School Year: **2026-27**

OTTOMON
ELEMENTARY

An Artful Learning School

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
Ottomon Way Elementary School	34-67447-6105928	May 27, 2026	June 23, 2026

Purpose and Plan Summary

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

X Schoolwide Program

X Targeted Support and Improvement

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

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

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

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

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

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

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

Table of Contents

Comprehensive Needs Assessment Components

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

Data Analysis

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

Root Cause Analysis

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

Resource Inequities

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

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

Site Leadership Team convened weekly during the 2025-26 school year, while the School Site Council met four times. ELAC held two meetings (though four were scheduled with only two drawing attendance), and monthly staff participation in the Comprehensive Needs Assessment yielded valuable input for revisions to the 2025-26 plan for the 2026-27 school year. The general community also contributed feedback through family newsletter surveys and district thought exchange opportunities. Regular informal conversations took place at pick-up time, especially with TK and Kindergarten families in the quad, as well as with families of students receiving special education services or facing learning challenges during IEP, 504, and Student Study Team meetings. The Behavior Team and Site Intervention Team—comprising the Principal, Intervention Teacher, Social Worker, School Community Intervention Specialist, and special education staff—also played a key role in collaborating to review our progress.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.40%	%	%	1		
African American	2.83%	2.33%	3.54%	7	6	9
Asian	2.83%	2.71%	4.72%	7	7	12
Filipino	0.40%	2.33%	1.18%	1	6	3
Hispanic/Latino	33.60%	33.72%	32.68%	83	87	83
Pacific Islander	0.81%	0.39%	0.39%	2	1	1
White	51.01%	48.84%	47.64%	126	126	121
Multiple/No Response	8.10%	9.69%	9.84%	20	25	25
			Total Enrollment	247	258	254

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		22	23
Kindergarten	32		33
Grade 1	39		48
Grade 2	37		31
Grade3	36		42
Grade 4	43		36
Grade 5	50		41
Total Enrollment	247		254

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	25	24	23	9.1%	10.1%	9.1%
Fluent English Proficient (FEP)	4	6	6	3.0%	1.6%	2.4%
Reclassified Fluent English Proficient (RFEP)	2				7.14%	

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**
258	**63.6%**	**9.3%**	**0.0%**
Total Number of Students enrolled in Ottomon Way 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	24	9.3%
Foster Youth	0	0.0%
Homeless	6	2.3%
Socioeconomically Disadvantaged	164	63.6%
Students with Disabilities	29	11.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	2.3%
American Indian	0	0.0%
Asian	7	2.7%
Filipino	6	2.3%
Hispanic	87	33.7%
Two or More Races	25	9.7%
Pacific Islander	1	0.4%
White	126	48.8%

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Yellow		
English Learner Progress No Performance Color		

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	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
Yellow	No Performance Color	
39.7 points below standard	80.7 points below standard	
Increased 9.1 points	Increased 4.7 points	
117 Students	12 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	Fewer than 11 students - No Data for Privacy	47.7 points below standard
	6 Students	Increased 12.4 points
		78 Students

Students with Disabilities

No Performance Color

90.4 points below standard

Increased 29.1 points

16 Students

African American

No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

American Indian

No Performance Color

0 Students

Asian

No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Hispanic

Yellow

51.4 points below standard

Increased 3.5 points

40 Students

Two or More Races

No Performance Color

37.3 points below standard

Increased 15.3 points

13 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

White

Yellow

26.5 points below standard

Increased 16.9 points

54 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.

Our students with disabilities were 90.4 points below standard with an increase of 29.1 points.
Our EL students were 80.7 points below standard with an increase of 4.7 points.
Our Hispanic students were 51.4 points below standard with an increase of 3.5 points.
In comparison, the "ALL" students were 39.7 points below standard with an increase of 9.1 points

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

Our Universal Access initiative continued with WIN (What I Need) groups—skills-based cohorts designed to target phonics, fluency, and comprehension instruction. Group size inversely correlates with skill gaps, meaning students with greater gaps receive more individualized attention in smaller settings. DIBELS progress monitoring data suggests this intervention is showing promise, and corresponding small improvements in CAASPP scores have begun to materialize. Students requiring additional literacy support were assigned to our intervention teacher for supplemental sessions. Phonemic awareness instruction was strengthened through My Heggerty, a phonics program featuring targeted video content. iReady, DIBELS, and ESGI served as both assessment and practice tools, with consistent progress monitoring guiding instructional decisions. Teacher capacity for assessments, data analysis, and professional development remained constrained due to ongoing substitute teacher shortages throughout the year. Additionally, an outbreak of hand, foot, mouth disease created widespread absences for both students and staff.

