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
Albert Schweitzer Elementary School	34-67447-6034896	May 26, 2026	June 23, 2026

Purpose and Plan Summary

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

X Schoolwide Program

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

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

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

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

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

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

Table of Contents

Comprehensive Needs Assessment Components

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

Data Analysis

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

Root Cause Analysis

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

Resource Inequities

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

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

The development and annual review of the SPSA at Schweitzer Elementary involved a collaborative and inclusive process. The School Site Council (SSC) convened for four meetings throughout the year to review data, discuss priorities, and provide input on the SPSA. In addition, Schweitzer staff were engaged in the process through discussions and feedback opportunities aligned to instructional goals and student needs. Input was also gathered from English Learner Advisory Committee (ELAC) members to ensure the perspectives of families of English learners were included. Schweitzer families were also provided opportunities to share feedback and input, helping to ensure the plan reflects the broader school community. This collective input informed the development, refinement, and approval of the SPSA and its annual update.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	1.25%	0.30%	%	4	1	
African American	3.13%	3.32%	3.44%	10	11	12
Asian	5.64%	10.57%	10.89%	18	35	38
Filipino	0.31%	0.30%	0.29%	1	1	1
Hispanic/Latino	17.87%	17.52%	19.77%	57	58	69
Pacific Islander	1.25%	1.51%	1.15%	4	5	4
White	61.13%	56.80%	54.44%	195	188	190
Multiple/No Response	9.40%	9.67%	10.03%	30	32	35
			Total Enrollment	319	331	349

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	20
Kindergarten	39		56
Grade 1	55		62
Grade 2	59		59
Grade3	53		51
Grade 4	50		50
Grade 5	54		51
Total Enrollment	319		349

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	73	95	77	23.7%	22.9%	22.1%
Fluent English Proficient (FEP)	12	8	10	4.9%	3.8%	2.9%
Reclassified Fluent English Proficient (RFEP)	1				1.10%	

School and Student Performance Data

Student Population

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

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
331	**58%**	**28.7%**	**0.0%**
Total Number of Students enrolled in Albert Schweitzer 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	95	28.7%
Foster Youth	0	0.0%
Homeless	14	4.2%
Socioeconomically Disadvantaged	192	58%
Students with Disabilities	66	19.9%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	11	3.3%
American Indian	1	0.3%
Asian	35	10.6%
Filipino	1	0.3%
Hispanic	58	17.5%
Two or More Races	32	9.7%
Pacific Islander	5	1.5%
White	188	56.8%

School and Student Performance Data

Overall Performance

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

Red Lowest Performance	Orange	Yellow	Green	Blue Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
1	1	2	0	0

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

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

All Students	English Learners	Long-Term English Learners
Yellow	Red	
42.5 points below standard	96.6 points below standard	
Increased 18.6 points	Maintained -2.2 points	
133 Students	41 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	Fewer than 11 students - No Data for Privacy	64.7 points below standard
	4 Students	Increased 17.7 points
		81 Students

Students with Disabilities	African American	American Indian
Orange 89.4 points below standard Increased 24.6 points 36 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 45 points below standard Increased 34.7 points 22 Students

Two or More Races	Pacific Islander	White
No Performance Color 7.8 points below standard Increased 26.3 points 16 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Yellow 34.8 points below standard Increased 22.2 points 80 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.

Based on the dashboard data provided, the following student groups are identified as the lowest performing:

English Learners (EL) – This group is performing at the Red level, with achievement approximately 96.6 points below standard, making them the lowest performing group overall.
Students with Disabilities (SWD) – This group is performing at the Orange level, approximately 89.4 points below standard, indicating significantly low performance.
Socioeconomically Disadvantaged (SED) – Although in the Yellow level, this group is performing 64.7 points below standard, which is substantially lower than the overall student group.

Summary:
English Learners and Students with Disabilities are the most critical groups, as they fall in the lowest performance bands (Red and Orange). Socioeconomically Disadvantaged students also require targeted support, as their performance is significantly below the overall student average. These groups should be prioritized for instructional focus, resource allocation, and targeted interventions.

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

Reflecting on last year’s practices and outcomes, several contributing factors may have impacted the performance of our lowest performing student groups (English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic students):

* At times, Schweitzer staff expressed concerns about time constraints and pacing, which may have limited deeper implementation of targeted supports.
* There continues to be variations in assessment methods or standards could also affect performance metrics.
* We may have assumed that program implementation, EL Achieve, UFLI and Heggerty, would automatically lead to improved outcomes without consistent progress monitoring and adjustment.
* There may have been assumptions that students would transfer skills independently (e.g., from ELD to core instruction) without explicit integration and intentional planning.
* Inconsistent implementation of designated and integrated ELD, particularly with protected time and targeted grouping based on ELPAC levels.
* Limited use of data cycles (i-Ready, formative assessments) to adjust instruction in real time, especially for ELs and SWDs.
* Intervention systems were not consistently structured or monitored, leading to variability in support for students needing additional time and intensity.
* Professional development may not have been sufficiently differentiated, resulting in uneven teacher readiness (e.g., varying levels of understanding around phonics, language development, and data use).
* Progress monitoring was not always frequent or systematic enough to drive timely instructional changes.
* Staff may have experienced initiative fatigue due to multiple new programs and expectations (new curriculum, data systems, phonics focus), impacting depth of implementation.
*Some staff may have felt uncertain or under-supported in addressing the needs of multilingual learners and students with disabilities.

Summary:
The data suggests a need for tighter systems around consistent Tier 1 instruction, protected and effective ELD, structured intervention, and ongoing data-driven decision making, along with differentiated professional learning and stronger alignment across classrooms.

