School Year: 2026-2027

School Plan for Student Achievement Template

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Tunnell (Martin Luther) Elementary	42 69120 6046023	June 1, 2026	[Add Local Board Approval date here]

Plan Description

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

Tunnel Elementary School's plan for effectively meeting the ESSA requirements is to utilize all federal and state funded resources in support of the underserved student groups through the use of PLC, data tracking, and implementation of support services to specifically address the academic and socioemotional needs of all students.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The following educational partners were involved in the SPSA development:

Tunnell Elementary School engaged in a collaborative planning process throughout the school year to develop and review the Single Plan for Student Achievement (SPSA). During the year, the school experienced leadership changes, which required ongoing collaboration and communication among staff and educational partners to ensure continuity in the planning and implementation process.

The school consulted with the Instructional Leadership Team (ILT), classroom teachers, support staff, counselors, instructional coaches, intervention staff, and district personnel to review student achievement data, attendance data, English Learner progress, NWEA results, California Dashboard indicators, and school climate information. Staff meetings, Professional Learning Community (PLC) meetings, and leadership meetings were used regularly to analyze data, identify student needs, and discuss instructional priorities and intervention support.

Educational partner input was also gathered through School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Teacher Organization (PTO) meetings. Parents and families provided feedback regarding student achievement, school programs, attendance, communication, and school climate through meetings and surveys conducted throughout the school year.

Instructional and non-instructional staff surveys, along with parent surveys, were used to gather additional input related to school culture, instructional programs, student support needs, and areas for improvement. This feedback helped guide the identification of schoolwide priorities, resource allocation, and proposed SPSA actions.

The SPSA planning process focused on reviewing multiple sources of data, identifying achievement gaps and inequities, and aligning programs, services, staffing, and professional development to support student achievement and improve outcomes for all student groups.

Santa Maria-Bonita School District
CULTIVATING BRIGHT FUTURES

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Comprehensive Needs Assessment
ELAC Comprehensive Needs Assessment
Title I Evaluation

Goals, Strategies/Activities, and Expenditures

Goal # 1

Goal # 1	We will engage families and communities to fulfill our mission.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

This goal was developed to reflect SMBSD's commitment to developing and maintaining strong partnerships with the families we serve. We recognize the need to establish and improve culturally proficient two-way communication and engagement opportunities for families. We acknowledge the need to increase our ability to engage our families in meaningful ways to meet the needs of all students, communicate regularly in the languages of our families, and create inclusive opportunities for partnerships that result in greater student achievement and strengthen the bond between our families and schools. We believe that family and community engagement is the interactive and collaborative process in which schools, families, and the community actively support children's learning and development in a way that is mutual, respectful, and responsive to a family's language and culture and promotes children's success and achievement in and out of school.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Expected Outcome
State Priority 3:Parent Involvement (Engagement) **Panorama Social-Emotional Development Survey Parent Survey: All Parents** Topic: **Family Engagement: The degree to which families become involved with and interact with their child's schoo**l Panorama was not used during Years 2 & 3.	Fall 2023 "Percent Favorable" = 14%	Fall 2024 "Percent Favorable" = 22%	Year 2 ~ Data Not Collected		By 2027, SMBSD families will increase their sense of connectedness and engagement to their school site, as measured by a 10% increase in Family Engagement score

Santa Maria-Bonita School District
CULTIVATING BRIGHT FUTURES

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity 1.1	Parent and Family Engagement	Students to be Served	Budget LCAP 0971	Budget Title I 3010	Budget Title I 3010 PINV
1.1a	Parent Engagement Programs, Events, Materials, Lite Snacks, Activities, and Childcare (e.g. Math Learning Night, SEL Learning Night, Reading Nights, etc.)	All students, including (Hispanic, ELs, HFY, SED, and SWD)			5,551
1.1b	BPO for lite snacks for parent education events ~ food guidance document ~ 1,000 Max (PINV Only)	All students, including (Hispanic, ELs, HFY, SED, and SWD)			1,000
1.1c	BPO for Parent Engagement nights ~ LCAP only; lite snacks and supplies/ no dinners ~ 1,000 Max	All students, including (Hispanic, ELs, HFY, SED, and SWD)	500		
1.1d	Dinners for Parent Engagement nights ~ LCAP only; no BPOs - the requisition has to be itemized per the Food and Beverage Guidance document				