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

Our ELA intervention initiatives will continue through continued use of 95% Phonics, My Heggerty, DIBELS, and ESGI. Staffing allocations have been greatly reduced with the elimination of 50% of our Instructional Assistants who help support this ELA initiative. We will possibly need to restructure our ELA intervention groups, as well as continue allocating funds towards an additional hour dedicated to our ICT and a SCIS focused on both academic and social-emotional learning support. Teachers will receive increased release time to engage in professional development, conduct assessments, and complete data analysis to strengthen their instructional practice. Additionally, we will continue to provide author visits to demonstrate to our students how foundational ELA skills can translate into professional writing opportunities.

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.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	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
Yellow 50.2 points below standard Increased 7.9 points 117 Students	No Performance Color 89.1 points below standard Increased 6.6 points 12 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Yellow 59 points below standard Increased 6.2 points 78 Students

Students with Disabilities

No Performance Color

103.9 points below standard

Increased 37.7 points

16 Students

African American

No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

American Indian

No Performance Color

0 Students

Asian

No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Hispanic

Orange

67.8 points below standard

Declined 5.7 points

40 Students

Two or More Races

No Performance Color

14.6 points below standard

Increased 46 points

13 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

White

Yellow

44 points below standard

Increased 9.7 points

54 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.

Our students with disabilities were 103.9 points below standard with an increase of 37.7 points.
Our Hispanic students were 67.8 points below standard with a decline of 5.7 points.
Our EL students were 89.1 points below standard with an increase of 6.6 points.
In comparison, the "ALL" students were 50.2 points below standard with an increase of 7.9 points.

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

Given the prioritization of ELA initiatives during the past four years, we know that our math scores continue to be a concern. However, we did engage in a math series this year called Engage Math, which teachers and students found challenging and engaging. Unfortunately, the leader of that training had some health issues mid-year, and we missed a few sessions. He announced his retirement soon after. Despite those challenges, we hope that the initial learning in that series, coupled with excitement over a similarly engaging math adoption in the coming year, will help us achieve significant growth in 26-27-28 and beyond. That said, we did observe modest gains in math for all student groups other than Hispanics (whose decline was small at 5.7 points). Classroom-based math interventions were delivered by teachers and instructional assistants based on data analysis. Supplemental math materials were procured according to staff requests. iReady functioned as an intervention, assessment, and progress monitoring resource. Teachers received release time for conducting math assessments, analyzing data, and participating in professional development. Moving forward, teachers will continue to receive release time for professional development focused on math instruction and for completing assessments and data analysis. The largest contributing factor we see for our students with disabilities being significantly further behind than other groups was the cut made to our Resource Teacher position. In 25-26, our RSP teacher went from 1.0 FTE to 0.50 (shared 0.50 with another site) despite concerns lifted by administration showing that we qualify approximately 8-10 new cases per year. We are glad to see this rectified for 26-27.

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

Looking forward to 26-27, we are focusing on the new math adoption. The principal is attending administrative math training in May of 2026, and teachers are signing up for their training sessions in June and August. We have 6 days of PD/collaboration per grade level band (K/1, 2/3, 4/5) available in addition to a 6-hour PD at the start of the school year. We also are thrilled to welcome a 0.50 FTE ELD Teacher to support our English Learners. Another huge impact will be the increase of our Resource Teacher from 0.50 FTE back to 1.0 FTE in order to properly serve our students with disabilities.

School and Student Performance Data

Academic Performance
Science

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	0	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
Yellow	No Performance Color	No Performance Color
51 science points	Fewer than 11 students - No Data for Privacy	0 Students
Maintained 1.6 points	7 Students	
43 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	50.3 science points
	1 Student	Increased 11.2 points
		26 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 46.1 science points Declined 3.2 points 15 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 53.9 science points Increased 3 points 20 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.

This is a new category on the SPSA with no comparative data to last year. However, here are the science points awarded to various groups in order:
White - 53.9 points
All - 51 points
Low SES - 50.3 points
Hispanic - 46.1 points
While the subgroups are not far off the "all" group, we anticipate the addition of an ELD teacher next year will prove beneficial. We also believe that NOT having continual combination classes in 4th/5th grade would be an advantage, but that is outside of the control of our site and lies with the district.

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

While the subgroups are not far off the "all" group, we have not had support for our EL students, and we anticipate the addition of an ELD teacher next year will prove beneficial. We also believe that NOT having continual combination classes in 4th/5th grade would be an advantage, but that is outside of the control of our site and lies with the district. The impact of the mixed grade levels continually requires picking and choosing what NOT to teach, and science and social studies are often minimally covered in favor of reading, writing, and math.

