conflict resolution, and maintaining positive peer relationships. Inconsistent implementation of schoolwide behavior expectations, restorative practices, and intervention supports may have impacted student outcomes. Students experiencing academic frustration, chronic absenteeism, or social-emotional challenges may have been more likely to engage in behaviors resulting in disciplinary consequences. We also recognize that some student groups may not have consistently received the targeted behavioral and emotional supports needed to address underlying needs before behaviors escalated. Additionally, attendance concerns and disengagement from school may have contributed to increased behavioral incidents.

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

To improve outcomes, additional resources are needed to strengthen behavioral, social-emotional, and restorative supports across the school. These include increased access to counselors, behavior intervention staff, mental health services, and mentoring programs for students needing additional support. Professional development focused on restorative practices, trauma-informed approaches, culturally responsive practices, and positive behavior interventions would help staff respond more proactively and consistently to student behaviors. Increased family engagement, student check-ins, and collaboration between school staff and families will also help strengthen relationships and student connectedness. Ongoing analysis of discipline and attendance data, combined with early intervention systems and targeted supports for at-risk students, will be critical to reducing suspension rates and improving student outcomes.

Fund/Purchase:

- Additional professional development in around PBIS Tier II. Addition of a Tier II PBIS Team and training for the TEAM.
- Continuation of of support staff: Social Worker, School Community Specialist.
- Continuation of PBIS Tier 1 program.
- Additional Recreational Aide hours

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?

A variety of assessment measures were utilized to monitor student achievement and inform instructional practices, including i-Ready Reading and Math Diagnostic results, Text Levels, BPST, High Frequency Word assessments, Envision Math Benchmark Assessments, and Math Screener Assessments for grades K-1. Grade level teams met collaboratively each trimester during designated data days to review and analyze student performance data in order to guide instructional decision-making and identify areas of need. Additionally, CAASPP data was reviewed in the fall to support schoolwide analysis and planning.

To assess writing proficiency, students completed informative writing prompts twice throughout the school year. Grade level teams collaboratively reviewed student writing samples using common grade span rubrics aligned to the Common Core State Standards to ensure consistency in scoring practices and instructional expectations.

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

The implementation of regular data days allowed staff to closely monitor both student growth and areas where progress was limited. In reading, this process proved effective as staff established fluid intervention groups throughout the year. Classroom teachers and intervention teachers collaborated regularly to provide targeted instruction based on students' identified needs. In addition, the school wide intervention block provided opportunities for small group instruction tailored to students' academic skill levels and areas of need.

The school also engaged in year-long professional development focused on integrated English Learner writing strategies and effective methods for delivering content instruction to students. GLAD strategies were incorporated into instructional practices to strengthen writing instruction across grade levels, with a particular emphasis on informative writing standards. As a result, staff observed measurable growth among students between the first and final school wide writing prompts administered during the year. Through this process, it also became evident that the writing curriculum being piloted did not fully meet the needs of all students. Consequently, staff placed a greater emphasis on integrated and GLAD writing strategies to better support student learning outcomes.

Additionally, math screeners were implemented to help identify student needs and support targeted small group math instruction. While these measures provided additional intervention opportunities, students continued to demonstrate challenges in mathematics achievement, indicating an ongoing area of focus for instructional improvement.

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

The school will continue implementing trimester data days to support ongoing analysis of student achievement data and inform instructional decision-making. Staff will also maintain the school wide intervention block to provide targeted support in reading and mathematics based on individual student needs.

Additionally, the school will continue its focus on integrated writing and GLAD strategies during English Language Arts instruction to strengthen student access to curriculum and support writing development across grade levels. To address the continued need for growth in mathematics achievement, staff will participate in the district wide adoption of a new math curriculum. This professional learning will focus on strengthening instructional practices and increasing student engagement and achievement in mathematics. Additional services will be provided to assist with the adoption process.

Furthermore, release time will be provided for Special Education and General Education teachers to collaborate on strategies and interventions designed to address the academic and social-emotional needs of Students with Disabilities. This collaborative approach will support the development of targeted instructional practices aimed at improving student outcomes in both ELA and mathematics.

