School Year: **2026-27**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pasadena Avenue Elementary School	34-67447-6034813	April 21, 2026	June 23, 2026

Purpose and Plan Summary

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

X Schoolwide Program

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

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

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

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

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

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

Table of Contents

Comprehensive Needs Assessment Components

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

Data Analysis

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

Root Cause Analysis

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

Resource Inequities

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

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

The School Plan for Student Achievement (SPSA) at Pasadena has been developed through a collaborative process involving parents, teachers, the School Site Council, and the Pasadena Leadership Team. The School Site Council, composed of parents, teachers, and staff members, meets on the third Tuesday of each month.

Throughout the year, teachers have provided valuable insights through grade-level meetings, whole-group discussions, and surveys. In addition, feedback from English Language Learners and families participating in the English Learner Advisory Committee (ELAC) meetings has been incorporated into the plan.

We have also gathered input from community members, further enriching the planning process and ensuring that multiple perspectives are reflected in the development of the SPSA.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.90%	0.29%	0.30%	3	1	1
African American	7.19%	6.12%	6.61%	24	21	22
Asian	10.78%	12.54%	15.02%	36	43	50
Filipino	0.60%	0.58%	0.60%	2	2	2
Hispanic/Latino	31.44%	33.53%	32.73%	105	115	109
White	39.82%	37.90%	36.64%	133	130	122
Multiple/No Response	9.28%	9.04%	8.11%	31	31	27
			Total Enrollment	334	343	333

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	22
Kindergarten	53		53
Grade 1	53		53
Grade 2	51		53
Grade3	51		51
Grade 4	54		46
Grade 5	54		55
Total Enrollment	334		333

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	91	90	86	23.4%	27.2%	25.8%
Fluent English Proficient (FEP)	16	31	30	6.9%	4.8%	9.0%
Reclassified Fluent English Proficient (RFEP)	19				15.70%	

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**
343	**72.6%**	**26.2%**	**0.6%**
Total Number of Students enrolled in Pasadena Avenue Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	90	26.2%
Foster Youth	2	0.6%
Homeless	27	7.9%
Socioeconomically Disadvantaged	249	72.6%
Students with Disabilities	29	8.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	21	6.1%
American Indian	1	0.3%
Asian	43	12.5%
Filipino	2	0.6%
Hispanic	115	33.5%
Two or More Races	31	9%
Pacific Islander	0	0.0%
White	130	37.9%

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 Yellow		

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
1	1	2	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 59.4 points below standard Increased 12.8 points 146 Students	Red 109.2 points below standard Declined 20.2 points 47 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 43.6 points below standard 16 Students	Yellow 68.8 points below standard Increased 16.1 points 110 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
71.8 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 27.8 points	10 Students	0 Students
13 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
64.4 points below standard	Fewer than 11 students - No Data for Privacy	65.2 points below standard
Maintained -2.3 points	1 Student	Increased 27.4 points
18 Students		59 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
31.2 points below standard	0 Students	53.5 points below standard
Increased 52.2 points		Maintained 2.4 points
14 Students		44 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.

Overall ELA performance remains 59.4 points below standard; however, the school demonstrated growth with an increase of 12.8 points across 146 students. Several subgroups showed notable gains, including Low Socioeconomic Status (+16.1), Students with Disabilities (+27.8), Hispanic students (+27.4), and students identifying as Two or More Races (+52.2). White students maintained their performance, while English Learners experienced a decline of 20.2 points.

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

These results may be attributed to the continued implementation of supplemental instructional materials, schoolwide use of the SIPPS program with ongoing staff training, and dedicated time for teacher collaboration focused on data analysis. Intervention supports include two intervention teachers providing small group ELA instruction, instructional assistants supporting each grade level, and a bilingual instructional assistant working with targeted groups. Additionally, the schoolwide “Target Time” structure supports Tier 1 and Tier 2 interventions.

Despite these systems, high rates of absenteeism continue to limit consistent access to interventions for students who need them most.
Additional factors that may have positively impacted student outcomes include scheduled teacher release time dedicated to data discussions, allowing for deeper analysis and targeted instructional planning. The use of supplemental materials such as Heggerty, Sonday, and designated ELD resources, along with the integration of educational technology programs like ESGI, Starfall, and iReady, further supported student learning.

Schoolwide initiatives, including clubs offered during and after school and the iReady Champion program focused on goal-setting, rewards, and progress monitoring, also contributed to student engagement and motivation.

At the same time, there remains a critical need for increased behavioral and mental health services to better support students, as these factors can significantly impact academic performance.

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

Resources still needed to support student achievement include additional personnel, such as intervention teachers, instructional assistants, and a campus monitor. Continued access to supplemental materials and instructional supplies remains essential to reinforce learning.

