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
Skycrest Elementary School	34-67447-6034912	April 27, 2026	June 23, 2026

Purpose and Plan Summary

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

X Schoolwide Program

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

School Site Council has met and reviewed budget, SPSA goals and data analysis five times this school year. Staff has met every 4-6 weeks during staff meetings and Thursdays to review data, SPSA goals, district goals and site budget.

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	0.49%	0.23%	0.24%	2	1	1
African American	4.89%	5.50%	4.02%	20	24	17
Asian	3.42%	4.36%	4.26%	14	19	18
Filipino	0.49%	0.69%	0.71%	2	3	3
Hispanic/Latino	39.85%	38.76%	42.32%	163	169	179
Pacific Islander	0.73%	0.69%	0.95%	3	3	4
White	44.99%	44.27%	41.37%	184	193	175
Multiple/No Response	5.13%	5.50%	6.15%	21	24	26
			Total Enrollment	409	436	423

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		15	23
Kindergarten	57		56
Grade 1	60		74
Grade 2	57		69
Grade3	82		61
Grade 4	72		65
Grade 5	64		75
Total Enrollment	409		423

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	149	139	122	33.4%	36.4%	28.8%
Fluent English Proficient (FEP)	36	48	47	13.3%	8.8%	11.1%
Reclassified Fluent English Proficient (RFEP)	35				21.34%	

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.

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This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
436	**68.1%**	**31.9%**	**0.5%**
Total Number of Students enrolled in Skycrest 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	139	31.9%
Foster Youth	2	0.5%
Homeless	18	4.1%
Socioeconomically Disadvantaged	297	68.1%
Students with Disabilities	123	28.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	24	5.5%
American Indian	1	0.2%
Asian	19	4.4%
Filipino	3	0.7%
Hispanic	169	38.8%
Two or More Races	24	5.5%
Pacific Islander	3	0.7%
White	193	44.3%

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 Orange	**Chronic Absenteeism** Red	**Suspension Rate** Green
Mathematics Orange		
English Learner Progress Green		

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	5	0	0	0

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

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

All Students	English Learners	Long-Term English Learners
Orange 58.9 points below standard Declined 16.4 points 203 Students	Orange 55.9 points below standard Declined 9.4 points 91 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Orange 60.8 points below standard Declined 8.5 points 155 Students

Students with Disabilities

Orange

120 points below standard

Increased 6 points

71 Students

African American

No Performance Color

117.1 points below standard

Declined 19.9 points

16 Students

American Indian

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Asian

No Performance Color

Fewer than 11 students - No Data for Privacy

9 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Hispanic

Orange

55.1 points below standard

Declined 4 points

85 Students

Two or More Races

No Performance Color

Fewer than 11 students - No Data for Privacy

7 Students

Pacific Islander

No Performance Color

0 Students

White

Orange

52.2 points below standard

Declined 26.2 points

85 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.

All groups declined in growing towards proficiency. These decreases are not large decreases. SPED was the only subgroup that had an increase towards proficiency

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

Attendance has been a concern and this year it continues. Attendance is the contributing factor to limited achievement and for all subgroups specifically African American students, SWD and Low SES group tend to have attendance concerns. With our Students with Disabilities group they are already working below grade level so even though teachers are working to support their goals and have plans to improve student progress the students are starting the school year at deficit. Despite parent meetings, attendance boosters, calling and sending messages students who are struggling academically the most are absent from school, arrive late, or have early dismissals that contribute to low academics either by not participating in instruction or due to attendance miss out intervention support. Many of our SWD will keep their student home due to emotional regulation, they pick up from school, or if they miss the bus they have no way to transport to school. African American students are absent the most out of all the subgroups almost double the precentage of absence.

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

Teachers participated in GLAD training, which now we have at least one, if not two, teachers at each grade level trained in GLAD. This training has been helpful to support our Hispanic and struggling students in language

development and providing support in all areas of instruction by providing strategies and supports that all students can benefit from. The teacher's focus at each grade level is to look at and provide instruction aligned with State Standards. In addition to standards based instruction, we have hada focus on checking for understanding. Students have to practice core standards for success such as: perserverence and grit. These success standards are taught and reinforced through our character assemblies. We have have 2 intervention teachers, 2 ELD teachers that provide intervention and DELD support, we have a 1 resource teacher and 2 speech teachers to help bridge gaps for student to access grade level standadrs. It is noted, when students are not at school they miss out on critical instruction.
We have held attendance meetings as a site, but having district staff to meet with families at these meeting would be more powerful. If there were district staff to meet with families, or call families, and address this issue that might add help to show the impact of students being at school. When we have had active attendance support from the district we have seen improvements. This year, like last year, we were just told to keep calling, or the site had to figure out a way to meet with families. As a site we just do not have the resources to make home visits, and it is difficult to connect with families to find out where the student i

School and Student Performance Data

Academic Performance
Mathematics

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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 Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	0	0	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	
58.7 points below standard	47.5 points below standard	
Declined 14.3 points	Declined 12.9 points	
209 Students	97 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	62.2 points below standard
0 Students	5 Students	Declined 14.7 points
		161 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
111 points below standard	123.6 points below standard	Fewer than 11 students - No Data for Privacy
Maintained 0.7 points	Declined 48.1 points	1 Student
72 Students	16 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	56.8 points below standard
10 Students	1 Student	Maintained 0.7 points
		86 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	0 Students	45.7 points below standard
7 Students		Declined 16 points
		89 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.

