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
Whitney Avenue Elementary School	34-67447-6034961	May 14, 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

Educational partners were meaningfully involved in the development, analysis, and refinement of the Single Plan for Student Achievement (SPSA) in alignment with district Local Control and Accountability Plan (LCAP) goals and priorities. Families, staff, and community members reviewed California Dashboard data and other site-specific data to identify strengths, areas of need, and progress toward LCAP-aligned student outcomes. Educational partners provided feedback and served as thought partners in evaluating the effectiveness of current strategies and identifying additional supports necessary to improve academic achievement, student engagement, and school climate. This collaboration occurred through public School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings, as well as ongoing staff meetings throughout the year. Student voice was incorporated through empathy-gathering sessions and share-outs to ensure planning reflected student experiences. Additionally, parents and families provided input through surveys aligned to SPSA and LCAP goals (April 2026). Input from these multiple measures was used to develop SPSA actions that support accountability, equity, and continuous improvement for all learners.

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	%	0.24%	0.48%		1	2
African American	17.96%	14.36%	9.90%	72	59	41
Asian	22.19%	31.39%	34.78%	89	129	144
Filipino	1.00%	0.97%	0.72%	4	4	3
Hispanic/Latino	21.70%	23.11%	19.32%	87	95	80
Pacific Islander	1.25%	0.97%	1.21%	5	4	5
White	27.68%	22.38%	27.29%	111	92	113
Multiple/No Response	8.23%	6.57%	6.28%	33	27	26
			Total Enrollment	401	411	414

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		21	12
Kindergarten	55	45	41
Grade 1	63	56	57
Grade 2	74	77	75
Grade3	69	74	69
Grade 4	78	73	71
Grade 5	62	65	89
Total Enrollment	401	411	414

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	166	184	208	39.3%	41.4%	50.2%
Fluent English Proficient (FEP)	23	28	26	6.0%	5.7%	6.3%
Reclassified Fluent English Proficient (RFEP)	20	16			9.85%	

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
411	**85.6%**	**44.8%**	**0.7%**
Total Number of Students enrolled in Whitney Avenue Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	184	44.8%
Foster Youth	3	0.7%
Homeless	57	13.9%
Socioeconomically Disadvantaged	352	85.6%
Students with Disabilities	68	16.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	59	14.4%
American Indian	1	0.2%
Asian	129	31.4%
Filipino	4	1%
Hispanic	95	23.1%
Two or More Races	27	6.6%
Pacific Islander	4	1%
White	92	22.4%

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

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
4	2	0	0	0

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

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

All Students	English Learners	Long-Term English Learners
Red	Orange	
90.8 points below standard	90.8 points below standard	
Declined 11.7 points	Increased 7.4 points	
197 Students	91 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	106.9 points below standard	91.7 points below standard
	Declined 25.6 points	Declined 9.1 points
1 Student	31 Students	174 Students

Students with Disabilities

Red

145.5 points below standard

Declined 40 points

45 Students

African American

No Performance Color

142.4 points below standard

Declined 51.5 points

28 Students

American Indian

No Performance Color

0 Students

Asian

Orange

91 points below standard

Increased 15.2 points

56 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Hispanic

Red

85.3 points below standard

Declined 15.2 points

55 Students

Two or More Races

No Performance Color

Fewer than 11 students - No Data for Privacy

8 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

White

Red

73.7 points below standard

Declined 9.7 points

47 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.

Data from the California Assessment of Student Performance and Progress (CAASPP) indicates that overall student performance in English Language Arts (ELA) remains a significant area of need. Students at our site scored an average of 90.8 points below standard, reflecting an 11.7-point decline from the previous year and maintaining placement in the red performance band. Disaggregated data reveals that several student groups are disproportionately impacted. Students with Disabilities demonstrated the greatest area of need, scoring 145.3 points below standard, a decline of 40 points from the prior year. Socioeconomically Disadvantaged (Low SES) students scored 91.7 points below standard, reflecting a 9.1-point decrease. Hispanic students scored 85.3 points below standard, showing a 15.2-point decline. White students also performed in the red performance band, scoring 73.7 points below standard, a decline of 9.7 points. These trends indicate persistent achievement gaps and a need for intensified support. Although overall performance declined, some subgroups demonstrated growth. English Learners increased by 7.4 points but continue to perform 90.8 points below standard, indicating the need for continued targeted language development and access to grade-level content. Asian students showed the greatest improvement, increasing by 15.2 points; however, they remain 91 points below standard.

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

Over the past year, several practices contributed positively to student outcomes, including the use of small-group intervention, push-in and pull-out supports, and data-based differentiated instruction. Teachers effectively leveraged supplemental instructional materials, integrated Universal Design for Learning (UDL) practices, and enhanced student engagement through the addition of new interactive panels. At the same time, persistent challenges limit the overall impact of these efforts. There is a need for high-quality supplemental instructional materials to strengthen differentiated instruction in English Language Arts and to address identified learning gaps to improve student outcomes. Additionally, limited staffing and time constraints have reduced the frequency and intensity of targeted small-group interventions, creating a need for dedicated professional development opportunities and additional instructional planning time to support teachers in effectively meeting the diverse needs of learners and improving student outcomes. Ongoing instructional technology maintenance needs occasionally disrupted engaging instructional delivery, and a lack of structured academic mentoring reduced opportunities for sustained, individualized support for students most in need. Together, these successes and challenges highlight both the progress made and the areas requiring more intentional investment and support moving forward.

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

Improving outcomes for our lowest-performing learners requires targeted resources and coordinated supports, including release and instructional planning time, additional staffing to provide small-group instruction, push-in support, and individualized academic mentoring; access to high-quality, research-based intervention materials aligned to grade-level standards; and ongoing professional learning focused on differentiation, Universal Design for Learning (UDL), effective intervention strategies, and progress monitoring. Strengthening the school-wide English Language Development (ELD) and Small Group Instruction models, expanding access to educational technology and necessary maintenance, and implementing data-driven systems for identifying learning gaps and monitoring student growth are also essential. Together, these supports ensure instruction is responsive, equitable, and designed to address both academic and social-emotional barriers to student success.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
5	1	0	0	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Red	Red	
100.1 points below standard	108.5 points below standard	
Declined 19.8 points	Declined 28.8 points	
208 Students	104 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	113.4 points below standard	104.2 points below standard
	Declined 32.3 points	Declined 21.4 points
1 Student	33 Students	186 Students

Students with Disabilities	African American	American Indian
Red 141.9 points below standard Declined 20.1 points 42 Students	No Performance Color 125.5 points below standard Increased 7 points 28 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
Orange 94.5 points below standard Declined 5.9 points 62 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Red 98.2 points below standard Declined 30.4 points 55 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Red 101.8 points below standard Declined 47 points 52 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.