Dedicated teacher release time is also needed to allow for ongoing data analysis and collaboration. In addition, maintaining and expanding technology applications will support differentiated instruction and student engagement. Finally, providing field trip experiences will enrich learning by connecting classroom instruction to real-world applications.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	0	3	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	Red	
74.4 points below standard	100.7 points below standard	
Increased 16.5 points	Maintained 2.4 points	
153 Students	54 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	73.7 points below standard	82.1 points below standard
1 Student	17 Students	Increased 18.9 points
		117 Students

Students with Disabilities

No Performance Color

110.2 points below standard

Increased 24.4 points

13 Students

African American

No Performance Color

Fewer than 11 students - No Data for Privacy

10 Students

American Indian

No Performance Color

Fewer than 11 students - No Data for Privacy

0 Students

Asian

No Performance Color

81 points below standard

Increased 3.6 points

21 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Hispanic

Yellow

76.5 points below standard

Increased 22 points

59 Students

Two or More Races

No Performance Color

61.6 points below standard

Increased 51.4 points

14 Students

Pacific Islander

No Performance Color

0 Students

White

Yellow

70.9 points below standard

Increased 4.9 points

48 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.

Overall math performance remains 74.4 points below standard; however, the school demonstrated growth with an increase of 16.5 points across 153 students.
Several subgroups showed notable gains, including Low Socioeconomic Status (+18.9), Students with Disabilities (+24.2), Asian students (+3.6), Hispanic students (+22.0), and students identifying as Two or More Races (+51.4). White students also showed growth (+4.9), while English Learners maintained relatively stable performance with a slight increase (+2.4).

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

The overall growth in math may be attributed to the continued use of supplemental instructional materials, a targeted shift in instructional focus, and consistent implementation of intervention supports. Schoolwide collaboration around data analysis has helped teachers identify instructional focus areas and adjust teaching strategies to better meet student needs. Structured intervention systems, including Tier 1 and Tier 2 supports, have also contributed to student progress.

Additional contributing factors include schoolwide professional development focused on math, with teachers piloting the new curriculum and participating in district training to support classroom implementation. Teacher release time was provided to support collaborative planning and data discussions. The school’s focus on iReady both during and after school, supported by an iReady Champion who facilitated incentives and progress monitoring, further enhanced student engagement and achievement.

The integration of technology applications such as iReady, MobyMax, and Reflex Math supported individualized skill practice and differentiation. Instructional assistants assigned to classrooms also played a key role in supporting small-group instruction and reinforcing learning.

Students requiring the most interventions often face chronic absenteeism, which may be alleviated through improved transportation options. High rates of chronic absenteeism highlight the urgent need for increased outreadh to families regarding attendance.

There is a pressing demand for behavioral services for students; having a full time counselor helps.

Implementing academic interventions for Math and differentiated instruction is vital for student success. Nevertheless, limited time and staff impede the effective execution of strategies. Supplemental instructional material are necessary to enhance targeted and differentiated learning opportunities for students but teacher training and professional development in Math need to be consistent. Having support staff also plays a critical role in delivering effective interventions.

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

To support continued growth in math, additional resources are needed schoolwide. These include supplemental materials, particularly technology applications that support math fluency, conceptual understanding, and targeted practice for students. Continued access to instructional materials and classroom supplies is also essential to reinforce learning.

Professional development is needed to strengthen instructional practices in mathematics, including support for effective implementation of the newly state-adopted math curriculum and intervention strategies. Dedicated teacher release time for ongoing data analysis and collaboration is also critical to ensure instruction is responsive to student needs.

In addition, increased personnel, including instructional assistants and intervention teachers, are necessary to provide targeted small-group instruction and intervention support for students.

School and Student Performance Data

Academic Performance
Science

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	0	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	No Performance Color	No Performance Color
43.8 science points	39.4 science points	0 Students
Maintained 1.5 points	Increased 3 points	
52 Students	21 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - No Data for Privacy	40.7 science points
	8 Students	Maintained 0.5 points
		42 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color Fewer than 11 students - No Data for Privacy 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	No Performance Color 0 Students	No Performance Color 45.9 science points Increased 13.3 points 20 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	No Performance Color 0 Students	No Performance Color 44 science points Declined 2.3 points 17 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.

Overall science performance reflects 43.8 points for 52 students, with a slight increase of 1.5 points. Several subgroups showed notable gains, including English Learners (+3.0) and Hispanic students (+13.3). Low Socioeconomic Status students maintained relatively stable performance (+0.5). White students were the only subgroup to show a decline (-2.3).

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

No data was provided last year.

The overall science performance may be attributed to the continued implementation of the adopted science curriculum in classroom instruction, along with consistent exposure to hands-on learning experiences. Students benefit from a dedicated science prep teacher, where they participate in lab-based instruction and engage with the TWIG curriculum to reinforce scientific concepts through inquiry and experimentation.

In addition, classroom teachers reinforce science instruction using the same curriculum, ensuring alignment and consistency across learning environments. These combined instructional approaches support student engagement and contribute to observed growth across several subgroups.