2025-26

Identified Need

Based on analysis of student achievement data, the school has identified a continued need to strengthen Tier 1 instruction in both English Language Arts and Mathematics. Assessment data, including benchmark assessments, screeners, writing performance, and state assessment results, indicate that additional support is needed to ensure all students have access to high-quality, standards-aligned core instruction that effectively addresses diverse learning needs. Particular areas of focus include foundational reading skills, writing development, mathematical reasoning, and problem-solving.

To address these identified needs, the school plans to purchase and implement the UFLI curriculum to strengthen foundational literacy instruction and provide a more systematic and explicit approach to phonics and early reading development. In addition, the school will continue to prioritize professional development opportunities in both ELA and Mathematics to build teacher capacity and improve instructional practices across all grade levels. Professional learning will focus on evidence-based instructional strategies, student engagement, differentiated instruction, and targeted interventions designed to improve overall student achievement. Through these efforts, the school aims to strengthen Tier 1 instruction and increase academic outcomes for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	80.5 points below standard	+3 scale score points
	English Learners	120.7 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	89.9 points below standard	
	Students with Disabilities	109.5 points below standard	
	African American		
	American Indian		
	Asian	120.1 points below standard	
	Filipino		
	Hispanic	89.2 points below standard	
	Two or More Races	74.2 points below standard	
	Pacific Islander		

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	White	62.9 points below standard	
Math State Assessment: Change in scale score	All Students	96.2 points below standard	+3 scale score points
	English Learners	123.8 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	101.2 points below standard	
	Students with Disabilities	133.4 points below standard	
	African American		
	American Indian		
	Asian	122.7 points below standard	
	Filipino		
	Hispanic	115.1 points below standard	
	Two or More Races	99.8 points below standard	
	Pacific Islander		
	White	74.3 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	60.5		+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	6.84%		+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	Professional Learning & release time for teachers in ELA/ELD best practices, including but not limited to collaboration and planning with/out consultants, site Intervention/ELD Team focusing on but not limited to Benchmark, science of reading, utilizing UFLI, mClass and ongoing data-driven practices. Professional Learning and release time for teachers in Math best practices and new Math adoption, including but not limited to collaboration and planning with/out	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing EL, SPED, Low- Income	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	37,750	School year 2026-2027

	consultants, site Intervention/ELD Team.				
1.2	Purchase supplemental literacy curriculum, such as UFLI but not limited to, to differentiate and elevate reading instruction for students.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing EL, SPED, Low- Income	Title I Part A Site Allocation 4000-4999: Books And Supplies	40,000	School year 2026-2027
1.3	Purchase supplemental academic materials to increase engagement and differentiation around literacy and mathematics. Purchase site intervention materials and supplements materials to support students in ELA, ELD & Math. Including but not limited to classroom kits, ELA/ELD & Math (e.g., small group & manipulatives), classroom libraries &	X All Students English Learners X Low-Income Students Foster Youth X Lowest Performing EL, SPED, Low- Income	Title I Part A Site Allocation 4000-4999: Books And Supplies	10,000	School year 2026-2027

	scaffolding instruction.				
1.4	Provide academic intervention for students who are performing below grade level through before/after school tutoring. Compensate staff for extra hours and/or utilize online tutoring options.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing EL, SPED, Low- Income	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	10,000	School year 2026-2027
1.5	Provide academic instructional support in the classroom to boost student academic achievement through two 1.0 instructional assistant.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing EL, SPED, Low- Income	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	50,000 50,000	School year 2026-2027
1.6	Provide technology tools and software in support of and supplement to instruction, including but not	X All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing EL, SPED, Low- Income	Title I Part A Site Allocation 4000-4999: Books And Supplies	20,000	School year 2026-2027

	limited to Accelerated Reader & mClass DIBELS.				
1.7		All Students English Learners Low-Income Students Foster Youth Lowest Performing			
1.8		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

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?

The school will continue to hold monthly attendance meetings to monitor and address chronic absenteeism trends and overall student attendance patterns. These meetings will include ongoing review of attendance data, including chronic absenteeism rates, class attendance percentages, and student tardy rates, in order to identify areas of concern and implement targeted supports.

The school will also continue to prioritize communication with families regarding attendance expectations and procedures for clearing absences. In addition, staff will monitor student attendance outcomes following Habitual Truancy Conferences to evaluate improvements or continued concerns related to attendance. Weekly class attendance data will be reviewed to support proactive interventions and promote consistent student attendance across all grade levels.