CAASPP mathematics performance data indicates that students at our site scored an average of 100.1 points below the standard, representing a 19.8-point decline from the previous year. All student groups with a statistically significant number of students fell into the Red performance level on the California School Dashboard, indicating a significant need for improvement in mathematics achievement. Among student groups, students from low socioeconomic status (SES) backgrounds scored 104.2 points below standard, reflecting a 21.4-point decrease. Students with disabilities scored 141.9 points below standard, reflecting a 20.1-point decline. Hispanic students scored 98.2 points below standard, representing a 30.4-point decrease, while White students scored 101.8 points below standard, reflecting a 47-point decline. English Learner (EL) students scored 108.5 points below standard, reflecting a 28.8-point decrease. Asian students scored 94.5 points below standard, reflecting a 5.9-point decline from the previous year, and were the only subgroup placed in the Orange performance level on the California School Dashboard. These results indicate a continued and widening achievement gap in mathematics across multiple student groups, particularly for students with disabilities, English learners, and students from low socioeconomic backgrounds. This data highlights the need for targeted instructional support, differentiated instruction, and intervention strategies to improve mathematics achievement for all students.

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

Reflecting on the past year, staff believed that targeted, data-driven instruction was essential to improving mathematics outcomes. This belief led teachers to prioritize the use of CA Dashboard and local assessment data to guide small-group instruction, push-in and pull-out supports, and differentiated lesson design. Teachers consistently emphasized equity and access, leading to increased use of Universal Design for Learning (UDL) strategies and supplemental instructional materials to support diverse learners. There was also a shared sense that student engagement was critical to learning, which contributed to the intentional use of interactive panels to strengthen conceptual understanding and problem-solving skills.

At the same time, staff expressed concerns and frustrations related to limited resources and structural barriers. We recognized that staffing shortages and competing instructional demands reduced our ability to provide consistent, intensive small-group math interventions. Teachers often felt limited by time constraints, which impacted opportunities for collaborative planning, timely progress monitoring, and sustained intervention cycles. While educators valued differentiated instruction, they acknowledged that the lack of high-quality supplemental mathematics materials limited the effectiveness of these efforts in fully addressing learning gaps. Additionally, staff noted that instructional technology issues occasionally disrupted planned lessons, affecting engagement and instructional continuity. There was also an awareness that the absence of a structured academic mentoring or intervention system reduced opportunities for ongoing, individualized support for students with the greatest needs. Collectively, these factors shaped both instructional practices and staff perceptions of what was achievable within existing supports, contributing to the observed mathematics outcomes.

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

Improving math outcomes for the lowest-performing student groups requires additional targeted resources and supports. Continued investment in release and instructional planning time, additional staffing is needed to expand small-group math intervention, push-in instructional support, and academic mentoring. Access to high-quality supplemental instructional materials, including hands-on manipulative materials and visual models, is essential to strengthen conceptual understanding and support differentiated instruction. Ongoing investment in instructional technology and technology maintenance will ensure engaging, uninterrupted math instruction. Additional support staff can help provide consistent intervention and mentoring. Finally, continued professional learning focused on UDL practices and effective math intervention strategies will build instructional capacity and ensure equitable access to grade-level math content for all learners.

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	0	0	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	No Performance Color	No Performance Color
37.1 science points	36.3 science points	0 Students
Declined 2.9 points	Maintained -1.8 points	
67 Students	42 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - No Data for Privacy	36.1 science points
	9 Students	Declined 3 points
		61 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color 34.8 science points 21 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 40.4 science points Declined 2.5 points 16 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 43 science points Increased 4.8 points 18 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.

CAASPP science performance data indicates that students at our site scored an average of 37.1 points below the standard, reflecting a 2.9-point decline from the previous year. Overall performance placed the school in the Orange performance level on the California School Dashboard. Students from low socioeconomic status (SES) backgrounds scored 36.1 points below standard, reflecting a 3.0-point decline. This subgroup also fell within the Orange performance level. These results indicate a need to continue strengthening science instruction and student access to standards-aligned scientific practices in order to improve overall science achievement.

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

Reflecting on the past year, staff believed that student engagement and inquiry-based learning were critical to improving science outcomes. This belief influenced instructional practices that emphasized NGSS-aligned strategies such as hands-on investigations, collaborative discourse, visual modeling, and opportunities for students to explain scientific thinking. Teachers intentionally incorporated Universal Design for Learning (UDL) strategies and supplemental resources to increase access for diverse learners. There was a shared understanding that instructional technology could strengthen conceptual understanding, leading to the use of interactive panels to support the visualization of scientific phenomena and promote student discussion.
However, instructional challenges in science stemmed primarily from inconsistency in science standards implementation and instructional expectations across grade levels. Staff recognized that the lack of a coherent, vertically aligned approach made it difficult to ensure that all students entered fifth grade with the foundational scientific skills necessary for success. As a result, teachers often felt compelled to address gaps in background knowledge while simultaneously teaching grade-level content, limiting opportunities for deeper scientific understanding and sustained

inquiry. Staff also acknowledged a need for more explicit and consistent instruction in the scientific method beginning in the primary grades and continuing through upper elementary. While teachers valued scientific practices such as questioning, hypothesizing, investigating, analyzing data, and drawing conclusions, they recognized that these practices were not consistently introduced or reinforced across grade levels. This inconsistency contributed to varied levels of student readiness and confidence when engaging in complex scientific reasoning tasks in later grades. Additional factors influencing outcomes included limited time, instructional resources, and staffing, which reduced opportunities for extended investigations and targeted support for students requiring additional scaffolding. Occasional instructional technology maintenance issues disrupted lessons, impacting instructional continuity and student engagement. The absence of a structured academic intervention or mentoring system in science further limited sustained, individualized support for students struggling with foundational concepts. Collectively, these beliefs, instructional practices, and systemic challenges shaped science instruction throughout the year and contributed to the observed student outcomes. Establishing a coherent, vertically aligned science program with consistent expectations for scientific practices across all grade levels will better prepare students to apply scientific reasoning as they progress and improve overall outcomes in upper elementary science.