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

To support continued growth in science, additional resources are needed schoolwide. These include supplemental materials to enhance instruction and support hands-on, inquiry-based learning experiences aligned to the science curriculum.

Continued access to instructional supplies is essential to reinforce classroom learning and science lab experiences. In addition, funding for supplemental materials will support enrichment opportunities and deeper student engagement with scientific concepts. Science based activities like field trips and events.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Yellow	No Performance Color
49.3 making progress.	making progress.
Number Students: 67 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
10.6%	39.4%	0%	50%

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

The greatest growth is seen in the 50% of students who progressed at least one ELPI level. This is a substantial portion of students moving upward. Indicating successful interventions or improvements in language acquisition for many English Learners. The 39.4% who maintained ELPI levels 1-3 will be focused for further supports to ensure they progress to higher levels. Additionally, the 10.6% who decreased represents a small but important group that may need targeted interventions to avoid further regression.

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

Continued with implementation of the SIPPS program to support English Learners (EL) in their literacy development. Recruited members for the English Learner Advisorty Committee (ELAC). Introduced and implemented the new curriculum of EL Achieve, having the ELD teacher and administrator attend professional development. Integrated technology applications to further bolster language acquisition. Delivered targeted instruction in Designated English Language Development (ELD) by domain. Employed GLAD (Guided Language Acquisition Design) strategies to enhance Designated ELD instruction.

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

To sustain and strengthen instructional programs, continued resources are needed in several key areas. These include additional personnel support, specifically a full-time ELD teacher to strengthen English language development instruction and support English Learners.

Ongoing professional development is also needed to support implementation of the new and current curriculum across subject areas, ensuring consistent and effective instructional practices. In addition, dedicated teacher release time for data analysis is essential to support collaboration, instructional planning, and the use of student data to guide decision-making and improve student outcomes.

Continued access to supplemental materials is also needed to enhance instruction, support intervention, and provide students with additional opportunities for practice and skill development.

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	Low	Medium	High	Very High
Lowest Performance				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.

N/A

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

N/A

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

N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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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	Yellow	
23% Chronically Absent	19.8% Chronically Absent	
Declined 6.7	Declined 5.4	
370 Students	106 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Red	Yellow
Fewer than 11 students - No Data for Privacy	48.7% Chronically Absent	26.7% Chronically Absent
	Increased 1.5	Declined 6.4
5 Students	39 Students	285 Students

Students with Disabilities	African American	American Indian
Red 31.6% Chronically Absent Increased 5.3 38 Students	No Performance Color 38.5% Chronically Absent Declined 2.3 26 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Asian	Filipino	Hispanic
Yellow 11.8% Chronically Absent Declined 5.3 51 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Orange 24.6% Chronically Absent Declined 8.5 122 Students

Two or More Races	Pacific Islander	White
Red 30.3% Chronically Absent Increased 0.9 33 Students	No Performance Color 0 Students	Orange 20.1% Chronically Absent Declined 8.6 134 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.

Overall chronic absenteeism is 23% (370 students) and decreased by 6.7 percentage points. Several subgroups showed improvement, including English Learners (19.8%, -5.4 points), Low Socioeconomic Status students (26.7%, -6.4 points), Asian students (11.8%, -5.3 points), Hispanic students (24.6%, -8.5 points), and White students (20.1%, -8.6 points).

However, some subgroups experienced increases in chronic absenteeism. Homeless students (39 students) increased to 48.7% (+1.5 points), Students with Disabilities (38 students) increased to 31.6% (+5.3 points), and students identifying as Two or More Races (33 students) increased to 30.3% (+0.9 points).

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

The overall decline in chronic absenteeism may be attributed to improved attendance monitoring systems, increased family outreach, and schoolwide awareness efforts emphasizing the importance of consistent attendance. The implementation of targeted supports and interventions for students at risk, along with ongoing communication between school staff and families, has also contributed to improved attendance rates across several subgroups.

However, persistent challenges remain for some student populations. Higher rates of chronic absenteeism among Students with Disabilities, Homeless students, and students identifying as Two or More Races may be influenced by external factors such as housing instability, transportation barriers, health needs, and access to consistent wraparound services. These factors continue to impact students’ ability to attend school regularly despite school-based interventions and outreach efforts.

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

To continue improving student attendance, ongoing and additional resources are needed in several key areas. Incentive programs and attendance rewards such as scooters, popcorn parties, and certificates help motivate students and reinforce positive attendance habits.

Strong family communication remains essential, including regular phone calls home to update parents on student progress and attendance concerns. Home visits are also needed to strengthen relationships with families and support students with chronic attendance challenges.

Continued participation in Student Attendance Review Board (SARB) meetings is important to connect families with resources and address barriers to attendance. Communication tools such as weekly parent newsletters (Smores) and the TalkingPoints application should continue to be utilized to support consistent two-way communication.