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

We have 6 days of PD per grade level band (K/1, 2/3, 4/5) available in addition to a 6-hour PD at the start of the school year. We feel these additional teacher days will allow them to research current science trends, become more skilled at delivering lessons, and have time to progress monitor and subsequently adjust instruction. We also are thrilled to welcome a 0.50 FTE ELD Teacher to support our English Learners. Another huge impact will be the increase of our Resource Teacher from 0.50 FTE to 1.0 FTE in order to properly serve our students with disabilities.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
No Performance Color	No Performance Color
68.4 making progress.	making progress.
Number Students: 19 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
10.5%	21.1%	0%	68.4%

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

We are thrilled that over two-thirds of our students are making progress (progressed at least one ELPI level). Last year, this figure was only one-third.

Additionally, 21.1% of our students maintained, and only 10.5% decreased, which is an improvement over 33% that decreased last year.

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

Being more intentional in phonics and community building may have had an impact. Additionally, we introduced some attendance incentives that students are really excited about, and our EL's attendance has improved dramatically. We also believe that moving our ELAC meetings to the end of the day, meeting with parents, then allowing the students to join us, has had a positive impact on our EL students' connectedness, and that connectedness is translating to greater academic progress.

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

Next year we plan to do the following:
1) Hire a 0.50 FTE ELD teacher (already secured via the surplus process)
2) Continue scheduling ELAC meetings with information + community building time
3) Continue focusing on attendance incentive programs
4) Add in site-wide scheduled reading of culturally diverse texts that were purchased in a previous year (Rebellious Read Alouds).

School and Student Performance Data

Academic Performance
College/Career Report

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

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

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance

This section provides number of student groups in each level.

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

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

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

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

We do not have data for this section.

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

We do not have data for this section.

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

We do not have data for this section.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

All Students	English Learners	Long-Term English Learners
Yellow	No Performance Color	
21.4% Chronically Absent	25% Chronically Absent	
Declined 9.3	Declined 17.9	
266 Students	28 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	24.7% Chronically Absent
1 Student	8 Students	Declined 11.7
		178 Students

Students with Disabilities

Orange

21.6% Chronically Absent

Declined 20.5

37 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

Fewer than 11 students - No Data for Privacy

9 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

6 Students

Hispanic

Orange

23.9% Chronically Absent

Declined 13.6

88 Students

Two or More Races

No Performance Color

23.1% Chronically Absent

Declined 11.5

26 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

White

Yellow

19.7% Chronically Absent

Declined 7.6

127 Students

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

We are excited to see our chronic absenteeism has reduced for all student groups.
Our EL students were 25% chronically absent and improved by 17.9% over last year.
Our Low SES students were 24.7% chronically absent and improved by 11.7% over last year.
Our Hispanic students were 23.9% chronically absent and improved by 13.6% over last year.
In comparison, the "ALL" students were 21.4% chronically absent and improved by 9.3% over last year.

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

Post-pandemic attendance patterns continue to reflect family decisions to keep students home during common cold symptoms for extended periods. This school year also presented challenges from a severe outbreak of hand, foot, mouth disease circulating through our community through most of November and December . While absence rates showed improvement, several student groups remained in the yellow and orange categories on our attendance dashboard. We do believe that the attendance incentives implemented this year, such as prize wheel spinning DAILY for four students and increased parent communication, made an impact on attendance.

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

We plan to increase our attendance incentive program significantly next year in the following ways:
1) Plan a low level Habitual Truancy Conference system with warning letters, calls, and conferences (system being developed currently by MTSS and site intervention team members)

2) Nudge letters for absences and tardies that provide a comparison to other students
3) Continue positive attendance recognition/prize drawings DAILY on morning announcements
4) Parent support/coaching program for parents having difficulty getting students to school (or getting to school on time)

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.

We do not have data for this section.

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

We do not have data for this section.

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

We do not have data for this section.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	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
Orange	No Performance Color	
3% suspended at least one day	3.4% suspended at least one day	
Increased 1.1%	Increased 3.4%	
270 Students	29 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	3.3% suspended at least one day
1 Student	8 Students	Increased 1%
		181 Students

Students with Disabilities	African American	American Indian
Red 8.1% suspended at least one day Increased 2.8% 37 Students	No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Orange 1.1% suspended at least one day Increased 1.1% 90 Students

Two or More Races	Pacific Islander	White
No Performance Color 3.8% suspended at least one day Maintained 0% 26 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Orange 3.9% suspended at least one day Increased 1.6% 129 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.

Suspension rates are still very low for all groups. 3% of all students were suspended at least one day which was an increase of 1.1% from the previous school year.
Our other lowest performing groups in the 3% - 4% range were white, two or more races, Low SES, and ELs.

Although these increases may seem like a negative, our school experience data continues to show high marks in students and staff feeling like school is a safe place. Students, staff, and parents have shared that they feel safer when we suspend students with physically aggressive behaviors and/or racial slurs and sexual harrassment.

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

We create site norms that focused on emotional and physical safety. We utilized our behavior matrix of major and minor behaviors to help us determine clear criteria for suspension.