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

To better support our lowest-performing learner groups, targeted resources are needed that address both instructional and structural needs. These include continued additional staffing to provide consistent small-group intervention, push-in support, and academic mentoring, as well as access to high-quality supplemental instructional materials and supplies to support differentiated instruction across content areas. Ongoing investment in instructional technology and technology maintenance is essential to ensure engaging and uninterrupted learning experiences. Strengthening academic mentoring systems, continuing to improve the whole-school targeted instructional groups model, and providing sustained professional learning focused on Universal Design for Learning (UDL) practices will further increase access and equity for diverse learners. Additionally, more instructional time, smaller student group sizes, and adequate teaching spaces are critical to delivering effective, targeted support and accelerating progress for students with the greatest academic needs.

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
Orange	No Performance Color
54.5 making progress.	making progress.
Number Students: 121 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
11.1%	33.3%	0.9%	54.7%

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

The greatest growth among ELPI groups was seen in the 54.7% of students who progressed at least one ELPI level, indicating that more than half of English Learners demonstrated measurable growth in English language proficiency. This reflects positive movement toward language acquisition and suggests that current instructional supports are helping many students advance along the ELPI continuum. An area for improvement is the 33.3% of students who maintained ELPI levels 1, 2L, 2H, 3L, or 3H, indicating that a significant portion of students did not progress to the next proficiency level during the year. Additionally, 11.1% of students decreased one ELPI level, highlighting a smaller group that may require targeted supports to prevent regression and ensure consistent language development. These data suggest a need to strengthen strategies that support continuous progress for all English Learners.

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

Reflecting on the past year, staff believed that strong staffing structures, collaboration, and the use of research-based instructional practices were essential to supporting English Learner progress. This belief led to intentional implementation of a comprehensive ELD support model that included two full-time ELD teachers, two full-time bilingual instructional aides, and a full-time school community resource assistant. Staff shared responsibility for English Learners by intentionally grouping students by language proficiency levels, allowing teachers to deliver targeted, differentiated instruction aligned to student needs. Small-group instruction combined with strategic push-in and pull-out supports provided focused opportunities for English Learners to develop academic language skills. Teachers consistently relied on the EL Achieve curriculum and related instructional strategies to provide structured language development, increase student discourse, and maintain alignment to ELD standards. There was a shared belief that data-based differentiation, supplemental instructional materials, interactive panels, and Universal Design for Learning (UDL) practices enhanced access to language-rich instruction. As a result, teachers intentionally integrated listening, speaking, reading, and writing opportunities across designated and integrated ELD settings. Despite these strengths, staff also recognized several challenges that impacted consistency of growth across ELD outcomes. Teachers noted that as students progressed through grade levels, the increased rigor in reading and writing domains placed greater academic language demands on English Learners. Instructional ELD groups often included students with a wide range of proficiency levels, particularly in reading and writing, which made it difficult to meet all learners' needs simultaneously. Staff expressed concerns about the inconsistent use of high-quality, developmentally appropriate supplemental materials to fully support differentiated instruction across mathematics, ELA, and both designated and integrated ELD. Additionally, limited staffing and instructional time reduced the frequency and intensity of targeted language interventions, particularly for students at beginning and emerging proficiency levels. Teachers felt that additional professional learning opportunities and dedicated planning time were needed to strengthen instructional expertise and support more precise, targeted ELD instruction. Ongoing instructional technology maintenance issues occasionally disrupted language-rich lessons, impacting instructional flow and student engagement. Staff also identified poor student attendance, gaps in curriculum and standards alignment, and persistent language barriers as contributing factors that limited instructional continuity and reduced opportunities for meaningful language practice. Collectively, these beliefs, instructional decisions, and perceived barriers shaped the implementation of ELD services and contributed to the observed outcomes for English Learners. These reflections highlight the need for continued investment in staffing, instructional materials, professional learning, and coherent instructional systems to further improve EL achievement.

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

To effectively support our lowest-performing learners, continued investment in targeted resources and instructional supports is essential. Additional staffing is needed to expand small-group intervention, push-in instructional support, and academic mentoring in order to address individual learning gaps. High-quality supplemental instructional materials and supplies must be available and utilized to meet diverse student needs across content areas, along with ongoing investment in instructional technology and maintenance to ensure engaging and uninterrupted learning experiences. Continued improvement of the school-wide English Language Development (ELD) model and sustained professional learning focused on Universal Design for Learning (UDL) practices are necessary to strengthen instructional accessibility and equity. Additionally, more instructional time, smaller student-to-teacher groupings, and adequate teaching spaces are critical to delivering effective intervention, targeted instruction, and individualized support for students most in need.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance

This section provides number of student groups in each level.

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

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

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

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

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

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

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

All Students	English Learners	Long-Term English Learners
Red	Orange	
36.2% Chronically Absent	25.5% Chronically Absent	
Increased 0.6	Declined 2.6	
458 Students	220 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Red	Red
Fewer than 11 students - No Data for Privacy	49.3% Chronically Absent	37.7% Chronically Absent
	Increased 0.9	Increased 1.5
6 Students	69 Students	409 Students

Students with Disabilities	African American	American Indian
Red	Red	No Performance Color
56.1% Chronically Absent	51.6% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 16.6	Increased 11.1	
82 Students	64 Students	2 Students

Asian	Filipino	Hispanic
Orange	No Performance Color	Red
21.9% Chronically Absent	Fewer than 11 students - No Data for Privacy	46.6% Chronically Absent
Declined 0.8		Increased 6.2
146 Students	4 Students	103 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
44.4% Chronically Absent	Fewer than 11 students - No Data for Privacy	33.3% Chronically Absent
Increased 2.8		Declined 5.5
27 Students	4 Students	108 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.