Ongoing support from the parent liaison is critical in helping families navigate needs and access services. In addition, hosting parent meetings will continue to foster collaboration between staff and families. Schoolwide assemblies and visual displays promoting positive attendance will also reinforce the importance of daily school attendance.

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.

N/A

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

N/A

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

N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	6	0	1	1

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange 2.6% suspended at least one day Increased 1.5% 389 Students	Orange 1.8% suspended at least one day Increased 1.8% 110 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Orange 4.8% suspended at least one day Increased 2.4% 42 Students	Orange 3.3% suspended at least one day Increased 2% 302 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
5.1% suspended at least one day	3.7% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 2.7%	Increased 0.7%	2 Students
39 Students	27 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Orange
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	3.1% suspended at least one day
Maintained 0%	2 Students	Increased 2.3%
53 Students		127 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Orange
2.8% suspended at least one day	0 Students	2.8% suspended at least one day
Declined 2.6%		Increased 2.8%
36 Students		142 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.

Overall suspension rates increased to 2.6% (389 students), reflecting an increase of 1.5 percentage points. Most subgroups experienced increases in suspension rates. English Learners (110 students) increased to 1.8% (+1.8 points), Homeless students (42 students) increased to 4.8% (+2.4 points), Low Socioeconomic Status students (302 students) increased to 3.3% (+2.0 points), Students with Disabilities (39 students) increased to 5.1% (+2.7 points), Hispanic students (127 students) increased to 3.1% (+2.3 points), and White students (142 students) increased to 2.8% (+2.8 points).

Two subgroups showed stability or improvement. Asian students (53 students) maintained their suspension rate, and students identifying as Two or More Races (36 students) decreased to 2.8% (-2.6 points).

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

The overall increase in suspension rates may be attributed to multiple factors impacting student behavior and schoolwide support systems. Contributing factors may include the lack of funding for enrichment programs such as Superior Sports, which previously provided structured outlets for student engagement and positive behavior development.

Additional contributing elements include the use of student statements, which ensure student voices are heard and documented during behavioral incidents, as well as continued implementation of PBIS stations to reinforce schoolwide expectations and promote a positive learning environment. Support systems such as buddy classrooms, restorative time-outs, breaks, and check-in/check-out procedures also remain in place to support student behavior and regulation.

Panther Pride drawings held each Friday continue to reinforce positive behavior through incentives and recognition. However, staffing changes, including the reduction from two campus monitors to one, may have impacted supervision and behavior support across campus. The school continues to benefit from a full-time social worker who supports students with social-emotional needs and behavioral interventions.

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

To reduce suspension rates and strengthen positive student behavior, the school will continue to refine and expand behavior support systems. A key focus will be increasing consistency in the implementation of PBIS practices, including PBIS stations, Panther Pride incentives, and schoolwide expectations to reinforce positive behavior across all settings. Set aside funding for incentives.

Restorative practices will continue to be strengthened through student statements, buddy classrooms, check-in/check-out systems, breaks, and structured de-escalation strategies to support students in learning appropriate behaviors while remaining in the instructional environment. Continued Panther Pride drawings and other recognition systems will further promote positive behavior and student engagement. Continue with referrals for additional behavior supports through MTSS.

Additional resources needed include restoring funding for enrichment and engagement programs such as Superior Sports to provide structured outlets for students. Increased staffing support, including additional campus monitor support, is also needed to improve supervision and student safety across campus.

The school will continue to rely on the full-time social worker to support students' social-emotional and behavioral needs, while also strengthening collaboration between staff to ensure consistent implementation of behavior interventions and supports.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

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

SPSA/Goal 1

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

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

A comprehensive set of data sources was used to guide our analysis and inform decision-making, including CAASPP, i-Ready, DIBELS, BPST, and SIPPS assessments; data from the Unified Insights Dashboard; California Dashboard indicators; and feedback collected through student, staff, and parent surveys.

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

The initiatives outlined were effectively implemented throughout the year. Additional personnel significantly enhanced our ability to support students who were experiencing academic challenges. Increased staffing allowed us to better target students performing two or more grade levels below expectations, as well as expand small group instruction opportunities.

Key actions included:
Instructional assistants assigned across all grade levels to provide targeted student support.
Two intervention teachers dedicated to delivering small group instruction in ELA and Math.
Ongoing, schoolwide professional development and staff training.
Release time for teachers to engage in data analysis and instructional planning.
Continued use of supplemental materials, including technology-based programs, to support learning.
Implementation of supplemental ELD materials to support English Learners.

The effectiveness of these actions is attributed to the strategic alignment of increased staffing, targeted instruction, and data-driven practices to address the needs of students performing below grade level, resulting in measurable gains in student achievement.

The addition of instructional assistants across all grade levels increased the school's capacity to provide differentiated support, enabling more individualized and responsive instruction. As a result, students performing two or more grade levels below expectations demonstrated increased engagement and academic growth, as evidenced by improved performance on classroom assessments and progress monitoring tools such as SIPPS and i-Ready.