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

Increasing the hours allocated to the Attendance Clerk position enhanced the school’s ability to communicate consistently with families regarding student absences and strengthened relationship-building efforts with students identified as chronically absent. This additional support allowed for more timely follow-up, increased family engagement, and improved monitoring of attendance concerns.

In addition, the use of weekly attendance data contributed to increased student motivation and awareness around attendance goals. Classes were recognized weekly for achieving high numbers of perfect attendance days or for meeting the schoolwide attendance goal of a 95% attendance rate. This recognition system helped promote positive attendance habits and encouraged a school culture that values consistent student attendance.

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

The school will continue implementing classroom recognition programs to celebrate classes that meet or exceed the school wide attendance goal of a 95% attendance rate. These recognitions are intended to promote positive attendance habits, increase student motivation, and reinforce the importance of consistent school attendance.

Additionally, the Attendance Clerk will continue developing individualized attendance contracts with chronically absent students to encourage improved attendance, provide incentives for coming to school consistently, and strengthen positive relationships with students and families. The school will also expand incentives and recognition opportunities for both students and families to further support and encourage regular attendance.

To strengthen attendance intervention efforts, the school will continue utilizing Attendance Academy and holding monthly attendance meetings to review attendance data, monitor chronic absenteeism trends, and identify targeted supports for students and families in need of additional intervention. These ongoing efforts will support a proactive and collaborative approach to improving overall student attendance and engagement.

2025-26

Identified Need

The school has identified a continued need to expand attendance incentives and support systems for both students and families in order to strengthen student engagement, improve attendance rates, and promote a positive school culture. Additional family and student attendance incentives will help encourage consistent school attendance and reinforce the importance of daily participation in learning.

To further support students and families, the school recognizes the need for additional personnel, including a School Community Specialist, and increased hours for the Attendance Clerk position to a six-hour assignment. These positions will provide enhanced outreach, communication, intervention, and relationship-building support for students and families, particularly those experiencing chronic absenteeism or other barriers to school success.

Additionally, the school has identified a need for materials and supplies to support the Community Resource Room, allowing the school to better assist families with essential resources and services. The school also plans to provide welcoming kits for students and families to increase connectedness, strengthen relationships, and foster a greater sense of belonging and inclusion within the school community.

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	29.8% Chronically Absent	-0.5%
	English Learners	24.6% Chronically Absent	
	Foster Youth		
	Homeless	40% Chronically Absent	
	Socioeconomically Disadvantaged	28.5% Chronically Absent	
	Students with Disabilities	32.6% Chronically Absent	
	African American	18.8% Chronically Absent	
	American Indian		
	Asian	11.1% Chronically Absent	
	Filipino		
	Hispanic	31.5% Chronically Absent	
	Two or More Races	31.8% Chronically Absent	
	Pacific Islander		
	White	33.3% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	91.5%		+2%
High School Dropout Rate:	N/A		N/A

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
Percentage of high school students who dropout (based on the 4-year cohort outcomes)		
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 opportunities to expand academic standards through	X All Students English Learners X Low-Income Students Foster Youth	Title I Part A Site Allocation	5,000 10,000	School Year 2026-2027

	real world experiences (Title I) Provide enrichment and engagement experiences with a goal of equitable exposure to a wide range of extracurricular experiences and activities, college and career pathways and leadership opportunities both on campus and off campus. (LCFF)	Lowest Performing	5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures		
2.2	Implement a school-wide attendance plan in order to increase student attendance, decrease chronic absenteeism, and increase overall students achievement. Use translation and extra hours as needed.	X All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	6,500	School Year 2026-27

	Attendance plan- Provide supplies, materials, incentives, and student recognitions, including but not limited to:certificates, prizes, treats, lunch celebrations, etc. for recognizing positive behaviors and to encourage increased attendance and decreased chronic absenteeism.				
2.3	Additional 2 hours of Attendance Clerk time to address our chronic absenteeism rate. PC#38934	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	9,692 8,748	School Year 2026-27

2.4		All Students English Learners Low-Income Students Foster Youth Lowest Performing			
2.5		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

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?

The school utilized multiple sources of data throughout the year to monitor school climate, student well-being, and overall campus culture. School Climate Survey data was collected from parents, students, and staff to gather feedback regarding perceptions of safety, connectedness, engagement, and the overall school environment. In addition, PBIS SWIS data was reviewed monthly to monitor behavioral trends, identify areas of need, and support the implementation of targeted behavioral interventions and supports.

