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
Charles Peck Elementary School	34-67447-6034839	May 18, 2026	June 23, 2026

Purpose and Plan Summary

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

X Schoolwide Program

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

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

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

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

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

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

Table of Contents

Comprehensive Needs Assessment Components

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

Data Analysis

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

Root Cause Analysis

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

Resource Inequities

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

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council meetings serve as the primary forum for collaborative decision-making, bringing together administrators, teachers, support staff, parents, and community members to review school performance data, discuss needs, and provide input on the SPSA goals and strategies. During these SSC meetings, educational partners analyze assessment results, attendance data, and other metrics to identify priority areas for improvement and ensure that proposed interventions align with school and district priorities. Staff meetings complement this process by allowing teachers and support personnel to share classroom-level insights, discuss implementation challenges, and refine action steps to make goals more achievable and responsive to actual student needs. The annual review and update cycle incorporates feedback from multiple stakeholder groups—including certificated and classified staff, the school site leadership team, parents, students, and community representatives—ensuring that the SPSA reflects diverse perspectives and maintains focus on continuous improvement. By systematically gathering input through both SSC meetings and broader staff engagement, schools create a more inclusive and data-informed planning process that increases the likelihood of successful implementation and positive student outcomes.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
American Indian	%	%	0.30%			1
African American	8.82%	7.59%	11.11%	27	23	37
Asian	7.19%	12.21%	14.41%	22	37	48
Filipino	0.33%	0.66%	0.30%	1	2	1
Hispanic/Latino	32.68%	32.34%	28.83%	100	98	96
Pacific Islander	1.63%	1.65%	1.80%	5	5	6
White	41.50%	36.63%	34.53%	127	111	115
Multiple/No Response	7.84%	8.91%	8.71%	24	27	29
			Total Enrollment	306	303	333

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	23-24	**24-25**	**25-26**
Transitional Kindergarten			22
Kindergarten	36		39
Grade 1	46		46
Grade 2	57		55
Grade3	56		52
Grade 4	59		59
Grade 5	52		60
Total Enrollment	306		333

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	66	86	91	19.9%	21.6%	27.3%
Fluent English Proficient (FEP)	21	17	19	6.2%	6.9%	5.7%
Reclassified Fluent English Proficient (RFEP)	11				12.36%	

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
303	76.9%	28.4%	0.3%
Total Number of Students enrolled in Charles Peck 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	86	28.4%
Foster Youth	1	0.3%
Homeless	15	5%
Socioeconomically Disadvantaged	233	76.9%
Students with Disabilities	65	21.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	23	7.6%
American Indian	0	0.0%
Asian	37	12.2%
Filipino	2	0.7%
Hispanic	98	32.3%
Two or More Races	27	8.9%
Pacific Islander	5	1.7%
White	111	36.6%

School and Student Performance Data

Overall Performance

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
3	2	0	0	0

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

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

All Students	English Learners	Long-Term English Learners
Orange	Red	
64.9 points below standard	100.8 points below standard	
Declined 3.8 points	Declined 19.5 points	
150 Students	51 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	79.9 points below standard
1 Student	9 Students	Declined 12.6 points
		121 Students

Students with Disabilities	African American	American Indian
Orange 80.6 points below standard Increased 10.6 points 47 Students	No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color 99.8 points below standard 14 Students	No Performance Color 0 Students	Red 77.4 points below standard Maintained 1.5 points 59 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Orange 56.2 points below standard Declined 18.4 points 59 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.

ELA performance data reveals that students at our site scored an average of 64.9 points below the standard on the California Assessment of Student Performance and Progress (CAASPP), reflecting a 3.8-point decline from the previous year. Notably, English Learners and Hispanic students were the lowest-performing subgroups, both scoring within the red performance band. English Learners demonstrated a performance gap of 100.8 points below standard with a 19.5-point decline, while Hispanic students scored 77.4 points below standard with a significant 1.5-point decrease. Students identified as Low Socioeconomic Status (SES) also underperformed, scoring 79.9 points below the standard (orange performance level), maintaining their previous year’s level. White students showed a18.4-point decline (56.2 points below standard).In contrast, Students with Disabilities made a 10.6-point gain (80.6 points below standard).

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

Multiple factors contributed to challenges in student achievement across our ELA program. Following the transition from pandemic-related learning disruptions, students demonstrated reduced academic engagement and perseverance. A significant portion of our student population entered grade level without essential literacy foundations, including phonemic awareness, oral language competencies, and the analytical skills required to access grade-level content. Furthermore, many families encountered barriers to providing at-home academic support, including limited English language proficiency, restricted access to literacy resources, and insufficient educational materials. Persistent attendance issues prevented students from accessing consistent, uninterrupted instruction and impeded academic growth.

In response to these identified needs, our staff has pursued intentional professional development opportunities. Teachers engaged in UFLI and mClass/DIBELS training and participated in targeted professional learning centered on writing instruction and analysis of student writing samples to drive classroom decisions. While almost all staff have completed training in GLAD strategies, we recognize that consistent, high-fidelity implementation—particularly for our English Learners and students with emerging language skills—remains an ongoing priority. Additionally, our ELD teacher is utilizing EL Achieve. Our staff renewed their focus on collaborative data analysis. Following a period of limited structured data conversations, we dedicated time to establishing more efficient, focused protocols to ensure that data discussions yield actionable insights. This collaborative work has strengthened teacher capacity in utilizing diverse data sources—including the newly implemented mClass/DIBELS screener for all K–2 students—to guide instructional decisions, determine appropriate intervention placements, and track student progress systematically. These collaborative efforts resulted in shared commitments to sustain regular, data-driven conversations that inform daily instruction, intervention grouping, and ongoing progress monitoring.
While Benchmark serves as our adopted ELA curriculum, significant gaps persist in foundational literacy skills, particularly in phonemic awareness and phonics instruction. Current Tier 1 instruction provides a foundation but does not adequately address the needs of all learners, especially English Learners and students with minimal early literacy experiences. Designated English Language Development instruction continues to be implemented unevenly across classrooms, despite our expanding population of newcomer students who require consistent, daily, targeted language development.

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

To accelerate ELA outcomes and foster sustained student progress, our school has committed to implementing targeted, research-based initiatives and allocating resources strategically to support these efforts. A foundational priority involves strengthening and expanding our Tier 2 intervention system by deploying additional paraprofessionals and intervention specialists to deliver intensive small-group instruction tailored to students' individual learning profiles and specific skill gaps. Recognizing that Benchmark alone does not sufficiently address foundational literacy deficiencies—particularly phonemic awareness and decoding skills—the school is implementing UFLI (University of Florida Literacy Initiative) as a supplemental, structured phonics program to systematically address early literacy skill gaps and better prepare all students for grade-level reading success. Additionally, data from the mClass/DIBELS screener administered to all K–2 students will be used to identify students requiring intensive support and to monitor progress toward foundational literacy benchmarks.
Professional development constitutes a cornerstone of our improvement efforts. Staff will participate in ongoing, job-embedded training grounded in the Science of Reading, effective writing pedagogy, language acquisition research, and evidence-based English Learner practices including EL Achieve and GLAD strategies. Professional learning will include classroom-based follow-up and coaching to ensure consistent, high-fidelity implementation of new practices. To meet the evolving needs of our English Learner population, designated ELD instruction will be systematically embedded into the daily master schedule, guaranteeing that EL students receive protected, daily language development instruction aligned with state standards and research-based practices. Supporting literacy access beyond the classroom, the school will continue distributing take-home readers to students with limited book access at home. Family engagement will be strengthened through continued use of multilingual platforms such as TalkingPoints, enabling meaningful two-way communication that honors linguistic diversity and encourages families to support literacy development at home. Finally, the school will provide dedicated collaborative time for teachers to engage in data analysis, instructional planning, and intervention design. These protected planning sessions will enable teachers to identify learning gaps systematically, monitor student progress, and refine instructional approaches based on evidence.

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
2	1	2	0	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Yellow	
84.2 points below standard	94.2 points below standard	
Maintained -1.2 points	Increased 8.1 points	
154 Students	56 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	92.3 points below standard
1 Student	9 Students	Maintained -0.9 points
		125 Students

Students with Disabilities

Red

114.1 points below standard

Declined 18.5 points

47 Students

African American

No Performance Color

Fewer than 11 students - No Data for Privacy

7 Students

American Indian

No Performance Color

0 Students

Asian

No Performance Color

122.6 points below standard

18 Students

Filipino

No Performance Color

0 Students

Hispanic

Red

105.1 points below standard

Declined 7.3 points

59 Students

Two or More Races

No Performance Color

Fewer than 11 students - No Data for Privacy

7 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

White

Yellow

54.9 points below standard

Increased 8.2 points

60 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.