The implementation of two intervention teachers further strengthened targeted support through structured small group instruction in ELA and Math. This approach led to measurable academic growth, including increased percentages of students meeting or exceeding typical and stretch growth targets on i-Ready, as well as movement toward grade-level proficiency.

Ongoing professional development and staff training contributed to improved instructional practices and consistency across classrooms. This resulted in more effective implementation of research-based strategies, reflected in improved student outcomes and more consistent academic growth across grade levels.

Allocated release time for teachers to engage in data analysis and instructional planning supported the use of data-driven decision-making. Teachers were able to identify student needs, monitor progress (6 to 8 weeks), and adjust instruction while checking for understanding, resulting in more targeted interventions and increased rates of student growth over time.

The continued use of supplemental materials, including technology-based programs, provided additional differentiated learning opportunities and reinforced core instruction. Student usage data and performance metrics indicated increased skill mastery and ongoing progress. Additionally, these supports facilitated more precise small group instruction aligned to students' skill levels.

Finally, the implementation of supplemental ELD materials ensured that English Learners received targeted language support aligned to content instruction. This contributed to measurable progress in language acquisition and increased access to grade-level content, as evidenced by growth on ELPAC and classroom-based assessments.

Collectively, these actions were effective because they established a coherent system of support that integrated staffing, instruction, and data use, resulting in improved student performance, increased growth outcomes, and progress toward meeting schoolwide achievement goals.

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

Modifications were made throughout the year based on ongoing data analysis to better meet student needs and improve instructional effectiveness. Key adjustments included:

Regular review of assessment data to inform instruction and guide the formation of targeted small groups.
Systematic analysis of assessment results to support the frequent regrouping of students for ELA instruction.
SIPPS assessment data was entered into ESGI, ensuring teachers had timely access to data for effective small group planning.
Implementation of technology-based programs to support the development of basic math fact fluency.
Establishment of i-Ready goals in both ELA and Math, with recognition and celebration of both individual student growth and whole-class achievements.
Incorporation of supplemental ELD materials, with targeted training provided to the ELD teacher to ensure effective implementation.

2025-26

Identified Need

We will continue to implement and refine the initiatives outlined throughout the year to further support student achievement. These efforts include:

Continued support of instructional assistants in TK–2 to enhance early learning experiences and foundational skill development.
Two intervention teachers dedicated to providing targeted small group instruction in ELA and Math.
Strategic placement of instructional assistants based on ongoing data analysis to best meet student needs.
Ongoing implementation of small group instruction to address the needs of identified student subgroups.
Continued implementation of the schoolwide intervention program (SIPPS) to strengthen ELA outcomes.
Exploration and implementation of math interventions aligned with newly adopted state materials, including dedicated time for professional development and teacher training.
Continued use of supplemental materials and technology-based programs to support instruction in ELA, Math, and ELD.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	59.4 points below standard	+3 scale score points
	English Learners	109.2 points below standard	

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	Foster Youth		
	Homeless	43.6 points below standard	
	Socioeconomically Disadvantaged	68.8 points below standard	
	Students with Disabilities	71.8 points below standard	
	African American		
	American Indian		
	Asian	64.4 points below standard	
	Filipino		
	Hispanic	65.2 points below standard	
	Two or More Races	31.2 points below standard	
	Pacific Islander		
	White	53.5 points below standard	
Math State Assessment: Change in scale score	All Students	74.4 points below standard	+3 scale score points
	English Learners	100.7 points below standard	
	Foster Youth		
	Homeless	73.7 points below standard	
	Socioeconomically Disadvantaged	82.1 points below standard	
	Students with Disabilities	110.2 points below standard	
	African American		
	American Indian		
	Asian	81 points below standard	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Filipino Hispanic 76.5 points below standard Two or More Races 61.6 points below standard Pacific Islander White 70.9 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	49.3	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	15.70%	+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	Site coach to provide professional learning for classroom teachers in ELA/Math. PC 30284	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation	132,780 52,147	2026-2027

			3000-3999: Employee Benefits		
1.2	Professional learning for Designated ELD and well as data days as needed.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing			
1.3	Supplemental materials and supplies for intervention, explicit language instruction and math in all grades for small group instruction.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	1,213.00	2026-2027
1.4	Instructional Assistant I to provide small group instruction and intervention in grades 3rd-5th. PC# 37378	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	13,145 5,434	2026-2027

1.5	Supplemental Educational computer programs to support teachers with supplemental material	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	2,821.00	2026-2027
1.6	Release time for Professional Development for teachers around ELA/Math principally targeted towards reclassification.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing			
1.7	Rentals, leases, repairs for supplemental printing cost.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			
1.8	Provide Professional Development ELA Intervention SIPPS and Math Intervention SWUN.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic			

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?

Attendance rate data from Unified Insights and Climate survey were used to monitor progress.