Strategy/ Activity 1.1	Parent and Family Engagement	Students to be Served	Budget LCAP 0971	Budget Title I 3010	Budget Title I 3010 PINV
1.1e	Furniture for Parent Meeting Room	All students, including (Hispanic, ELs, HFY, SED, and SWD)	1,500		
1.1f	Rosetta Stone for Parents (licenses, devices, headphones, etc.)				
Strategy/ Activity 1.3	**Technology for Communications and Accessibility**	**Students to be Served**	**Budget LCAP 0971**	**Budget Title I 3010**	**Budget Title I 3010 PINV**
1.3a	Technology items for Parent Communication and Engagement (e.g. hardware, software, tools, printers, scanners, headphones, ink, and other related items - these items are not for student use)				

Annual Review

SPSA Year Reviewed: 2025-2026

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 left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

[Respond here]

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

[Respond here]

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

[Respond here]

Goal # 2

Goal # 2	We will recruit, support, and retain high-quality people.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

This goal was developed in response to the need identified through data analysis and input from educational partners. The analysis of consultation input from educational partners and an organizational audit identified a need to support the following: ongoing teacher, administrator, and paraeducator recruitment, professional support, and retention to build and maintain a cohesive leadership team, create and communicate organizational clarity, and effectively build human systems. It was developed to ensure we hire and retain diverse staff and embed staff support systems with high-quality professional learning to continuously build instructional capacity in effectively serving all students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Expected Outcome
State Priority 1: Basic Services (Conditions of Learning) **Fully Credentialed and Appropriately Assigned Teachers**	95% Fully Credentialed and Appropriately Assigned Teachers (per Census Day report)	95.56% Fully Credentialed and Appropriately Assigned Teachers (per Census Day report)	100% Fully Credentialed and Appropriately Assigned Teachers (per Census Day report)		100% (per Census Day)
State Priority 1: Basic Services (Conditions of Learning) **Panorama Staff Survey**: All Staff Question: **Professional Learning - perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.** Panorama was not used during Years 2 & 3.	Fall 2023 Classified 76%, Certificated 56%	Fall 2024 Classified 67% Certificated 70%	Year 2 ~ Data Not Collected		Panorama Staff survey will result in Professional Learning questions with 80% or more positive response

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity 2.1	Professional Learning for High Quality Academic and Social Emotional Instruction	Students to be Served	Budget LCAP 0971	Budget Title I 3010	Budget Title I 3010 PINV
2.1b	Professional Learning Conferences, Webinars, etc. and Materials, Books, Travel, and Reimbursements (if this is an EL Conference, please use Goal 3.5b) ~ For Classified and Certificated employees Note: If using Title funds, the conferences, books, materials must support CDE content standards.	All students, including (Hispanic, ELs, HFY, SED, and SWD)	2,160	2,357	
2.1c	[A description of what the strategy/activity is]				
2.1d	[A description of what the strategy/activity is]				

Annual Review

SPSA Year Reviewed: 2025-2026

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 left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

[Respond here]

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

[Respond here]

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

[Respond here]

Goal # 3

Goal # 3	We will provide structures and facilities to support inclusive learning experiences.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

This goal was developed in response to the needs identified through data analysis and input from educational partners to provide structures and facilities to support inclusive learning experiences for the following groups who currently face barriers fully accessing their educational environment, including, but not limited to: multi-language learners, newcomer students, students with cultural detachment, multicultural students, students with unidentified needs, students with limited prior education, students far below grade level, niche students, children living with trauma, introverted students, LGBTQ+ students, homeless students, students with diverse family composition, foster students, GATE students, students with high behavioral needs, students with disabilities, and new students.