All students scored 58.7 points below standard which was a decrease from the previous school year.
Students with Disabilities maintained 111 pointe below standard.
Hispanic students maintianed 56.8 pointe below standard. It is noted, with a small sample size, our African American students are 123.6 points below standard.   All groups scored in the orange range except for SWD, they fell into thre red.

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

Even though Students with Disabilities group are still working below grade level they maintained progress this school year. SPED Teachers working with this group of students are following the goals on their IEPs, working to make improvements, but SWD are starting below grade level, teachers are working to support by ensuring modifications are made according to the student'rogress is being made which is evident by the increase in score.   During the school day modifications are made based on their IEP. SPED teachhers are using general educadtion curriculum to bridge the academic gap. General Education Teachers are instructing using grade level State Standards and CFU strategies to encourage students talking and sharing during lessons, using exit tickets and end of lesson problems to ensure studnets re applying knowledge, vocabulary and relevance as skills build on each other. .Our Hispanic group we have continued to provide intervention during the school day. Language barriers continue to be a factor, teachers are working on strategies to be able to communicate effectively with students. An area that was shared this year with our leadership team is to have our ELD teachers work jointly with our class teachers and take time to review and practice vocabulary to support our Hispanic students in a deeper understanding.

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

We have have 2 intervention teachers that support teachers and students. GLAD strategies have been implemented in classroom to show strategies to support EL/Hispanic students. Funding is a factor = SWUN math program which provides vocabulary, steps to take and action to support problem solving tasks; and funds to purchase items like interactive panels to help in engaging students and visually support all students. Focus on attendance so students do not have academic learning gaps for new concepts.

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.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	1	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	No Performance Color
50 science points	44.5 science points	0 Students
Maintained 0.6 points	Declined 6.1 points	
73 Students	43 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	47.5 science points
0 Students	2 Students	Maintained -0.7 points
		60 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
41.3 science points	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 13 points	4 Students	1 Student
16 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	44.9 science points
2 Students		Declined 2.6 points
		32 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	0 Students	55.4 science points
2 Students		Increased 2.5 points
		33 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.

English Learners declined 44.t points below standard.; Hispanic students decline 44.9 below standard,

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

Science has been secondary to ELA and Math. Looking through the lens of CFU we can develop strategies that help students. Vocabulary development and hands on science experiences help with students exposure as well.

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

We are sharing students in 5th grade and departmentalizing Science and Social Studies. Most teachers use Mystery Science as engaging, Vobaulry development, strategies for reading and wiritn will help develop skills for students to think critically.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Green	No Performance Color
59.8 making progress.	making progress.
Number Students: 107 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
7.5%	33%	0.9%	58.5%

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

59 students progressed at least one level, that is more than 50% of our EL students, this excellent growth! We had 33 students that maintained ELPI Level 1 and 8 students that decreased.

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

We have school wide Designated ELD time with all students within the grade level receiving support either within the classroom or with one of our ELD teachers. EL students participate in DELD and then some are also receiving additional intervention support.
Teachers are also using GLAD strategies within the class which also supports and transfer academic support to our students who are leaning English. Before and Afterschool tutoring is made available to all students, include our EL students. This year we had 8 teachers participate in the EL Achieve training, a program that will be used next year to support EL Students. Language acquisition is an ongoing barrier for our students, so finding methods, strategies, and ways to communicate will support our students.

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

What we could benefit from is having additional ELD training - we had 8 teachers participate in EL Achieve training this year and we have at least one, sometimes 2, teachers at each grade level who participated in GLAD training. This is used within the class to support students through various strategies. We are also utilizing supports/programs such as Heggerty and UFLI to provide phonological supports to students, both for new comers and students who are appearing to either maintain or decrease growth. We may bring in TCM materials this next year to support English Learners. We also will share these materials with teachers to utilize during the ELD block in the classroom. The rigor of instruction during ELD blocks can be boosted for all students.

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.

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

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

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

All Students	English Learners	Long-Term English Learners
Red	Yellow	
25.2% Chronically Absent	15.1% Chronically Absent	
Increased 0.8	Declined 2.7	
472 Students	152 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	58.3% Chronically Absent	28.3% Chronically Absent
	Increased 4.5	Increased 3.6
7 Students	24 Students	367 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
29.7% Chronically Absent	46.9% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 6	Increased 23.1	1 Student
148 Students	32 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
14.3% Chronically Absent	Fewer than 11 students - No Data for Privacy	28.4% Chronically Absent
Declined 4.5	3 Students	Increased 5.9
21 Students		176 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
45.8% Chronically Absent	Fewer than 11 students - No Data for Privacy	17.5% Chronically Absent
Declined 2	3 Students	Declined 6.4
24 Students		212 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.

Students with disabilities, African American students, Hispanic students and Low Socio-Economic students have an increase in absenteeism

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

Attendance meetings were held at parent teacher conferences, academic meetings, IEPs or truancy meeting. Parents were informed of the impact these absences are having on student academics. We even had to have the tough conversations with parents whose children were constantly absent that due to absences interventions were showing improvements and if they wanted the child to continue in intervention they needed to have their child attend school, be present and not have so many early dismissals.
Students With Disabilities is difficult, many of our special ed students have transportation and when they miss the bus, parents have no way to get them to school; parents of SWD have also kept their child home if the student was having a difficult time regulating their emotions that day, or the student needed to attend other interventions or classes outside of school.