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

Resources Needed to Improve Outcomes for Lowest Performing Student Groups (SPSA Response):

To improve outcomes for English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic students, the following resources are needed:

*Additional instructional support staff to provide targeted small group instruction.
*ELD specialist support to strengthen designated and integrated ELD practices across classrooms.
*Substitute/release time for teachers to engage in data analysis, collaboration, and instructional planning.
*Structured intervention programs aligned to the Science of Reading (e.g., UFLI, targeted foundational skills intervention) for K–2 and beyond.
*Continued use of EL Achieve to support systematic ELD instruction.
*Extended learning opportunities (before/after school) focused on literacy and language development for targeted student groups.
*Progress monitoring systems to regularly assess student growth and adjust instruction.
*Ongoing professional development in the Science of Reading, with an emphasis on phonics, fluency, vocabulary, and comprehension.
*Training on designated and integrated ELD, including effective grouping and language objectives.
*Data-driven instruction training, including how to use i-Ready and other assessment tools to inform Tier 1 and intervention.
*High-quality, standards-aligned instructional materials that support differentiation for ELs and SWDs.
*Supplemental intervention materials
*Assessment tools and data tracking systems to monitor student progress.
*Technology resources (devices, software programs) to support personalized learning and access.
*Access to community partnerships to extend learning beyond the school day.
*Translated materials and bilingual communication tools to increase family engagement for multilingual learners.

Summary:
Improving outcomes will require a strategic investment in targeted personnel, aligned instructional programs, ongoing professional learning, high-quality materials, and strong family partnerships, all focused on meeting the specific needs of our lowest performing student groups.

School and Student Performance Data

Academic Performance
Mathematics

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	2	1	0	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	
52 points below standard	85.4 points below standard	
Maintained -1.8 points	Declined 17.5 points	
135 Students	44 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - No Data for Privacy	71.8 points below standard
		Declined 9.8 points
	4 Students	83 Students

Students with Disabilities	African American	American Indian
Red 122.7 points below standard Maintained -0.4 points 36 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 61 points below standard Increased 5 points 21 Students

Two or More Races	Pacific Islander	White
No Performance Color 32.8 points below standard Declined 54.5 points 16 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Yellow 43.6 points below standard Increased 9.3 points 82 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.

Based on the dashboard data provided, the following student groups are identified as the lowest performing:

Students with Disabilities (SWD) – This group is performing at the Red level, with achievement approximately 122.7 points below standard, making it the lowest performing group overall.
English Learners (EL) – This group is performing at the Orange level, approximately 85.4 points below standard, and has declined by 17.5 points, indicating both low performance and negative growth.
Socioeconomically Disadvantaged (SED) – This group is also performing at the Orange level, approximately 71.8 points below standard, with a decline of 9.8 points, placing them significantly below the overall student group.
Hispanic Students – Although showing a small increase (+5 points), this group remains 61 points below standard, which is lower than the overall student group and indicates continued need for targeted support.

Summary:
Students with Disabilities are the most critical group due to their Red performance level. English Learners and Socioeconomically Disadvantaged students are also of high concern due to their low performance and declining trends. Hispanic students, while showing some growth, remain significantly below standard.

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

Reflecting on last year’s math outcomes, it is important to acknowledge that math was not a primary instructional focus at Schweitzer, as significant time, resources, and professional learning were dedicated to ELA and literacy intervention. This prioritization contributed to the following:

Potential Causes:
* We consistently emphasized ELA as the schoolwide priority, particularly around foundational skills, intervention, and the Science of Reading.
* Messaging may have unintentionally communicated that math could be deferred or would improve indirectly, rather than requiring the same level of urgency and focus.
* Conversations often centered on literacy growth, with less frequent dialogue around math achievement and gaps.
* We may have assumed that strong instructional practices developed through ELA (e.g., small groups, data use) would transfer to math without explicit planning.
* We may have believed that students' math needs were less urgent, particularly compared to the identified literacy gaps.

What we did:
* Limited professional development in math, as most training and collaboration time focused on ELA, phonics, and literacy intervention.
* Inconsistent use of math curriculum and Tier 1 practices to support student growth- Variability in implementation of the math curriculum, including pacing, use of instructional routines, and differentiation.
* Lack of a structured math intervention system, resulting in minimal Tier 2 and Tier 3 supports for students significantly below standard.
* Inconsistent use of math data (i-Ready, formative assessments) to guide instruction and monitor progress.
* Limited emphasis on math discourse and academic language, particularly impacting English Learners' access to content.

What we felt:
* Staff may have felt more confident and supported in ELA than in math, due to the focus on literacy professional development.
* There may have been a sense of bandwidth limitations, with staff prioritizing ELA implementation over developing math practices.
* Some staff may have felt less prepared to address diverse learner needs in math, especially for English Learners and Students with Disabilities.

Summary:
The data reflects a need to elevate math as a schoolwide instructional priority, with intentional systems for professional learning, consistent curriculum implementation, structured intervention, and data-driven decision making, similar to the focused approach taken in ELA.

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

To improve math outcomes for our lowest performing student groups (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, and Hispanic students), Schweitzer will need to build systems and supports similar to those established in ELA, with targeted investments in the following areas:

* Intervention teacher or dedicated math support staff to provide targeted Tier 2 and Tier 3 small group instruction.
* Instructional assistants to support math intervention groups and in-class differentiation.
* Include math-focused TOSA to build teacher capacity in math instruction, discourse, and differentiation through planning and professional development.
* Release time/substitutes for teachers to engage in math data analysis, planning, and collaboration cycles.
* Structured math intervention program(s) aligned to foundational math skills (number sense, fact fluency, problem solving).
* Supplemental math supports to target skill gaps.
* Extended learning opportunities (before/after school or summer math support) for students significantly below standard.
* Progress monitoring systems to regularly assess math growth and adjust instruction.
* Ongoing professional development in math instruction, including:
* Building conceptual understanding and procedural fluency
* Use of checks for understanding and formative assessment
* Training on differentiation and scaffolding in math, especially for English Learners and Students with Disabilities.
* Data-driven instruction cycles, focused on using i-Ready and classroom data to inform grouping and reteaching.
* Coaching cycles and model lessons to support consistent implementation of the new adopted math curriculum.
* Alignment of Tier 1 instructional practices, assessemnts and curriculum.