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

We believe all sites should have a school counselor, which we do not, in order to address the mental health needs of many students. In the absence of that provision through district funds, we utilize our social worker, School Community Intervention Specialist, our site intervention team, and our site behavior team to support our staff in navigating student behaviors. We recognize that increased Tier 1 SEL instruction is the best way to foster students' ability to develop emotional regulation strategies, so we will continue our protected time and pacing guide for Second Step SEL curriculum. We also are instituting "Fun Friday" for grades 3-5 next year to hopefully increase students' positive behaviors so that they gain entry to that activity.

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?

DIBELS, iReady, specific classroom assessments, report card marks, and observations from teachers were utilized at a minimum of once per six weeks to determine student success and student need. CAASPP scores were also considered.

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

This year, each site was tasked with growing at least 1% in both reading and math. Although the reporting is complex, the data below focuses on grades K-2 for reading, and on grades 3-5 for math (this aligns with district protocols for comparison). This is a COHORTED group, meaning it includes students that were at Ottomon for BOTH years of data.

READING in K-2 - % of students early on, mid, or above grade level proficiency:

K rising to 1st:
24/25: 42.86%
25/26: 40.48%
DECREASE of 2.38%

1st rising to 2nd:
24/25: 46.66%
25/26: 50.00%
INCREASE of 3.34%

MATH in 3-5 - % of students early on, mid, or above grade level proficiency:

3rd rising to 4th:
24/25: 34.38%
25/26: 37.51%
INCREASE of 3.13%

4th rising to 5th:
24/25: 21.62%
25/26: 27.03%
INCREASE of 5.41%

For the most part, our Tier 1 instructional practices seem to be working. There is concern around our youngest learners the past couple of years as significant behaviors seem to be contributing to lower academic gains. However, we do see positive results the longer students stay with us and progress through each grade.

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

Noting that our math scores were trailing far behind our reading scores on a variety of assessments, we dedicated a significant amount of resources to a math training called Engage Math. For each half-day training day, we also allocated funds for teacher teams to meet and discuss their learning and plan for implementation once back int he classroom. Our Site Leadership Team also led the staff through a continuous loop of checking for understanding which was a district focus. Each month during staff meetings, teams would bring math journals to share with theie colleagues and discuss vertical spiraling of skills in math.

In ELA, there was a need for continuing literacy training for existing as well as new staff so that student outcomes in reading are solidified. Our intervention teacher led training in 95% phonics to maximize the expertise of those running small groups. Instructional

Assistants were regularly included in our Thursday collaboration time so that their prowess in academic instruction grew alongside our certificated staff.

Additionally, our intervention team gained huge strides in our academic referral process, which led us to be able to support students needing tier 2 and tier 3 supports much better than previously experienced. The team catalogued 32 intervention cases this year with specific strategies to improve student outcomes. We also added a bilingual instructional assistant to our staff to support English Learners in all areas.

2025-26

Identified Need

For ELA:
Our ELA Tier 1 and intervention initiatives will be continued via implementation of 95% Phonics, My Heggerty, DIBELS, and ESGI. Strategic staffing allocations support our ELA intervention groups, including an additional hour dedicated to our ICT and a SCIS focused on both academic and social-emotional learning. Instructional assistants integrated into combination classrooms enable smaller intervention group sizes and more targeted instruction. One concern is a reduction in instructional assistants next year, which may cause us to change our universal access group configuration slightly. Teams will be meeting over the summer to create the schedule. Teachers will receive ongoing release time for professional development, assessments, and data analysis to strengthen their instructional practice. Additionally, scheduled author visits will demonstrate to our students how foundational ELA skills translate into professional writing pathways.

For Math:
The 2025-26 school year marked the launch of a schoolwide math professional development initiative: Engage Math. Our plan included 6 days of grade-level band PD (K/1, 2/3, 4/5) plus a pre-year orientation session. By partnering with two other elementary schools, we have maintained fiscal efficiency. Two staff members bring direct experience from implementing this work at other sites, where math achievement gains proved substantial. The downside of this math training is that our trainer became ill partway through the year, and we missed 1-2 sessions per grade level. He also announced his retirement.

However, we are excited to continue on our math journey, and the district has a new math adoption that has similar ideas to Engage Math. The work in the new adoption is highly engaging with a focus on critical thinking, problem-solving, and rich, hands-on activities for students. We are allocating funds to 6 days per teacher this year to focus largely on math, and we also have district training dates secured over the summer.

For ELPI:
Our English learner support will include hiring a half-time ELD teacher, sustaining small group phonics instruction, and prioritizing improvement for our EL population.