The school also collected and reviewed student data through ongoing observations and support provided by the school Social Worker and Counselor in order to better identify students requiring additional academic, behavioral, or social-emotional support. Furthermore, Dashboard data was analyzed to monitor overall school performance indicators and guide decision-making related to student outcomes, school climate, and continuous improvement efforts.

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

One area identified as needing improvement was the implementation of the school’s PBIS Tier 2 supports. Through reflection on the effectiveness of the PBIS framework, the school recognized the need to strengthen foundational Tier 1 systems and practices before expanding Tier 2 interventions. As a result, the school shifted its focus toward retraining and rebuilding the PBIS Tier 1 Team to ensure consistent school wide expectations, practices, and implementation. In addition, the school began developing and strengthening a Tier 2 Team with support and training provided through the district in order to establish more effective systems for targeted student interventions and behavioral supports.

The school also identified challenges related to providing consistent and strategic support for identified students through the School Community Specialist and the recreational aides. While these positions provided valuable assistance, there was a need for more structured systems, clearer intervention processes, and increased coordination of supports to effectively address the academic, behavioral, attendance, and social-emotional needs of students requiring additional intervention.

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

The school will focus on strengthening the implementation of Tier 1 PBIS practices schoolwide to ensure consistent behavioral expectations, positive reinforcement systems, and proactive supports for all students. Emphasis will be placed on increasing staff consistency, strengthening school wide behavior systems, and promoting a positive and inclusive school climate that supports student success.

In addition, the school will continue developing and building the capacity of the Tier 2 PBIS Team to better address the needs of students requiring targeted behavioral interventions and additional social-emotional supports. Through ongoing training, collaboration, and data analysis, the Tier 2 Team will work to establish effective intervention systems, monitor student progress, and provide timely supports designed to improve student behavior, engagement, and overall school success.

2025-26

Identified Need

The school will continue strengthening both the Tier 1 and Tier 2 PBIS Teams through ongoing training and professional development to support consistent implementation of school wide behavioral expectations and targeted interventions for students requiring additional support. This work will focus on building effective systems for behavior support, increasing staff capacity, and improving overall student outcomes related to behavior, engagement, and school connectedness.

Additionally, strategic student groups facilitated by the School Social Worker and School Community Specialist will be implemented to provide targeted social-emotional learning (SEL) support for identified students. The school will also continue to build opportunities for student voice and leadership in order to strengthen student connectedness, engagement, and belonging within the school community.

To further support a safe and positive school environment, additional Recreation Aide supervision time will be provided to increase student support during unstructured times throughout the school day. The school will also expand family outreach opportunities to strengthen school-home partnerships, increase family engagement, and foster stronger connections between families and the school community.

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	6.5% suspended at least one day	-0.3%
	English Learners	4.3% suspended at least one day	
	Foster Youth		
	Homeless	15.4% suspended at least one day	
	Socioeconomically Disadvantaged	7.5% suspended at least one day	
	Students with Disabilities	3.3% suspended at least one day	
	African American	11.1% suspended at least one day	
	American Indian		
	Asian	2.6% suspended at least one day	
	Filipino		
	Hispanic	2.6% suspended at least one day	
	Two or More Races	12% suspended at least one day	
	Pacific Islander		
	White	9% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	68.1%		75%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	70.3%	72%
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).	80%	Maintain 80%

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	Engage students in social emotional curriculum and experiences such as Restorative Practices, Positive Behavior Intervention Systems (PBIS) and other programs through staff professional development, and student engagement in person, through print, materials, rewards and on digital platforms.	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,980	School Year 2026-27

	This is to promote increased feelings of social and emotional safety at school and to increase opportunities for students to practice problem-solving and emotion regulation.				
3.2	Host family and community engagement activities through family nights such as: Multicultural Fair, STEAM Nights, family community resource fair, parent nights to share information in regards to our school programs and community supports.	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 4000-4999: Books And Supplies Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	2,657	School Year 2026-27
3.3	Provide additional Rec Aide hours to increase positive student engagement during unstructured time. PC#40218	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 2000-2999: Classified Personnel Salaries Equity Multiplier	1,971 285	School Year 2026-27