Santa Maria-Bonita School District
CULTIVATING BRIGHT FUTURES

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Expected Outcome
State Priority 1: Basic Services (Conditions of Learning) **Facilities in "Good" Repair** Measured by Facility Inspection Tool (FIT) Local Indicator (FIT) and/or Local Survey	100% Fall 2023 (per Williams Report)	100% Fall 2024 (per Williams Report)	100% Fall 2025 (per Williams Report)		100% of Facilities in "Good" repair as per FIT
State Priority 1: Basic Services (Conditions of Learning) **Access to Standards Aligned Instructional Materials** Local Indicator 1 and/or Local Survey	100% Fall 2023 (per Williams Report)	100% Fall 2024 (per Williams Report)	100% Fall 2025 (per Williams Report)		100% Access to Standards Aligned Instructional Materials (per Williams Report)

Metric/Indicator	Baseline/Actual Outcome	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Expected Outcome
State Priority 6: School Climate (Engagement) **Social-Emotional Panorama Education Survey (All Respondents) Grades 3rd-8th Panorama SED Survey** Topic: **Sense of Belonging, how much students feel that they are valued members of the school community** Panorama was not used during Years 2 & 3. CHKS was used instead.	Fall 2023 Percent Favorable 3rd - 6th = 73%	Fall 2024 Percent Favorable 3rd - 6th = 71%	New Data Point ~ CHKS ~ Grade 5 Only Fall 2025 Percent Favorable 5th = 64%		Panorama Student survey will result in Sense of Belonging questions with 80% or more positive response

Metric/Indicator	Baseline/Actual Outcome	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Expected Outcome
State Priority 7: Course Access (Conditions of Learning) **Local Indicator 7 LEA Survey** Wording Changed in Year 2 based on feedback from SBCOE	Fall 2023 100 % of students in TK-6th grade have full access to the same course of study in English, mathematics, social studies, science, visual and performing arts (VAPA), health, and physical education (PE) as measured by Local Indicator 7 LEA Survey.	Fall 2024 100 % of students in TK-6th grade have full access to the same course of study in English, mathematics, social studies, science, visual and performing arts (VAPA), health, and physical education (PE) as measured by Local Indicator 7 LEA Survey.	Fall 2025 100% of UDP and SWD students in TK-6th grade have full access to the same course of study in English, mathematics, social studies, science, visual and performing arts (VAPA), health, and physical education (PE) as measured by Local Indicator 7 LEA Survey.		100% of students in TK-6th grade have full access to the same course of study in English, mathematics, social studies, science, visual and performing arts (VAPA), health, and physical education (PE) as measured by Local Indicator 7 LEA Survey.
State Priority 8: Other Pupil Outcomes (Pupil Outcomes) Seal of Biliteracy Rates	0 TK students received the received the Biliteracy Participation Award 0 elementary students received the Biliteracy Attainment Award	0 TK students received the received the Biliteracy Participation Award 0 elementary students received the Biliteracy Attainment Award	0 TK students received the Biliteracy Participation Award 0 elementary students received the Biliteracy Attainment Award		Full implementation of the Biliteracy program in 8th grade, 5th grade, and TK.