For Artful Learning:
Teachers will receive ongoing professional development and release time to develop and refine their units of study.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	39.7 points below standard	+3 scale score points
	English Learners	80.7 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	47.7 points below standard	
	Students with Disabilities	90.4 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	51.4 points below standard	
	Two or More Races	37.3 points below standard	
	Pacific Islander		
	White	26.5 points below standard	
Math State Assessment: Change in scale score	All Students	50.2 points below standard	+3 scale score points
	English Learners	89.1 points below standard	
	Foster Youth		
	Homeless		

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Socioeconomically Disadvantaged: 59 points below standard Students with Disabilities: 103.9 points below standard African American American Indian Asian Filipino Hispanic: 67.8 points below standard Two or More Races: 14.6 points below standard Pacific Islander White: 44 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	68.4	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	7.14%	+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	School and Community Intervention Specialist (SCIS)	X All Students English Learners X Low-Income Students Foster Youth	Title I Part A Site Allocation	53419 35000	School Year 2026-2027

	to provide direct academic and social-emotional services to socio-economically disadvantaged and low-performing students and their families (8 hour position) PC 38855	Lowest Performing	2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		
1.2	ICT position additional one hour (maintaining a 7 hour position) to support school universal access reading program, website/family communication, and before and after school tutoring, book club, and connections.	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	5155 4034	School Year 2026-2027
1.3	Family Nights (ie: Sierra Nevada Science Night, STEAM night with Lego Kits, Math Night)	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 5800: Professional/Consulting Services And	1733	School Year 2026-2027

			Operating Expenditures		
1.4	S'more Subscription for Family Communication	X All Students English Learners Low-Income Students Foster Youth Lowest Performing		0	School Year 2026-2027
1.5	Talking Points Family Communication System	X All Students English Learners Low-Income Students Foster Youth Lowest Performing		0	School Year 2026-2027
1.6	Supplemental Math Supports (manipulatives, Bridges Number Corner, Boost Math, Xtra Math)	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	4400	School Year 2026-2027
1.7	Set aside funding for Math training with Innovamat Education Specialists to support new math adoption (2 days - roving through all grade levels).	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	7500	

	Cost for subs absorbed on pre-scheduled teacher release days. If dates cannot be mutually agreed upon, Site Council and staff will collaborate on other ways to utilize these funds.				
1.8	Additional ELD Teacher 0.50 FTE to support smaller WIN groups, math intervention, SEL support	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Other	0	School Year 2026-2027
1.9	Staff Release days to regularly monitor student progress in ELA and math, use data to identify student needs and inform instruction, and implement effective and innovative strategies to increase student achievment	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	17125	School Year 2026-2027
1.10	Purchase My Heggerty Phonemic	X All Students English Learners X Low-Income Students	Title I Part A Site Allocation	267	School Year 2026-2027

	Awareness Videos to support literacy skills.	Foster Youth Lowest Performing	5800: Professional/ Consulting Services And Operating Expenditures		
1.11	Purchase ESGI assessment application to assess and monitor student progress in TK-1 and Intervention TK - 5.	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	864	School Year 2026-2027
1.12	Utilize Amplify DIBELS to track student progress in ELA. DIBELS Platform for reports, goals, progress monitoring, etc)	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Other 5800: Professional/ Consulting Services And Operating Expenditures	0	School Year 2026-2027
1.13	Academic Events, Academic Field Trips based on ELA, math,	X All Students English Learners X Low-Income Students Foster Youth	Title I Part A Site Allocation	10825	School Year 2026-2027

	science and social studies standards, Academic Assemblies & Author Visits to support achievement of standards.	Lowest Performing	5800: Professional/ Consulting Services And Operating Expenditures		
1.14	95 Percent Phonics supplemental program to support leveled reading groups plus online component.	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 4000-4999: Books And Supplies	4610 540	School Year 2026-2027
1.15	Student Study Team release days three times per year to meet with families regarding academic progress.	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	750	School Year 2026-2027
1.16	Set aside funds to hire additional	X All Students English Learners	LCFF Supplemental	19782	School Year 2026-2027

		personnel to support small group instruction and/or support increased attendance initiatives to combat chronic absenteeism (thereby increasing achievement).	Low-Income Students Foster Youth Lowest Performing	Site Allocation		

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?

We used attendance data, both absences and tardies.

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

We continue to have high numbers of chronically absent students although we had significant improvement. We also have tremendously large amounts of tardies (10-20% of our student body is tardy DAILY). We believe that our chronic absenteeism rates improved due to the following:
1) Attendance clerk, social worker, intervention team, admin with greater focus on the impact of attendance on academic success
2) Attendance printouts at conferences for chronically absent students
3) Attendance rewards program (3 students per day won a prize and were recognized on the announcements!)
4) Talking Points created better communication

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

Based on our data, we will be continuing our attendance incentives. Each day, three students are drawn randomly. If they are present at the time of the drawing (first 10 minutes of school), they get to come spin the attendance wheel and choose a prize. Our new attendance clerk will be charged with fine-tuning the plan in collaboration with our behavior team and administrative staff. Items likely to appear are as follows:

1) Daily prize for attendance for three students
2) Door magnet for any class that has perfect attendance for the day, followed by announcement the next morning
3) Letters sent by principal BEFORE SCHOOL STARTS to all families who were chronically absent last year with a call to improve attendance this year
4) Nudge letters from principal to families of students trending as chronically absent/tardy (when you reach 3)
5) In person conferences with parents to provide attendance intervention & support as needed
6) Continue attendance messaging regularly, including in student folders, at back to school night, and in parent communications

Additionally, our social worker, attendance clerk and new admin will collaborate on a modified habitual truancy conference plan so that families can be supported earlier in the year.