According to the most recent California Dashboard data, the overall chronic absenteeism rate at our site was 36.2%, reflecting a minimal increase of 0.6% from the previous year. Several student groups are performing at the lowest performance level (Red) on the Dashboard and have chronic absenteeism rates higher than the overall site rate. These groups include Students with Disabilities (56.1%), African American students (51.6%), Homeless students (49.3%), Hispanic students (46.6%), and Low Socioeconomic Status (SES) students (37.7%). Notably, Students with Disabilities showed the most significant increase, rising by 16.6%, indicating a critical area for improvement. Additional subgroups fell within the Orange performance level, including White students (33.3%), English Learners (25.5%), and Asian students (21.9%). While still an area of concern, the White student subgroup demonstrated improvement with a 5.5% decrease in chronic absenteeism. Overall, the data indicate a need for targeted attendance interventions, particularly for Students with Disabilities and other historically underserved student groups experiencing the highest chronic absenteeism rates.

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

Reflecting on the previous school year, staff examined what was said, thought, done, and felt by staff, students, and families that contributed to the attendance outcomes observed. This reflection was informed by student attendance data, identified trends in chronic absenteeism, ongoing staff collaboration, and feedback from families. Staff shared a belief that strong relationships, proactive communication, and timely intervention are essential to improving student attendance and engagement.
As a result of this belief, the school implemented a proactive and responsive system of attendance outreach and support. Staff prioritized early communication with families regarding attendance expectations and available supports,

which improved awareness and responsiveness. Programs designed to provide one-on-one student mentoring strengthened relationships between students and adults on campus, contributing to increased student engagement, accountability, and social-emotional development. Teachers and staff also emphasized experiential learning, and field trips and real-world learning opportunities increased student interest and motivation by connecting classroom instruction to real-world applications.
The home visit program was another key strategy that positively influenced attendance outcomes. Staff recognized that building trust and strong school-home partnerships was critical, and home visits allowed educators to better understand family circumstances, identify barriers to attendance, and connect families with appropriate supports. These efforts contributed to improved communication and increased family engagement. Despite these strengths, staff acknowledged several challenges that limited the overall impact of attendance interventions. There was insufficient staff capacity to provide consistent, long-term academic and attendance mentoring for all students who would benefit from targeted support. Families continued to express needs for additional resources and assistance beyond academics, highlighting the importance of strengthening family support systems and access to community services. Staff also recognized that external barriers significantly contributed to chronic absenteeism. Ongoing transportation challenges, housing instability, and parent work schedules made consistent attendance difficult for some students. These factors often impacted attendance despite school-based interventions. Collectively, these beliefs, actions, and barriers influenced attendance outcomes and contributed to persistent patterns of chronic absenteeism. These reflections underscore the need for increased staffing, targeted professional learning focused on student engagement and attendance improvement, expanded family outreach and support systems, and sustained investment in proven engagement and attendance strategies.

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

To improve outcomes for the school's lowest performing student groups, several key resources have been identified as priorities. These include expanding real-world learning experiences such as field trips and enrichment opportunities to boost student engagement and strengthen connections to the curriculum. The school will also continue to implement a proactive and responsive system of attendance outreach and support to address barriers to regular attendance while promoting strong school–family communication. Ongoing development and expansion of the home visit program will further build trusting relationships with families, increase engagement, and better support student needs. Strengthening attendance outreach and family support services alongside the home visit program will foster deeper home–school connections and enhance student engagement. Additionally, allocating additional personnel or support services will help meet academic mentoring and family needs. Together, these efforts—particularly continued funding for hands-on, real-world learning experiences and expanded family engagement initiatives—are designed to support improved academic and engagement outcomes for the school's lowest performing student groups.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

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

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

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

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
3	4	1	1	0

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Red	Orange	
3.9% suspended at least one day	2.2% suspended at least one day	
Increased 2.7%	Increased 1.7%	
484 Students	232 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Orange	Red
Fewer than 11 students - No Data for Privacy	4.2% suspended at least one day	3.7% suspended at least one day
7 Students	Increased 2.6%	Increased 2.5%
	72 Students	430 Students

Students with Disabilities

Yellow

3.5% suspended at least one day

Declined 2.7%

86 Students

African American

Red

10.1% suspended at least one day

Increased 5.2%

69 Students

American Indian

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Asian

Red

3.3% suspended at least one day

Increased 2.4%

151 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

Hispanic

Orange

4.7% suspended at least one day

Increased 4.7%

106 Students

Two or More Races

Orange

3.2% suspended at least one day

Increased 3.2%

31 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

White

Green

0.9% suspended at least one day

Maintained 0.1%

117 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.

According to the most recent suspension data, 3.9% of students were suspended at least once, reflecting an increase of 2.7% from the previous year. Several student groups fell within the lowest performance level (Red) on the Dashboard and experienced increases in suspension rates. These groups include African American students (10.1%), which showed the highest rate and a 5.2% increase, Low Socioeconomic Status (SES) students (3.7%) with a 2.5% increase, and Asian students (3.3%) with a 2.4% increase. These groups represent the most significant area for needing improvement in reducing suspensions. Additional subgroups fell within the Orange performance level, including Hispanic students (4.7%), Homeless students (4.2%), students of Two or More Races (3.2%), and English Learners (2.2%), all of which showed increases compared to the previous year. Other subgroups demonstrated more stable or improving outcomes. Students with Disabilities were in the Yellow level at 3.5%, reflecting a decrease of 2.7%, and White students had the lowest suspension rate at 0.9% and maintained the same percentage as the previous year. Overall, the data highlight a need for targeted behavioral and restorative supports, particularly for student groups in the Red and Orange performance levels.