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

Throughout the year, we implemented several initiatives that supported progress toward our goals.

The following supports and strategies were implemented to improve attendance:
Additional two hours allocated to the attendance clerk to strengthen attendance monitoring and outreach.
Intervention meetings held with students and families to address attendance concerns and develop support plans.
Ongoing monitoring and implementation of school attendance plans.

Incentives to promote positive attendance, including schoolwide and individual recognition such as certificates, assemblies, and prizes.

The implementation of these initiatives contributed to strengthened attendance systems and increased family engagement, resulting in measurable improvements in attendance rates. Evidence of effectiveness is demonstrated by a decrease in overall chronic absenteeism rates, even with two student subgroups continuing to show higher rates of absenteeism. This indicates that the strategies implemented had a positive impact on the broader student population while highlighting the need for continued targeted support for specific groups.

The allocation of additional hours for the attendance clerk enhanced the school's ability to monitor daily attendance and conduct timely outreach. Increased capacity resulted in more consistent communication with families and earlier identification of attendance concerns. As a result, the school saw improved accuracy in attendance reporting and a reduction in unverified absences, contributing to overall improvements in attendance rates.

Intervention meetings with students and families were effective in addressing individual attendance challenges by identifying root causes and developing personalized support plans. These targeted interventions led to improved attendance for participating students, as evidenced by increased attendance rates and a decrease in the number of students classified as chronically absent among those receiving support.

Ongoing monitoring and implementation of schoolwide attendance plans provided a structured and data-driven approach to addressing absenteeism. Regular analysis of attendance data allowed staff to identify trends and adjust strategies, resulting in incremental improvements in overall attendance and a reduction in chronic absenteeism rates over time.

Incentives to promote positive attendance, including recognition through certificates, assemblies, and prizes, increased student motivation and awareness of attendance expectations. These efforts contributed to improved attendance rates, particularly among students identified as at-risk of chronic absenteeism, and supported a positive school culture around attendance.

Despite these efforts, transportation remained a significant barrier for some families. While the district provided transportation supports for identified student subgroups, students outside of these groups continued to face challenges. This gap limited the overall impact of attendance interventions for certain populations and contributed to ongoing instances of chronic absenteeism.

Overall, these actions were effective in improving attendance outcomes, as demonstrated by increased average daily attendance and a reduction in chronic absenteeism rates, even as two subgroups continued to experience higher levels of absenteeism. This indicates that while the implemented strategies were successful at a systems level, additional targeted supports and personnel are necessary to address persistent subgroup disparities and sustain continued progress.

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

Based on the data, we addressed attendance concerns through targeted strategies at the individual student, classroom, and schoolwide levels. We continued to implement all objectives outlined in the attendance plan to support improved student attendance.

Additionally, we increased recognition efforts to celebrate students who have shown improvement despite experiencing chronic absenteeism. The attendance clerk generated regular reports and collaborated with district personnel to identify and support students most impacted by attendance challenges.

2025-26

Identified Need

To enhance student attendance, we will continue to implement several targeted strategies:

Strengthen connections with families by prioritizing time and resources to build meaningful relationships.
Address chronic absenteeism through personalized outreach efforts, with a focus on understanding and responding to families' unique challenges.
Continue to organize engaging school activities and family events to promote a sense of belonging and connection to the school community.
Utilize the parent liaison as a key bridge between families and the school to improve communication, engagement, and overall attendance.

These efforts aim to improve overall attendance rates and reduce chronic absenteeism by fostering strong family partnerships and student engagement.

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	23% Chronically Absent	-0.5%
	English Learners	19.8% Chronically Absent	
	Foster Youth		
	Homeless	48.7% Chronically Absent	
	Socioeconomically Disadvantaged	26.7% Chronically Absent	
	Students with Disabilities	31.6% Chronically Absent	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	African American 38.5% Chronically Absent American Indian Asian 11.8% Chronically Absent Filipino Hispanic 24.6% Chronically Absent Two or More Races 30.3% Chronically Absent Pacific Islander White 20.1% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	91.6%	92%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	NA
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	NA
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American	.

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	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	Attendance plan-student incentives	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	4000-4999: Books And Supplies		
2.2	Provide additional hour to site clerk to target lowest performing student group. Create action plans in part to address chronic absenteeism. PC 36915	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation	9,692 8,748	2026-2027

			3000-3999: Employee Benefits		

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?

Student office referrals, suspensions, and counseling referrals, SAEBERS, and the Climate survey was used to monitor progress.

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

The following initiatives and resources have been implemented to enhance school conditions, school climate, and family engagement:

Positive Behavioral Interventions and Supports (PBIS), including the use of school-wide "Panther Pride" tickets as a system of positive reinforcement.
Weekly incentive programs, including Friday prize boxes, assemblies, and opportunities for lunch with the principal.