Materials & Supplies
*Supplemental intervention materials (manipulatives, visual models, number sense tools, math vocabulary supports).
* Assessment tools and data tracking systems for ongoing progress monitoring.
* Technology resources and adaptive software to support personalized math practice and skill development.

Family & Community Resources
* Family math workshops, family math nights and resources to support understanding of math strategies and problem solving at home.
* Take-home materials and activities that reinforce foundational math skills.

Summary:
Improving math outcomes will require a shift to intentional systems of support, including dedicated personnel, structured intervention, targeted professional learning, and aligned instructional materials—ensuring that math receives the same level of focus, consistency, and support as ELA.

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	0	0	0	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	No Performance Color	No Performance Color
42.1 science points	35.5 science points	0 Students
Increased 3.3 points	Increased 2.3 points	
41 Students	18 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	38.5 science points
	3 Students	Maintained 1.7 points
		30 Students

Students with Disabilities	African American	American Indian
No Performance Color 28 science points Declined 2.6 points 12 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 45 science points Increased 6.7 points 24 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.

Based on the science dashboard data provided:

Students with Disabilities (SWD) – This group is performing at the lowest level, with approximately 28 science points and a decline of 2.6 points, significantly below the overall student average of 42.1 points.
English Learners (EL) – This group is also performing below the overall average, with approximately 35.5 science points, indicating a gap in performance compared to all students.
Socioeconomically Disadvantaged (SED) – With approximately 38.5 science points, this group is performing below the overall average and has maintained with minimal growth (+1.7 points).

Summary:
Students with Disabilities represent the lowest performing group in science, followed by English Learners and Socioeconomically Disadvantaged students, all performing below the overall student average. These groups should be prioritized for targeted instructional support and increased access to rigorous, standards-aligned science instruction.

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

Reflecting on last year’s science outcomes for our lowest performing groups (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students), several contributing factors emerged:

* We consistently prioritized ELA and literacy intervention, which may have unintentionally communicated that science was a secondary focus.

* There was an understanding that science could be integrated into ELA, rather than requiring dedicated instructional time and focus.
* Conversations around achievement and data were centered more on ELA and math, with less emphasis on science performance.
* We may have assumed that students would gain science knowledge through reading and exposure, without explicit instruction in science concepts and practices.
* There may have been an assumption that science could be postponed or minimized, particularly in primary grades, without long-term impact.
* We may have believed that hands-on activities alone were sufficient, without ensuring alignment to standards and learning targets.
* Limited dedicated time for science instruction, especially during intervention blocks focused on ELA.
* Inconsistent implementation of science curriculum, including variability in pacing, depth, and frequency of instruction.
* Limited progress monitoring or use of science data, resulting in fewer instructional adjustments based on student need.
* Minimal structured support for science vocabulary and discourse, impacting English Learners' ability to access and explain content.
* Few targeted supports or interventions in science, particularly for Students with Disabilities.
* Lack of vertical alignment across grade levels in key science concepts and practices.
* Staff may have felt less confident in teaching science, particularly around NGSS standards and facilitating inquiry-based learning.
* There may have been a sense of limited time and competing priorities, leading to science being deprioritized.
* Some staff may have felt uncertain about how to support diverse learners in science, especially English Learners and Students with Disabilities.

Summary Insight:
The data reflects a need to elevate science as a consistent and intentional area of instruction, ensuring dedicated instructional time, aligned curriculum implementation, explicit teaching of academic language, and equitable access to hands-on, standards-based learning, particularly for our lowest performing student groups.

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

To improve science outcomes for our lowest performing student groups (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students), Schweitzer will need to intentionally build capacity and systems for science instruction, similar to the focused work in ELA.

* Instructional assistants to support hands-on investigations, small group instruction, and scaffolding for SWDs and ELs.
* Release time/substitutes for teachers to engage in science planning, collaboration, and data reflection cycles.
* High-quality NGSS-aligned science curriculum with clear pacing and consistent implementation across grade levels.
* Supplemental science intervention supports (small group reteaching structures, targeted skill support for vocabulary and comprehension).
* STEM enrichment opportunities (after-school programs, science clubs, or summer learning) to extend access for targeted students.
* Progress monitoring tools to assess science understanding and inform instruction.
* Ongoing professional development in NGSS standards and science practices, including:
* Inquiry-based instruction and student investigations
* Hands-on science kits and consumable materials to ensure all students can engage in investigations.
* Visual supports and models (diagrams, anchor charts, real-world examples) to support conceptual understanding.
* Academic vocabulary resources (sentence frames, word walls, visuals) to support EL access.
* Technology and digital tools (simulations, videos, interactive platforms) to enhance understanding of complex concepts.
* Family science engagement opportunities (science nights, take-home experiments, STEM challenges).
* Partnerships with local libraries, museums, and STEM organizations to extend learning opportunities.

Summary:
Improving science outcomes will require a shift to intentional, consistent science instruction, supported by dedicated personnel, aligned curriculum, hands-on materials, and targeted professional learning, ensuring equitable access for all students—especially those in our lowest performing groups.

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
Blue	No Performance Color
66.7 making progress.	making progress.
Number Students: 66 Students	Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7.6%	25.8%	0%	66.7%

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

Based on the ELPI data provided:

Greatest Growth:
The greatest area of growth is in students who progressed at least one ELPI level, with 66.7% of students (66 students) making progress.
This is reflected in the Blue performance level, indicating strong overall progress for English Learners.

Area for Improvement:
An area for improvement is the percentage of students who maintained at lower ELPI levels (Levels 1, 2L, 2H, 3L, or 3H), which is 25.8%.
Additionally, 7.6% of students decreased at least one ELPI level, indicating a need for more targeted support to prevent regression.
Notably, 0% of students maintained ELPI Level 4, suggesting a need to focus on reclassification readiness and advanced language development for students nearing proficiency.
Summary:

While the majority of English Learners are making progress, the data highlights a need to support students who are not progressing (maintaining or declining) and to strengthen systems that advance students to full English proficiency (ELPI Level 4).