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

Reflecting on the past year, staff believed that maintaining safe and orderly learning environments was critical to supporting student well-being and academic success. This belief guided efforts to implement clear behavioral expectations, provide consistent supervision, and respond promptly to student behavior concerns. Teachers and administrators emphasized the importance of positive relationships and proactive classroom management strategies, and staff worked collaboratively to monitor student behavior and provide support where possible. The use of counseling

supports, behavior check-ins, and family communication contributed to positive outcomes for some students and helped prevent more serious behavioral incidents.
At the same time, staff recognized that several factors contributed to continued suspension patterns among specific student groups. There was a shared understanding that students demonstrating repeated behavioral challenges often required more intensive, structured supports than were consistently available. Limited staffing and time constraints affected the school's ability to implement restorative practices, social-emotional learning interventions, and behavior monitoring with the frequency and consistency needed to reduce suspensions more effectively. Staff also expressed concerns that inconsistent implementation of behavior expectations and intervention strategies across classrooms contributed to varied student responses to discipline practices. Teachers often felt challenged balancing instructional demands with addressing complex student behaviors, particularly when students exhibited skill gaps related to self-regulation, communication, or coping strategies. The absence of a formalized, school-wide system for progressive discipline and restorative responses limited opportunities for students to reflect on behavior, repair harm, and receive targeted skill-building support prior to suspension.
Additionally, staff noted that poor attendance, limited family engagement for some students, and external factors affecting student social-emotional well-being influenced behavior and disciplinary outcomes. Gaps in access to consistent social-emotional support services reduced opportunities for early intervention and prevention, contributing to escalated behaviors that resulted in suspension. Collectively, these beliefs, actions, and challenges shaped the school's approach to discipline and contributed to the observed suspension data. These reflections highlight the need for strengthened schoolwide behavior systems, increased access to social-emotional and restorative supports, consistent implementation of expectations, and additional staffing and professional learning to reduce suspensions and better support positive student behavior.

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

To improve outcomes for our lowest performing student groups, sustained resources are needed to strengthen school safety, student engagement, and social-emotional supports. In response to these needs, programs such as Superior Sports and Project Optimism were continued to provide structured recreational activities, academic mentoring, and positive adult mentorship. Staff also implemented social-emotional learning (SEL) curriculum and increased student leadership opportunities and family engagement events to promote a culture of connection and belonging. Additional resources are needed to ensure equitable outcomes for all learners, including continued family engagement opportunities, supervision staff to maintain a safe and structured campus, and an ongoing partnership with Project Optimism for targeted academic support. The school also requires SEL curriculum that addresses trauma-related needs, along with materials and supplies to strengthen PBIS systems, expand trauma-informed practices, provide counseling and restorative supports, and ensure consistent Tier 1 behavior implementation. These resources are essential to reducing reliance on exclusionary discipline, increasing student engagement, and providing consistent, proactive supports for our most vulnerable student populations.

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?

Data used to monitor progress: CA Dashboard Indicators, Unified Insight Dashboard, iReady, Benchmark, SIPPS, SF Math, classroom data.
Frequency: Ongoing throughout year such as at weekly grade level meetings, bi-weekly leadership meetings, monthly staff meetings, and site council meetings.

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

Through the continuous improvement inquiry model—utilizing varied assessments, data analysis, instructional observations, and collaborative conversations—we identified instructional practices that positively impacted student learning. Small group intervention, whole-school ELD implementation, and push-in/pull-out support increased targeted access to instruction and contributed to

measurable growth on formative and benchmark assessments, particularly for English Learners and students receiving intervention. Data-based differentiated instruction, supported by supplemental programs such as SF Math, Handwriting Without Tears, EL Achieve, and Hello!, improved alignment to grade-level standards and increased demonstrated mastery. The integration of interactive panels and Universal Design for Learning (UDL) strategies further enhanced student engagement, as reflected in increased participation, academic discourse, and opportunities for multiple means of expression.
Despite these successes, challenges limited the consistency and scale of impact. Insufficient and inconsistent use of differentiated supplemental instructional materials in math, ELA, and ELD affected teachers' ability to consistently meet diverse student needs, contributing to uneven progress among student subgroups. Staffing and scheduling constraints reduced the frequency and duration of small group intervention below recommended levels for accelerated growth. Ongoing instructional technology maintenance issues impacted reliable implementation of engaging instructional delivery. Additionally, the absence of a structured academic mentoring system and limited staff development opportunities hampered sustained support for students most at risk. Increased professional learning is needed to strengthen teacher knowledge and instructional strategies related to effective intervention, differentiation, and progress monitoring.

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

Connected communities and personal relationships are foundational to learning, and standards-based instruction and data-based differentiated and academic support are key to academic success. We will ensure that each student is engaged and supported in a challenging and standards-based program that provides intervention and small group instruction with appropriate curriculum, supplemental materials, technology for engagement, and personnel for student support.

2025-26

Identified Need

- continued additional staffing for small group intervention, push-in support, and academic mentoring
- supplemental instructional materials and supplies to meet needs of all students
- technology & technology maintenance for student engagement
- academic mentoring and support
- continued improvement of whole school ELD model
- continued training and development of UDL practices
- release time for data conversation, instructional planning, and professional development

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	90.8 points below standard	+3 scale score points
	English Learners	90.8 points below standard	

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	Foster Youth		
	Homeless	106.9 points below standard	
	Socioeconomically Disadvantaged	91.7 points below standard	
	Students with Disabilities	145.5 points below standard	
	African American	142.4 points below standard	
	American Indian		
	Asian	91 points below standard	
	Filipino		
	Hispanic	85.3 points below standard	
	Two or More Races		
	Pacific Islander		
	White	73.7 points below standard	
Math State Assessment: Change in scale score	All Students	100.1 points below standard	+3 scale score points
	English Learners	108.5 points below standard	
	Foster Youth		
	Homeless	113.4 points below standard	
	Socioeconomically Disadvantaged	104.2 points below standard	
	Students with Disabilities	141.9 points below standard	
	African American	125.5 points below standard	
	American Indian		

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Asian 94.5 points below standard Filipino Hispanic 98.2 points below standard Two or More Races Pacific Islander White 101.8 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	54.5	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	9.85%	+2%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Materials & Supplies: Provide supplemental materials and supplies to support intervention, differentiation,	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Asian, Hispanic, AA, SED, SWD	Title I Part A Site Allocation 4000-4999: Books And Supplies	60,000	August 2026-June 2027

	and engagement in ELA and Math.				
1.2	Supplemental Instructional Materials: Provide materials and supplies to support explicit language instruction and math concepts in all grades as well as provide differentiated and target small group instruction.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Asian, Hispanic, AA, SED, SWD	Title I Part A Site Allocation 4000-4999: Books And Supplies	18,000	August 2026-June 2027
1.3	EL Achieve,Hello & Other Researched Based Curriculum: Provide supplemental curriculum to meet the varied academic needs of all levels of EL students.	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	4,000	August 2026-June 2027
1.4	UDL Materials, and Supplies: Make content comprehensible to emerging bilinguals.	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	500	August 2026-June 2027