2025-26

Identified Need

We plan to increase our attendance incentive program significantly next year in the following ways:

1) Nudge letters for absences and tardies that provide a comparison to other students
2) Positive attendance recognition/prize drawings DAILY on morning announcements
3) Parent support/coaching program for parents having difficulty getting students to school (or getting to school on time)
4) Introduce modified habitual truancy conference plan

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	21.4% Chronically Absent	-0.5%
	English Learners	25% Chronically Absent	
	Foster Youth		
	Homeless		

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	Socioeconomically Disadvantaged	24.7% Chronically Absent	
	Students with Disabilities	21.6% Chronically Absent	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	23.9% Chronically Absent	
	Two or More Races	23.1% Chronically Absent	
	Pacific Islander		
	White	19.7% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	92.2%		93%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A		N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A		N/A
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged		.

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Provide Attendance Incentives for positive attendance and attendance improvement.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1500	School Year 2026-2027
2.2	Develop tiered system of support for chronically absent students including letter before school starts if	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Hispanic and Students with Disabilities	Other	0	School Year 2026-2027

	chronically absent last year, nudge letter at three absences or tardies, parent conferences for chronically absent or trending chronically absent students/parents.				
2.3	Develop Fun Friday attendance & engagement program to combat early releases and increase work completion. Materials to be funded by PTA or student brought (ie: soccer club).	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other	1500	School Year 2026-2027

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

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

SPSA/Goal 3

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

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

We utilized the Spring Climate survey, SAEBRS screeners in the fall and spring, Site Leadership Team feedback loops, and other site produced family or staff surveys as needed.

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

Results of the 25-26 School Experience Survey (formerly climate survey) indicate the following:

CELEBRATION AREAS with 95% or higher favorable responses from parents (LY = Last Year):

Families who speak a language other than English receive general information about our school in their home language. 92.9% LY -> 97%

Staff at the school promptly respond to family phone calls, messages, or emails. 94.9% LY -> 96.6%

School has a climate that is caring. 93.4% LY -> 95.6%

The school keeps families well-informed about school activities. 92.4% LY -> 95.6%

Teachers provide opportunities for students to participate in classroom discussions or activities.
91.8% LY -> 95.1%

Students know what staff member to go to if they have a safety concern. 93.9% LY -> 95.0%

The staff at school are helpful and welcoming when families come to school or call. 95.9% LY -> 95.1%

CONCERN AREAS (lower than 85% favorable response):

School seeks input when making important decisions (81.9% rating for parents)

Staff voice matters in decision making (81.3% rating for staff)

I feel safe sharing different viewpoints and perspectives at my school (84.7% with parents and 75.8% with staff)

School provides additional academic support when students are struggling (82.6% rating for parents)

Students are motivated to do their school-work (75.0% rating with parents)

Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives (85.1% rating with parents)

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

Our behavior team meets monthly and continues to refine our behavior matrix, plan professional development for staff, and make recommendations for improvement. There will be a new principal next year who may elect to participate in "muffins and mugs" to create a better sense of community and connection with families and hear different perspectives and viewpoints. We continue to provide a safe environment via our "buddy room" system to support students who are starting to escalate and need time to regroup. Additionally, each class has a calm corner that is restocked as needed with items to help students deescalate.

Identified Need

We plan to continue the work of our behavior team with monthly meetings and staff PD. We plan to re-energize the Second Step curriculum with Site Leadership Team scheduling and administrative checks for fidelity. We plan to streamline our supports for students with intensive behavior issues and provide more connection to trusted adults such as our SCIS or other non-classroom based personnel. We are working to implement a TK and kindergarten meet and greet where staff can interact with students in advance in order to be prepared to support needs of our youngest learners. The new principal will likely pay close attention to the decision making process and solicit thoughts from our community on a variety of topics. Regarding student safety, we are seeing our overall favorable student responses climb from the composite safety rating of 56% in the Spring of 2025 to 67.7% in the Spring of 2026. We believe this is in direct correlation with tightened systems, including suspensions, of students demonstrating physically aggressive behaviors at school.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	3% suspended at least one day	-0.3%
	English Learners	3.4% suspended at least one day	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	3.3% suspended at least one day	
	Students with Disabilities	8.1% suspended at least one day	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	1.1% suspended at least one day	
	Two or More Races	3.8% suspended at least one day	
	Pacific Islander		
	White	3.9% suspended at least one day	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	60.5%	61%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	56.0%	63%
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).	5%	10%