An intervention referral system designed to address academic, behavioral, and social-emotional needs in a timely and coordinated manner.
Continued support through one campus monitor, one full-time social worker through MTSS, and recreational aides to support student supervision and engagement.
Ongoing collaboration with external agencies to support student and family needs.
Community and family engagement events such as Paws for Parents, family picnics, and meet-and-greet sessions.
After-school programs, including teacher-led clubs such as the Garden Club.

The implementation of these initiatives contributed to a positive and engaging school climate, with evidence of increased student participation and overall behavioral improvements for the majority of students. However, the impact was uneven across subgroups, and increased student needs, particularly in the area of emotional regulation, as well as reduced supervision capacity, limited overall effectiveness. Analysis of SAEBERS (Social, Academic, and Emotional Behavior Risk Screener) data further supported this, as it helped identify an increase in students requiring Tier 2 and Tier 3 social-emotional supports.

The implementation of Positive Behavioral Interventions and Supports (PBIS), including the use of “Panther Pride” tickets, was effective in promoting positive student behavior and increasing student motivation. The consistent use of schoolwide expectations and recognition systems resulted in increased student buy-in and reinforced positive behaviors for the majority of the student population. This was further supported by weekly incentive programs, such as Friday prize boxes, assemblies, and opportunities for lunch with the principal, which strengthened student engagement and contributed to a positive school culture.

The intervention referral system supported timely identification and coordination of academic, behavioral, and social-emotional needs. This system, in conjunction with SAEBERS data, allowed staff to more accurately identify students in need of additional support and align interventions within a Multi-Tiered System of Supports (MTSS) framework.

Staffing supports, including one campus monitor, a full-time social worker, and recreational aides, contributed to student supervision, intervention, and engagement. The presence of a social worker strengthened Tier 2 and Tier 3 supports for students with social-emotional needs. However, the reduction from two campus monitors to one limited the school’s ability to provide adequate supervision and structured breaks for students requiring behavioral support. This reduction in personnel impacted the consistency and effectiveness of behavior interventions, particularly during unstructured times.

Additionally, the school experienced an increase in the number of students with significant emotional regulation needs. SAEBERS data confirmed this trend by identifying a higher number of students in the at-risk range, indicating a need for more intensive and individualized supports. While existing systems were effective for many students, the increased intensity of needs exceeded current staffing capacity.

Ongoing collaboration with external agencies and the implementation of community and family engagement events, including Paws for Parents, family picnics, and meet-and-greet sessions, strengthened relationships between the school and families. These efforts contributed to a more inclusive and supportive school environment, which is critical for improving both behavior and engagement.

After-school programs, including teacher-led clubs such as Garden Club, further supported student engagement by providing structured, positive outlets for students and strengthening connections to the school community.

Overall, these actions were effective in fostering a positive school climate and increasing student engagement, as evidenced by strong student participation and increased buy-in to PBIS systems. However, behavioral outcomes varied across subgroups, with increases observed in all but one subgroup. This indicates that while universal supports and incentives were successful for the majority of students, additional targeted supports, increased supervision, and expanded personnel are necessary to address the growing social-emotional and behavioral needs identified through SAEBERS data and other site-based measures.

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

We were fortunate to maintain at least one campus monitor this year to support student supervision and school safety. We also continued implementing our referral system to ensure accurate student program placement and timely support.

To further enhance school culture, we introduced a school mascot as part of our monthly character assemblies, highlighting and celebrating positive student behaviors. Additionally, staff implemented strategies from the book study The Regulated Classroom to strengthen classroom management and support student self-regulation.

Small group sessions with our social worker, along with targeted classroom lessons, were also implemented to address students' social-emotional needs.

2025-26

Identified Need

To enhance support for school conditions, climate, and family engagement, we will continue implementing the following initiatives and resources:

Continued implementation of PBIS to promote positive student behavior and a supportive school climate.
Ongoing support from one campus monitor to assist with student supervision and check-ins.
Continued use of recreational aides to support student engagement and safety during non-instructional times.
Maintenance of a full-time social worker on campus to address students' social-emotional needs through MTSS.
Expansion of organized family engagement activities and events to strengthen school-home connections.
Continued offering of teacher-led after-school programs to enrich student experiences.
Ongoing monthly assemblies focused on reinforcing schoolwide expectations of being safe, respectful, and responsible.

These efforts will continue to foster a positive, inclusive, and engaging environment for students and families.