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

We have held attendance meetings as a site, but as a staff we believe it would be more powerful if there were district staff to meet with families, or call families, and address this issue. When we have had active attendance support from the district we have seen improvements. This year not one meeting with the district attendance support person was held. We are often just told to keep calling, or the site had to figure out a way to meet with families. As a site we just do not have the resources to make home visits or reach out to determine where the family is or provide resources to get them to school. We also would like District to move forward with SARB meetings as necessary. There is very little consequence for not bringing students to school.

School and Student Performance Data

Academic Engagement
Graduation Rate

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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 Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**

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

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

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

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

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

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	1	2

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**
Green	Blue	
1.4% suspended at least one day	0.6% suspended at least one day	
Declined 1.3%	Declined 1.9%	
494 Students	160 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	3.8% suspended at least one day	1.6% suspended at least one day
	Declined 2.8%	Declined 1%
8 Students	26 Students	382 Students

Students with Disabilities

Orange

2% suspended at least one day

Increased 1.2%

150 Students

African American

No Performance Color

0% suspended at least one day

Declined 4.8%

33 Students

American Indian

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Asian

No Performance Color

0% suspended at least one day

Maintained 0%

24 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Hispanic

Yellow

2.2% suspended at least one day

Maintained -0.1%

184 Students

Two or More Races

No Performance Color

7.7% suspended at least one day

Increased 7.7%

26 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

White

Blue

0.5% suspended at least one day

Declined 3%

218 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.

1.3% of all students were suspended at least one day which was a decrease from last year, putting us in the orange area. We saw 8 SWD suspended which caused SWD to be in the Oragne Area, all other areas were in the orange area. All other subgroups naintained or had less suspension and moved into the next color band.

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

Students are having a difficult time adjusting to being at school - physical aggression towards others, racial slurs, unsafe behavior or dangerous behaviors increased. Reminders to support staff to be actively supervising is ongoing. Making sure all staff have a walkie and when we hold trainings around PBIS and handling behaviors all staff attend. Consequences should reflect teaching and supporting of new behaviors.

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

We continued to review rules and expectations with students and staff, making sure everyone was aware and on the same page. PBIS team worked to modify and adjust the system which included adding incentives for students and having more recognition who were following rules and showing good character. We continually worked with ALL staff to make sure they were aware of the rules and expectations and that all were actively supervising. Tier 1 classroom management and classoom routines are established. We also looked at alternative ways than suspension - how can we work to change the behavior. We worked to find ways we can implement our Character Education program and how do we ensure students are understanding what having good character means - working to incorporate within the school day. This school year we implemented a social emotional program school wide called MooZoom, which will continue for 25-26. The program has been helpful in explaining and discussing different emotions and behaviors. Regulated classroom and Flooded have help staff to understand we are teaching and supporting students. As well as, reflective conversations and think sheets when students make a unsafe decision/

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?

We utilize ongoing text level and writing data with teachers to plan instructional practices.
School wide writing prompts are given each trimester based on the 3 genres - narrative, informational, and opinion - teachers enter class data. Teachers will select which trimester they will give the specific genre.
School wide math problem solving prompts are given each trimester with students to share their problem solving strategies - teachers enter class data.
SWUN math assessments used to determine math skill - diagnostic used for beginning of year score and end of year score.
We utilize common assessments to meet the skills needed for students to differentiate instruction.

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

Ongoing common assessements are given to help teachers see students progress and for intentional planning standards based lessons. Systems are in place to support those students who are not moving are needed. School wide tasks for writing were effective in that teachers were able to get a glimpse of students needs for writing and structure and how were students able to explain their thinking in math problem solving. Collaboration, data analysis and time for intentional planning happened regularly. Giving PLC time to go through both math and writing tasks was very helpful. We continued to find ways to ensure students were aware of the grading rubric and what the expectations were, along with having students see what they need to do to score proficient and improve their work.

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

PLC time is planned to have teachers score writing tasks. Rubrics are brought so that support staff can also support grade levels in scoring. Teachers and support staff worked together to plan what they will assess and how they will make sure students were taught needed skills and reviewed the rubric. We did add UFLI and Heggerty lessons in K-3 grade to support students in phonemic awareness and phonics. Teachers had specific planning time using intentional planning and checks for understanding to support student reponse and learning core standards at each grade level.