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

Potential Causes
* We emphasized that ELD was a priority, but messaging may not have consistently reinforced the importance of daily, protected designated ELD and integrated language support across all content areas.
* There may have been a focus on overall progress, without equal emphasis on moving students out of the lower proficiency levels or toward reclassification.
* There may have been an assumption that integrated ELD during core instruction was sufficient, without consistently strengthening designated ELD aligned to student proficiency levels.
* We may have believed that students nearing proficiency would transition to ELPI Level 4 without intentional planning for reclassification readiness.
* Inconsistent implementation of designated ELD, including variability in grouping, frequency, and alignment to ELPAC levels.
* Limited progress monitoring specific to ELPI growth, resulting in fewer instructional adjustments for students who were not progressing.
* Inconsistent use of language objectives and structured discourse strategies, limiting opportunities for students to practice academic language.
* Limited differentiation within ELD, particularly for students at lower proficiency levels who require more intensive, scaffolded instruction.
* Insufficient focus on reclassification systems, including monitoring and supporting students close to ELPI Level 4.
* Staff may have felt more confident in literacy instruction than in targeted language development, impacting depth of ELD implementation.
* There may have been a sense of competing priorities, with ELA intervention taking precedence over ELD precision.
* Some staff may have felt uncertain about how to accelerate language acquisition, particularly for students who were not progressing.

Summary:
While overall EL progress is a strength, the data highlights the need for consistent, targeted designated ELD, stronger progress monitoring, and intentional systems to accelerate students out of lower proficiency levels and toward reclassification, supported by aligned instruction across all classrooms.

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

To improve outcomes for English Learners—particularly students maintaining at lower ELPI levels and those who declined—Schweitzer will need to strengthen systems for targeted language development, progress monitoring, and reclassification support.

* ELD specialist to support, model lessons, and ensure strong implementation of designated and integrated ELD.
* Instructional assistants to support small group ELD instruction and language practice.
* Release time/substitutes for teachers to analyze ELPI data, plan designated ELD, and collaborate on student grouping and instruction.
* Bilingual support staff (if available) to assist with student access and family communication.
* Structured designated ELD program, EL Achieve, aligned to ELPAC levels to ensure targeted language instruction.
* Progress monitoring tools specific to language development to track ELPI growth and adjust instruction regularly.
* Targeted intervention/support blocks for students not progressing or at risk of regression.
* Reclassification support systems, including monitoring students near proficiency and providing targeted instruction to move them to ELPI Level 4.
* Extended learning opportunities (before/after school or summer programs) focused on language development.
* Ongoing professional development in designated and integrated ELD, including:
* Grouping students by ELPAC level
* Training on scaffolding for English Learners, especially for students at lower proficiency levels.
* Data-driven instruction cycles, focused on analyzing ELPI data and adjusting instruction.
* Language supports (sentence frames, visuals, anchor charts, academic vocabulary resources).
* Supplemental materials to support speaking, listening, reading, and writing across content areas.
* Assessment tools for ongoing monitoring of language development.
* Workshops for families of English Learners focused on supporting language development at home.

* Translated materials and communication tools to increase family engagement.
* Partnerships with community organizations and libraries to provide additional language and literacy support opportunities.

Summary:
Improving ELPI outcomes will require a focused investment in personnel, structured ELD programming, targeted professional learning, and consistent progress monitoring, ensuring that all English Learners—especially those not progressing—receive intentional, differentiated support to accelerate language acquisition and reach proficiency.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

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

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

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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	Red	
22.3% Chronically Absent	22.1% Chronically Absent	
Increased 4.2	Increased 1.4	
377 Students	113 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
0 Students	81.3% Chronically Absent	27.7% Chronically Absent
	Increased 17.6	Increased 6.8
	16 Students	238 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
31.4% Chronically Absent	55.6% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 9.2	Increased 17.1	1 Student
105 Students	18 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
13.6% Chronically Absent	Fewer than 11 students - No Data for Privacy	26.5% Chronically Absent
Declined 4.5	1 Student	Increased 7.5
44 Students		68 Students

Two or More Races	Pacific Islander	White
Red	No Performance Color	Orange
22.2% Chronically Absent	Fewer than 11 students - No Data for Privacy	17.6% Chronically Absent
Increased 6.6	5 Students	Increased 1.5
36 Students		204 Students

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

All Students – Overall performance is at the Red level, with 22.3% chronically absent, indicating a schoolwide area of concern.
English Learners (EL) – Performing at the Red level with 22.1% chronically absent, closely mirroring the overall rate and indicating a need for targeted support.
Socioeconomically Disadvantaged (SED) – Also at the Red level, with 27.7% chronically absent, significantly higher than the overall rate.
Students with Disabilities (SWD) – At the Red level, with the highest rate among reported groups at 31.4% chronically absent, making this the most critical subgroup.
Hispanic Students – Performing at the Red level, with 26.5% chronically absent, notably above the overall rate.
Two or More Races – Also in the Red level, with 22.2% chronically absent, similar to the overall rate but still within the lowest performance band.

Additional Consideration:
Homeless Students show an extremely high rate (81.3% chronically absent), though no performance color is assigned due to small subgroup size. This group represents a significant area of concern despite not receiving a dashboard color.
Summary:

Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students demonstrate the highest rates of chronic absenteeism and are key priority groups. English Learners and students in the Two or More Races group also fall within the Red performance level. Overall, chronic absenteeism is a schoolwide concern requiring targeted and systemic interventions.