Math performance data indicates that students at our site scored an average of 84.2 points below the standard on the California Assessment of Student Performance and Progress (CAASPP), with a 1.2-point decrease. The Hispanic student group was one of the lowest-performing subgroups, scoring 105.1 points below the standard, falling within the red performance category on the California Dashboard. Hispanic students had a 7.3-point decrease. Students identified as Low Socioeconomic Status (Low SES) scored 92.3 points below standard and remained in the orange performance level, maintaining a 0.9-point decrease. Students with Disabilities are now in the red category, scoring 114.1 points below standard, and declining 18.5 points. White students, while not meeting the standard, demonstrated growth with a score of 54.9 points below standard and an 8.2-point increase from the previous year. English Learners are now in the yellow from being in the red last year, scoring 94.2 points below standard. Additionally, EL students increased by 8.1 points.

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

Reflecting on the past year, several challenges and contributing factors were identified that impeded student growth in mathematics. Many students continued to experience low stamina and motivation following the disruptions of the pandemic. Foundational gaps in mathematical understanding and problem-solving skills made it difficult for students to engage meaningfully with the rigorous, standards-aligned curriculum. In addition, limited access to academic support and math-related resources at home further contributed to difficulties in completing homework and reinforcing classroom learning. Chronic absenteeism also remained a concern, as inconsistent attendance limited students' access to instruction and intervention.

In response, the staff engaged in strategic professional learning to strengthen instructional capacity. Staff identified the need for continued professional development in mathematics to sustain improvement in instructional quality and address persistent learning gaps. To support student engagement and skill development, teachers focused on implementing 30 minutes of daily iReady lessons with students and ensuring completion of iReady mastery quizzes to provide consistent, individualized practice and monitor conceptual understanding. Additionally, staff provided English Learners with appropriate materials, manipulatives, and scaffolded strategies to access mathematical vocabulary and concepts, ensuring language did not become a barrier to mathematical thinking.
Although teachers engaged in data conversations throughout the year, it became clear that the school needed to re-establish and strengthen structures and protocols around these collaborative discussions. Time and resources were dedicated to refining the data analysis process, making conversations more purposeful and actionable. These improved protocols enable staff to examine multiple data sources, identify specific student learning needs, form targeted intervention groups, design research-based instructional plans, and systematically monitor progress to guide instructional adjustments. This work has been guided by the shared conviction that all students can achieve at high levels when provided with high-quality instruction, responsive interventions, and appropriate, differentiated support.

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

To address gaps in mathematics achievement and accelerate student progress, the school will implement a comprehensive set of strategic actions supported by necessary resources and personnel. The school will maintain consistent implementation of adaptive learning platforms including iReady and the newly adopted district math curriculum, which provide personalized, scaffolded learning pathways tailored to individual student needs and learning profiles. Instructional Assistants will be deployed to facilitate small-group, intensive instruction for students requiring additional support, ensuring that struggling learners receive consistent, targeted attention aligned to their specific skill deficits. Teachers will design and deliver differentiated instruction informed by ongoing formative assessment data, with regular progress monitoring to guide timely instructional modifications and interventions. Professional development will remain central to this improvement initiative, with sustained training opportunities designed to enhance teachers' mathematics pedagogical practices, particularly for educators working with our lowest-achieving students. A full-time intervention specialist will continue to provide intensive, evidence-based instruction to our most at-risk learners, coupled with systematic progress monitoring to ensure intervention effectiveness and guide next steps. To extend learning into the home environment, the school will distribute take-home mathematics resources and materials, with particular emphasis on supporting students in our lowest-performing subgroups. These resources will reinforce classroom instruction and equip families with practical tools and strategies to support their children's mathematical development. Furthermore, the school will facilitate parent education sessions to build family understanding of grade-level mathematics standards, expectations, and evidence-based strategies families can implement at home to support their children's learning. Finally, teachers will be provided dedicated collaborative planning time to engage in in-depth data analysis, instructional design, intervention coordination, and alignment with schoolwide mathematics goals. Through the intentional implementation of these evidence-based strategies and a sustained commitment to continuous improvement, the school is positioned to narrow achievement disparities, increase overall mathematics proficiency, and foster an inclusive, supportive learning community where all students can succeed.

School and Student Performance Data

Academic Performance
Science

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange 43.8 science points Declined 3 points 57 Students	No Performance Color 35.8 science points Declined 8.4 points 20 Students	No Performance Color 0 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Orange 40.7 science points Declined 4 points 44 Students

Students with Disabilities	African American	American Indian
No Performance Color 38.3 science points Increased 3.4 points 20 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 8 Students	No Performance Color 0 Students	No Performance Color 42.1 science points Maintained -1.5 points 24 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color 0 Students	No Performance Color 50.6 science points Maintained 0.2 points 19 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.

Science performance data indicates that students at our site scored an average of 43.8 points below the standard on the California Assessment of Student Performance and Progress (CAASPP), declining 3 points from the previous year. EL students scored 35.8 points below the standard, reflecting a 8.4-point decline, while Hispanic students scored 42.1 points below the standard, maintaining a 1.5-point decrease. Students identified as Low Socioeconomic Status (Low SES) scored 40.7 points below standard and remained in the orange performance level, declining 4-points from the previous year. However, Students with Disabilities scored 38.3 points below standard, increasing 3.4 points from the previous year. White students, while not meeting the standard, demonstrated growth with a score of 50.6 points below standard and an 0.2-point increase from the previous year.

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

Throughout the past year, our school community recognized that we are still navigating the ongoing effects of the pandemic, which continued to impact student engagement, attendance patterns, and foundational science knowledge. Despite these challenges, our staff maintained a commitment to making science instruction more dynamic and accessible to all learners. Staff communicated a shared belief that hands-on, inquiry-based learning experiences are essential for building scientific understanding and rekindling student curiosity about the natural world. We articulated the importance of making science tangible and engaging, particularly for students who experienced significant learning disruptions. Teachers recognized that traditional, lecture-based science instruction would not adequately address the learning gaps and motivational challenges our students faced. We believed that incorporating authentic, interactive experiments would help students develop deeper conceptual understanding and strengthen their problem-solving and critical-thinking skills. Staff integrated hands-on science experiments into regular classroom instruction, utilizing research-based resources such as Twig and Mystery Science to provide structured, engaging investigations aligned to grade-level standards. These platforms offered scaffolded experiments and phenomena-based learning opportunities that made science concepts concrete and relevant to students' lives. Teachers facilitated student-led investigations, encouraged scientific discourse, and connected experiments to real-world applications. Despite the lingering pandemic effects on student motivation and attendance, staff felt energized by the positive student responses to interactive, experiential learning. Teachers experienced renewed enthusiasm as they observed increased student engagement, curiosity, and willingness to participate in science lessons. This collective commitment to revitalizing science instruction through hands-on experiences reinforced our belief that all students deserve engaging, equitable access to quality science education.

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

To sustain and expand hands-on science instruction while addressing the needs of our lowest-performing students, several key resources are essential across multiple categories. Additional science instructional assistants or paraprofessionals are needed to support small-group investigations and provide individualized scaffolding during hands-on experiments. A science intervention specialist or teacher leader would provide targeted instruction, progress monitoring, and coaching to support struggling learners and help teachers refine their instructional practices. Professional development facilitators or instructional coaches should be available to support teachers in implementing inquiry-based, differentiated science lessons and ensuring consistent, high-fidelity implementation across classrooms. Continued subscriptions to Twig and Mystery Science platforms are necessary to ensure ongoing access to high-quality, scaffolded experiments and phenomena-based learning modules that engage students in authentic scientific inquiry. Science-specific intervention programs designed for students with foundational knowledge gaps should be identified and implemented to address learning deficiencies. English Learner support services and designated science instruction tailored to support English Learners' language development alongside science content mastery are critical, particularly given our growing population of multilingual learners. Consumable science materials and laboratory supplies are needed for regular, hands-on experiments, including chemicals, specimens, equipment, and tools. Manipulatives, models, and realia should be provided to make abstract science concepts concrete and accessible to all learners. Multilingual science vocabulary cards, word walls, and visual supports will scaffold language development for English Learners and students with emerging language skills. Take-home science exploration kits should be distributed to extend learning beyond the classroom and provide equitable access to hands-on experiences for students with limited resources at home. Dedicated release time should be allocated for teachers to engage in data analysis, lesson planning, and intervention design focused on science instruction. Professional learning opportunities centered on differentiated science instruction, supporting English Learners in science, and leveraging technology platforms effectively will strengthen teacher capacity and ensure quality implementation across all classrooms. These resources will enable the school to provide equitable, high-quality science instruction that engages all learners and closes achievement gaps.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Green	No Performance Color
52.5 making progress.	making progress.
Number Students: 61 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
1.7%	45%	0%	53.3%

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

According to the California Dashboard, 52.5% of English Learners (ELs) at our site made progress toward English language acquisition, with 53.3% of students advancing by at least one ELPI level. However, 1.7% of students declined by one ELPI level, a decrease of 15.7% from last year. Additionally, a notable portion of students remained at ELPI Levels 1, 2L, 2H, 3L, or 3H (45%) without showing measurable growth. These patterns underscore the need for intensified strategies to both accelerate progress and prevent regression, ensuring all EL students move steadily toward English proficiency and reclassification.