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	Supplemental materials for Behavior Team Initiatives, increase positive connection to school, increase feelings of safety, reduce suspensions.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	863	School Year 2026-2027
3.2	Supplemental Rec Aide Hours to increase	X All Students English Learners Low-Income Students	LCFF Supplemental	1804 713	School Year 2026-2027

	safety, implement positive recognition feedback initiative, and provide time for training by SCIS and Principal. PC 38860	Foster Youth Lowest Performing	Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries	4130	
3.3	Supplemental playground equipment and indoor/outdoor recess games to increase sense of belonging, student social/emotional engagement, and safety.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School Year 2026-2027
3.4	Materials/Supplies for ELAC Meetings.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	149	School Year 2026-2027

			4000-4999: Books And Supplies		
3.5	Mugs & Muffins Introductory Meeting with New Principal - PTA support Needed	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Other	0	School Year 2026-2027
3.6		All Students English Learners Low-Income Students Foster Youth Lowest Performing			
3.7		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

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**
Intervention Teacher to provide academic intervention and support progress monitoring and data analysis	August 2025 - June 2027	Intervention Teacher	1000-1999: Certificated Personnel Salaries		
ELD Teacher to provide academic support for EL students	August 2026 - June 2027	ELD Teacher	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**

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**
Rec Aide Allocation to provide safe supervision and student connectedness	August 2024 - June 2027	Rec Aide	2000-2999: Classified Personnel Salaries		
Campus Safety Monitor to provide additional supervision and transition to WIN groups	August 2024 - June 2027	Campus Safety Monitor	2000-2999: Classified Personnel Salaries		
MTSS Social Worker to provide social emotional intervention and family support, including connection to outside services as needed	August 2024 - June 2027	Social Worker	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	35,000	0.00
LCFF Rec Aide Allocation	4,130	0.00
Title I Part A Site Allocation	135,300	0.00
Title I Part A Parent Involvement	1,733	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	35,000.00
Other	1,500.00
Title I Part A Parent Involvement	1,733.00
Title I Part A Site Allocation	135,300.00

Expenditures by Budget Reference

Budget Reference	Amount
	21,282.00
1000-1999: Certificated Personnel Salaries	17,875.00
2000-2999: Classified Personnel Salaries	64,508.00
3000-3999: Employee Benefits	39,747.00
4000-4999: Books And Supplies	12,199.00
5000-5999: Services And Other Operating Expenditures	1,727.00
5800: Professional/Consulting Services And Operating Expenditures	20,325.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	4,130.00
	LCFF Supplemental Site Allocation	19,782.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	6,959.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	4,747.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	2,649.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	863.00
	Other	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Parent Involvement	1,733.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	17,875.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	53,419.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	35,000.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	9,550.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	864.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	18,592.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	166,004.00
Goal 2	3,000.00
Goal 3	8,659.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Carrie Manriquez	Principal
Chelsea McCowen	Classroom Teacher
Jane Nichols	Classroom Teacher
Victoria McLeod	Classroom Teacher
Shilo Merchant	Other School Staff
Cali McGraw	Parent or Community Member
Isaac Drake	Parent or Community Member
Kristin Monahan	Parent or Community Member
Hannah Gladden	Parent or Community Member
Tyler Pulley	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on May 27, 2026.

Attested:

CManriquez	Principal, Carrie Manriquez on May 27, 2026
on file	SSC Chairperson, Tyler Pulley on May 27, 2026

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Ottomon Way Elementary School

Funding Source: **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
S'more Subscription for Family Communication		$0.00	Connected School Communities	
Talking Points Family Communication System		$0.00	Connected School Communities	

Total Expenditures:	$0.00
Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	$4,130.00	Engaging Academics	

LCFF Rec Aide Allocation Total Expenditures:	$4,130.00
LCFF Rec Aide Allocation Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action