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

Reflecting on last year’s chronic absenteeism data, including high rates across multiple student groups (SWD, SED, Hispanic, EL, and overall), the following factors may have contributed:

* We communicated the importance of attendance, but messaging may have been inconsistent or not reinforced regularly with families.
* Attendance may have been framed more as a compliance issue rather than a shared responsibility and key to student success.
* There may have been limited targeted messaging for specific student groups disproportionately impacted (e.g., SED, SWD, EL families).
* We may have assumed that families understood attendance expectations and the impact of absences, without explicitly teaching or reinforcing this.
* There may have been an assumption that absences due to illness, transportation, or family needs were unavoidable, rather than areas where supports could be provided.
* We may have believed that general schoolwide strategies would address attendance, rather than implementing targeted interventions for high-need groups.
* Limited systematic monitoring of attendance data (weekly or monthly), resulting in delayed response to emerging attendance concerns.
* Inconsistent follow-up with families, including delayed outreach when students began to show patterns of chronic absence.
* Lack of a tiered attendance intervention system (Tier 1 universal supports, Tier 2 targeted outreach, Tier 3 intensive interventions).
* Limited incentives or recognition systems to promote positive attendance habits.
* Minimal integration of attendance into schoolwide systems such as PBIS or family engagement efforts.
* Staff may have felt that attendance challenges were outside of their control, particularly when tied to family circumstances.
* There may have been a sense of competing priorities, with greater focus on academics (ELA/math) than attendance systems.
* Some staff may have felt uncertain about how to effectively engage families around attendance concerns in a supportive way.

Summary Insight:
The data reflects a need to strengthen a systematic, proactive, and tiered approach to attendance, including consistent monitoring, early intervention, targeted family engagement, and coordinated supports—ensuring that attendance is prioritized as a critical component of student success for all groups.

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

To reduce chronic absenteeism—particularly for Students with Disabilities, Socioeconomically Disadvantaged students, Hispanic students, English Learners, and students experiencing homelessness—Schweitzer will need to implement a coordinated, tiered system of support with the following resources:

* Attendance clerk/office support to monitor daily attendance and ensure timely follow-up.
* School counselor and/or social worker to address barriers such as mental health, family needs, and school avoidance.
* Administrator/designee for attendance team leadership to oversee systems, data monitoring, and intervention planning.
* Tiered attendance intervention system (Tier 1, 2, and 3) with clear protocols for identifying and supporting students.
* Check-in/Check-out or mentoring programs for students with frequent absences.
* Family outreach services to build trust and identify barriers.
* Partnerships with community agencies to support housing, transportation, and health needs.
* After-school and enrichment programs to increase student engagement and connection to school.
* Professional Learning on attendance expectations and legal requirements and early identification of attendance concerns
* Family engagement strategies that are supportive and culturally responsive
* Better use if attendance data systems to monitor trends and respond proactively.
* Attendance tracking tools and dashboards for regular monitoring (weekly/monthly).
* Communication materials (letters, flyers, messaging templates) translated into home languages.
* Incentives and recognition materials to promote positive attendance (certificates, rewards, classroom competitions).

* PBIS-aligned materials that connect attendance to schoolwide expectations.
* Family workshops and education on the importance of attendance and its impact on academic success.
* Consistent, two-way communication systems (e.g., Talking Points) to engage families early and often.

Summary:
Improving attendance outcomes will require a proactive, relationship-centered approach, supported by dedicated personnel, clear systems, targeted interventions, and strong family and community partnerships—ensuring barriers are addressed early and consistently for our highest-need 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
0	4	0	0	2

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Orange	
1% suspended at least one day	2.6% suspended at least one day	
Maintained 0.2%	Increased 1.5%	
387 Students	117 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	0% suspended at least one day	1.2% suspended at least one day
	Maintained 0%	Increased 0.3%
	16 Students	245 Students

Students with Disabilities

Orange

1.9% suspended at least one day

Increased 0.6%

107 Students

African American

No Performance Color

0% suspended at least one day

Declined 7.1%

20 Students

American Indian

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Asian

No Performance Color

0% suspended at least one day

Maintained 0%

48 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Hispanic

Blue

0% suspended at least one day

Maintained 0%

69 Students

Two or More Races

Blue

0% suspended at least one day

Maintained 0%

37 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

5 Students

White

Orange

1.5% suspended at least one day

Increased 0.5%

206 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.

Based on the suspension data provided:

English Learners (EL) – Performing at the Orange level, with 2.6% suspended at least once, which is significantly higher than the overall rate of 1%.
Students with Disabilities (SWD) – Also at the Orange level, with 1.9% suspended, nearly double the overall rate.
Socioeconomically Disadvantaged (SED) – Performing at the Orange level, with 1.2% suspended, above the overall rate.
White Students – At the Orange level, with 1.5% suspended, also above the overall average.

Summary:
While overall suspension rates for All Students are in the Green level (1%), several student groups—English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and White students—are performing at a lower level (Orange) and above the overall rate. These groups should be prioritized for targeted supports to improve school climate and reduce suspension rates.

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

Reflecting on last year’s suspension data—where English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and White students showed higher suspension rates than the overall average—the following factors may have contributed:

* We emphasized PBIS and positive behavior supports, but messaging may not have been consistently reinforced or implemented across all settings (classrooms, playground, common areas).
* Expectations may have been communicated, but not always explicitly taught, modeled, and revisited, especially after breaks or transitions.
* There may have been inconsistent messaging around restorative practices vs. exclusionary discipline, leading to variability in responses.
* We may have assumed that students understood behavioral expectations, without ensuring consistent reteaching and reinforcement.
* There may have been an assumption that Tier 1 supports would meet most behavioral needs, without strengthening Tier 2 and Tier 3 interventions.
* We may have believed that behavior incidents were isolated, rather than identifying patterns across specific student groups (EL, SWD, SED).
* Inconsistent implementation of PBIS practices, including reinforcement systems and common area expectations.
* Limited use of behavior data to proactively identify students at risk and intervene early.
* Inconsistent use of restorative practices, with some reliance on exclusionary discipline rather than reteaching and repairing harm.
* Insufficient targeted supports (Tier 2/3) for students with ongoing behavioral needs, particularly Students with Disabilities.
* Limited integration of language supports for English Learners, which may have impacted their ability to understand expectations or communicate needs.
* Lack of structured systems for reteaching behavior expectations throughout the year.
* Variability in classroom management practices, leading to inconsistent student experiences across classrooms.
* Some staff may have felt less confident in managing complex behaviors, particularly for students with diverse needs (SWD, EL).