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

Upon reflection, several instructional challenges emerged that contributed to these outcomes. One significant factor was the inconsistent use of GLAD (Guided Language Acquisition Design) strategies across classrooms. Although staff had previously received training, the practical application of these strategies—such as the use of visuals, sentence frames, prompts, and modeling—was not implemented with consistency. This inconsistency limited students' opportunities to acquire and apply academic vocabulary, reducing their ability to fully engage with grade-level content and participate meaningfully in classroom discussions. Additionally, inconsistencies were observed in the delivery of both Designated and Integrated English Language Development (ELD) instruction. Varying levels of teacher understanding regarding the purpose and structure of each type of ELD led to uneven implementation across the site. This created gaps in instructional quality and access for EL students, who depend on both designated time and integrated supports throughout the day to develop language proficiency. While our ELD teacher has provided significant support through EL Achieve—a program that has strengthened language development during designated English Language instruction—the benefits of this targeted instruction were not consistently reinforced through integrated ELD practices in general education classrooms. As a result, EL students did not always receive equitable, high-quality language instruction needed to support their academic progress and ensure continuity between designated and integrated language learning opportunities. In light of these findings, the need for targeted professional learning became evident. Teachers require deeper understanding and clearer guidance on the differences between Designated and Integrated ELD instruction, as well as support in embedding effective language acquisition strategies into their daily practice. Professional development focused on GLAD, EL Achieve, and other evidence-based strategies will help build staff capacity and ensure consistent, high-quality language support across all classrooms. This ongoing professional learning will strengthen the connection between designated ELD instruction and classroom-based integrated ELD practices, creating a more cohesive, supportive language development system for all English Learners.

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

To address these needs, we will prioritize the consistent and intentional use of GLAD and other language acquisition strategies in lesson planning and delivery across all subject areas. These evidence-based approaches will be embedded throughout the curriculum to provide EL students with purposeful opportunities to develop academic vocabulary, engage in meaningful oral language practice, and collaborate with peers in structured, low-risk environments such as turn-and-talks and small group discussions. By integrating language development into content instruction, we will support both comprehension and student confidence, encouraging greater participation and engagement in classroom learning. We are also implementing a K-2 common agreement of the district-approved UFLI curriculum to assist newcomers and EL students with phonemic awareness and language practice. We will also explore and implement additional language acquisition materials and structured lessons to enhance both Designated and Integrated ELD instruction. These resources will equip teachers with tools to deliver differentiated, standards-aligned instruction that responsively addresses the diverse linguistic needs of our EL student population. Professional learning will remain a cornerstone of this work. Significantly, our ELD teacher has been providing professional development to staff on the distinctions between Designated and Integrated Language Arts instruction, supporting teachers in understanding how to intentionally scaffold language development throughout the day. Furthermore, our ELD teacher has been implementing the EL Achieve curriculum with fidelity during designated ELD instruction, modeling high-quality language instruction and demonstrating effective practices that can be adapted and integrated across classrooms. Our ELD teacher will continue providing ongoing coaching, model lessons, and targeted support to help all staff implement language acquisition strategies with fidelity and consistency.

By committing to sustained professional learning, increasing the capacity of our ELD support staff, and ensuring consistent implementation of evidence-based language acquisition strategies, we are positioned to meaningfully improve outcomes for all English Learners. These deliberate efforts will guarantee that every EL student has equitable access to rigorous, engaging instruction and the comprehensive language development support necessary for sustained academic success.

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	
27% Chronically Absent	22.5% Chronically Absent	
Maintained -0.3	Increased 1.1	
344 Students	111 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	63.6% Chronically Absent	27.9% Chronically Absent
1 Student	Increased 18.6	Declined 1.3
	22 Students	272 Students

Students with Disabilities	African American	American Indian
Orange 30.5% Chronically Absent Declined 0.5 82 Students	No Performance Color 40% Chronically Absent Declined 4.8 25 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
Red 20.4% Chronically Absent Increased 3.7 49 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Red 33.3% Chronically Absent Increased 2.9 105 Students

Two or More Races	Pacific Islander	White
No Performance Color 25% Chronically Absent Maintained 0 32 Students	No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Orange 21.4% Chronically Absent Declined 1.6 126 Students

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

According to the most recent California Dashboard data, the overall chronic absenteeism rate at our site was 27%, reflecting a .3 percentage point improvement from the prior year. This indicates that sitewide efforts to address attendance have yielded some progress. However, several student groups continue to experience elevated levels of chronic absenteeism. There are three subgroups in the “lowest performing” category-Asian with 20.4%, Hispanic with 33.3%, and English Learners with 22.5% chronic absenteeism. Multiple groups—including Students with Disabilities, Socioeconomically Disadvantaged, and White students—fall within the orange performance level, signaling persistent attendance challenges. Notably, African American students had the highest chronic absenteeism rate at 40%, though this group also saw a 4.8 percentage point decrease compared to the previous year.

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

Upon reviewing the past year, we identified both positive developments and persistent challenges related to student attendance. Campus-wide prioritization of daily attendance through consistent messaging, Talking Points and phone calls, and strengthened family communication channels resulted in measurable decreases in chronic absenteeism. Nevertheless, sporadic implementation efforts, insufficient personnel resources, and obstacles in connecting with certain families constrained our ability to build upon and sustain this momentum across all student populations. A critical gap persists in establishing and maintaining meaningful relationships with families experiencing chronic absenteeism. Although numerous educators and support personnel made genuine efforts to engage families, the lack of a coordinated, systematic framework for progressive intervention constrained our ability to identify and address underlying factors contributing to poor attendance patterns. Furthermore, multilingual communication challenges, insufficient access to reliable transportation, housing instability, and health-related concerns emerged as primary barriers to consistent attendance—challenges that disproportionately affected our most economically disadvantaged and vulnerable learners.

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

To address ongoing challenges related to chronic absenteeism and build upon the progress made over the past year, our site will implement a comprehensive set of targeted strategies that maximize our existing staff capacity and support structures. While budget constraints prevent the addition of new personnel, we recognize the importance of coordinating our current system of support—including the attendance clerk, administrator, social worker, and office staff—to work in a more integrated and effective manner. One key priority is strengthening the roles and collaborative efforts of existing staff to ensure systematic, timely follow-up with families experiencing chronic absenteeism. By clarifying responsibilities and aligning efforts across our support team, we can intensify outreach initiatives, deepen family relationships, and connect families to resources and services that address the underlying obstacles to consistent attendance. Our attendance clerk and office staff will monitor attendance patterns and initiate early communication with families, while the administrator and social worker will conduct more personalized, solution-focused conversations to understand family circumstances and provide individualized support.

Communication will remain central to this work. We will continue leveraging and expanding multilingual platforms such as TalkingPoints to communicate with families in their home language, provide timely attendance reminders, and share evidence-based strategies for maintaining regular school participation. Additionally, we will facilitate targeted family engagement opportunities—such as workshops and informational sessions—that underscore the value of attendance and equip families with practical solutions for overcoming common barriers.

Proactive, schoolwide initiatives will also be expanded, including enhanced incentive and recognition programs designed to motivate students who attend school consistently and arrive on time. These programs may include attendance awards, classroom-based celebrations, and individualized student attendance goals that cultivate a positive school culture centered on daily participation and engagement. We will continue to build on effective interventions such as Attendance Academy, which has demonstrated measurable success in strengthening school connectedness and fostering belonging among students. This initiative ensures that students and families feel recognized and valued, reinforcing that caring adults at school are genuinely invested in their success. When students experience meaningful connection to the school community, they are significantly more likely to prioritize consistent attendance.

To ensure responsive, appropriate support for all students, we will strengthen our Multi-Tiered System of Support (MTSS) for attendance. This includes early identification of at-risk students, assignment of targeted interventions matched to need, and coordinated collaboration among teachers, office personnel, and support staff. When circumstances warrant, the social worker and administrator will conduct home visits or arrange in-person meetings to understand individual family situations and provide tailored, compassionate support. Additionally, we will strengthen partnerships with district personnel and access available district resources and services to provide comprehensive parent support, including referrals to community agencies, transportation assistance, and other wraparound services that address barriers to attendance.

Finally, we will establish regular opportunities for staff to collectively analyze attendance data, identify patterns and trends across student subgroups, and develop responsive action plans to address emerging needs. By embedding systematic data review into our regular operations, we ensure that attendance is continuously monitored and that evidence-based interventions are implemented with consistency and fidelity. While financial constraints limit our ability to expand staffing, we remain committed to optimizing the effectiveness of our existing team and systems. Through strengthened collaboration, consistent multilingual communication, expanded incentive programs, targeted district partnerships, interventions like Attendance Academy, and data-informed decision-making, we aim to significantly reduce chronic absenteeism and ensure that all students are present, engaged, and positioned for sustained academic success.