1.5	Technology: Provide equipment and programs to enhance instructional delivery as well as increase student engagement.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,000	August 2026-June 2027
1.6	Technology Maintenance: Maintain and upgrade instructional technology as needed to allow for delivery of high quality instruction.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,000	August 2026-June 2027
1.7	Title 1 Teacher (1.0 FTE): Support instructional processes to increase student achievement, including formative and summative assessment, data analysis, goal-setting, small	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Asian, Hispanic, AA, SED, SWD	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	132,780 52,147	August 2026-June 2027

	group instruction, and collaboration on lesson design and delivery. PC #29562				
1.8	Release Time for Data Conversations and Instructional Planning to support improved student outcomes. Professional Development opportunities for staff to build instructional skills and knowledge.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	5,000 1,200 3,000	August 2026-June 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?

Data used to monitor progress: CA Dashboard Indicators, Unified Insight Dashboard, LCAP student listening session, attendance data, classroom data, and staff and family climate surveys.
Frequency: Ongoing throughout year such as at weekly grade level meetings, bi-weekly leadership meetings, monthly staff meetings and site council meetings.

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

Through the continuous improvement inquiry model—using attendance data, engagement indicators, observations, and collaborative conversations—we identified practices that strengthened student connection and participation. Attendance outreach and tiered supports contributed to improved attendance for identified students, including reductions in chronic absenteeism within targeted groups. One-on-one student mentoring programs improved student connectedness to caring adults, resulting in increased attendance

consistency, improved classroom participation, and positive behavior indicators. Field trips and real-world learning experiences enhanced student engagement and motivation, as evidenced by increased participation and student reflection following experiential activities. Additionally, the home visit program strengthened home–school relationships, leading to improved communication, trust, and family responsiveness to attendance and engagement interventions.
Despite these successes, challenges limited the depth and consistency of impact. Insufficient staffing to provide sustained academic and attendance mentoring reduced the number of students who could receive individualized support over time. This staffing capacity challenge also revealed a need for expanded professional development to equip staff with effective strategies to engage students, build strong relationships, and create meaningful connections between home and school. Furthermore, families continue to face barriers to consistent attendance, including transportation, health, and access to community resources, highlighting the need for targeted staff development focused on identifying, addressing, and reducing attendance barriers. Inconsistent student engagement at school indicates the need to strengthen culturally responsive practices, mentoring structures, and enrichment opportunities. These findings will guide the next improvement cycle, with actions focused on increasing mentoring capacity, strengthening family supports, and providing focused staff development to improve measurable outcomes in attendance, engagement, and school connectedness.

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

Expansion of the home visit program and increased attendance outreach and family support will foster the home school connection and increase student engagement. Additionally, continuing to fund field trips provides hands-on and real world experiences for students to engage and connect to the curriculum.

2025-26

Identified Need

-real world experiences to engage with curriculum
-continuance of a proactive and responsive system of attendance outreach and support for families
-continued development and implementation of home visit program and mentoring program
-evidence-based interventions and staff development to improve student academic achievement

- student support and academic enrichment activities, including SEL programs and assemblies.

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	36.2% Chronically Absent	-0.5%
	English Learners	25.5% Chronically Absent	
	Foster Youth		

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	Homeless	49.3% Chronically Absent	
	Socioeconomically Disadvantaged	37.7% Chronically Absent	
	Students with Disabilities	56.1% Chronically Absent	
	African American	51.6% Chronically Absent	
	American Indian		
	Asian	21.9% Chronically Absent	
	Filipino		
	Hispanic	46.6% Chronically Absent	
	Two or More Races	44.4% Chronically Absent	
	Pacific Islander		
	White	33.3% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	90.0%		+1%
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		N/A

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

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Provide evidence-based interventions to improve student academic achievement. Provide opportunities for student support and academic enrichment activities, including SEL programs and assemblies.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	4,756	August 2026-June 2027

2.2	Home Visits: Provide home school connection to families as well as support attendance, academic success, and social emotional support. *Supported by Home Visit Grant	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Asian, Hispanic, AA, SED, SWD		0	August 2026-June 2027
2.3	Field Trips: Provide academic field trips and busses for each grade level to build knowledge around grade level curriculum, provide opportunities for students to experience real world experiences, and increase overall engagement with the curriculum.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	6,000	August 2026-June 2027
2.4	Additional Attendance Clerk Hours: Provide connection with families, triage attendance needs, and	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Asian, Hispanic, AA, SED, SWD	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	9,692 8,748	August 2025-June 2027

	support student and family engagement. PC #38986		Title I Part A Site Allocation 3000-3999: Employee Benefits		
2.5		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

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

SPSA/Goal 3

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

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

Data used to monitor progress: CA Dashboard Indicators, Unified Insight Dashboard, LCAP student listening session, and staff and family climate surveys.
Frequency: Ongoing throughout year such as at weekly grade level meetings, bi-weekly leadership meetings, monthly staff meetings and site council meetings.

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

Through the continuous improvement inquiry model—using student behavior data, safety observations, school climate indicators, and feedback from staff and students—we identified successes and challenges impacting student safety, well-being, and engagement.
The assignment of staff to monitor student safety in and outside the classroom supported a safer, more orderly learning environment.
Facilitated recreational activities during recess increased positive student interactions and reduced behavioral incidents during

unstructured times. Staff-provided academic and behavioral interventions, both inside and outside the classroom, supported students' social-emotional development and self-regulation skills. In addition, student leadership engagement activities and events promoted student voice and school connectedness, while the implementation of an SEL curriculum aligned to students' social-emotional needs strengthened competencies such as emotional regulation, empathy, and problem-solving. The expansion of PBIS systems contributed to clearer expectations and more consistent behavioral responses, supporting positive trends in local school climate measures and the CA Dashboard School Climate Indicator.
Despite these strengths, challenges limited the consistency and scale of impact. There remains a need for additional staffing to consistently provide supervision and ensure student safety, particularly during transitions and unstructured times. Similarly, limited staffing for intervention services restricted the frequency and intensity of academic, behavioral, and social-emotional interventions for students requiring additional support. Low attendance at family engagement events further limited opportunities to strengthen partnerships that support student behavior, well-being, and school climate. These challenges also revealed a need for targeted staff development to strengthen adult capacity in key areas, including effective supervision practices, trauma-informed and SEL-aligned interventions, PBIS implementation, and strategies to engage families as partners in supporting student safety and behavior. This analysis indicates that while foundational systems are in place to support Goal 3, continued improvement will require increased staffing capacity and intentional professional learning. Future actions will focus on strengthening staff development, expanding intervention and supervision supports, increasing family engagement, and refining PBIS and SEL practices to improve measurable outcomes related to student safety, behavior, and overall school climate.