Summary:
The data indicates a need to strengthen consistent, schoolwide implementation of PBIS, expand Tier 2 and Tier 3 behavioral supports, increase use of restorative practices, and ensure equitable, culturally responsive approaches to discipline, particularly for our most impacted student groups.

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

To reduce suspension rates—particularly for English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and other impacted groups—Schweitzer will need to strengthen a tiered system of behavioral supports (PBIS/MTSS) with the following resources:

* Instructional assistants or behavior aides to support students with higher behavioral needs, particularly Students with Disabilities.
* School psychologist consultation to support behavior plans and functional behavior assessments (FBAs).
* Strengthened PBIS framework with clear Tier 1 and Tier 2 with a focus on Tier 1.
* Continued work around restorative practices program to reduce reliance on exclusionary discipline and focus on repairing harm.
* Check-in/Check-out or mentoring programs for students needing additional behavioral support.
* Social-emotional learning (SEL) programs to build self-regulation, conflict resolution, and communication skills.
* Targeted small group interventions (e.g., social skills groups, behavior support groups).
* Ongoing professional development for staff on PBIS implementation with fidelity (expectations, reinforcement, reteaching) and restorative practices and alternatives to suspension
* PBIS materials (expectation posters, signage, teaching tools for common areas).
* Incentives and recognition systems aligned to PBIS (tickets, rewards, classroom incentives).
* SEL curriculum and resources (lesson materials, visuals, tools for teaching self-regulation).
* Behavior tracking systems/data tools to monitor trends and guide interventions.
* Visual supports and communication tools for ELs and students needing additional scaffolds.
* Family workshops and communication around behavior expectations, PBIS, and strategies to support students at home.
* Translated materials and communication systems (e.g., Talking Points) to ensure access for all families.
* Partnerships with community agencies to provide additional mental health and behavioral support services.
* Opportunities for family engagement in school climate initiatives.

Summary:

Improving conditions and climate will require a consistent, proactive, and equitable approach to behavior, supported by dedicated personnel, strong PBIS systems, targeted interventions, and ongoing professional learning—ensuring all students receive the support needed to be successful without reliance on exclusionary discipline.

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?

CAASPP - once a year
iReady - each trimester
Local Assessments - every six to eight weeks
ELPAC - once a year

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

What's Worked
* Intervention for ELA with the intervention teacher and instructional assistant
* Using ESGI for K-2 teachers to support with collecting data and using technology to support student growth in academics

* Student access and field trip opportunities
* Release time was provided and teachers spent time on assessment alignment in ELA. More emphasis needs to be on math as well as Tier 1 Math instruction.

What Did Not Work
* After school tutoring was difficult to staff and curriculum to use for tutoring was not readily available
* Many teachers took their classes on educational field trips but more planning time would be useful
* Updated technology is needed to assure that students have access
* Intervention did not include opportunities to address math

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

Modifications:
* Provided additional release time for teachers to gather data and collaborate
* Adjusted the instructional assistant to not only support intervention and include whole school when needed.

2025-26

Identified Need

* More opportunities for teachers to collaborate using data and align curriculum and research based instructional practices to differentiate to meet the needs of all student
* Provide access to educational resources, such as books, technology, and tutoring programs, to support learning both in and out of the classroom.
* Provide access and opportunity for students to participate in academics field trips to enhance and supplement academic standards that can only be met through real-life experiences.
* Develop after-school programs or tutoring focused on math skills and intervention.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	42.5 points below standard	+ 3 scale points
	English Learners	96.6 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	64.7 points below standard	

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	Students with Disabilities	89.4 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	45 points below standard	
	Two or More Races	7.8 points below standard	
	Pacific Islander		
	White	34.8 points below standard	
Math State Assessment: Change in scale score	All Students	52 points below standard	+3 scale score points
	English Learners	85.4 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	71.8 points below standard	
	Students with Disabilities	122.7 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	61 points below standard	
	Two or More Races	32.8 points below standard	
	Pacific Islander		

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	White	43.6 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	66.7		+ 2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	1.10%		+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	Technology: Provide technology accessories, and software applications to support academic achievement, intervention, and acceleration, including but not limited to hardware and software: Chromebooks, iPads, document cameras, headphones,	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	23,877	School Year 2026-2027

	ESGI, M-Class, Raz Plus				
1.2	Teacher Collaboration/Release Time: Provide release time for teachers to collaborate among and between grade levels using data to support academic growth in both ELA and Math.	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	7,000	School Year 2026-2027
1.3	Multilingual Classroom Supports: Provide curriculum, materials, supplies and books for instructional differentiation in all academic areas.	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	6,864 5,000	School Year 2026-2027
1.4	Materials and Supplies for Academic Intervention.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation	15,000	School Year 2026-2027

			4000-4999: Books And Supplies		
1.5	Field Trips: Provide funding for academic field trips at each grade level to enhance and supplement academic standards than can only be met through real-life experiences.	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	20,000	School Year 2026-2027
1.6	Tutoring: Provide funding for staff and supplies to provide before and after school tutoring primarily in the area of Math.	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	5,000	School Year 2026-2027
1.7	Certificated and Classified Professional Development: Provide funding for certificated	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified	4,000	School Year 2026-2027

	and classified staff to attend academic instructional professional development.		Personnel Salaries Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries		
1.8	Classroom Libraries: Provide funding to support supplementing classroom libraries.	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	6,000	School Year 2026-2027
1.9	Instructional Assistant: Fund a 6-hour instructional assistant to support with academic differentiation PC TBD	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Socioeconomically disadvantaged	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	26,290 29,833	School Year 2026-2027
1.10		All Students			