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	2.6% suspended at least one day	-0.3%
	English Learners	1.8% suspended at least one day	
	Foster Youth		
	Homeless	4.8% suspended at least one day	
	Socioeconomically Disadvantaged	3.3% suspended at least one day	
	Students with Disabilities	5.1% suspended at least one day	
	African American	3.7% suspended at least one day	
	American Indian		
	Asian	0% suspended at least one day	
	Filipino		
	Hispanic	3.1% suspended at least one day	
	Two or More Races	2.8% suspended at least one day	
	Pacific Islander		
	White	2.8% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	59.7%		90%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	62.2%		80%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles	26%		+2%

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

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Safety and supervision Rec Aide	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries	4,130.00	2026-2027
3.2	Parent Liaison plan will be to connect with families and target lowest performing student group.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	2,289.00	2026-2027
3.3	Monthly assemblies celebrating	X All Students English Learners Low-Income Students Foster Youth	LCFF Supplemental Site Allocation		2026-2027

	student character traits.	Lowest Performing	4000-4999: Books And Supplies		
3.4	Positive Behavior Intervention Systems incentives.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2026-2027

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Centralized Services

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provides tier II small group intervention based on student data.	2024-2025	Intervention Teacher	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	
Provides tier II support for social emotional development based on SAEBERS data.	2024-2025	MTSS Social Worker	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	
Provide explicit language development based on language proficiency levels.	2024-2025	ELD teacher	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	

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**
Provides campus safety, checks in with students to support for PBIS.	2024-2025	Campus Safety Monitor	2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	

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	39,840	0.00
LCFF Rec Aide Allocation	4,130	0.00
Title I Part A Site Allocation	186,140	0.00
Title I Part A Parent Involvement	2,289	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	39,840.00
Title I Part A Parent Involvement	2,289.00
Title I Part A Site Allocation	186,140.00

Expenditures by Budget Reference

Budget Reference	Amount
	2,821.00
1000-1999: Certificated Personnel Salaries	132,780.00
2000-2999: Classified Personnel Salaries	29,256.00
3000-3999: Employee Benefits	66,329.00
4000-4999: Books And Supplies	1,213.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	4,130.00
	LCFF Supplemental Site Allocation	2,821.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	22,837.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	14,182.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	2,289.00

1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	132,780.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	52,147.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	1,213.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	207,540.00
Goal 2	18,440.00
Goal 3	6,419.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Michelle Briggs	Classroom Teacher
Rachael McIntyre	Other School Staff
Annette Meyer	Classroom Teacher
Yisel Navarro	Parent or Community Member
Julie Gerbitz	Classroom Teacher
Amanda Adams	Parent or Community Member
Mirna Pelayo	Principal
Maritza Valdez-Karrer	Parent or Community Member
Casey Kretzmer	Parent or Community Member
Fardin Dagari	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

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

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

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

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

Attested:

	Principal, Mirna Pelayo on April 21, 2026
ON FILE	SSC Chairperson, Michelle Briggs on April 21, 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

Pasadena Avenue Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
Safety and supervision Rec Aide	2000-2999: Classified Personnel Salaries	$4,130.00	Engaging Academic Programs	Focus 2: Ensure a high level of math and science skills for all students.

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

Funding Source: LCFF Supplemental Site Allocation **$39,840.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	3000-3999: Employee Benefits	$5,434.00	Connected School Communities	
Provide additional hour to site clerk to target lowest performing student group. Create action plans in part to address chronic absenteeism. PC 36915	2000-2999: Classified Personnel Salaries	$9,692.00	Healthy Environments for Social-Emotional Growth	
	3000-3999: Employee Benefits	$8,748.00	Healthy Environments for Social-Emotional Growth	
Instructional Assistant I to provide small group instruction and intervention in grades 3rd-5th. PC# 37378	2000-2999: Classified Personnel Salaries	$13,145.00	Connected School Communities	
Supplemental Educational computer programs to support teachers with supplemental material		$2,821.00	Connected School Communities	

	2000-2999: Classified Personnel Salaries	$1,536.80	Clear Pathways to Bright Futures	

LCFF Supplemental Site Allocation Total Expenditures:	$41,376.80
LCFF Supplemental Site Allocation Allocation Balance:	$0.00

Funding Source: Title I Part A Parent Involvement **$2,289.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent Liaison plan will be to connect with families and target lowest performing student group.	2000-2999: Classified Personnel Salaries	$2,289.00	Engaging Academic Programs	Focus 2: Ensure a high level of math and science skills for all students.

Title I Part A Parent Involvement Total Expenditures:	$2,289.00
Title I Part A Parent Involvement Allocation Balance:	$0.00

Funding Source: Title I Part A Site Allocation **$186,140.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide current technology	5000-5999: Services And Other Operating Expenditures	$2,038.00	Clear Pathways to Bright Futures	
	3000-3999: Employee Benefits	$52,147.00	Connected School Communities	
Site coach to provide professional learning for classroom teachers in ELA/Math. PC 30284	1000-1999: Certificated Personnel Salaries	$132,780.00	Connected School Communities	
Supplemental materials and supplies for intervention, explicit language instruction and math in all grades for small group instruction.	4000-4999: Books And Supplies	$1,213.00	Connected School Communities	

Pasadena Avenue Elementary School

Title I Part A Site Allocation Total Expenditures:	$188,178.00
Title I Part A Site Allocation Allocation Balance:	$0.00
Pasadena Avenue Elementary School Total Expenditures:	$235,973.80