Metric/Indicator	Baseline/Actual Outcome	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Expected Outcome
State Priority 4: Student Achievement (Pupil Outcomes) State Dashboard- English Learner Progress Indicator Student English Language Acquisition Results % of English Learner students who progressed at least one level on the ELPI and/or maintained a Level 4.	2023 CA Dashboard English Learner Progress Indicator Green 52% of current EL students who progressed at least one ELPI level and/or maintained a Level 4. LTELs 44.4% grew an ELPI level or Maintained a Level 4.	2024 CA Dashboard English Learner Progress Indicator Red 36.6% of current EL students who progressed at least one ELPI level and/or maintained a Level 4. LTELs 0% grew an ELPI level or Maintained a Level 4.	2025 CA Dashboard English Learner Progress Indicator Green 43.9% of current EL students who progressed at least one ELPI level and/or maintained a Level 4. LTELs 0% grew an ELPI level or Maintained a Level 4.		By 2026-2027, 65% of SMBSD ELs will progress to at least one ELPI level and/or maintain a Level 4. By 2026-2027, 65% of SMBSD LTELs will progress at least one ELPI level and/or maintain a Level 4.
Reclassification Rate Overall and LTELs	10.1% of total EL Students were reclassified during the 2022-2023 school year. 0.0% of total LTEL students were reclassified during the 2022-2023 school year.	10.8% of total EL Students were reclassified during the 2023-2024 school year. 20.0% of total LTEL students were reclassified during the 2023-2024 school year.	18.3% of total EL Students were reclassified during the 2024-2025 school year. 0% of total LTEL students were reclassified during the 2024-2025 school year.		40% of total EL students will be reclassified by the 2025-2026 school year. 45% of total LTELs students were reclassified by the 2025-2026 school year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity 3.1	Supplemental Programs and Materials	Students to be Served	Budget LCAP 0971	Budget Title I 3010	Budget Title I 3010 PINV
3.1a	Approved Supplemental Programs for student use (e.g. IXL, Brainpop, KUTA, AVID, etc) or Tech Tools for staff use (these do not have to go through the supplemental approval process) These are only allowed out of LCAP. (If using Title I 3010, please add a separate, individual line and check for allowability)	All students, including (Hispanic, ELs, HFY, SED, and SWD)	23,000		
3.1b	General & Supplemental Instructional Materials (includes classroom and library books). These are instructional materials used by students. You may set up an Amazon BPO (10,000 limit) for these items. This does not include ink and paper. Please use 3.2a.	All students, including (Hispanic, ELs, HFY, SED, and SWD)	10,000		

Strategy/ Activity 3.1	Supplemental Programs and Materials	Students to be Served	Budget LCAP 0971	Budget Title I 3010	Budget Title I 3010 PINV
3.1c	Expanded Learning Clubs, Sports, Supplies, Materials, Extra Coaches, and EWRs Note: All materials need to be pre approved by T&L Supplemental before entering the requisition. Note: Sports and Coaches are not allowed with Title and clubs must support the CDE's content standards Note: The only way to pay a teacher for Yearbook is to add it as a EXLP club (LCAP funded).	All students, including (Hispanic, ELs, HFY, SED, and SWD)	13,000	3,000	
3.1d	PE Equipment and Supplies Note: As noted on the Site Costs tab, each PE teacher receives a budget from T&L Supplemental. Note: For Title Funds to be used, the clubs must support CDE Content Standards. Note: For Title, they cannot be basic supplies ~ balls, jump ropes, nets, etc. These supplies must be above and beyond what is purchased with LCAP.	All students, including (Hispanic, ELs, HFY, SED, and SWD)	500	500	

Strategy/ Activity 3.1	Supplemental Programs and Materials	Students to be Served	Budget LCAP 0971	Budget Title I 3010	Budget Title I 3010 PINV
3.1e	Structured Recess Equipment	All students, including (Hispanic, ELs, HFY, SED, and SWD)	1,000		
3.1f	BPO for urgent classroom supplies ~ LCAP only; No office supplies, for student needs only; only Office Depot, Amazon not allowed ~ 1,000 Max	All students, including (Hispanic, ELs, HFY, SED, and SWD)	1,000		
3.1g	Math Superbowl and Battle of the Books (registration, team shirts, and materials)	All students, including (Hispanic, ELs, HFY, SED, and SWD)	900		
3.1h	STEAM Opportunities, programs, and materials for students such as STEAM week, Mr. Reed, Coding, and Robotics Programs	All students, including (Hispanic, ELs, HFY, SED, and SWD)	8,300		
3.1i	AVID membership fees, materials to support program academics and culture				