		English Learners Low-Income Students Foster Youth Lowest Performing			
1.11		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

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

SPSA/Goal 2

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

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

We used monthly attendance and chronic absenteeism data, as well as responses to the School Climate Survey to monitor progress.
Monthly and once a year.
School Culture Survey results
Surveys sent to families- periodically

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

What Worked
* PBIS Tier 1 team working to provide whole school behavior support
* Family and community events such as Family Science Night and Starstruck

What Did Not Work
* Attendance team provide more scheduled student and family recognition of good attendance which includes recognition of student attendance improvement and family support in needed
* Education for families in multiple language the importance of good attendance

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

Modifications
* Regular attendance team meetings using data to plan for Tier 1 and Tier 2 attendance- positive phone calls home for attendance improvement,
* Incorporate more family and community evenings such as math nights and science nights

2025-26

Identified Need

* Continued support of PBIS incentives
* More family events to build community and create welcoming environment
* Focus on attendance using a committee model

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	22.3% Chronically Absent	-5%
	English Learners	22.1% Chronically Absent	
	Foster Youth		
	Homeless	81.3% Chronically Absent	
	Socioeconomically Disadvantaged	27.7% Chronically Absent	
	Students with Disabilities	31.4% Chronically Absent	
	African American	55.6% Chronically Absent	
	American Indian		
	Asian	13.6% Chronically Absent	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Filipino Hispanic 26.5% Chronically Absent Two or More Races 22.2% Chronically Absent Pacific Islander White 17.6% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	93.7%	+2%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	N/A
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races	N/A

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	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	PBIS: Provide supplies, materials, incentives, and student recognitions, including but not limited to: certificates, prizes, treats, lunch celebrations, etc. for recognizing positive behaviors	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,000	School Year 2026-2027
2.2	Attendance: Provide supplies, materials to encourage increased attendance and decreased chronic absenteeism.	X All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,100	School Year 2026-2027

2.3	Assemblies During School: Provide in school assemblies that allow students a sense of community, allowing them to celebrate achievements, learn important values, and give students opportunities to develop social and leadership skills through participation and engagement.	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	5,000	School Year 2026-2027
2.4	After School Activities: Fund family and community events provided by vendors that encourage home-school connection including but not limited to family math nights and science nights. This would also include timecards for staff to support with after school activities.	All Students X English Learners Low-Income Students X Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	500 1,000 4,500	School Year 2026-2027

			LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures		
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?

* Suspension Data
* SWIS Data
* District Climate Survey
* Attendance and participation in ELAC Meetings

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

What Worked
* PBIS team meetings to support Tier 1 implementation
* Teachers piloted SEL program and staff voted to implement one program whole school.
* ELAC Meeting where held

* Monthly character trait assemblies
* Counseling support
* Alternative to suspension
* Restorative practices
* Increase staffing to support student safety (rec aid and campus monitor)

What Didn't Work
* Data input using SWIS
* Tier 1 whole school staff and student buy in
* Attendance at ELAC meetings were low

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

Modifications:
* Working on whole school buy in for Tier 1 PBIS
* Communication with families around PBIS
* ELPA meeting planning will start early and creative measure will be used to encourage attendance and participation.

2025-26

Identified Need

* Whole school implementation of SEL program
* Places in classroom (calm down corners) for students to regulate
* After school programs and activities such as clubs and VAPA programs

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	1% suspended at least one day	- 0.3%
	English Learners	2.6% suspended at least one day	
	Foster Youth		
	Homeless	0% suspended at least one day	
	Socioeconomically Disadvantaged	1.2% suspended at least one day	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Students with Disabilities: 1.9% suspended at least one day African American: 0% suspended at least one day American Indian Asian: 0% suspended at least one day Filipino Hispanic: 0% suspended at least one day Two or More Races: 0% suspended at least one day Pacific Islander White: 1.5% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	71.6%	+ 2%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	74.1%	+ 2%
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).	10%	+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

3.1	Meeting Supplies: ELAC and School Site Council meetings held 4-6 times per year including books, resources, light refreshments, and supplies.	X All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School Year 2026-2027
3.2	After School Activities: Provide family and community engagement events to strengthen school-home connection and communicate the importance of regular school attendance, including but not limited to Starstruck.	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures Title I Part A Parent Involvement 5800: Professional/ Consulting Services And Operating Expenditures	6,900 1,943	School Year 2026-2027
3.3	Social Emotion Program: Purchase materials to support	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	3,000 1,500	School Year 2026-2027

	classroom SEL, Mindfulness, and Restorative Practices, including but not limited to, books, posters, curriculum, materials, and resources, in order to promote increased feelings of social and emotional safety at school and to increase opportunities for students to practice problem solving and emotion regulation		5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		
3.4	Additional Rec Aid Time: Provide additional rec aide time to support with safety and student supervision.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries	4130	School Year 2026-2027

Centralized Services for Planned Improvements in Student Performance

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

Centralized Services

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide explicit English language instruction to emerging bilinguals. PCs 34785 & 36125	08/2025 - 06/2026	English Language Development Teacher	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	

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
		Position	2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	

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**
Provide leadership in forming school discipline policies, mental health intervention, crisis management, and support services. PC 38302	08/2025 - 06/2026	School Social Worker	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	35,000	0.00
Title I Part A Site Allocation	143,864	0.00
Title I Part A Parent Involvement	1,943	0.00
LCFF Rec Aide Allocation	4130	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	35,000.00
Title I Part A Parent Involvement	1,943.00
Title I Part A Site Allocation	143,864.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	7,500.00
2000-2999: Classified Personnel Salaries	40,420.00
3000-3999: Employee Benefits	29,833.00
4000-4999: Books And Supplies	65,841.00
5000-5999: Services And Other Operating Expenditures	23,000.00
5800: Professional/Consulting Services And Operating Expenditures	18,343.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	4,130.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	1,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	14,100.00

5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	16,400.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Parent Involvement	1,943.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	7,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	35,290.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	29,833.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	51,741.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	20,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	148,864.00
Goal 2	18,100.00
Goal 3	17,973.00

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
Gelika Harrison	Principal
Elizabeth Rogers	Other School Staff
Alesha Gordon	Classroom Teacher
Jaclyn Loewe	Classroom Teacher
Hynalka Caton	Parent or Community Member
Lisa Rosas	Classroom Teacher
Madyson Evans	Parent or Community Member
Jodee Lower	Parent or Community Member
Jessica Anderson	Parent or Community Member
Anthony Garcia	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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 5/26/26.