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	1	1	2	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	Yellow	
0.8% suspended at least one day	0.9% suspended at least one day	
Declined 0.3%	Increased 0.9%	
355 Students	114 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	0% suspended at least one day	1.1% suspended at least one day
	Declined 4.5%	Declined 0.3%
1 Student	28 Students	281 Students

Students with Disabilities	African American	American Indian
Blue	No Performance Color	No Performance Color
0% suspended at least one day	0% suspended at least one day	0 Students
Declined 1.1%	Declined 3.3%	
86 Students	26 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Green
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0.9% suspended at least one day
Maintained 0%	2 Students	Declined 0.9%
50 Students		109 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	1.6% suspended at least one day
Maintained 0%	5 Students	Increased 0.9%
34 Students		129 Students

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

Suspension data for the current school year indicates that 0.8% of students were suspended at least once, reflecting a 0.3% decrease of suspensions from the previous year. This increase translates to six students suspended out of a total enrollment of 355. When disaggregated by subgroup, English Learners (n=114) had a 0.9% suspension rate, while Low Socioeconomic Status (Low SES) students (n=285) represented the highest group impacted, with 1.1% suspended. Among Students with Disabilities (n=86), 0 students received a suspension-a decline from the previous year. Hispanic students (n=109) had a 0.9% suspension rate, a decrease of 0.9%, while White students (n=129) had a 1.6% rate, an increase of 0.9%. Notably, Homeless students (n=28) and African American students (n=26) experienced lower rates, both at 0%, respectively, despite their small group sizes.

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

Upon reviewing the past year, while the overall suspension rate remains relatively low, meaningful disparities are evident among particular student populations—most notably Homeless and Black students—requiring deliberate examination and action. The emergence of suspensions following a previous year without any occurrences signals the importance of re-evaluating our foundational Tier 1 behavior support systems and strengthening consistent implementation of preventative, proactive strategies across all grade levels and settings. The considerable number of behavioral incidents occurring on the playground and in classroom settings, particularly among third and fourth grade students, indicates that these specific environments and student populations would benefit from enhanced behavioral and social-emotional instruction and support. Staff recognized the necessity of reinforcing schoolwide behavioral expectations and established routines while simultaneously expanding student access to Tier 2 interventions designed for learners demonstrating persistent behavioral patterns. Although PBIS (Positive Behavioral Interventions and

Supports) frameworks and strategies are established and in place, their consistency of implementation varies significantly across grade levels, with particular gaps in non-classroom spaces such as recess, transitions, and specialist rotations. The implementation of behavior documentation forms has facilitated the tracking of behavioral patterns and trends; however, dedicated time for systematic data review and collaborative intervention planning remains limited due to personnel availability and scheduling challenges.

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

Strategic Initiatives to Address Behavioral Challenges and Reduce Suspensions
To address suspension and behavioral concerns, a cohesive and intentional approach leveraging existing resources and established systems is vital. A central priority will be strengthening Tier 1 Positive Behavior Supports. This encompasses reinforcing the consistent application of PBIS frameworks and behavioral routines across all school spaces—instructional areas, outdoor settings, corridors, and ancillary instruction zones—to promote alignment among staff and clarity for students. Reestablishing shared terminology and preventative reinforcement practices will foster a more stable and nurturing environment throughout the campus.
To further enhance student behavioral outcomes, ongoing professional learning for staff will be emphasized. This professional development will concentrate on proactive instructional management approaches, de-escalation methods, and trauma-responsive practices, enabling staff to address student behavior with compassion and uniformity. Equipping educators with evidence-based strategies and tools to support all learners—particularly those exhibiting chronic behavioral patterns—will expand instructional engagement and diminish reliance on exclusionary consequences. Social-emotional learning (SEL) integration will remain a vital component of our comprehensive behavior support framework. Through systematic implementation of SEL programming, opening circle activities, and metacognitive reflection opportunities, students will have consistent opportunities to cultivate self-awareness, interpersonal competencies, and emotional management skills. Weaving these practices throughout daily instruction will establish a more cohesive and emotionally supportive learning setting.
Beyond universal supports, we will broaden access to Tier 2 interventions for students demonstrating recurrent behavioral concerns. This involves mobilizing our existing counseling personnel to facilitate daily connection protocols, conduct focused small-group sessions, and develop personalized behavioral intervention plans for students requiring heightened assistance. These targeted supports will facilitate early intervention before behavioral patterns intensify. We also recognize the importance of leveraging behavioral data more strategically to guide planning and support design. By allocating dedicated collaborative time for staff to examine patterns—such as common settings, specific behaviors, or student populations—we can refine supervision practices, customize interventions, and implement adjustments that target underlying factors. Evidence-based analysis will strengthen our capacity to respond promptly and efficiently to evolving behavioral concerns.
Given that the preponderance of referrals originated from third and fourth grade classrooms, we will create specialized support initiatives for these grade levels. These efforts may encompass supplementary SEL instruction, intensified adult presence during unstructured intervals, and grade-level teamwork to establish aligned expectations and responses. Finally, family partnership will be fundamental to advancing positive behavioral outcomes and curtailing suspensions. Deepening engagement with families regarding behavioral norms, available support systems, and collaborative strategies to reinforce expectations at home will establish consistency for students and cultivate collective accountability. While the overall suspension rate continues to remain modest, the escalation in suspensions this year and the frequency of behavioral incidents—particularly among specific populations and grade cohorts—underscore the necessity for a more systematic and deliberate campuswide strategy. Through reinforcement of behavioral norms, expansion of SEL and Tier 2 supports, enhancement of staff capacity, and collaborative family partnerships, we aspire to diminish serious incidents and cultivate a secure, welcoming, and sustaining school community for every student.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

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

SPSA/Goal 1

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

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

We employed multiple, complementary data sources throughout the year to systematically monitor student progress and inform responsive instructional decisions. Baseline data was established using CAASPP results, Beginning-of-Year Text Levels, and the Fall iReady Diagnostic to create a comprehensive snapshot of student learning needs at the start of the school year. Text Levels were monitored weekly through guided reading groups, with running records collected regularly as an embedded component of daily instruction to track reading fluency and comprehension development.
We administered the mClass/DIBELS screener three times during the year for all Kindergarten through 2nd grade students to systematically assess foundational literacy skills including phonemic awareness, phonics, and fluency. Additionally, we administered the mClass/DIBELS screener to students in grades 3–5 at the middle of the year to identify students requiring intensive intervention support. iReady growth was tracked through the Winter Diagnostic and monitored through weekly reports that documented lesson

completion rates and student engagement patterns. Data from UFLI implementation and ESGI assessments were also analyzed regularly to evaluate the effectiveness of supplemental literacy instruction and identify students needing adjusted interventions. Additional formative and summative assessment data from Benchmark, enVision, and writing assessments were reviewed systematically during regular collaborative instructional planning sessions, enabling staff to make timely adjustments to instruction and intervention groupings. ELPAC data was also analyzed to guide designated ELD support, allowing staff to strategically identify which English Learners would receive intensive instruction with the ELD teacher and which would access support through integrated ELD practices within classroom settings. This multifaceted approach to data collection and analysis ensured that all students received instruction and interventions precisely matched to their individual learning profiles and linguistic needs.

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

Through systematic cycles of inquiry, structured collaborative data conversations, and continuous progress monitoring, we identified measurable academic growth among students receiving differentiated classroom instruction coupled with targeted intervention services. These collaborative data analysis sessions empowered staff to pinpoint specific learning gaps, establish strategically-formed instructional groupings, and refine instructional practices based on evidence of student performance. This responsive, data-informed instructional approach yielded positive academic outcomes, particularly for students consistently engaged in intervention and supplemental literacy support.

The implementation of UFLI (University of Florida Literacy Initiative) as a structured phonics program, coupled with systematic administration of the mClass/DIBELS screener three times yearly for K–2 students and at mid-year for grades 3–5, strengthened our ability to identify students with foundational literacy deficits and monitor their progress toward benchmark goals. iReady Diagnostic scores revealed significant gains for students who engaged consistently with the platform, demonstrating meaningful progress in both reading and mathematics achievement. Students demonstrating strong iReady engagement and lesson completion showed accelerated skill development when baseline and progress monitoring data were compared across fall, winter, and spring administrations. However, inconsistent implementation of iReady across grade levels and varying levels of student engagement limited the full potential of this adaptive learning tool. Differences in monitoring practices, competing instructional priorities, and uneven access to technology contributed to this variability in implementation and outcomes.