Strategy/ Activity 3.2	Technology Infrastructure	Students to be Served	Budget LCAP 0971	Budget Title I 3010	Budget Title I 3010 PINV
3.2a	Technology items for Students (e.g. hardware, tools, printers, scanners, headphones, ink, paper, and other related items) If software is needed, use 3.1a and ensure it is listed on the approved supplemental programs list.	All students, including (Hispanic, ELs, HFY, SED, and SWD)	12,000		
3.2b	[A description of what the strategy/activity is]				
3.2c	[A description of what the strategy/activity is]				
3.2d					

Strategy/ Activity 3.3	Facilities and Physical Infrastructure	Students to be Served	Budget LCAP 0971	Budget Title I 3010	Budget Title I 3010 PINV
3.3a	Classroom, library, outdoor furniture, storage sheds, shade structures, outdoor infrastructure, SEA containers (for student supplies) Note: This does not include small rolling carts, plastic bins, filing cabinets, etc. Note: No student furniture may be ordered through Amazon Note: Check with M&O for any items affixed to buildings, walls, and/or the ground.	All students, including (Hispanic, ELs, HFY, SED, and SWD)	8,000		
3.3b	Security Cameras for Student Safety and Mounting Classroom TVs	All students, including (Hispanic, ELs, HFY, SED, and SWD)	80,000		
3.3c					

Strategy/ Activity 3.4	Budgeting and Operations	Students to be Served	Budget LCAP 0971	Budget Title I 3010	Budget Title I 3010 PINV
3.4a	EWRs/SBRs for Certificated and Classified employees for attending meetings, PLs, etc. Title funds may only be used for meetings that have an agenda and meeting minutes that show data and student achievement being discussed. No EWRs or SBRs may be used for creating/designing the school's yearbook.	All students, including (Hispanic, ELs, HFY, SED, and SWD)	50,000	10,000	
3.4b	Bilingual Stipend for Additional Classified Staff (up to $900 per year, per employee)				
3.4c					

Strategy/ Activity 3.5	Multilingual Program Development	Students to be Served	Budget LCAP 0971	Budget Title I 3010	Budget Title I 3010 PINV
3.5a	Reclassification Celebrations - including materials, resources, and food Note: All decorations must come out of General funds. If a dinner is provided ~LCAP only; no BPOs - the requisition has to be itemized per the Food and Beverage Guidance document	English Learners	1,500		
3.5b	EL Professional Learning/Conferences Note: If Title funds are used, the EL Professional Learning / Conferences must support the ELD Standards 0 Max (PINV Only)				
3.5c					
3.5d					

Annual Review

SPSA Year Reviewed: 2025-2026

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 left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

[Respond here]

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

[Respond here]

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

[Respond here]

Goal # 4

Goal # 4	We will nurture the whole child.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

This goal was developed in response to the needs identified through data analysis and input from educational partners to ensure every student flourishes by discovering their passion and purpose, exercising self-determination, and developing the skills to reach their maximum potential. This goal was developed in response to achieving that mission through a whole child approach; supporting the quality of a student's overall life and their experience the duration of a school day and beyond, emphasizing the need to promote a sense of happiness and joy to learning through exposure to a variety of experiences. Additionally, this goal emboldens a sense of self-discovery for all children and the importance of individual identity as well as trusting relationships between educational partners. In order for our students to thrive in our schools and fully engage in their academic experience, we commit to creating environments where they feel safe, welcome, and excited to learn. This goal represents our commitment to nurturing the whole child – attending to the social, emotional, and physical health and wellness of all our SMBSD students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Expected Outcome
State Priority 2: **Implementation of Content and Performance Standards** California Dashboard Local Indicator 2 – Implementation of Academic Standards	2023-2024 All California State Academic Standards have been implemented per LEA Reflection Tool	2024-2025 All California State Academic Standards have been implemented per LEA Reflection Tool	2025-2026 All California State Academic Standards have been implemented per LEA Reflection Tool		All California State Academic Standards have been implemented per LEA Reflection Tool