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

Due to a need for increased school safety and student engagement, Superior Sports and Project Optimism were continued this year. Additionally, staff implemented social emotional curriculum. We also increased the number of student leadership activities and family engagement events to create a sense of culture of connection.

2025-26

Identified Need

-continued opportunities for family engagement events
-continued supervision staff to provide a safe campus and recreational activities
-extended learning opportunities and tutoring provide academic/mentoring and support
-SEL curriculum that meets the needs of students
-materials and supplies to support PBIS systems
-staff development to build positive climate, engagement, and safety expectations and practices

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
Suspension Rate: Percentage of students who were suspended for an aggregate	All Students	3.9% suspended at least one day	-0.3%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
total of one full day or more anytime during the school year in TK-12.	English Learners: 2.2% suspended at least one day Foster Youth Homeless: 4.2% suspended at least one day Socioeconomically Disadvantaged: 3.7% suspended at least one day Students with Disabilities: 3.5% suspended at least one day African American: 10.1% suspended at least one day American Indian Asian: 3.3% suspended at least one day Filipino Hispanic: 4.7% suspended at least one day Two or More Races: 3.2% suspended at least one day Pacific Islander White: 0.9% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	61.6%	75%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	67.6%	75%
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).	93.9%	100%

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	Promote academic achievement, student self-confidence, and family/school connection through high-quality extended learning opportunities offered before, during, and after school. These opportunities will be designed to close academic achievement gaps, provide targeted academic support, and expand students' real-world learning experiences through a variety of methods including but not limited to enrichment,	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Asian, Hispanic, AA, SED, SWD	Title I Part A Site Allocation 4000-4999: Books And Supplies	5,533	August 2026-June 2027

	intervention, tutoring and hands-on applications.				
3.2	SEL Materials & Supplies: Provide necessary materials & supplies needed to support SEL learning in all grades ensuring students have access to the instructional environment.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,000	August 2026-June 2027
3.3	Student Leadership: Support student leadership opportunities across campus including student-led assemblies to promote academic success through student engagement.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Asian, Hispanic, AA, SED, SWD	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	973	August 2026-June 2027
3.4	Parent/Guardian Leadership Roles: Provide supplemental supplies and materials for events such as	X All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	400	August 2026-June 2027

	ELAC, Site Council, and Mugs & Muffins.				
3.5	Family Engagement: Support site-based student and family needs and on-campus math and literacy events to engage families around early learning.	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 4000-4999: Books And Supplies	3,686	August 2026-June 2027
3.6	Playground Recreational Aides: Increase safety by facilitating structured play and reduce incidences of negative behavior on the playground. PC #35007 PC #35992 PC #35993 PC #35991	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries	31,384 5,127 4,130	August 2026-June 2027
3.7		All Students			

		English Learners Low-Income Students Foster Youth Lowest Performing				

Centralized Services for Planned Improvements in Student Performance

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

Centralized Services

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide primary language support to EL students.	August-June	BIA-Persian	2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	
Provide primary language support to EL students.	August-June	BIA-Dari	2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	
Provide systematic, explicit language development to English Learners.	August-June	ELD Teacher (2.0 FTE)	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Provide instructional support to students in grades K-2 and combo classes.	August-June	Instructional Assistants (8.0 FTE)	2000-2999: Classified Personnel Salaries	Other	
Provide targeted small group intervention in math and ELA.	August-June	Intervention Teachers (1.0 FTE)	1000-1999: Certificated Personnel Salaries	Other	

SCHOOL GOAL #2:
Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost

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

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Coordinate and provide school-wide system of interventions for at-risk students.	August-June	Social Worker (1.0 FTE)	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Provide active student supervision as well as student behavioral support and intervention.	August-June	School Community Specialist (7.5 hrs)	2000-2999: Classified Personnel Salaries	Other	

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	60,640	0.00
LCFF Rec Aide Allocation	4,130	0.00
Title I Part A Site Allocation	300,600	0.00
Title I Part A Parent Involvement	3,686	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	60,640.00
Title I Part A Parent Involvement	3,686.00
Title I Part A Site Allocation	300,600.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	137,780.00
2000-2999: Classified Personnel Salaries	45,206.00
3000-3999: Employee Benefits	67,222.00
4000-4999: Books And Supplies	105,092.00
5000-5999: Services And Other Operating Expenditures	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	7,756.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	4,130.00

2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	31,384.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	5,127.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	13,373.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	4,756.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	3,686.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	137,780.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	9,692.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	62,095.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	88,033.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	286,627.00
Goal 2	29,196.00
Goal 3	53,233.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Stephanie King	Principal
Jenna Cole	Parent or Community Member
Shani Drake	Parent or Community Member
Randal McArthur	Parent or Community Member
Victoria Quintero	Parent or Community Member
Nicole Santillan	Parent or Community Member
Monica DeLeon	Classroom Teacher
Sabina Gergi	Other School Staff
Molly Goodhart	Classroom Teacher
Selena Rodriguez	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
on file	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/29/25.