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Set aside funds to hire additional personnel to support small group instruction and/or support increased attendance initiatives to combat chronic absenteeism (thereby increasing achievement).		$19,782.00	Connected School Communities
	3000-3999: Employee Benefits	$713.00	Engaging Academics
ICT position additional one hour (maintaining a 7 hour position) to support school universal access reading program, website/family communication, and before and after school tutoring, book club, and connections.	2000-2999: Classified Personnel Salaries	$5,155.00	Connected School Communities
	3000-3999: Employee Benefits	$4,034.00	Connected School Communities
Provide Attendance Incentives for positive attendance and attendance improvement.	4000-4999: Books And Supplies	$1,500.00	Healthy Environments for Social-Emotional Growth
Supplemental materials for Behavior Team Initiatives, increase positive connection to school, increase feelings of safety, reduce suspensions.	5000-5999: Services And Other Operating Expenditures	$863.00	Engaging Academics
Supplemental Rec Aide Hours to increase safety, implement positive recognition feedback initiative, and provide time for training by SCIS and Principal. PC 38860	2000-2999: Classified Personnel Salaries	$1,804.00	Engaging Academics
Supplemental playground equipment and indoor/outdoor recess games to increase sense of belonging, student social/emotional engagement, and safety.	4000-4999: Books And Supplies	$1,000.00	Engaging Academics
Materials/Supplies for ELAC Meetings.	4000-4999: Books And Supplies	$149.00	Engaging Academics

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LCFF Supplemental Site Allocation Total Expenditures:	$35,000.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00

Funding Source: Other **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Mugs & Muffins Introductory Meeting with New Principal - PTA support Needed		$0.00	Engaging Academics	
Develop tiered system of support for chronically absent students including letter before school starts if chronically absent last year, nudge letter at three absences or tardies, parent conferences for chronically absent or trending chronically absent students/parents.		$0.00	Healthy Environments for Social-Emotional Growth	
Develop Fun Friday attendance & engagement program to combat early releases and increase work completion. Materials to be funded by PTA or student brought (ie: soccer club).		$1,500.00	Healthy Environments for Social-Emotional Growth	
Additional ELD Teacher 0.50 FTE to support smaller WIN groups, math intervention, SEL support		$0.00	Connected School Communities	
Career Day/s to expose students to careers in the arts	None Specified	$0.00	Clear Pathways to Bright Futures	
Partner with community organization for an Artist in Residence to support students' arts experiences	None Specified	$0.00	Clear Pathways to Bright Futures	
Utilize Amplify DIBELS to track student progress in ELA. DIBELS Platform for reports, goals, progress monitoring, etc)	5800: Professional/Consulting Services And Operating Expenditures	$0.00	Connected School Communities	

Other Total Expenditures:	$1,500.00
Other Allocation Balance:	$0.00

Funding Source: Title I Part A Parent Involvement **$1,733.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Family Nights (ie: Sierra Nevada Science Night, STEAM night with Lego Kits, Math Night)	5800: Professional/Consulting Services And Operating Expenditures	$1,733.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures:	$1,733.00
Title I Part A Parent Involvement Allocation Balance:	$0.00

Funding Source: Title I Part A Site Allocation **$135,300.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Staff Release days to regularly monitor student progress in ELA and math, use data to identify student needs and inform instruction, and implement effective and innovative strategies to increase student achievment	1000-1999: Certificated Personnel Salaries	$17,125.00	Connected School Communities	
Purchase My Heggerty Phonemic Awareness Videos to support literacy skills.	5800: Professional/Consulting Services And Operating Expenditures	$267.00	Connected School Communities	
Supplemental Math Supports (manipulatives, Bridges Number Corner, Boost Math, Xtra Math)	4000-4999: Books And Supplies	$4,400.00	Connected School Communities	

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Set aside funding for Math training with Innovamat Education Specialists to support new math adoption (2 days - roving through all grade levels). Cost for subs absorbed on pre-scheduled teacher release days. If dates cannot be mutually agreed upon, Site Council and staff will collaborate on other ways to utilize these funds.	5800: Professional/Consulting Services And Operating Expenditures	$7,500.00	Connected School Communities
Academic Events, Academic Field Trips based on ELA, math, science and social studies standards, Academic Assemblies & Author Visits to support achievement of standards.	5800: Professional/Consulting Services And Operating Expenditures	$10,825.00	Connected School Communities
95 Percent Phonics supplemental program to support leveled reading groups plus online component.	4000-4999: Books And Supplies	$4,610.00	Connected School Communities
Student Study Team release days three times per year to meet with families regarding academic progress.	1000-1999: Certificated Personnel Salaries	$750.00	Connected School Communities
	4000-4999: Books And Supplies	$540.00	Connected School Communities
Purchase ESGI assessment application to assess and monitor student progress in TK-1 and Intervention TK - 5.	5000-5999: Services And Other Operating Expenditures	$864.00	Connected School Communities
School and Community Intervention Specialist (SCIS) to provide direct academic and social-emotional services to socio-economically disadvantaged and low-performing students and their families (8 hour position) PC 38855	2000-2999: Classified Personnel Salaries	$53,419.00	Connected School Communities
	3000-3999: Employee Benefits	$35,000.00	Connected School Communities

Title I Part A Site Allocation Total Expenditures:	$135,300.00
Title I Part A Site Allocation Allocation Balance:	$0.00

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Ottomon Way Elementary School Total Expenditures:	$177,663.00