			3000-3999: Employee Benefits		
3.4	Build and maintain a Community Room where materials to support academic achievement, attendance, participation and English Language Acquisition are available and supported through activities and trainings for families.	X All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5000	School Year 2026-27
3.5	Centrally funded Recreation Aide to support student's to make good choices during out-of-class time, provide structured play and build relationships.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries LCFF Rec Aide Allocation 3000-3999: Employee Benefits	4,130	School Year 2026-27

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**
Ensure all English Learners receive designated and integrated English Language Development daily.	8/2024-8/2025	ELD Teacher 1.0 FTE	1000-1999: Certificated Personnel Salaries		

SCHOOL GOAL #2:
Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	**Type**	**Funding Source** (itemize for each source)	**Estimated Cost**
Address chronic absenteeism and implement school attendance plan.	8/2024-8/2025	Attendance Clerk 0.5 FTE	2000-2999: Classified Personnel Salaries		

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

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	**Type**	**Funding Source** (itemize for each source)	**Estimated Cost**
Supports implementation of school wide attendance, intervention, PBIS, SEL support, safety and community engagement plans.	8/2024-8/2025	School Community Specialist 0.75 FTE	2000-2999: Classified Personnel Salaries		
Support students with Social Emotional Learning Needs, Counseling and small group SEL support.	8/2024-8/2025	MTSS Social Worker 1.0 FTE	1000-1999: Certificated Personnel Salaries		

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	45,920	0.00
LCFF Rec Aide Allocation	4,130	0.00
Title I Part A Site Allocation	222,750	0.00
Title I Part A Parent Involvement	2,657	0.00

Expenditures by Funding Source

Funding Source	Amount
Equity Multiplier	2,256.00
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	45,920.00
Title I Part A Parent Involvement	2,657.00
Title I Part A Site Allocation	222,750.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	47,750.00
2000-2999: Classified Personnel Salaries	65,793.00
3000-3999: Employee Benefits	59,033.00
4000-4999: Books And Supplies	90,137.00
5000-5999: Services And Other Operating Expenditures	15,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Equity Multiplier	1,971.00
3000-3999: Employee Benefits	Equity Multiplier	285.00
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	4,130.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	9,692.00

3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	8,748.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	17,480.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	10,000.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	2,657.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	47,750.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	50,000.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	50,000.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	70,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	217,750.00
Goal 2	39,940.00
Goal 3	20,023.00

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

0 Secondary Students

Name of Members	Role
Jessica Graber	Principal
Katherine Reece	Classroom Teacher
Annalee Weight	Classroom Teacher
Rachel Dyer	Classroom Teacher
Andrea Quinlan	Other School Staff
Nancy Carlson-Zapata	Parent or Community Member
Aziza Toussaint	Parent or Community Member
Amanda Adamo	Parent or Community Member
KHW Habibullah Sediqi	Parent or Community Member
Raymond Vice	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
On File	English Learner Advisory Committee
	Other:

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

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

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

Attested:

	Principal, Jessica Graber on 5/11/26
On File	SSC Chairperson, Katherine Reece on 5/11/26

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

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

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Budget By Expenditures

Mariposa Avenue Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide additional Rec Aide hours to increase positive student engagement during unstructured time. PC#40218	2000-2999: Classified Personnel Salaries	$1,971.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	$285.00	Engaging Academic Programs	
	Equity Multiplier Total Expenditures:	$2,256.00		
	Equity Multiplier Allocation Balance:	$0.00		

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

Proposed Expenditure	Object Code	Amount	Goal	Action
Centrally funded Recreation Aide to support student's to make good choices during out-of-class time, provide structured play and build relationships.	2000-2999: Classified Personnel Salaries	$4,130.00	Engaging Academic Programs	
	LCFF Rec Aide Allocation Total Expenditures:	$4,130.00		
	LCFF Rec Aide Allocation Allocation Balance:	$0.00		

Funding Source: LCFF Supplemental Site Allocation **$45,920.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Mariposa Avenue Elementary School