English Learners receiving targeted instruction through EL Achieve from our ELD teacher demonstrated consistent, measurable gains in language proficiency and academic vocabulary development. These language improvements were strengthened by expanded staff expertise through participation in EL Achieve training, which deepened educators' understanding of evidence-based language development practices and instructional design. The strategic integration of supplemental literacy resources—including Heggerty Phonemic Awareness instruction, and Lexia for foundational skill building—provided students with targeted, developmentally appropriate content and meaningful practice opportunities. Staff participation in professional learning centered on LETRS, UFLI, and DIBELS assessment practices significantly enhanced instructional quality in early literacy instruction and assessment literacy. ESGI proved particularly valuable in evaluating reading readiness and informing responsive small-group instructional design. Despite these gains, students continuing to struggle with reading fluency, comprehension, and mathematical reasoning required more intensive, specialized support and strategic allocation of resources to access grade-level content and demonstrate proficiency. Sustained attention to these persistently struggling learners remains essential to ensure equitable outcomes for all students.

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

In response to these findings, we implemented strategic instructional modifications to more effectively address the diverse learning needs of all students. We adopted Explode the Code as an additional supplemental intervention tool to provide structured, systematic phonics practice aligned with UFLI principles and responsive to individual student phonics proficiency levels. We also integrated evidence-based practices such as reading assessment questions aloud to the entire class—a strategy that models analytical thinking processes, expands vocabulary exposure, and makes academic expectations more transparent for all learners. To scaffold access to grade-level content, we implemented targeted accommodations including extended time for assignments and assessments, translation of essential materials for newcomer and emergent English speakers, and strategic use of anchor charts to reinforce skill development and support language acquisition across content areas.

To strengthen academic language development, teachers systematically incorporated sentence frames and sentence starters to support emerging language learners in accessing and producing academic discourse with confidence. Our intervention system became increasingly responsive and dynamic as we refined student groupings based on updated assessment data from mClass/DIBELS, iReady, and UFLI progress monitoring. This flexible regrouping approach enabled students to transition out of interventions upon achieving their goals while simultaneously identifying and supporting additional students requiring ongoing intensive assistance. We introduced supplemental digital platforms including Read Naturally and Reflex Math to accelerate fluency development in both reading and mathematics, ensuring that platform selection and implementation were precisely aligned to individual student learning profiles and skill gaps.

Data analysis also illuminated inconsistencies in the delivery of differentiated instruction across classrooms and grade levels. This evidence prompted a renewed, intentional schoolwide emphasis on small-group instruction as a cornerstone strategy for meeting the heterogeneous needs of our diverse learner population. This instructional shift prioritized flexible, fluid groupings informed by multiple data sources, peer collaborative learning structures, and customized instructional approaches designed to maximize student engagement and accelerate academic growth. Looking forward, we recognize the essential need for sustained professional development to ensure that all staff possess the instructional expertise, content knowledge, and differentiation strategies necessary to support the complete spectrum of learners in our school community. Targeted professional learning focused on intervention implementation, small-group instruction design, and systematic progress monitoring will strengthen fidelity of implementation across all grade levels and settings. Our unwavering commitment to data-driven decision-making, responsive instructional planning, and continuous staff development remains fundamental to our mission of improving outcomes for all students—particularly those performing below grade-level benchmarks or navigating language and learning challenges.

2025-26

Identified Need

Careful examination of student achievement data demonstrates an ongoing necessity to provide intensive intervention services for students who have not yet achieved grade-level proficiency. These targeted supports are foundational to narrowing persistent achievement disparities and guaranteeing equitable access to high-quality learning experiences for all students. A central area of emphasis is the deliberate expansion of language acquisition instructional approaches, with particular attention to supporting English Learners (EL) and Students with Disabilities (SWD), who require strategic scaffolding and intentional language support to accelerate language proficiency and meaningfully access grade-level academic content. Differentiated instruction implemented with consistency

across all classroom settings is vital to responsively address the heterogeneous academic needs and varied achievement levels evident within our student population.
Evidence indicates a critical need for expanded access to leveled reading materials for both classroom instructional use and home reading engagement, which will strengthen literacy development through consistent, purposeful reading practice and exposure to appropriately-challenging texts aligned with the Science of Reading. Furthermore, supplemental instructional resources and materials in literacy, mathematics, and language development are essential to cultivate foundational skills in fluency and comprehension while fostering sophisticated thinking processes and strategic problem-solving approaches. To facilitate effective instructional design and implementation of responsive, student-centered teaching practices, dedicated collaborative time for teachers to engage in data analysis and structured data conversations is indispensable. These protected planning opportunities will occur as needed (preferably bi-weekly) and will empower educators to systematically monitor student progress trajectories, identify specific instructional priorities and learning gaps, and collaboratively design targeted interventions grounded in evidence.
Technology and hardware allocation will directly support implementation of our Science of Reading and Mathematics improvement goals. Interactive displays and document cameras will model explicit phonemic awareness, phonics, fluency, problem-solving strategies, and mathematical discourse aligned to UFLI, mClass/DIBELS, and the math curriculum data. Tablets and devices will provide consistent access to iReady reading and math lessons with real-time progress monitoring capabilities. Success will be measured by: (1) the percentage of students demonstrating proficiency on DIBELS benchmarks by trimester, (2) iReady Diagnostic score improvements from fall to winter to spring, and (3) classroom observation data documenting consistent implementation of Science of Reading practices.
Instructional Assistants will provide targeted, intensive small-group instruction to students identified through attendance and achievement data as having missed significant portions of core curriculum instruction. IAs will implement a structured 'catch-up' protocol that includes: (1) diagnostic assessment using mClass/DIBELS, iReady Diagnostics, and running records to identify specific skill gaps, (2) accelerated instruction in priority foundational skills using UFLI, iReady, Core Phonics, mClass/DIBELS, and (3) systematic progress monitoring conducted weekly to track achievement gap closure. Progress will be monitored through: (1) the percentage of students exiting intervention based on mastery criteria, (2) comparison of pre- and post-intervention iReady and DIBELS scores, and (3) weekly progress monitoring data reviewed during [specify: weekly planning meetings] with classroom teachers to ensure continuity and alignment.
Substitute release support will enable staff participation in assessment, data review, and professional development, ensuring that educators have dedicated time to analyze student data, refine instructional practices, and implement high-quality interventions. This support is essential to ensuring that low-income students and other underperforming populations receive equitable access to expert instruction and timely interventions necessary to meet grade-level standards. By establishing these clear progress monitoring protocols and narrowing our focus to high-leverage strategies—Science of Reading instruction, targeted intervention for chronically absent students, and data-informed instructional planning; we will create measurable benchmarks for success and ensure accountability throughout implementation.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	64.9 points below standard	+3 scale score points

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	English Learners	100.8 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	79.9 points below standard	
	Students with Disabilities	80.6 points below standard	
	African American		
	American Indian		
	Asian	99.8 points below standard	
	Filipino		
	Hispanic	77.4 points below standard	
	Two or More Races		
	Pacific Islander		
	White	56.2 points below standard	
Math State Assessment: Change in scale score	All Students	84.2 points below standard	+3 scale score points
	English Learners	94.2 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	92.3 points below standard	
	Students with Disabilities	114.1 points below standard	
	African American		
	American Indian		
	Asian	122.6 points below standard	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Filipino Hispanic 105.1 points below standard Two or More Races Pacific Islander White 54.9 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	52.5	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	12.36%	17%

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	Fund a 0.75 FTE Instructional Assistant 1 and a 0.375 Instructional Assistant 1 to support with academic differentiation specifically targeting, but not limited to	X All Students X English Learners X 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 2000-2999: Classified	56,123 18,759	School Year 2026-2027

	Students with Disabilities, English Learners, and Socioeconomically Disadvantaged.		Personnel Salaries		
1.2	Provide supplemental curriculum materials, supplies and books for differentiation in all academic areas. Including but not limited to leveled libraries to align with the Science of Reading (such as Labrea), UFLI, phonics materials, comprehension materials, etc.	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 LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	46,278 5,199	School Year 2026-2027
1.3	Provide training, resources, and supplemental materials to support both Designated and Integrated ELD instruction, and low-income students reach grade-level standards, using	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4,000	School Year 2026-2027

	GLAD lessons and strategies, EL Achieve, and other researched based ELD learning opportunities. Including, but not limited to color printer cartridges, chart paper, markers, paper, and other instructional materials				
1.4	Provide supplemental materials and resources specifically designed to support MLL students during Designated ELD instruction, with particular emphasis on resources that strengthen reading and writing development, such as leveled readers, writing journals, vocabulary cards, sentence frames,	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,500	School Year 2026-2027

	anchor charts, and other literacy-focused tools.				
1.5	Provide opportunities for release time for teachers to participate in professional development supporting instructional best practices, observe exemplar instructional strategies, support low-income students reach grade-level standards, and collaborate among and between grade levels using data to support academic growth specifically but not limited to 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 LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	9,000 1,500	School Year 2026-2027
1.6	Provide technology, accessories, and software applications to support academic achievement,	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other	50,000	School Year 2026-2027

	intervention, and acceleration, including but not limited to hardware and software: Licenses, Chromebooks, iPads, document cameras, touch screen televisions, and headphones.		Operating Expenditures		
1.7	Provide funding for academic field trips at each grade level to enhance and supplement academic standards that can only be met through real life experiences	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	15,000	School Year 2026-2027

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

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

SPSA/Goal 2

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

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

During the 2025–2026 school year, our site engaged in systematic monitoring and analysis of student attendance utilizing multiple data sources and proactive communication strategies. Weekly attendance data was reviewed through comprehensive absence rosters and chronic absenteeism reports generated from Q, enabling staff to identify and track attendance patterns at both the individual student and group levels. Additionally, monthly classroom-level attendance will be examined to recognize and celebrate classes demonstrating the highest attendance rates, further strengthening a schoolwide culture of accountability and motivation among students and staff.