Metric/Indicator	Baseline/Actual Outcome	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Expected Outcome
State Priority 4: Student Achievement (Pupil Outcomes) **SBAC English Language Arts (ELA) CA Dashboard Academic Indicator Average distance from standard Grades 3-8**	CA Dashboard 2023 (release of 22-23 data) Overall - Orange Red - 0 Student Groups Orange - English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities Yellow - 0 Student Groups Green - 0 Student Groups Blue - 0 Student Groups No performance color - African American, Asian, Filipino, Two or More Races, White	CA Dashboard 2024 (release of 23-24 data) Overall - Orange Red - English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities Orange - No Student Groups Yellow - No Student Groups Green - No Student Groups Blue - No Student Groups No performance color - African American, American Indian, Asian, Filipino, Foster Youth, Long Term English Learners, Two or More Races, White	CA Dashboard 2025 (release of 24-25 data) Overall - Yellow Red - Homeless, Students with Disabilities Orange - English Learners Yellow - Hispanic, Socioeconomically Disadvantaged Green - No Student Groups Blue - No STudent Groups No Performance Color - African American, American Indian, Asian, Filipino, Foster Youth, Long Term English Learners, Two or More Races, White		CA Dashboard 2026-2027 will be Green or Blue for SMBSD and all student groups and sites.

Metric/Indicator	Baseline/Actual Outcome	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Expected Outcome
State Priority 4: Student Achievement (Pupil Outcomes) **SBAC Math CA Dashboard Academic Indicator Average distance from standard Grades 3-8**	CA Dashboard 2023 (release of 22-23 data) Overall - Orange Red - Students with Disabilities Orange - English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged Yellow - No Student Groups Green - No Student Groups Blue - No Student Groups No performance color - African American, Asian, Filipino, Two or More Races, White	CA Dashboard 2024 (release of 23-24 data) Overall - Orange Red - Students with Disabilities Orange - English Learners, Hispanic, Socioeconomically Disadvantaged Yellow - Homeless Green - No Student Groups Blue - No Student Groups No performance color - African American, American Indian, Asian, Filipino, Foster Youth, Long Term English Learners, Two or More Races, White	CA Dashboard 2025 (release of 24-25 data) Overall - Orange Red - Students with Disabilities Orange - English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged Yellow - No Student Groups Green - No Student Groups Blue - No Student Groups No Performance Color - African American, American Indian, Asian, Filipino, Foster Youth, Long Term English Learners, Two or More Races, White		CA Dashboard 2026-2027 will be Green or Blue for SMBSD and all student groups and sites
State Priority 4: Student Achievement (Pupil Outcomes) **English Language Arts (ELA) NWEA Map Projected Proficiency**	Winter 2023-2024 ELA 2nd - 6th 28.1% projected proficient	Winter 2024-2025 ELA 2nd - 6th 24.4% projected proficient	Winter 2025-2026 ELA 2nd - 6th 28.3% projected proficient		50% or more students tested will be projected proficient (Meet or Exceed Standard on the CAASPP)

Metric/Indicator	Baseline/Actual Outcome	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Expected Outcome
State Priority 4: Student Achievement (Pupil Outcomes) **Math NWEA MAP Projected Proficiency**	Winter 2023-2024 Math 2nd - 6th 32.9% projected proficient	Winter 2024-2025 Math 2nd - 6th 24.5% projected proficient	Winter 2025-2026 Math 2nd - 6th 25.4% projected proficient		50% or more students tested will be projected proficient (Meet or Exceed Standard on the CAASPP)
State Priority 4: Student Achievement (Pupil Outcomes) **Science Grades: 7th - 8th: NWEA Map Science Average RIT compared to National Norm**	Not Applicable	Not Applicable	Not Applicable	Not Applicable	By 2026, SMBSD students will improve their academic achievement in Science, by improving the District average RIT to at or above the national Mean RIT.
State Priority 5: School Climate (Engagement) **Junior High School Dropout Rate**	Not Applicable	Not Applicable	Not Applicable	Not Applicable	The desired outcome for 2026-27 is a zero (0) student dropout rate.