2025-26

Identified Need

Intervention Teacher (one time funds)
Grade level collaboration time
Technology - interactive panels for all class teachers.
Supplemental materials and supplies
Additional ELD training - strategies for classroom teachers.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	58.9 points below standard	+3 scale score points
	English Learners	55.9 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	60.8 points below standard	
	Students with Disabilities	120 points below standard	

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	African American	117.1 points below standard	
	American Indian		
	Asian		
	Filipino		
	Hispanic	55.1 points below standard	
	Two or More Races		
	Pacific Islander		
	White	52.2 points below standard	
Math State Assessment: Change in scale score	All Students	58.7 points below standard	+3 scale score points
	English Learners	47.5 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	62.2 points below standard	
	Students with Disabilities	111 points below standard	
	African American	123.6 points below standard	
	American Indian		
	Asian		
	Filipino		
	Hispanic	56.8 points below standard	
	Two or More Races		
	Pacific Islander		
	White	45.7 points below standard	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	59.8	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	21.34%	20%. (26 out of 130 students reclassified 23-24)

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	Replenish, renew books for the school library and to provide take home books for students to practice reading and writing at home.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	Title I Part A Site Allocation 4000-4999: Books And Supplies	1000	August 2026-June 2027
1.2	Grade Level Collaboration/Release days will be planned teachers, 4 1/2 days per year. 2 full days per year per grade level TK-5. Grade level teams will meet	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	8000	Fall 2026 and Winter 2027

	with administration and academic coach/intervention teachers to analyze student data for ELA / Literacy/Writing and Math/Problem Solving. Teachers will work collaboratively to address key student achievement gaps. Analysis of ELA and Math data will be scheduled twice during the school year to address learning loss, design learning cycles, monitor progress and establish goals with each teacher. Benchmark targets will be identified and monitored by administrators, grade level teams, and site leadership team. Release time will				

	be used to support student achievement. Each teacher will create a targeted learning goal for the class to support a specific group of students in ELA: Reading level/writing or Math.				
1.3	To support students and classroom learning and instruction, technology will be purchased. Items to purchase and update include but not limited to: 10 Interactive panels w/ title 1 and LCFF and 1 w/ General and associated doc camera, Chromebooks, laptops, iPads, projectors, doc cameras (ELMOs), bulbs for equipment, laminator / laminate, scanners,	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	60,000	School year 2026-2027

	speakers, 3D printer, robotics, and other equipment items that can be used to support and engage students in their learning while supporting learning skills and to increase academics.				
1.4	Instructional supplies will be purchased to support and increase student achievement in the classrooms. Materials will be purchased that are aligned to be used with grade level curriculum to enhance and support all students. Materials will be purchased to support the implementation of Common Core Standards, English Language Development, Hand Writing without Tears	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,000 5,000	School year 2026-2027

	(TK/K/1/2), and Math instruction. Materials and supplies include such items as Mentor text, supplies needed to support small group reading - Tier 1 instruction in the classroom (leveled texts, decodable text and materials), Shared Reading and Inter Active Read Alouds, books for leveled school and class libraries, materials to support integration of Social Studies and Science such as, but not limited to Scholastic News and Mystery Science, and Math. Supplies will also include student whiteboards for students to participate in group activities and headphones to use during					

	group work. Leveled readers will be purchased as needed to support reading, headphones with mics to enable students to focus and engage with minimal distractions when working in small groups.				
1.5	Books/Materials will be purchased to support Core Curriculum areas in grade TK-5th. This includes Scholastic News, Mentor Text, Okapi, SWUN math journals and homework books for students and teachers and Sped books, needed to support student in math, reading and writing. Class mentor text to support students in developing a Positive Growth	X All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	30,000 1340.00	School year 2026-2027

		Mindset, Social Justice and Equity, and Character Education.						
1.6		Contract with Web Based Learning Services and outside supports: A contract will be established through More Starfall, Moby Max, Mystery Science, MooZoom, EPIC, and other web based programs that encourage and promote student reading and proficiency in Reading Comprehension, supporting core instruction, and supporting engagement Programs will support learning within the classroom during groups and centers. Students will utilize More Starfall, Mystery	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing		LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures Title I Part A Site Allocation 4000-4999: Books And Supplies		8,000 5000		School year 2026-2027

	Science, MooZoom, Moby Max, and online reading program (EPIC) in the classroom and to practice skills at home. The purchase of a movie license to allow movies in the classroom that that will be a support to Core Curricula - compare and contrast, character analyzation, character education, Social Justice and Equity, and other areas of academic. SWUN online service will be purchased to gather data and progress in the areas of math.				
1.7	School events and family night activities to encourage families coming together while building literacy,	X All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other	15,000	School year 2026-2027

	math and character. Literacy Night, Math/Science Night, Assemblies during the day, and STEM activies. examples: Sami's Circuit, Phil Tulga, Theater presentations, Talent show .		Operating Expenditures		
1.8	Release day for goal setting and extra planning as needed for classroom teachers	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	12000	School Year 2026-2027
1.9	Instructional Assistant 1 to support students learning in the classroom	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	64,475	School Year 2026-2027

1.10	Opportunities to attend conferences and professional development to support academic content areas to enhancs strategies to meet student needs.	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	20000	School Year 2026-2027
1.11	Before and after school tutoring to suport students academic needs in both Language Arts and Math	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	12000	School Year 2026-2027
1.12	Classified staff to attend PD sessions with teachers regarding academic and social emotional	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	3000	School Year 2026-2027

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

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

SPSA/Goal 2

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

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

Overall student referrals and suspensions were used to monitor behavior and needs. Referrals saw an increase throughout the year. Monthly attendance - months #1, 2, and 3 we stayed between 94-95% attendance according to unified insight data for 23.24. Suspensions were - with aggressive behavior being the reason.