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

Our 2026–2027 analysis built upon lessons learned from the previous year, recognizing that while overall chronic absenteeism showed improvement, sustained effort remained necessary to achieve our established goals. This reality underscored that chronic absenteeism was a pervasive challenge requiring both universal prevention strategies and targeted interventions across all student populations. We continued to refine our communication approaches, as data indicated that midday parent calls to verify absences yielded limited effectiveness. Instead, we prioritized utilizing diverse contact methods—including early morning outreach, afternoon communication, emails, and multilingual TalkingPoints messages—which demonstrated greater success in connecting meaningfully with families. Staff leveraged in-person engagement opportunities such as drop-off, early dismissal, and parent-teacher conferences to address attendance concerns and reinforce attendance expectations. We maintained morning reminders about school start times and warning bells to reduce tardiness and promote punctuality, as well as including them in our bi-weekly parent newsletter. The before-school iReady Breakfast Club continued to serve as a positive, motivational incentive encouraging students to arrive on time and fostering a welcoming morning environment. To strengthen our intervention capacity, we established dedicated monthly collaboration time for site leadership and staff to systematically analyze attendance data, identify at-risk students, and coordinate responsive interventions—reinstating the collaborative structure with our Attendance Improvement Program (AIP) representative that had proved effective in previous years. We expanded implementation of Attendance Academy schoolwide, building upon the pilot program's demonstrated success in increasing student motivation and sense of belonging. This initiative provided mentorship, personalized incentives, and consistent adult support, strengthening student-school connections. We also continued recognizing student attendance through spirit days and attendance incentive programs that fostered engagement, celebrated achievement, and built community.

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

To enhance chronic absenteeism outcomes, the following strategic modifications will be implemented. We will reinstate regularly scheduled meetings among the administrator, attendance clerk, and support personnel to systematically examine attendance patterns, identify students at elevated risk, and develop coordinated intervention responses. We will deploy the attendance clerk, office personnel, administrator, and social worker in an integrated effort to sustain consistent family communication and collaboratively address underlying barriers to attendance. We will expand Attendance Academy to serve a larger student population, providing meaningful mentorship relationships, individualized goal-setting processes, and celebration of attendance progress. We will sustain and strengthen spirit celebrations, classroom attendance competitions, and recognition ceremonies that celebrate consistent attendance and cultivate a positive school culture. We will continue implementing varied contact times and communication methods to reach families and resolve absences, with deliberate emphasis on culturally sustaining and multilingual outreach strategies. We will develop systematic procedures for regular examination of chronic absenteeism data to guide targeted outreach, identify emerging patterns, and customize supports for individual students and specific subgroups. We will capitalize on parent conferences, morning drop-off and afternoon pick-up times, and school community events as opportunities to reinforce attendance expectations and cultivate trust-based relationships with families. By strengthening our integrated systems for data monitoring, responsive intervention, and meaningful family engagement, we are committed to reducing chronic absenteeism, deepening school connectedness, and ensuring all students have equitable opportunity to flourish academically and socially. We will also increase the implementation of our PBIS (Positive Behavior Supports) to support Tier 1 interventions and provide school experiences that promote a sense of community to give students opportunities to develop social and leadership skills through participation and engagement.

2025-26

Identified Need

During the 2026–2027 school year, our site will engage in systematic monitoring and analysis of student attendance utilizing multiple data sources and proactive communication strategies, with particular emphasis on subgroup-specific interventions and incremental attendance goals. Weekly attendance data will be reviewed through comprehensive absence rosters and chronic absenteeism reports generated from Q, enabling staff to identify and track attendance patterns at both the individual student and group levels, with disaggregated analysis by English Learners, Hispanic/Latino students, and students experiencing housing instability. Specific attendance benchmarks will be established for each subgroup, with incremental monthly targets designed to progressively reduce chronic absenteeism rates.

We have identified effective communication practices that will be prioritized: calling parents at varied times throughout the day—rather than exclusively during midday hours—has proven significantly more successful in reaching families and resolving absences. We will leverage parent-teacher conference periods as strategic opportunities for our attendance clerk to conduct Habitual Truancy Conferences and address chronic absence concerns, capitalizing on family presence at school to accomplish both tasks simultaneously and maximize efficiency. Monthly classroom-level attendance will be examined to recognize and celebrate classes demonstrating the highest attendance rates, further strengthening a schoolwide culture of accountability and motivation among students and staff.

To sustain and expand student motivation for consistent, on-time attendance, we will increase the frequency and impact of attendance incentive celebrations. Students will participate in regular attendance recognition events and incentive days that reward consistent school participation. We will allocate dedicated resources and supplies—including certificates, prizes, treats, lunch celebrations, and recognition tokens—to acknowledge students meeting attendance goals and to reinforce positive attendance behaviors as part of our comprehensive Tier 1 behavior support system. Additionally, we will provide engaging in-school experiences designed to cultivate community, celebrate student achievements, reinforce core values, and offer meaningful opportunities for students to develop social and leadership competencies through active participation and engagement. Success will be measured by: (1) incremental monthly reductions in chronic absenteeism overall and by subgroup (English Learners, Hispanic/Latino students, students experiencing homelessness), (2) attendance rates increasing toward district benchmarks by trimester, (3) participation rates in attendance incentive programs, and (4) student feedback from surveys regarding sense of belonging and school connectedness.

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: 27% Chronically Absent English Learners: 22.5% Chronically Absent Foster Youth: Homeless: 63.6% Chronically Absent Socioeconomically Disadvantaged: 27.9% Chronically Absent	-0.5%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Students with Disabilities: 30.5% Chronically Absent African American: 40% Chronically Absent American Indian Asian: 20.4% Chronically Absent Filipino Hispanic: 33.3% Chronically Absent Two or More Races: 25% Chronically Absent Pacific Islander White: 21.4% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	91.7%	92.47
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	N/A

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

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Purchase motivation tools and incentives to increase attendance and engagement. Provide students with resources, engaging programs, assemblies, and services to support student attendance and connectedness to the school community.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1170	School Year 2026-2027
2.2	Provide supplies, materials, incentives, and	X All Students English Learners X Low-Income Students	LCFF Supplemental	3000	School Year 2026-2027

	student recognitions to support Tier 1 behavior, including but not limited to: certificates, prizes, treats, lunch celebrations, etc for recognizing positive behaviors.	Foster Youth Lowest Performing	Site Allocation 4000-4999: Books And Supplies		
2.3	Provide in school experiences to promote a sense of community, celebrate achievements, learn important values, or 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 4000-4999: Books And Supplies	8000	School Year 2026-2027

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

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

SPSA/Goal 3

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

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

To monitor progress and guide school climate initiatives we utilized multiple, complementary data sources. Behavior referral data served as a primary indicator, enabling staff to identify patterns in student conduct by category, occurrence rate, and setting. This information informed decisions regarding PBIS reinforcement instruction, supervision protocols, and social-emotional learning programming. Student Support Team (SST) meeting documentation and referral records provided valuable context, allowing us to examine student needs across time and modify intervention groupings responsively. We also conducted informal student listening sessions and administered student surveys to gather authentic feedback regarding students' perceptions of belonging, safety, and school engagement. These qualitative insights revealed opportunities for enhancement and identified student interest in peer-led initiatives such as clubs, assemblies, and enrichment programming. Family input was gathered through ongoing conversations, participation in school events, and dialogue during parent meetings and conferences. This feedback guided the creation of community-centered events designed to strengthen school connectedness and foster trust between families and school. Collectively, these diverse data sources provided comprehensive insight into our school climate and informed the adjustments we implemented to enhance student wellness, engagement, and sense of community.