Attested:

S. King	Principal, Stephanie King on 5/14/26
on file	SSC Chairperson, Nicole Santillan on 5/14/26

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

      b. use methods and instructional strategies that:

         i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Whitney Avenue Elementary School

Funding Source: **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Home Visits: Provide home school connection to families as well as support attendance, academic success, and social emotional support. *Supported by Home Visit Grant		$0.00	Healthy Environments for Socio-Emotional Health	

Total Expenditures:	$0.00
Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	$4,130.00	Engaging 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 **$60,640.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Whitney Avenue Elementary School

Family & Student Engagement: Provide opportunities for families and students to engage in math and literacy events on campus that supports early and developing math intervention; provide activities and supports to families for at home usage to support math literacy	4000-4999: Books And Supplies	$540.00	Clear Pathways to Bright Futures
Playground Recreational Aides: Increase safety by facilitating structured play and reduce incidences of negative behavior on the playground. PC #35007 PC #35992 PC #35993 PC #35991	2000-2999: Classified Personnel Salaries	$31,384.00	Engaging Academic Programs
	3000-3999: Employee Benefits	$5,127.00	Engaging Academic Programs
Provide evidence-based interventions to improve student academic achievement. Provide opportunities for student support and academic enrichment activities, including SEL programs and assemblies.	5800: Professional/Consulting Services And Operating Expenditures	$4,756.00	Healthy Environments for Socio-Emotional Health
Field Trips: Provide academic field trips and busses for each grade level to build knowledge around grade level curriculum, provide opportunities for students to experience real world experiences, and increase overall engagement with the curriculum.	5000-5999: Services And Other Operating Expenditures	$6,000.00	Healthy Environments for Socio-Emotional Health
SEL Materials & Supplies: Provide necessary materials & supplies needed to support SEL learning in all grades ensuring students have access to the instructional environment.	4000-4999: Books And Supplies	$2,000.00	Engaging Academic Programs
Student Leadership: Support student leadership opportunities across campus including student-led assemblies to promote academic success through student engagement.	4000-4999: Books And Supplies	$973.00	Engaging Academic Programs

Whitney Avenue Elementary School

Parent/Guardian Leadership Roles: Provide supplemental supplies and materials for events such as ELAC, Site Council, and Mugs & Muffins.	4000-4999: Books And Supplies	$400.00	Engaging Academic Programs	
Technology: Provide equipment and programs to enhance instructional delivery as well as increase student engagement.	4000-4999: Books And Supplies	$5,000.00	Connected School Communities	
Technology Maintenance: Maintain and upgrade instructional technology as needed to allow for delivery of high quality instruction.	4000-4999: Books And Supplies	$5,000.00	Connected School Communities	

LCFF Supplemental Site Allocation Total Expenditures: $61,180.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Funding Source: Title I Part A Parent Involvement **$3,686.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Family Engagement: Support site-based student and family needs and on-campus math and literacy events to engage families around early learning.	4000-4999: Books And Supplies	$3,686.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures: $3,686.00

Title I Part A Parent Involvement Allocation Balance: $0.00

Funding Source: Title I Part A Site Allocation **$300,600.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Whitney Avenue Elementary School

Additional Attendance Clerk Hours: Provide connection with families, triage attendance needs, and support student and family engagement. PC #38986	2000-2999: Classified Personnel Salaries	$9,692.00	Healthy Environments for Socio-Emotional Health
	3000-3999: Employee Benefits	$8,748.00	Healthy Environments for Socio-Emotional Health
Promote academic achievement, student self-confidence, and family/school connection through high-quality extended learning opportunities offered before, during, and after school. These opportunities will be designed to close academic achievement gaps, provide targeted academic support, and expand students' real-world learning experiences through a variety of methods including but not limited to enrichment, intervention, tutoring and hands-on applications.	4000-4999: Books And Supplies	$5,533.00	Engaging Academic Programs
Title 1 Teacher (1.0 FTE): Support instructional processes to increase student achievement, including formative and summative assessment, data analysis, goal-setting, small group instruction, and collaboration on lesson design and delivery. PC #29562	1000-1999: Certificated Personnel Salaries	$132,780.00	Connected School Communities
Release Time for Data Conversations and Instructional Planning to support improved student outcomes. Professional Development opportunities for staff to build instructional skills and knowledge.	1000-1999: Certificated Personnel Salaries	$5,000.00	Connected School Communities
	3000-3999: Employee Benefits	$52,147.00	Connected School Communities
	3000-3999: Employee Benefits	$1,200.00	Connected School Communities

	5800: Professional/Consulting Services And Operating Expenditures	$3,000.00	Connected School Communities
Materials & Supplies: Provide supplemental materials and supplies to support intervention, differentiation, and engagement in ELA and Math.	4000-4999: Books And Supplies	$60,000.00	Connected School Communities
Supplemental Instructional Materials: Provide materials and supplies to support explicit language instruction and math concepts in all grades as well as provide differentiated and target small group instruction.	4000-4999: Books And Supplies	$18,000.00	Connected School Communities
EL Achieve,Hello & Other Researched Based Curriculum: Provide supplemental curriculum to meet the varied academic needs of all levels of EL students.	4000-4999: Books And Supplies	$4,000.00	Connected School Communities
UDL Materials, and Supplies: Make content comprehensible to emerging bilinguals.	4000-4999: Books And Supplies	$500.00	Connected School Communities
Intervention: Provide opportunities for students to engage in programs to prepare and support future aspirations i.e. Builders Club, STEM Club. Provide activities to engage students above and beyond daily learning in their interests and talents beyond core through before, during, and after school intervention programs.	2000-2999: Classified Personnel Salaries	$20,000.00	Clear Pathways to Bright Futures

Whitney Avenue Elementary School

Field Trips: Provide virtual academic field trips and busses for each grade level to attend at least one trip per year to build academic language and vocabulary around a specific grade level curriculum. Provide opportunities for students to experience real world experiences off campus (field trips) to support background knowledge, vocabulary (possible virtually as needed)	5000-5999: Services And Other Operating Expenditures	$25,500.00	Clear Pathways to Bright Futures
Student Exploration: Provide exploration activities/assemblies in math, science, core subjects to foster many different opportunities for communication, collaboration, leadership that prepare them for the future of their choosing in academics (Mad Science Academy, Phil Tulga, etc.)		$25,000.00	Clear Pathways to Bright Futures

Title I Part A Site Allocation Total Expenditures:	$371,100.00
Title I Part A Site Allocation Allocation Balance:	$0.00
Whitney Avenue Elementary School Total Expenditures:	$440,096.00