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

Common Area Training was implemented throughout the year to support students in their understanding of school rules and how to get along with each other. It is helpful to have the common area training but with a new class opening in mid September and many new students enrolling after the training we saw a significant increase in behavior referrals. PBIS is extremely beneficial and we saw significant improvement but additional training is needed for the 25-26 school year.

An increase in aggressive behavior was seen this year, staff need the additional training to support how to address and respond to these behaviors that occurred within the classroom and on the playground.
Constant reviewing of rules and procedures is needed by all teachers - 4th grade and 1st grade were grade levels of concern, showing continued major and minor behaviors.
Training for all staff took place but additional training with how to respond, talk with students, settle situation is needed. Also need reminders for ALL staff to add now we are working to get all staff - certificated and classified, to use the forms and not just ignore.

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

Common area training is scheduled at the beginning of the year, but it will be important to make sure all new students receive this training; as well as ensure that ALL teachers review the rules after school breaks and holidays - after Winter Break and again after Spring Break.   Teachers are reminded to review but it was difficult to know if all teachers did review the rules; especially when behaviors continued and escalated.
We added additional Attendance Booster in an effort to keep motivation going for students who were attending school daily. We did not see a change in attendance so we will look at returning other incentives for the 25-26 school year and working more closely with PBIS. Meeting with parents to discuss attendance did not seem to have an impact; families with chronic absences continued to miss school.
Holding attendance meetings with our SST to review attendance does have an impact, especially if a parent is wanting intervention or possibly testing. The meeting emphasized the iimpact not being at school is having and we were able to develop a plan of action, especially if the student was to be placed in intervention,

2025-26

Identified Need

As a staff, we continued to work to establish supports for the classroom to encourage students to attend daily, be engaged and participating in learning.
We continued to reinforce positive Character Education and attendance and participation. STAR Character tickets were reinstated and has had a positive impact.   Students names are announced over the loudspeaker each week, can earn prizes within the class and the Big Spin of tickets was returned where students are able to see all the tickets earned, this is important to continue.
Character assemblies would be a benefit - site SLT and PBIS can work with admin to come up with assembly ideas that will address character.
Continue to focus on ensuring students are feeling a part of the community and safe, this includes looking and supporting racial and bullying issues. One area that is needed is to review and explain with all students and families what bullying is and how it is being addressed.
Establish positive incentives for students and positive alternatives to keeping students in the classroom and engaged.
Continue to work with PBIS Tier 1 and Tier 2 groups to establish ways to support the social emotional needs of students. Will continue with social emotional learning as students, parents, and staff continue to adjust to being back in school full time. Ensure that ALL teachers are using MooZoom to support Social and Emotional needs.

Boosters, incentives and engaging activities are one way to work towards to encourage students to be active participants in school. Encourage parent attendance in activities, finding ways to ensure parents are included, their voice is heard, and that parents attend workshops and trainings that will be a support for them and their child; as well as informing parents of grade level standards. Creating ways that parents can take an active role in the school - be helpers by using skills parents have. Math Game Day was held monthly and invited parents to come participate in the class, this was successful for those classes that attempted to get parents to attend - it is important that ALL teachers actively invite parents,

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	25.2% Chronically Absent	-0.5%
	English Learners	15.1% Chronically Absent	
	Foster Youth		
	Homeless	58.3% Chronically Absent	
	Socioeconomically Disadvantaged	28.3% Chronically Absent	
	Students with Disabilities	29.7% Chronically Absent	
	African American	46.9% Chronically Absent	
	American Indian		
	Asian	14.3% Chronically Absent	
	Filipino		
	Hispanic	28.4% Chronically Absent	
	Two or More Races	45.8% Chronically Absent	
	Pacific Islander		
	White	17.5% Chronically Absent	
Attendance:	92.9%		93.02%

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

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline

2.1		Purchase of supplemental classroom materials to teach and support the monthly character ed trait and encourage school attendance. Mentor Texts to be purchased for the classroom, used by teachers to support Character Education, Successful Practices and social emotional learning. (Title) Posters, banners to share with students and display on site. A Monthly assembly to introduce the trait along with materials to support the trait. Included with assemblies are prizes and treats for students - oreos, mystery prize, popcorn are some ideas. (LCFF)		X All Students English Learners X Low-Income Students Foster Youth Lowest Performing		Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4000 1000	August 2026 to June 2027

2.2	To address chronically absent students, a monthly meeting will be held with our SST team, district AIS, attendance clerk and families, which we will call attendance meetings, where the discussion around the impacts of missing school are having and to develop a plan of action to support and meet the needs of students. Materials necessary for meeting will be provided.	X All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	2200	August 2026-June 2027
2.3	Administrator will hold parent/staff meetings - Title 1 Parent Meeting, Mugs and Muffiins, Parent Workshops to address academic and how to support students, SSC,	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	800	August 2026 to June 2027

	ELAC, staff meetings, PLC and admin meetings. At these meeting materials needed will be provided for attendees along with coffee, snacks, water will be purchased				

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?

Parent and Student Surveys
Input from parent groups: ELAC, SSC, Mugs and Muffins - parent / admin group, PTO

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

Mugs and Muffins was one avenue for all parents to share concerns and suggestions in a relaxed setting. ELAC meetings were held 4 times throughout the year to support EL families. This year we saw a decline in parent attendance at Mugs and Muffins and as the year progressed a decline EL families at ELAC.