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

Our utilization of both TalkingPoints and the Smore newsletter proved valuable in disseminating essential information across multiple languages, providing our English Learner families with accessible means to connect meaningfully with the school and communicate effectively, as information was translated promptly and consistently. Our listening sessions and surveys created meaningful opportunities for all educational partners to share their perspectives, enabling us to gather real-time feedback regarding what families, staff, and students perceived as beneficial or what improvements they envisioned for our school community. Our PBIS referral data provided critical information that guided our team in making targeted decisions aligned to individual student needs, ensuring that students received immediate, specific feedback and support addressing their behavioral choices. Our systematic analysis of PBIS referrals also facilitated a more responsive approach to counseling and intervention services, enabling quicker identification and placement of students requiring additional support. However, staff implementation of behavioral expectations and consequences remained inconsistent across settings such as the playground and other non-classroom areas, creating confusion among students regarding behavioral norms and expectations.

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

In response to ongoing analysis of referral trends, student input, and stakeholder feedback, several key modifications were implemented to strengthen student support systems and enhance school climate. Our referral data served as a foundational tool for identifying areas in need of improvement, particularly in the domains of mental health support, social-emotional learning, supervision, and student connectedness. One major area of adjustment involved our mental health and behavior intervention systems. Based on referral data, we modified the structure and delivery of social skills groups and Check-In/Check-Out (CICO) services to better address student needs. Additionally, student groupings for academic and behavioral intervention were revised using insights gained from the referral process and Student Support Team (SST) meetings, allowing us to deliver more targeted and responsive interventions. We also responded to identified social-emotional and behavior needs by ramping up our SEL instruction and PBIS reteaching efforts. More SEL instructional materials were purchased to provide all classrooms with access to tools for teaching emotional regulation, conflict resolution, and self-awareness. However, we observed inconsistencies in implementation across classrooms, underscoring the need for continued support and training to ensure schoolwide consistency. To support student safety and reinforce expectations, we provided supervision training for all staff, focusing on the importance of consistent rule enforcement and the proactive role of supervision in creating a safe, respectful environment. These efforts aimed to reduce behavior incidents in high-traffic or less structured areas of campus. To address the needs of students who reported feeling disconnected from peers or the broader school community, we held informal listening sessions to gather student feedback. Many students expressed a desire for more clubs, assemblies, and enrichment opportunities. Suggestions included bringing back motivational assemblies such as Sami's Circuit, as well as expanding access to music and art experiences. These insights highlighted the importance of fostering school connectedness through relevant, interest-based activities. Family feedback gathered through various interactions revealed similar themes. Parents expressed interest in more community-building events such as skate nights, movie nights, ice cream socials, jog-a-thons, and increased opportunities for parent volunteering. These requests reinforced the value of inclusive school events in building stronger relationships between families, students, and staff. Collectively, these modifications reflect our commitment to responsive, data-driven practices that prioritize student well-being, safety, and engagement. By aligning supports with identified needs and incorporating the voices of students and families, we continue to cultivate a school environment where all learners feel connected, supported, and empowered to succeed.

2025-26

Identified Need

To foster the academic achievement and social-emotional well-being of our students, we will establish a secure, welcoming, and dynamic school setting with clear, measurable success indicators. A foundational priority involves guaranteeing student safety through consistent supervision and transparent implementation of behavioral expectations. When students comprehend clear boundaries and predictable routines, they experience greater security and support throughout their school day. We will measure this through: (1) monthly behavior referral data disaggregated by location and student subgroup, (2) classroom observation data documenting consistent PBIS implementation, and (3) student survey responses regarding feelings of safety and security conducted mid-year and end-of-year.

Equally vital is intentionally cultivating school connectedness and genuine belonging. To accomplish this, we will prioritize community-strengthening experiences and student-led clubs as our highest-leverage strategies for building connection across grade levels. Success will be measured by: (1) participation rates in clubs and school events by student subgroup, (2) student survey data on sense of belonging administered twice yearly, and (3) attendance rates at school-sponsored community events.

A caring school environment requires accessible counseling services and systematic Social-Emotional Learning (SEL) instruction. Counselors will provide both direct interventions and classroom-based SEL instruction focused on emotional regulation, communication, and relationship-building. Implementation will be monitored through: (1) the number of students receiving counseling services and their progress toward behavioral goals, (2) classroom observation data documenting consistent SEL instruction, and (3) student self-report data on emotional regulation and social skills.

To strengthen family-school partnerships—a critical and often underutilized lever for student success—we will prioritize meaningful ELAC meetings and family engagement events designed to empower parents as active partners in their children's learning. We will measure family engagement through: (1) ELAC and general parent meeting attendance rates, (2) family feedback surveys regarding inclusivity and voice, and (3) the number of parents participating in school decision-making structures.

By narrowing our focus to these highest-leverage strategies—consistent supervision and clear behavioral expectations, student clubs and community-building experiences, accessible counseling and SEL instruction, and meaningful family partnerships—we will create a more manageable, focused implementation plan with clear progress monitoring protocols, enabling staff to execute with fidelity while demonstrating measurable progress toward a positive, inclusive school climate where all students thrive.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
Suspension Rate: Percentage of students who were suspended for an aggregate	All Students	0.8% suspended at least one day	-0.3%

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
total of one full day or more anytime during the school year in TK-12.	English Learners	0.9% suspended at least one day	
	Foster Youth		
	Homeless	0% suspended at least one day	
	Socioeconomically Disadvantaged	1.1% suspended at least one day	
	Students with Disabilities	0% suspended at least one day	
	African American	0% suspended at least one day	
	American Indian		
	Asian	0% suspended at least one day	
	Filipino		
	Hispanic	0.9% suspended at least one day	
	Two or More Races	0% suspended at least one day	
	Pacific Islander		
	White	1.6% 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	65.5%		72%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	65.3%		75%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	60%		62%

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	Provide SEL PD, resources, materials, and supplies to support a positive and safe school climate. Provide supports and resources to develop, nurture, and sustain a positive school climate where student feel connected to the school and have a sense of belonging; including but not limited to providing supplies, books, and light refreshments for family events, as well as ELAC and School Site Council.	X All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,000	School Year 2026-2027
3.2	Support Family Engagement via Family Nights and	X All Students X English Learners X Low-Income Students	Title I Part A Parent Involvement	2,363	School Year 2026-2027

	other engagement opportunities. Organize and implement parent activities supporting specific projects, requirements and school-wide plans.	Foster Youth Lowest Performing	1000-1999: Certificated Personnel Salaries Title I Part A Parent Involvement 3000-3999: Employee Benefits Title I Part A Parent Involvement 4000-4999: Books And Supplies		
3.3	Provide time for extra supervision to increase safety in support of a positive learning climate.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries LCFF Rec Aide Allocation 3000-3999: Employee Benefits	4,130	School Year 2026-2027
3.4	Provide additional site support and increase safety in support of a positive learning climate.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified	12,871	School Year 2026-2027

			Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits		

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 small group differentiated designated ELD instruction to support student learning and close achievement gaps.		ELD Teacher	1000-1999: Certificated Personnel Salaries	Other	
			3000-3999: Employee Benefits	Other	
Provide small group differentiated intervention to support student learning and close achievement gaps.		Intervention Teacher (LREBG)	1000-1999: Certificated Personnel Salaries	Other	
			3000-3999: Employee Benefits	Other	

SCHOOL GOAL #2:
Student Engagement and Course Access

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

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

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	**Type**	**Funding Source** (itemize for each source)	**Estimated Cost**
Provide supervision to increase safety in support of a positive learning climate		Campus Safety Monitor	2000-2999: Classified Personnel Salaries	Other	
			3000-3999: Employee Benefits	Other	

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	42,240	0.00
LCFF Rec Aide Allocation	4,130	0.00
Title I Part A Site Allocation	195,160	0.00
Title I Part A Parent Involvement	2,363	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	42,240.00
Title I Part A Parent Involvement	2,363.00
Title I Part A Site Allocation	195,160.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	12,863.00
2000-2999: Classified Personnel Salaries	91,883.00
4000-4999: Books And Supplies	74,147.00
5000-5999: Services And Other Operating Expenditures	65,000.00

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	1,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	12,871.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	27,869.00
1000-1999: Certificated Personnel Salaries	Title I Part A Parent Involvement	2,363.00

1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	9,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	74,882.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	46,278.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	65,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	207,359.00
Goal 2	12,170.00
Goal 3	24,364.00

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
Marques Mason	Parent or Community Member
Chandra Butler	Parent or Community Member
Akilah Adams	Parent or Community Member
Holly Martino	Parent or Community Member
Brenda Barragan Ruiz	Parent or Community Member
Karen Silva	Classroom Teacher
Kathleen Ures	Classroom Teacher
Nicole Flick	Classroom Teacher
Jennifer Landice	Other School Staff
Pirkko Amaral-Alexander	Principal

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
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 18, 2026.