Metric/Indicator	Baseline/Actual Outcome	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Expected Outcome
State Priority 5: Student Engagement **Chronic Absenteeism rate CA Dashboard**	2023 Dashboard Data Overall - Yellow Red - 0 Student Groups Orange - Students with Disabilities, White Yellow - English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged Green - 0 Student Groups Blue - 0 Student Groups No Performance Color - African American, American Indian, Asian, Foster Youth, Two or More Races	2024 Dashboard Data Overall - Yellow Red - No Student Groups Orange - No Student Groups Yellow - English Learners, Hispanic, Homeless, Socioeconomically disadvantaged, Students with Disabilities, White Green - No Student Groups Blue - No Student Groups No Performance Color - African American, American Indian, Asian, Filipino, Foster Youth, Long Term English Learners, Two or More Races, Pacific Islander	CA Dashboard 2025 (release of 24-25 data) Overall - Orange Red - Students with Disabilities Orange - Hispanic, Socioeconomically Disadvantaged, White Yellow - English Learners Green - Homeless Blue - No Student Groups No Performance Color - African American, American Indian, Asian, Filipino, Foster Youth, Long Term English Learners, Two or More Races, Pacific Islander		CA Dashboard 2026-2027 will be Green or Blue for SMBSD and all student groups and sites.

Metric/Indicator	Baseline/Actual Outcome	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Expected Outcome
State Priority 6: School Climate (Engagement) **Social-Emotional Panorama Survey (Grades 3-5)** Sense of Connectedness - Perceptions of the overall social and learning climate of the school Panorama was not used during Years 2 & 3. CHKS was used instead.	Fall 2023 School Climate 3rd - 6th ~ 61%	Fall 2024 School Climate 3rd-6th = 54%	New Data Point ~ CHKS ~ Grade 5 Only Fall 2025 Percent Favorable 5th = 69%		By 2027, SMBSD students will increase their sense of connectedness and engagement to their school site, as measured by the Panorama student survey, such that positive responses of the School Climate questions are 80% or above

Metric/Indicator	Baseline/Actual Outcome	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Expected Outcome
State Priority 6: School Climate (Engagement) **California School Dashboard Suspension Rates for all and applicable Student Groups**	2023 Dashboard Data Overall - Green Red - 0 Student Groups Orange - 0 Student Groups Yellow - 0 Student Groups Green - Hispanic, Socioeconomically Disadvantaged Blue - English Learners, Homeless, Students with Disabilities, White No Performance Color - African American, American Indian, Asian, Filipino, Foster Youth, Two or More Races	2024 Dashboard Data Overall - Blue Red - No Student Groups Orange - No Student Groups Yellow - Homeless Green - No Student Groups Blue - English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White No Performance Color - African American, American Indian, Asian, Filipino, Foster Youth, Long Term English Learners, Two or More Races, Pacific Islander	CA Dashboard 2025 (release of 24-25 data) Overall - Yellow Red - No Student Groups Orange - No Student Groups Yellow - Hispanic, Socioeconomically Disadvantaged Green - English Learners Blue - Homeless, Students with Disabilities, White No Performance Color - African American, American Indian, Asian, Filipino, Foster Youth, Long Term English Learners, Two or More Races, Pacific Islander		CA Dashboard 2026-2027 will be Green or Blue for SMBSD and all student groups and sites.
State Priority 6: School Climate (Engagement) **Student Expulsion Rates**	The expulsion rate for 2023-2024 school year was 0 students.	The expulsion rate for the 2024-2025 school year was 0 students.	The expulsion rate for 2025-2026 school year was TBD students.		The expected annual outcome for the expulsion rate for the District is to be 0.005% or less.