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

I would like to try Mugs and Muffins monthly again. I had low parent participation.

2025-26

Identified Need

As a staff, work to establish supports for the classroom to encourage students to attend daily, be engaged and participating in learning by being active learners. Find ways teachers can also be proactive in encouraging parents and students to be at school - email, post card, talking point - increase communication.
Continue to reinforce positive Character Education, ensuring that students are understanding what is taught and how they can implement. The many absences by students impact when students do not know the rules or procedures of the class and school.
Absentee students also have a difficult time making friends with others because they are out so much.
Social Emotional Learning is needed to support students in how to work through situations and gain understanding around safe staff members and steps they can take. This will include to continue to work with PBIS Tier 1 and Tier 2 groups to establish ways to support the social emotional needs of students. We will continue with social emotional learning by implementing MooZoom school wide in 25-26 to support students in SEL.
Focus on ensuring students are feeling a part of the community and safe, this includes looking and supporting equity issues for all students; again it is more difficult for students with high absenteeism because they are not connected.
We will start the year with Common Area Training and hold a Character Ed assembly that will be a review school wide of expectations.
Establish positive incentives for students and positive alternatives to keeping students in the classroom and engaged.
Boosters, incentives and engaging activities are one way to work towards encouraging students to be active participants in school.
Encourage parent attendance in activities, finding ways to ensure parents are included, their voice is heard, and that parents attend workshops and trainings that will be a support for them and their child; as well as informing parents of grade level standards. Working with teaching staff to create ways that parents can take an active role in the school - be helpers by using skills parents have.
Move Mugs and Muffins to monthly and ensure parent paricipation.
create positive referrals for staff and send home postcards catching students doing well at school and being at school
refer families to SARB for additional supports outside of school.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	1.4% suspended at least one day	-0.3%
	English Learners	0.6% suspended at least one day	
	Foster Youth		
	Homeless	3.8% suspended at least one day	
	Socioeconomically Disadvantaged	1.6% suspended at least one day	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Students with Disabilities: 2% suspended at least one day African American: 0% suspended at least one day American Indian Asian: 0% suspended at least one day Filipino Hispanic: 2.2% suspended at least one day Two or More Races: 7.7% suspended at least one day Pacific Islander White: 0.5% 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	70.3%	70%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	72.6%	72.6%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).		

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	Purchase of classroom materials to teach and support the monthly character ed trait and encourage school attendance. This includes incentives for individual and class. Incentives/treats for attendance such as ALL HERE for the class, incentives for following character traits that are earned by the Big Spin. Items to include incentives to support Character education (wrist bands, pencils, booster supports/prizes, small candies, mystery prize, popcorn). Red Ribbon Week activities and incentives, school attendance incentives - i.e attendance dog	All Students English Learners Low-Income Students Foster Youth X Lowest Performing White	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1200	School year 2026-2027

	tags, all here small candies, certificates as some suggestions.				
3.2	Support funding for rec aides both centrally funded and additional site funding. Support needs of office especially at the opening and closing of school.	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	4,130 1,980	School year 2026-2027
3.3	Parent workshops will be presented to parents around core curricula areas and how to support, attendance, social emotional learning, college and career. Supplemental materials.	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 4000-4999: Books And Supplies	1540	School year 2026-2027
3.4	Family events and activities will be scheduled that	X All Students X English Learners X Low-Income Students	Title I Part A Parent Involvement	1540	School year 2026-2027

	will encourage parent connections with the school by providing activities that parents, students, and staff can participated together.	Foster Youth Lowest Performing	4000-4999: Books And Supplies		
3.5	Mail monthly post cards to parents and students - teachers can write at monthly staff meeting. Postage stamps needed, postcards available through Excel.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	800	School year 2026-2027
3.6		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

Centralized Services for Planned Improvements in Student Performance

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

Centralized Services

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 1.8 FTE ELD Teachers	August 2026-2027				
1.875 FTE BIAs, will provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA).	August 2026-2027				
1.0 FTE intervention teacher will be provided to support students in TK-5 grade within the classroom or pull out if necessary. Focus will be on differentiation to meet student needs within the class, and modifying and scaffolding instruction as needed to support students. Pull out or Push in Intervention will focus on bringing students to grade level readiness.	August 2026-2027				

SCHOOL GOAL #2:
Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	**Type**	**Funding Source** (itemize for each source)	**Estimated Cost**
1 FTE Social Worker will be provided to support students that are needing support with social emotional, friendship groups, experiencing trauma or any other emotional need that is impacting them to function within the school day,	August 2026-June 2026				

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**
.75 Campus Monitor will provide additional security and safety around the campus by monitoring and walking the campus grounds and alerting the admin and staff of any concerns.. The position will be another source for students to reach out and connect with before school, during school and after school; engage with students and redirect as needed.	August 2026- June 2027				
.375 Playground rec aide will be added to support before school breakfast supervision, student drop off and supervise lunch time.	August 2026-June 2027				

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	52,320	0.00
LCFF Rec Aide Allocation	4,130	0.00
Title I Part A Site Allocation	209,475	0.00
Title I Part A Parent Involvement	3,080	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	52,320.00
Title I Part A Parent Involvement	3,080.00
Title I Part A Site Allocation	209,475.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	32,000.00
2000-2999: Classified Personnel Salaries	75,785.00
4000-4999: Books And Supplies	117,420.00
5000-5999: Services And Other Operating Expenditures	43,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	4,130.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	4,180.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	39,340.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	8,800.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	3,080.00