Attested:

	Principal, Pirkko Amaral-Alexander on May 18, 2026
	SSC Chairperson, Marques Mason on May 18, 2026

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

School Site Council (SSC)

Agenda/Minutes
TITLE I AND NON-TITLE I SCHOOLS

Requirements and

School Name: Charles Peck ***School Year: 2025-2026***

Principal: Pirkko Amaral ***SSC Chair: Marques Mason***

Meeting Date: 05/18/2026	**Meeting Location**: Room 3
Starting Time: 3:45 p.m.	**Ending Time**: 4:45 p.m.

Participants: Elected SSC Council Members: Chair/Principal
Chair - Marques Mason; Vice Chair - Chandra Butler; Secretary - Jennifer Landice. All staff, parents and members of the public invited. Submit sign-in sheet with the completed meeting minutes/notes.

Item/Time Limit	Actions Requested	Person Responsible
1. Call to Order **(1 minute)**	**Chair calls meeting to order**	**Chair - Marques Mason**
Comments/Parent Advice **The meeting was called to order at 3:49**		
2. Roll Call **(1 minute)**	**Roll taken and sign in sheet completed**	**Secretary - Chandar Butler**
Comments/Parent Advice **Roll was taken and 7 of 10 members were present to establish a quorum**		
3. Additions/Changes to Agenda **(1 min.)**	**NA**	**Chair**
Comments/Parent Advice		
4. Reading and Approval of Minutes (20 min.)		**Chair** **1st Motion to Approve - Chandra** **2nd Motion to Approve - Karen**
Comments/Parent Advice **minutes approved**		
5. Minutes approved	**Vote**	**Chair** **Motion to Approve - Marques** **2nd Motion- Nicole**
Comments/Parent Advice **Vote for approval of SPSA was unanimous**		
6. Public Comment **(_min.)**	***Not Applicable**	**Chair**

School Site Council (SSC)

Agenda/Minutes

TITLE I AND NON-TITLE I SCHOOLS

Comments/Parent Advice

***Under the Open Meeting Law, no action related to public comment may be acted upon at the meeting. Issues raised at the meeting may be scheduled for another SSC meeting, as approved by the council. Public comment is generally limited to two minutes per person.**

7. Unfinished Business (0 min.)	NA	Principal
Comments/Parent Advice		
8. New Business (2 min.) - Approve SPSA	Vote Motion to Approve the SPSA - Chandra All in Favor - 7 Ayes/0 - Nays SPSA was approved and passed	Chair Motion to Approve the SPSA - Chandra All in Favor - 7 Ayes/0 - Nays SPSA was approved and passed
Comments/Parent Advice		
9. Adjournment (1 min.) meeting adjourned at 3:55 pm	Chair adjourns meeting	Chair/Principal Chair - Marques Mason Vice Chair - Chandra Butler Secretary - Jennifer Landice
Comments/Parent Advice		

Prepared By: Pirkko Amaral Date: 05/18/2026

Attach sign-in sheet

AGENDA:

Call the meeting to order
Take roll
Review and approve minutes from the previous meeting
Review SPSA
Adjourn meeting

School Site Council (SSC)

Agenda/Minutes

TITLE I AND NON-TITLE I SCHOOLS

Charles Peck Elementary SSC Sign In Sheet for: May 18, 2026

Marques Mason		Parent
Chandra Butler		Parent
Brenda Barragain		Parent
Akilah Adams		Parent
Holly Martino	H Martino	Parent
Nicole Flick	Nicole Flick	Teacher
Karen Silva		Teacher
Jennifer Landice		Teacher
Pirkko Amaral		Principal
Jasper Butler	Jasper Butler	Student

Budget By Expenditures

Charles Peck Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide time for extra supervision to increase safety in support of a positive learning climate.	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 **$42,240.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide additional site support and increase safety in support of a positive learning climate.	2000-2999: Classified Personnel Salaries	$12,871.00	Engaging Academic Programs	
Provide opportunities, resources, materials for students to engage in goal setting, progress monitoring, and next step goals. Provide opportunities for character building and student engagement through activities including by not limited to assemblies, guest speakers school events, clubs, etc. Provide opportunities to explore college and career interests.	4000-4999: Books And Supplies	$5,000.00	Clear Pathways to Bright Futures	
	5800: Professional/Consulting Services And Operating Expenditures	$873.00	Clear Pathways to Bright Futures	

Charles Peck Elementary School

Provide training, resources, and supplemental materials to support both Designated and Integrated ELD instruction, and low-income students reach grade-level standards, using GLAD lessons and strategies, EL Achieve, and other researched based ELD learning opportunities. Including, but not limited to color printer cartridges, chart paper, markers, paper, and other instructional materials	4000-4999: Books And Supplies	$4,000.00	Connected School Communities
Provide supplemental materials and resources specifically designed to support MLL students during Designated ELD instruction, with particular emphasis on resources that strengthen reading and writing development, such as leveled readers, writing journals, vocabulary cards, sentence frames, anchor charts, and other literacy-focused tools.	4000-4999: Books And Supplies	$1,500.00	Connected School Communities
	4000-4999: Books And Supplies	$5,199.00	Connected School Communities
	1000-1999: Certificated Personnel Salaries	$1,500.00	Connected School Communities
Purchase motivation tools and incentives to increase attendance and engagement. Provide students with resources, engaging programs, assemblies, and services to support student attendance and connectedness to the school community.	4000-4999: Books And Supplies	$1,170.00	Healthy Environments for Social-Emotional Growth
Provide supplies, materials, incentives, and student recognitions to support Tier 1 behavior, including but not limited to: certificates, prizes, treats, lunch celebrations, etc for recognizing positive behaviors.	4000-4999: Books And Supplies	$3,000.00	Healthy Environments for Social-Emotional Growth

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide in school experiences to promote a sense of community, celebrate achievements, learn important values, or give students opportunities to develop social and leadership skills through participation and engagement.	4000-4999: Books And Supplies	$8,000.00	Healthy Environments for Social-Emotional Growth	
Provide SEL PD, resources, materials, and supplies to support a positive and safe school climate. Provide supports and resources to develop, nurture, and sustain a positive school climate where student feel connected to the school and have a sense of belonging; including but not limited to providing supplies, books, and light refreshments for family events, as well as ELAC and School Site Council.	4000-4999: Books And Supplies	$5,000.00	Engaging Academic Programs	

LCFF Supplemental Site Allocation Total Expenditures: $48,113.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Funding Source: Title I Part A Parent Involvement **$2,363.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Support Family Engagement via Family Nights and other engagement opportunities. Organize and implement parent activities supporting specific projects, requirements and school-wide plans.	1000-1999: Certificated Personnel Salaries	$2,363.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures: $2,363.00

Title I Part A Parent Involvement Allocation Balance: $0.00

Charles Peck Elementary School

Funding Source: Title I Part A Site Allocation **$195,160.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide opportunities for release time for teachers to participate in professional development supporting instructional best practices, observe exemplar instructional strategies, support low-income students reach grade-level standards, and collaborate among and between grade levels using data to support academic growth specifically but not limited to Math.	1000-1999: Certificated Personnel Salaries	$9,000.00	Connected School Communities	
Provide technology, accessories, and software applications to support academic achievement, intervention, and acceleration, including but not limited to hardware and software: Licenses, Chromebooks, iPads, document cameras, touch screen televisions, and headphones.	5000-5999: Services And Other Operating Expenditures	$50,000.00	Connected School Communities	
Provide funding for academic field trips at each grade level to enhance and supplement academic standards that can only be met through real life experiences	5000-5999: Services And Other Operating Expenditures	$15,000.00	Connected School Communities	
	2000-2999: Classified Personnel Salaries	$18,759.00	Connected School Communities	
	5000-5999: Services And Other Operating Expenditures	$1,000.00	Clear Pathways to Bright Futures	

Charles Peck Elementary School

STEAM and Extended/Enrichment Learning Opportunities via Field Trips, Speakers, Clubs, Assemblies, Arts Integration, and other resources, materials, and activities. Provide students opportunities, materials, and resources to engage in higher order thinking and creativity to support learning and the demonstration of knowledge through the use of multiple modalities and through the integration of other subject areas including, but not limited to, the arts and sciences.	4000-4999: Books And Supplies	$3,000.00	Clear Pathways to Bright Futures
Fund a 0.75 FTE Instructional Assistant 1 and a 0.375 Instructional Assistant 1 to support with academic differentiation specifically targeting, but not limited to Students with Disabilities, English Learners, and Socioeconomically Disadvantaged.	2000-2999: Classified Personnel Salaries	$56,123.00	Connected School Communities
Provide supplemental curriculum materials, supplies and books for differentiation in all academic areas. Including but not limited to leveled libraries to align with the Science of Reading (such as Labrea), UFLI, phonics materials, comprehension materials, etc.	4000-4999: Books And Supplies	$46,278.00	Connected School Communities

Title I Part A Site Allocation Total Expenditures:	$199,160.00
Title I Part A Site Allocation Allocation Balance:	$0.00
Charles Peck Elementary School Total Expenditures:	$253,766.00