Build and maintain a Community Room where materials to support academic achievement, attendance, participation and English Language Acquisition are available and supported through activities and trainings for families.	4000-4999: Books And Supplies	$5,000.00	Engaging Academic Programs
Implement a school-wide attendance plan in order to increase student attendance, decrease chronic absenteeism, and increase overall students achievement. Use translation and extra hours as needed. Attendance plan- Provide supplies, materials, incentives, and student recognitions, including but not limited to:certificates, prizes, treats, lunch celebrations, etc. for recognizing positive behaviors and to encourage increased attendance and decreased chronic absenteeism.	4000-4999: Books And Supplies	$6,500.00	Healthy Environments for Social-Emotional Growth
Additional 2 hours of Attendance Clerk time to address our chronic absenteeism rate. PC#38934	2000-2999: Classified Personnel Salaries	$9,692.00	Healthy Environments for Social-Emotional Growth
	5000-5999: Services And Other Operating Expenditures	$10,000.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	$8,748.00	Healthy Environments for Social-Emotional Growth

Engage students in social emotional curriculum and experiences such as Restorative Practices, Positive Behavior Intervention Systems (PBIS) and other programs through staff professional development, and student engagement in person, through print, materials, rewards and on digital platforms. This is to promote increased feelings of social and emotional safety at school and to increase opportunities for students to practice problem-solving and emotion regulation.	4000-4999: Books And Supplies	$5,980.00	Engaging Academic Programs	

LCFF Supplemental Site Allocation Total Expenditures: $45,920.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Funding Source: Title I Part A Parent Involvement **$2,657.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Host family and community engagement activities through family nights such as: Multicultural Fair, STEAM Nights, family community resource fair, parent nights to share information in regards to our school programs and community supports.	4000-4999: Books And Supplies	$2,657.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures: $2,657.00

Title I Part A Parent Involvement Allocation Balance: $0.00

Funding Source: Title I Part A Site Allocation **$222,750.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Mariposa Avenue Elementary School

Provide enrichment and engagement experiences with a goal of equitable exposure to a wide range of extracurricular experiences and activities, college and career pathways, and leadership opportunities both on campus and off campus.	5000-5999: Services And Other Operating Expenditures	$27,569.00	Clear Pathways to Bright Futures
Purchase supplies and materials to create hands on learning experiences to build capacity around communicating reasoning and academic language.	4000-4999: Books And Supplies	$3,000.00	Clear Pathways to Bright Futures
Professional Learning & release time for teachers in ELA/ELD best practices, including but not limited to collaboration and planning with/out consultants, site Intervention/ELD Team focusing on but not limited to Benchmark, science of reading, utilizing UFLI, mClass and ongoing data-driven practices. Professional Learning and release time for teachers in Math best practices and new Math adoption, including but not limited to collaboration and planning with/out consultants, site Intervention/ELD Team.	1000-1999: Certificated Personnel Salaries	$37,750.00	Connected School Communities
Purchase supplemental literacy curriculum, such as UFLI but not limited to, to differentiate and elevate reading instruction for students.	4000-4999: Books And Supplies	$40,000.00	Connected School Communities
Purchase supplemental academic materials to increase engagement and differentiation around literacy and mathematics. Purchase site intervention materials and supplements materials to support students in ELA, ELD & Math. Including but not limited to classroom kits, ELA/ELD & Math (e.g., small group & manipulatives), classroom libraries & scaffolding instruction.	4000-4999: Books And Supplies	$10,000.00	Connected School Communities

Mariposa Avenue Elementary School

Provide academic intervention for students who are performing below grade level through before/after school tutoring. Compensate staff for extra hours and/or utilize online tutoring options.	1000-1999: Certificated Personnel Salaries	$10,000.00	Connected School Communities
Provide academic instructional support in the classroom to boost student academic achievement through two 1.0 instructional assistant.	2000-2999: Classified Personnel Salaries	$50,000.00	Connected School Communities
Provide technology tools and software in support of and supplement to instruction, including but not limited to Accelerated Reader & mClass DIBELS.	4000-4999: Books And Supplies	$20,000.00	Connected School Communities
	3000-3999: Employee Benefits	$50,000.00	Connected School Communities
Provide opportunities to expand academic standards through real world experiences (Title I) Provide enrichment and engagement experiences with a goal of equitable exposure to a wide range of extracurricular experiences and activities, college and career pathways and leadership opportunities both on campus and off campus. (LCFF)	5000-5999: Services And Other Operating Expenditures	$5,000.00	Healthy Environments for Social-Emotional Growth

Title I Part A Site Allocation Total Expenditures:	$253,319.00
Title I Part A Site Allocation Allocation Balance:	$0.00
Mariposa Avenue Elementary School Total Expenditures:	$308,282.00