1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	32,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	67,475.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	75,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	35,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	249,815.00
Goal 2	8,000.00
Goal 3	11,190.00

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

6 Parent or Community Members

Name of Members	Role
Suzanne Landuyt	Principal
Mercy Ahlgren Murray	Classroom Teacher
Chantel Gordon	Parent or Community Member
Chantel Landeros	Parent or Community Member
Julie McKay	Other School Staff
Rena KumarJ	Parent or Community Member
Andrea Patton	Parent or Community Member
Amanda Peterson	Classroom Teacher
Juliana Garcia	Parent or Community Member
Margie Reeves	Classroom Teacher
Maya Mtwe	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
Julie McKay	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:

Suzy Landuyt	Principal, Suzanne Landuyt on April 27, 2026
Chantel Gordon	SSC Chairperson, Chantel Gordon on April 27, 2026

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

   1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

      a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

      b. use methods and instructional strategies that:

         i. strengthen the academic program in the school,

         ii. increase the amount and quality of learning time, and

         iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

      c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

         i. strategies to improve students' skills outside the academic subject areas;

         ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

         iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

         iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

         v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Skycrest Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
Support funding for rec aides both centrally funded and additional site funding. Support needs of office especially at the opening and closing of school.	2000-2999: Classified Personnel Salaries	$4,130.00	Engaging Academic Programs	
	LCFF Rec Aide Allocation Total Expenditures:	$4,130.00		
	LCFF Rec Aide Allocation Allocation Balance:	$0.00		

Funding Source: LCFF Supplemental Site Allocation **$52,320.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Mail monthly post cards to parents and students - teachers can write at monthly staff meeting. Postage stamps needed, postcards available through Excel.	5000-5999: Services And Other Operating Expenditures	$800.00	Engaging Academic Programs	
	2000-2999: Classified Personnel Salaries	$1,980.00	Engaging Academic Programs	

Skycrest Elementary School

Professional services may be provided to support student learning in the areas of Science Technology, Engineering, Arts, and Math, Services may be provided as enrichments at for class engagement, virtually fieldtrips, or assemblies; if return possible in-person visitors if allowed. Examples include but not limited to authors selected to share with students, Science exploration, and Drama Productions. Activities will be geared to support student engaement in STEAM activities and provide opportunities for learning. Activities will provide enrichment and support to class learning.	5000-5999: Services And Other Operating Expenditures	$1,000.00	Clear Pathways to Bright Futures
Books/Materials will be purchased to support Core Curriculum areas in grade TK -5th. This includes Scholastic News, Mentor Text, Okapi, SWUN math journals and homework books for students and teachers and Sped books, needed to support student in math, reading and writing. Class mentor text to support students in developing a Positive Growth Mindset, Social Justice and Equity, and Character Education.	4000-4999: Books And Supplies	$30,000.00	Connected School Communities

Skycrest Elementary School

Contract with Web Based Learning Services and outside supports: A contract will be established through More Starfall, Moby Max, Mystery Science, MooZoom, EPIC, and other web based programs that encourage and promote student reading and proficiency in Reading Comprehension, supporting core instruction, and supporting engagement Programs will support learning within the classroom during groups and centers. Students will utilize More Starfall, Mystery Science, MooZoom, Moby Max, and online reading program (EPIC) in the classroom and to practice skills at home. The purchase of a movie license to allow movies in the classroom that that will be a support to Core Curricula - compare and contrast, character analyzation, character education, Social Justice and Equity, and other areas of academic. SWUN online service will be purchased to gather data and progress in the areas of math.	5000-5999: Services And Other Operating Expenditures	$8,000.00	Connected School Communities
	4000-4999: Books And Supplies	$5,000.00	Connected School Communities
	4000-4999: Books And Supplies	$1,340.00	Connected School Communities
To address chronically absent students, a monthly meeting will be held with our SST team, district AIS, attendance clerk and families, which we will call attendance meetings, where the discussion around the impacts of missing school are having and to develop a plan of action to support and meet the needs of students. Materials necessary for meeting will be provided.	2000-2999: Classified Personnel Salaries	$2,200.00	Healthy Environments for Socio-Emotional Growth

Skycrest Elementary School

Proposed Expenditure	Object Code	Amount	Goal	Action
Administrator will hold parent/staff meetings - Title 1 Parent Meeting, Mugs and Muffiins, Parent Workshops to address academic and how to support students, SSC, ELAC, staff meetings, PLC and admin meetings. At these meeting materials needed will be provided for attendees along with coffee, snacks, water will be purchased	4000-4999: Books And Supplies	$800.00	Healthy Environments for Socio-Emotional Growth	
	4000-4999: Books And Supplies	$1,000.00	Healthy Environments for Socio-Emotional Growth	
Purchase of classroom materials to teach and support the monthly character ed trait and encourage school attendance. This includes incentives for individual and class. Incentives/treats for attendance such as ALL HERE for the class, incentives for following character traits that are earned by the Big Spin. Items to include incentives to support Character education (wrist bands, pencils, booster supports/prizes, small candies, mystery prize, popcorn). Red Ribbon Week activities and incentives, school attendance incentives - i.e attendance dog tags, all here small candies, certificates as some suggestions.	4000-4999: Books And Supplies	$1,200.00	Engaging Academic Programs	