Metric/Indicator	Baseline/Actual Outcome	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Expected Outcome
State Priority 6: School Climate (Engagement) **Student Attendance Rates**	2023-2024 94.44% Attendance Rate	2024-2025 94.48% Attendance Rate	2025-2026 TBD % Attendance Rate		The expected annual attendance rate is 96.5%.

Strategies/Activities

Strategies/Activities Table

Strategy/ Activity 4.1	Academic Achievement	Students to be Served	Budget LCAP 0971	Budget Title I 3010	Budget Title I 3010 PINV
4.1a	Teacher Tutor Salary Amounts located on the Daytime Teacher Tutor Information tab	All students, including (Hispanic, ELs, HFY, SED, and SWD)		35,911	
Strategy/ Activity 4.2	**College and Career Readiness**	**Students to be Served**	**Budget LCAP 0971**	**Budget Title I 3010**	**Budget Title I 3010 PINV**
4.2a	Field trips, on site experiences and assemblies, college and career readiness, academic experiences and opportunities (e.g. Science Camp, Children's Creative Project, Learning by Doing Lab, History Walkthroughs) All Decisions Regarding Science Camp must be made no later than Friday, February 19, 2027 If Title funds are used, the field trips, on site experiences and assemblies must support the CDE content standards.	All students, including (Hispanic, ELs, HFY, SED, and SWD)	30,000	15,000	

4.2b	Student Agendas Note: Only for the 2026-2027 school year; you may not purchase a year ahead				
4.2c					
4.2d					
Strategy/ Activity 4.3	**Student Health and Social Emotional Supports**	**Students to be Served**	**Budget LCAP 0971**	**Budget Title I 3010**	**Budget Title I 3010 PINV**
4.3a	SEL Supplies and Materials , Calm Corners, Wellness Centers	All students, including (Hispanic, ELs, HFY, SED, and SWD)	2,000		
4.3b					

Strategy/ Activity 4.4	School Climate	Students to be Served	Budget LCAP 0971	Budget Title I 3010	Budget Title I 3010 PINV
4.4a	Incentives for attendance, culture/climate, academics, behavior. etc.	All students, including (Hispanic, ELs, HFY, SED, and SWD)	4,000		
4.4b	Student Safety- Parent/TK & Kinder lanyards, cards; campus signage, radios, vests, batteries for flashlights and radios	All students, including (Hispanic, ELs, HFY, SED, and SWD)	1,000		
4.4c	Spirit Wear for Students only Note: Staff spirit wear comes out of General.	All students, including (Hispanic, ELs, HFY, SED, and SWD)	5,000		
4.4d	Yearbooks for 6th Graders				
4.4e	WEB Training				

Strategy/ Activity 4.5	Visual and Performing Arts	Students to be Served	Budget LCAP 0971	Budget Title I 3010	Budget Title I 3010 PINV
4.5a	Art Supplies For Title art supplies ~ these cannot be basic supplies (crayons, markers, glue, etc. They must be elevated supplies.) MUST SUPPORT ARTS EDUCATION STANDARDS For LCAP ~ use 3.1b	All students, including (Hispanic, ELs, HFY, SED, and SWD)		1,000	
4.5b					

Annual Review

SPSA Year Reviewed: 2025-2026

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 left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

[Respond here]

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

[Respond here]

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

[Respond here]

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the ConApp	$ 75,319
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ 330,679

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I, Part A (3010)	$ 68,768
Title I, Part A ~ Parent Involvement (3010 PINV)	$ 6,551

Subtotal of additional federal funds included for this school: $ 75,319

State or Local Programs	Allocation ($)
LCAP (0971)	$ 255,360

Subtotal of state or local funds included for this school: $ 255,360

Total of federal, state, and/or local funds for this school: $ 330,679

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.

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 June 1, 2026.**

Principal ~ Dr. Heather Allen Heather Allen 06/03/2026

SSC Chairperson ~ Ms. Amy Jardin and Ms. Lisa Thomas Sanchez

Amy Marie Jardin 06/02/2026

Lisa Thomas-Sanchez 06/02/2026