Attested:

	Principal, Gelika Harrison on 5/26/26
ON FILE	SSC Chairperson, Anthony on 5/26/26

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

Albert Schweitzer Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
Additional Rec Aid Time: Provide additional rec aide time to support with safety and student supervision.	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 **$35,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	$5,000.00	Connected School Communities	
	4000-4999: Books And Supplies	$1,500.00	Engaging Academic Programs	
Implement assemblies, and school programs that promote positive behavior, inclusion, and recognition of students and our school community including but not limited to student recognitions, school sing, choir, student leadership, etc.	4000-4999: Books And Supplies	$3,000.00	Clear Pathways to Bright Futures	
PBIS: Provide supplies, materials, incentives, and student recognitions, including but not limited to: certificates, prizes, treats, lunch celebrations, etc. for recognizing positive behaviors	4000-4999: Books And Supplies	$5,000.00	Healthy Environments for Social-Emotional Growth	

Albert Schweitzer Elementary School

Attendance: Provide supplies, materials to encourage increased attendance and decreased chronic absenteeism.	4000-4999: Books And Supplies	$2,100.00	Healthy Environments for Social-Emotional Growth
Assemblies During School: Provide in school assemblies that allow students a sense of community, allowing them to celebrate achievements, learn important values, and give students opportunities to develop social and leadership skills through participation and engagement.	5800: Professional/Consulting Services And Operating Expenditures	$5,000.00	Healthy Environments for Social-Emotional Growth
After School Activities: Fund family and community events provided by vendors that encourage home -school connection including but not limited to family math nights and science nights. This would also include timecards for staff to support with after school activities.	1000-1999: Certificated Personnel Salaries	$500.00	Healthy Environments for Social-Emotional Growth
	2000-2999: Classified Personnel Salaries	$1,000.00	Healthy Environments for Social-Emotional Growth
	5800: Professional/Consulting Services And Operating Expenditures	$4,500.00	Healthy Environments for Social-Emotional Growth
Meeting Supplies: ELAC and School Site Council meetings held 4-6 times per year including books, resources, light refreshments, and supplies.	4000-4999: Books And Supplies	$500.00	Engaging Academic Programs
After School Activities: Provide family and community engagement events to strengthen school-home connection and communicate the importance of regular school attendance, including but not limited to Starstruck.	5800: Professional/Consulting Services And Operating Expenditures	$6,900.00	Engaging Academic Programs

Albert Schweitzer Elementary School

Social Emotion Program: Purchase materials to support classroom SEL, Mindfulness, and Restorative Practices, including but not limited to, books, posters, curriculum, materials, and resources, in order to promote increased feelings of social and emotional safety at school and to increase opportunities for students to practice problem solving and emotion regulation	5000-5999: Services And Other Operating Expenditures	$3,000.00	Engaging Academic Programs	

LCFF Supplemental Site Allocation Total Expenditures: $38,000.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Funding Source: Title I Part A Parent Involvement **$1,943.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	5800: Professional/Consulting Services And Operating Expenditures	$1,943.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures: $1,943.00

Title I Part A Parent Involvement Allocation Balance: $0.00

Funding Source: Title I Part A Site Allocation **$143,864.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	3000-3999: Employee Benefits	$29,833.00	Connected School Communities	

Albert Schweitzer Elementary School

Technology: Provide technology accessories, and software applications to support academic achievement, intervention, and acceleration, including but not limited to hardware and software: Chromebooks, iPads, document cameras, headphones, ESGI, M-Class, Raz Plus	4000-4999: Books And Supplies	$23,877.00	Connected School Communities
Teacher Collaboration/Release Time: Provide release time for teachers to collaborate among and between grade levels using data to support academic growth in both ELA and Math.	1000-1999: Certificated Personnel Salaries	$7,000.00	Connected School Communities
Multilingual Classroom Supports: Provide curriculum, materials, supplies and books for instructional differentiation in all academic areas.	4000-4999: Books And Supplies	$6,864.00	Connected School Communities
Materials and Supplies for Academic Intervention.	4000-4999: Books And Supplies	$15,000.00	Connected School Communities
Field Trips: Provide funding for academic field trips at each grade level to enhance and supplement academic standards than can only be met through real-life experiences.	5000-5999: Services And Other Operating Expenditures	$20,000.00	Connected School Communities
Tutoring: Provide funding for staff and supplies to provide before and after school tutoring primarily in the area of Math.	2000-2999: Classified Personnel Salaries	$5,000.00	Connected School Communities
Certificated and Classified Professional Development: Provide funding for certificated and classified staff to attend academic instructional professional development.	2000-2999: Classified Personnel Salaries	$4,000.00	Connected School Communities
Classroom Libraries: Provide funding to support supplementing classroom libraries.	4000-4999: Books And Supplies	$6,000.00	Connected School Communities
Instructional Assistant: Fund a 6-hour instructional assistant to support with academic differentiation PC TBD	2000-2999: Classified Personnel Salaries	$26,290.00	Connected School Communities

Albert Schweitzer Elementary School

Title I Part A Site Allocation Total Expenditures:	$143,864.00
Title I Part A Site Allocation Allocation Balance:	$0.00
Albert Schweitzer Elementary School Total Expenditures:	$187,937.00