LCFF Supplemental Site Allocation Total Expenditures:	$53,320.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00

Funding Source: Title I Part A Parent Involvement **$3,080.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Skycrest Elementary School

Parent workshops will be presented to parents around core curricula areas and how to support, attendance, social emotional learning, college and career. Supplemental materials.	4000-4999: Books And Supplies	$1,540.00	Engaging Academic Programs	
Family events and activities will be scheduled that will encourage parent connections with the school by providing activities that parents, students, and staff can participated together.	4000-4999: Books And Supplies	$1,540.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures:	$3,080.00
Title I Part A Parent Involvement Allocation Balance:	$0.00

Funding Source: Title I Part A Site Allocation **$209,475.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Before and after school tutoring to suport students academic needs in both Language Arts and Math	1000-1999: Certificated Personnel Salaries	$12,000.00	Connected School Communities	
Classified staff to attend PD sessions with teachers regarding academic and social emotional	2000-2999: Classified Personnel Salaries	$3,000.00	Connected School Communities	
	4000-4999: Books And Supplies	$5,000.00	Connected School Communities	

Skycrest Elementary School

Purchase of supplemental classroom materials to teach and support the monthly character ed trait and encourage school attendance. Mentor Texts to be purchased for the classroom, used by teachers to support Character Education, Successful Practices and social emotional learning. (Title) Posters, banners to share with students and display on site. A Monthly assembly to introduce the trait along with materials to support the trait. Included with assemblies are prizes and treats for students - oreos, mystery prize, popcorn are some ideas. (LCFF)	4000-4999: Books And Supplies	$4,000.00	Healthy Environments for Socio-Emotional Growth
School events and family night activities to encourage families coming together while building literacy, math and character. Literacy Night, Math/Science Night, Assemblies during the day, and STEM activies. examples: Sami's Circuit, Phil Tulga, Theater presentations, Talent show .	5000-5999: Services And Other Operating Expenditures	$15,000.00	Connected School Communities
Release day for goal setting and extra planning as needed for classroom teachers	1000-1999: Certificated Personnel Salaries	$12,000.00	Connected School Communities
Instructional Assistant 1 to support students learning in the classroom	2000-2999: Classified Personnel Salaries	$64,475.00	Connected School Communities
Opportunities to attend conferences and professional development to support academic content areas to enhancs strategies to meet student needs.	5000-5999: Services And Other Operating Expenditures	$20,000.00	Connected School Communities
Replenish, renew books for the school library and to provide take home books for students to practice reading and writing at home.	4000-4999: Books And Supplies	$1,000.00	Connected School Communities

Skycrest Elementary School

Grade Level Collaboration/Release days will be planned teachers, 4 1/2 days per year. 2 full days per year per grade level TK-5. Grade level teams will meet with administration and academic coach/intervention teachers to analyze student data for ELA / Literacy/Writing and Math/Problem Solving. Teachers will work collaboratively to address key student achievement gaps. Analysis of ELA and Math data will be scheduled twice during the school year to address learning loss, design learning cycles, monitor progress and establish goals with each teacher. Benchmark targets will be identified and monitored by administrators, grade level teams, and site leadership team. Release time will be used to support student achievement. Each teacher will create a targeted learning goal for the class to support a specific group of students in ELA: Reading level/writing or Math.	1000-1999: Certificated Personnel Salaries	$8,000.00	Connected School Communities
To support students and classroom learning and instruction, technology will be purchased. Items to purchase and update include but not limited to: 10 Interactive panels w/ title 1 and LCFF and 1 w/ General and associated doc camera, Chromebooks, laptops, iPads, projectors, doc cameras (ELMOs), bulbs for equipment, laminator / laminate, scanners, speakers, 3D printer, robotics, and other equipment items that can be used to support and engage students in their learning while supporting learning skills and to increase academics.	4000-4999: Books And Supplies	$60,000.00	Connected School Communities

Skycrest Elementary School

Instructional supplies will be purchased to support and increase student achievement in the classrooms. Materials will be purchased that are aligned to be used with grade level curriculum to enhance and support all students. Materials will be purchased to support the implementation of Common Core Standards, English Language Development, Hand Writing without Tears (TK/K/1/2), and Math instruction. Materials and supplies include such items as Mentor text, supplies needed to support small group reading - Tier 1 instruction in the classroom (leveled texts, decodable text and materials), Shared Reading and Inter Active Read Alouds, books for leveled school and class libraries, materials to support integration of Social Studies and Science such as, but not limited to Scholastic News and Mystery Science, and Math. Supplies will also include student whiteboards for students to participate in group activities and headphones to use during group work. Leveled readers will be purchased as needed to support reading, headphones with mics to enable students to focus and engage with minimal distractions when working in small groups.	4000-4999: Books And Supplies	$5,000.00	Connected School Communities

Title I Part A Site Allocation Total Expenditures:	$209,475.00
Title I Part A Site Allocation Allocation Balance:	$0.00
Skycrest Elementary School Total Expenditures:	$270,005.00